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**Critical Discourse Analysis as an Approach for Enhancing  
Critical Awareness**

**The study case of Third-Year Literature Class at English  
department at Ghardaia University**

**Dissertation submitted to University of Ghardaia for obtaining  
the Master's degree in Didactics**

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# Dedication

This work is dedicated to:

My beloved parents

The superb brother and the nicest sisters

The memory of my grandparents “Mohamed”, “Fatima”

All my family members and my dearest friends.

# Acknowledgments

This dissertation would not have been possible without the help almighty Allah, who provided me with the strength and courage to accomplish this research work.

First, I want to express my sincere gratitude to my supervisor for all the support, encouragement, and direction she has given me during this project. This effort would not have been feasible without her cooperation and openness.

My sincere gratitude goes to the jury members

## **Abstract**

This study investigates the use of Critical Discourse Analysis (CDA) as an approach to enhance critical awareness among third-year students in literature class at the English Department of Ghardaia University. The research aims to determine the role of teaching CDA in fostering critical thinking beyond textual analysis. Employing a mixed method approach, the study combines qualitative procedures for data gathering and analysis. Forty third-year students participated in an online questionnaire, revealing that teaching CDA effectively enhances students' critical awareness. The findings highlighted the significance of CDA in promoting critical thinking among students.

***Keywords:*** *Critical Discourse Analysis, critical awareness, critical thinking.*

## **List of Abbreviations**

**CDA:** Critical Discourse Analysis

**CT:** Critical Thinking

**CLT:** Communicative Language Approach

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# **General Introduction**

## **Introduction**

A form of discourse analysis study known as (CDA) focuses on the abuse of social power. Text and conversation in the social and political environment enact, reinforce, and fight domination and inequality. The goal of critical discourse analyzers is to comprehend, expose, and eventually combat social inequalities. According to (Fairclough, 1992), Critical Discourse Analysis, discourse is both created and constitutive analysis of opaque and visible structural relationships of dominance, discrimination, power, and control as they appear in language is the primary goal of CDA (Wodak, 1995). Therefore, CDA goes beyond explanation and reveals power disparities that have an impact on the creation, distribution, and consumption of information (Fairclough, 1992). Social concerns like inequality and prejudice are frequently the subject of research, and Critical Discourse Analysis (CDA) fundamentally deals with these topics (Fowler, 1996). The ideology of the author may be discovered by looking at how things like people, places, and events are written and discussed (Carter&Nunan, 2001). According to Van Dijk (2001), critical analysts adopt a clear stance and then seek to comprehend, expose, and ultimately fight societal change.

Despite admitting that there are still some methodological and theoretical shortcomings, Van Dijk (2001) makes an effort to reestablish the theoretical framework necessary to analyze speech and power. Finding relevant teaching materials might initially be difficult and time-consuming for teachers, who have limited preparation time. When choosing and developing instructional materials and assignments, instructors must carefully evaluate both bottom-up and top-down methods to processing to ensure that they are feasible (Cook, 1989; McCarthy, 1991; Carter&Nunan, 2001).

Additionally, according to Janks & Ivanic (1992), educators should support all students' attempts towards emancipatory speech, which may be self-empowering or rejecting

disempowerment of themselves as well as others, by offering chances for practice. As a result, students must use Critical Discourse Analyses to improve their critical awareness in their academic work while adhering to certain standards, including accuracy and reasoning, and by showcasing relevant skills, such as selection, evaluation, analysis, reflection, questioning, inference, and judgment.

In contrast to the numerous different "approaches" to discourse studies, CDA is not so much a direction, school, or specialty. Instead, it seeks to provide several "modes" or "perspectives" of thinking, analyzing, and applying across the board. In fields as different as pragmatics, conversation analysis, narrative analysis, rhetoric, sociolinguistics, or media analysis, among others, we could discover a more or less critical point of view.

### **1. Statement of Purpose**

The aim of this study is to enhance the critical thinking capacity and language analysis skills of third-year students at Ghardaia University by utilizing critical discourse analysis as an approach. The study seeks to go beyond the textual analysis and encourage students to engage with their own interests, perspective, and positionality, while fostering self-critical reflexivity.

### **2. Statement of Problem**

The study aims at answering the following questions:

1. What is the impact of teaching critical discourse analysis on enhancing critical awareness among third-year literature students at Ghardaia University?
2. To what extent does the use of critical discourse analysis meet the requirements for developing critical awareness among third-year literature students?
3. How does the instruction of critical discourse analysis contribute to strengthening critical awareness among third-year literature students at Ghardaia University?

### **3. Research Hypothesis**

The implementation of critical discourse analysis as an instructional approach significantly enhances the level of critical awareness among third-year literature students at Ghardaia University.

### **4. Methodology**

The methodology employed in this study involved the use of critical discourse analysis (CDA), specifically utilizing the Van Dijk model, to analyze the language beyond surface-level textual analysis. A qualitative method was adopted to examine the nuances and complexities of the data, while a quantitative examination was employed to obtain reliable and measurable results. For qualitative analysis, data collection techniques such as interviews and document analysis were utilized. Statistical methods were applied to the quantitative data for analysis. Additionally, a questionnaire was administered to third-year students at Ghardaia University to gather quantitative data. The questionnaire consisted of carefully designed questions to address the research questions, and a sample size of ten questions was used. Measures were taken to ensure the validity and reliability of the questionnaire.

### **5. Limitations of the study**

The present study has some limitations. We ran into an issue doing the questionnaire due to a shortage of time. The second restriction of this study is that, due to the limited size of the sample, it is not possible to extrapolate the survey results to a significant number of students at Ghardaia University or to every academic circumstance.

### **6. Study Outline**

The dissertation is structured in two main parts: theoretical and practical. The theoretical part includes two chapters. The first one is a literature reviews the past studies and ideas including critical teaching, teaching intellectual skills, and teaching communicative skills.

The second chapter is about Critical Discourse Analysis (CDA) as a methodology of teaching which includes teaching language in context, literature as an approach for teaching critical thinking then, CDA as an assessment process as well as the role of the teacher and the student in developing critical awareness. The third chapter is the practical part; the material used to collect data and the materials collected then the results and discussion of the findings.

## **7. Definition of Keywords**

### **Critical discourse analysis (CDA)**

- According to Van Dijk (2001) “Critical Discourse Analysis is a proposition that focuses on how abuse of power dominance and inequality is practiced in the discursiveness of the social and political contexts”.
- Fairclough (1995) believe that “Critical Discourse Analysis is to systematically explore the relationship of the victim (discursive practices, events, texts, broader, social, cultural, process)”.

**Critical Thinking:** Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. (Defined by the National Council for Excellence in Critical Thinking, 1987).

# **Chapter One: Literature Review**

Introduction

1.1. Critical Teaching

1.2. Teaching Intellectual Skills

1.2.1. Teaching Critical Thinking

1.2.2. Teaching Problem Solving

1.2.3. Teaching Decision Making

1.3. Teaching Communicative Skills



## **Introduction**

This chapter reviews the literature in the area of critical awareness and critical thinking instruction. It seeks to offer several hypotheses associated with this area of study. It begins by introducing critical teaching before moving on to teaching intellectual skills, which include teaching decision-making, problem-solving, and critical thinking. Additionally, it involves teaching communicative skills.

### **1.1. Critical Teaching**

Critical teaching enables learners to think critically rather than just accept what is stated or written, and it aims to foster critical thinking, social consciousness, and transformative learning. Teaching that encourages students to analyze oppressive institutions and systems, and it encourage them to question, analyze, and transform the world around them through education. Critical teaching, according to McLaren (1998), is a method of thinking, negotiating, and altering the relationships between classroom teaching, knowledge production, school institutional structures, as well as the social and material relations of the large community, society, and nation state. Giroux (1988), defined critical teaching as the transformation of instructors and students into “transformative intellectuals”, and McLaren (2002) adds that education is passed down from teacher to student and hence from one generation to another. However, critical teaching is influenced by the work of Brazilian educator Paulo Freire (1970), who advocated for a pedagogy of liberation. It draws upon Freire’s ideas of conscientization (critical consciousness), dialogue, and praxis (reflection and action) to promote transformative education. Besides, he argues that the following basic ideas constitute critical teaching:

- 1- Education is a dialogue between students and instructors in which they propose and create solutions collectively.

- 2- Education helps to broaden a students' perspective on the world. The purpose of critical teaching and learning is to influence students' and instructors' perceptions of the world.
- 3- Education may change your life. Learning occurs in both teachers and learners, and the students can recognize a shift in point, according to those who teach using a critical pedagogy approach. Tacklers can evaluate this development or transition.

Critical teaching seeks to empower students by recognizing their agency and voice. It encourages them to actively participate in the learning process, express their own ideas and perspectives, and engage in decision-making and social change. Critical thinking also values dialogue and collaboration as an essential components of the learning process. It encourages to open discussions, respectful debates, and the exchange of diverse perspectives, promoting active engagement and the development of empathy and understanding. However, critical teaching seeks not only to inspire students, but it also requires teachers to engage in self-reflection and ongoing professional development. They continually examine their own beliefs, biases, and teaching practices, and adapt their approaches to promote critical thinking and social justice in the classroom.

## **1.2. Teaching Intellectual Skills**

The term 'intellectual skills' relate to different methods of thinking and solving problems. Teaching intellectual skills or cognitive skills refers to the development of an individual's ability to process and analyze information, make informed decisions, and solve problems. All fields of study require intellectual abilities. According to Clifton f. Conrad (1987), the ability to think rationally is referred to as intellectual skills. The capacity to define the important issue in a complicated problem is founded in the development of higher-order thinking abilities such as analysis, evaluation, synthesis of larger information into smaller

representations, and the ability to identify the key issue in a complex problem. Each of these skills enable you to work with information.

One approach to teaching intellectual skills is to use problem-based learning (PBL), which involves students working in groups to solve complex real-world problems. Studies have shown that (PBL) can improve critical thinking skills, enhance motivation, and enhance collaboration skills. Another approach is the use of metacognitive strategies where learners learn to monitor, evaluate and adjust their learning strategies. Metacognitive instruction can improve learning outcomes for students through increased self-awareness, increased cognitive flexibility, and better understanding of their individual learning strengths and weaknesses.

Teaching intellectual skills is essential to preparing students for success in the knowledge economy. It must be noted that effective instruction requires a balance between instilling cognitive skills, exposure to content knowledge, ethical concerns, as well as social skills. While assessment is a critical element of teaching intellectual skills, employing pedagogical methods such as problem-based learning and metacognitive strategies can enhance student motivation and boost skill development.

### **1.2.1. Teaching Critical Thinking**

Critical thinking has been addressed and debated in educational circles for several decades. There have been several definitions of critical thinking. John Dewey (1990), defined critical thinking as “active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends”. That is, critical thinking is active, meaning that when we think critically, we are actively engaging our brains to absorb information and determine whether or not to believe it. Thus, no one tell us what to think when we use critical thinking. We are working things out for ourselves using methodical approach. As the researchers Paul, Fisher & Nosich (1993),

argued that “critical thinking is that mode of thinking about any subject, content or problem in which the thinker improves the quality of his or her thinking and imposing intellectual standards upon them”.

Critical thinking is a technique that may be learned via years of practice rather than a natural talent. However, it is presumed that previous teaching strategies did not encourage learners to exercise rational thinking. As a result, educators who wish to employ this method in the classroom must first and foremost educate their students how to think by emphasizing a discussion-based, interactive, problem-solving, and questioning environment.

There is debate about how to teach critical thinking because there are several ways and tactics that may be employed. Despite their variances, these approaches ought to address the fundamentals of a critical thinking exercise, which Broadbear suggests is made up of four components: "ill-structured issues, criteria for assessing thinking, student assessment of thinking, and improvement of thinking"(2003:7). i.e. A critical thinking exercise should, first and foremost, include unclear issues and scenarios to which students must respond and offer answers. Additionally, it is crucial that the instructor employs instructions that allow for evaluation and assessment of the pupils' thinking. For instance, the instructor could ask the students to defend their statements so that they can determine whether or not they are supported by evidence. Additionally, it is crucial to provide each pupil personalized comments so that they may eventually go back and refine their thoughts.

Teaching critical thinking is the intentional and systematic process that help learners understand that it involves questioning assumptions, analyze information, consider different viewpoints which encourages students to support their answers with evidence and logical reasoning. However, incorporating real world applications, connect critical thinking to real world applications and contexts. That help students see the relevance and practicality of

critical thinking skills in their lives and futures careers. In corporate case studies, current events, and authentic problems that require critical thinking to find solutions.

Teaching critical thinking is an ongoing process that requires continuous reinforcement and practice. By incorporating these strategies and approaches, it can help students develop essential critical thinking skills that will benefit them in their future pursuits.

### **1.2.2. Teaching Problem Solving**

Problem solving is a mental modal activity that includes the creation and manipulation of issues (Jonassen, 2000). Problem solving is a strategy of organizing subject matter in such a manner that it may have been addressed through problem solving. Skinner (1953), defined problem solving as any behavior that increases the possibility of finding a solution by manipulating variables. The speaker can develop stimuli to enhance his or her own intraverbales and generate a reaction that is likely to be reinforced through problem solving.

Cognitive problem solving is a theory, developed by psychologists such as John Flavell and Robert Sternberg, emphasizes the role of cognitive process in problem solving. This theory suggests that effective problem solving involves identifying the problem, generating potential solutions, evaluating alternatives, and implementing the best course of action. Teaching problem solving through cognitive problem solving focus on enhancing students' cognitive abilities, such as critical thinking, reasoning, and metacognition.

School-based problem-solving should emphasis on real, difficult issues that are important to the children and don't have simple solutions. This frequently occurs in the context of challenging activities that demand critical and analytical thinking from the pupils. Rich activities entail solving actual, significant issues and involving pupils in social acts that are beneficial to their world, community, school, or new fields of employment.

In most subjects across the curriculum, students are encouraged to use creativity, innovation, and entrepreneurial thinking to solve problems. Students construct solutions in response to problems, for instance, in technology courses. They are expected to:

- Investigate, design, manage, produce, and assess solutions.
- Choose and use technology ethically, including materials, data, systems, components, and tools.
- Analyze issues, needs, or opportunities to discover problems and provide solutions.

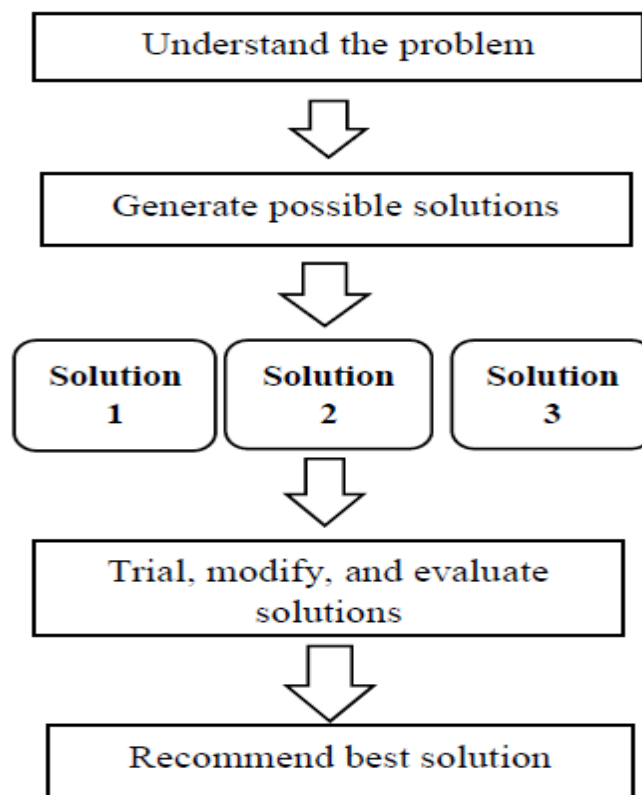


Figure 1: Teaching problem-solving skills

When teaching problem solving skills, the teacher can draw upon these theories and models to provide a comprehensive and well-rounded approach. It's essential to tailor their instruction to the specific needs and abilities of their learners, providing them with opportunities to practice problem solving in various contexts and offering feedback and support along the way.

### **1.2.3. Teaching Decision Making**

Teaching decision making is an essential skill that can benefit individuals in various aspects of life. Making decisions includes identifying and choosing alternatives based on the decision maker's values and preferences, which means that we want to not only identify as many of these alternatives as possible, but also to choose the one that best fits our goals, desires, lifestyle values, and so forth (Paul.P, 2006, p.6,7). Additional researchers have indicates that making decisions is the process through which a person, group, or organization comes to a decision about what future actions to take in light of set of objectives and constraints on a limited resource. This will be an iterative process comprising issue formulation, information collection, drawing conclusions, and learning from past mistakes (Paul J.H.Shoemaker & J.Edward Russo, 2002). Moreover, Mints Berg et al. (1976) stated that a combination of action and dynamic elements that begins with the identification of a stimulus for actions and concludes with a particular commitment to action.

Teaching decision-making skills is vital in empowering learners to make informed and effective choices. Decision-making is one of the skills that improves with practice and by providing a structured framework and opportunities for practical application that can empower students to become more confident and effective decision makers.

### **1.3. Teaching Communicative Skills**

Teaching communicative skills may be described as the transmission of a message with common understanding across the settings in which the conversation occurs (Saundres Mills, 1999). Listening, speaking, reading and writing are all examples of communication abilities. A teacher must be highly proficient in all of these areas in order to teach effectively. However, teachers often employ a Communicative Language Teaching approach (CLT). It is both a process and a goal in classroom learning, and some applied linguists believe it has

reached a tipping point in which explicit direct aspects are becoming more important in teaching communicative skills (Celci-Murica & DÖrnyei, 1997, p.141). Moreover, Thornbury (2002) stated that the capacity of the learner to utilize the grammar and vocabulary of the language to attain communicative goals, as well as understanding how to do so in a socially suitable manner, is referred to as communicative competence. To put it in another way, every learner's objective is to gain communicative competence in order to become proficient user of the target language. It is thought that communicative language instruction exposes students to real-life language settings since it encourages students to learn via self-discovery with instructor support. As a result, it has been established that using communicative language education In English as a second language classroom has several advantages both instructors and students.

Teaching communicative skills is essential to ensure learners to communicate effectively and appropriately in various contexts in life. The task-based approach, where learners are given real-life communicative tasks to complete, and language use is integrated naturally into the tasks. A balanced approach to teaching communicative skills lead the learners to a better outcomes and success in various life situations.

## **Conclusion**

This chapter examined previous theories and works in relation to the subject of investigation while reviewing the literature. It presents the key theoretical ideas about the training of communicative, intellectual, and critical thinking abilities. Because of its relevance and significance in both academic and practical contexts, research in this area is still growing.



# **Chapter Two: CDA as a Methodology for Enhancing Critical Awareness**

Introduction

2.1. Teaching Language in Context

2.2. Literature as a Tool for Critical Thinking

2.3. Critical Discourse Analysis as an Assessment Process

2.4. The Role of the Teacher and the Student in Developing Critical Thinking

2.4.1. The Role of the Teacher

2.4.2. The Role of the Student

## **Introduction**

The title of this chapter is Critical Discourse Analysis (CDA) as a Teaching Methodology. It builds a link between CDA and instructional design. Additionally, it discusses teaching language in context before explaining how to use literature to teach and develop critical thinking. Then, it discusses CDA as a method of evaluation and the connection between the discursive practices employed to produce, receive, and interpret the text and the actual text. Last but not least, it discusses how critical thinking (CT) is developed by both teachers and students.

### **2.1. Teaching Language in Context**

The core of the learning process is language. We can engage, learn, and create our identities through language. Teaching language in context is an approach that emphasizes the use of authentic and meaningful language experience to facilitate language learning. It is recognized that language is best acquired and understood when it is taught and practiced within relevant and meaningful context. However, the context has caught the attention of contemporary linguists from many approaches and schools. Context is defined as "those portions of the speech that link to the word in the passage and aid to expose their meaning" in a number of different ideas. It is obvious from this definition that context is a reflection of those language sequences in the form of a speech.

Teaching language in context involves integrating language instruction with authentic context, such as real life situations, literature, media, and cultural content. It emphasizes the importance of using language in purposeful and communicative ways, rather than focusing on isolated grammar rules or vocabulary. This approach aligns with the principles of

communicative language teaching (CLT) and recognizes the interplay between language form, meaning, and use.

We can say that the context in which a word appears is the subject of studies conducted by contextual theory because, as Martini said, the word does not have the meaning that is required outside of the context. The word has multiple and many meanings, and the context determines the meaning that is required. According to Firth, language serves as a tool for communication within a human activity; yet, this activity does not function as a tool for reflection, and the tool's significance can only be derived through its usage. This indicates that language is a medium of communication that enables communication in accordance with each society's native tongue. Thus, Malinowski's statement that "the meaning of language lies only through its usage" is accurate: "The meaning of language lies only through its use." Words in one community may have a different meaning in another . However, regarding learning from context, a word's meaning can only be properly and correctly defined after reference to the context that surrounds it in the phrase. This is also true once the context as a whole has been restored. If the text cannot be formed in a mass of transcendent phrases but is instead a collection of reactive sentences, it is also a web of relational connections that is interrelated. Even once we are aware of the syntax and the words' current linguistic meanings, there is still a disconnect between our knowledge and the information about the outside world that a phrase expresses.

Therefore, context-based language instruction the foundation for teaching literacy is the reason that language is used in various subject areas. It acknowledges that language is the medium through which students create their understandings and that language is used differently across the curriculum. Students must learn the specialized language of the curricular area, or the genres and aspects of the language through which the material is communicated, in order to succeed in each topic. Teachers must recognize the language

requirements of the many curricular areas in order to successfully improve students' language for success in the curriculum.

Teaching language in context offers a learner-centered and communicative approach to language instruction. By immersing learners in authentic language experiences, it promotes meaningful learning, foster language proficiency, and enhance intercultural understanding, ultimately equipping learners with skills and knowledge necessary for effective and authentic language use.

## **2.2. Literature as a Tool for Critical Thinking**

The author died so that the reader may live, said by the influential French literacy critic Ronald Barthes in 1967. Barthes really moved the burden of solving the text's mystery on the reader and his or her interpretation, which required the reader's critical thinking abilities. He did this by presuming that the author is merely a "scriptor" who creates the text but does not determine its final meaning. However, Critical thinking and literature are "just distinct coastlines of the same island," not "two islands." (Hakes, 2008, p. xi). Belinda Hakes provides various real-world examples of how to use critical thinking in teaching English literature in her fascinating book *When Critical Thinking Met English Literature*. Overall, she highlights a distinctive method for presenting literature to pupils in order to educate critical thinking "one must wait until a situation arises when it is appropriate to present the concept."(p.122).

Readers who use critical thinking can reflect on what they have read. Various methods, such as extracting the main ideas of the text, reading for specific information, comprehending text organization, assessing comprehension, inferring, dealing with unfamiliar words, etc., are suggested by Greenall and Swon (1986) and Scull (1987), as ways to improve critical thinking in literature. Invoking Bloom's taxonomy, the author recommends that in order to

promote critical thinking, teacher-asked questions should be systematically arranged from those addressing content-related concerns to those addressing interpretive ones.

Critical thinking enables readers to comprehend a literary work's message on a deeper level. In order to discuss and make connections for interpreting hidden messages, as well as to demonstrate how literary works change from literary works into critical and analytical theory. People's critical thinking skills are put to the test, for instance, in George Orwell's novel *Animal Farm*. Orwell gave the story's characters and setting human characteristics and capacities. The entire narrative serves as a metaphor for actual occasions in the political and leadership spheres. Orwell uses critical thinking extensively in his book *Animal Farm*. The book exposes how leadership regimes and politics work using animals, although a reader may not realize this without using critical thinking. Animals first plot a revolt to succeed, then band together to take control. Naturally, animals lack the intelligence necessary to plan a revolution and choose a leader among themselves. One might become aware that animals' behavior is symbolic by using critical thinking. To think critically, one has to have a foundational education, though. Readers with little knowledge could think that animals used to be so sophisticated that they could rebel against humans and live freely. Second, "four legs good, two legs bad," according to the pigs that rule the animal kingdom (Orwell. Chapter3, p 29). This remark by Old Major at the start of the novel serves as one of the tenets of the idea of animalism, which forms the basis of the uprising. Animals are being warned by an elderly major not to trust people, who is referring to them as anything with two legs.

### **2.3. Critical Discourse Analysis as an Assessment Process**

In what might be seen as a reaction against the staid and rigid disciplinary boundaries of linguistics and other disciplines, critical discourse analysis (CDA), as it has increasingly been referred to in recent years, has been conceived of as an interdisciplinary (or sometimes

transdisciplinary) endeavor from its inception (Fairclough and Wodak, 1997; Wodak and Weiss, 2003). Textual analysis has a dual nature, which is a general approach used by critical discourse analysis (CDA).

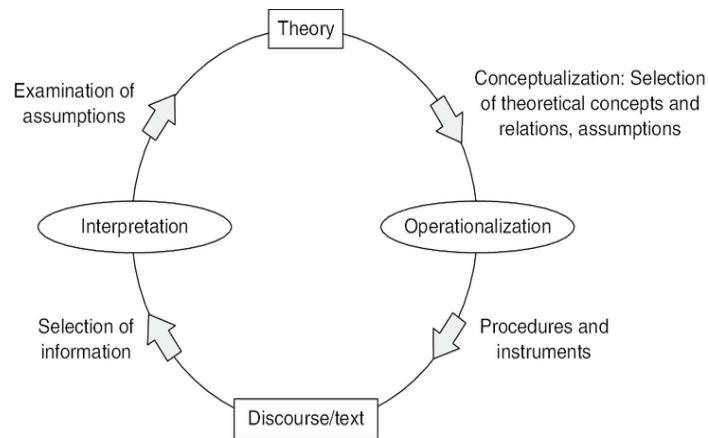


Figure 2: CDA as an assessment process.

First and foremost, it involves interdiscursive analysis, which examines the discourse genres and styles that are used in a work and how they are articulated together. This method of study is predicated on the idea that writings may draw from, and frequently do, a variety of genres, discourses, and styles. Since CDA entails "putting a variety of theories into conversation," as stated by Chouliaraki and Fairclough (1999), the theories that critical discourse academics draw on may have their roots in a wide range of disciplines, starting at the top of the circle as previously described above. They may become somewhat divorced from their "original" disciplines when applied to the research problem (moving from theory to operationalization), while at the same time being modified and changed to the situation at hand, which will unavoidably be influenced by the disciplinary orientation of the researchers. Most CDA researchers have placed importance on concepts like ideology, which have been extensively explored in fields like politics, sociology, psychology, and philosophy, to mention a few.

Discipline-specific traditions, however, will also have a significant impact on the interpretation, as well as the scope and narrow focus of what is interpreted. While corpus analysis will allow inferences to be drawn about potentially enormous volumes of texts, perhaps for a more limited range of discursive features, ethnographic approaches will allow rich description of discursive practices within specific contexts without necessarily generalizing to other contexts.

## **2.4. The Role of the Teacher and the Student in Developing Critical Thinking**

### **2.4.1. The Role of the Teacher**

- Creating a safe and supportive learning environment where students feel comfortable expressing their opinions, challenging ideas, and taking intellectual risks, and it encourage learners to engage in critical thinking without fear of judgment.
- Setting clear learning goals and objectives that incorporate critical thinking skills by explicitly stating the importance of critical thinking in the curriculum and lesson plans, teachers can help students understand the purpose and value of developing these skills.
- Providing opportunities for questioning and inquiry to encourage the learners to ask questions, explore ideas, and engage in inquiry-based learning.
- Modeling critical thinking skills where they serve as role models for critical thinking by demonstrating their own critical thinking skills. This includes asking questions, analyzing information, evaluating arguments, and demonstrating of the thinking processes involved and provides them with a reference point for their own development.

- Encouraging multiple perspectives and explore diverse points of view by introducing contrasting opinions, encouraging respectful debate, and promoting empathy, teachers foster development of open mindedness and help students recognize the complexity of issues.
- Guiding and scaffolding students' thinking process where teachers can support and help students develop their critical thinking gradually.
- Assessing and providing feedback on critical thinking skills with incorporating assessment that measure students' critical thinking skills. This includes designing assessments that require students to analyze information, evaluate arguments, solve problems, and make informed judgments. Additionally, teachers may provide constructive feedback that support students' growth in critical thinking, highlighting areas of strength and areas of improvement.

#### **2.4.2. The Role of the Student**

- Active engagement in the learning process and take responsibility for their own learning. This involves being actively involved in classroom discussions, asking questions, seeking clarification, and actively participating in activities that promote critical thinking.
- Curiosity and inquiry where students should be motivated to explore topics, ask questions, and seek deeper understanding by investigating different perspectives, and explore diverse sources of knowledge.
- Analyzing and evaluating information to develop the ability to analyze and evaluate information critically. This includes assessing the credibility and reliability of sources, and considering the context and evidence supporting different claims or arguments.
- Reflective thinking, which involves examining their own thinking process, and assumptions. With reflecting on their own thoughts and actions, students can become



more aware of their own thinking patterns and identify areas for improvement in their critical thinking skills.

- Problem solving skills which involves identifying problems or challenges, analyzing the situation, generating and evaluating possible solutions, and making informed decisions based on evidence and logical reasoning.
- Self-reflection and self-assessment to monitor their progress in developing critical thinking skills. This involves evaluating their own thinking, and setting goals for further development.
- Persistence and resilience so that they can face challenges, persevere through difficulties, and learn from setbacks. By embracing a growth mindset and viewing challenges as opportunities for growth, learners can continue to develop and refine their critical thinking abilities.

## **Conclusion**

The review presented in this chapter centers around CDA as a teaching methodology. It offers strategies for contextual language instruction initially. In addition, the use of literature to promote critical thinking, highlighting the CT-teaching methodology. Then, CDA as a method of evaluation. Finally, it discusses how to improve critical thinking skills by including both the teacher and the learner.

## **Chapter Three: Data Collection and Methodology**

Introduction

3.1. The Sample

3.2. Data Collection

3.2.1. Questionnaire

3.2.2. Analysis

3.3. Questionnaire Analysis

3.4. Discussion of the Findings

Conclusion

## **Introduction**

This chapter explains the research methodology that was employed in this study to test the research hypotheses, as well as the research instruments that were most helpful. Among these is the questionnaire that was distributed to the Third Year students in the department of English at Ghardaia University.

### **3.1. The sample**

The main demographic is English students, while the study population is University of Ghardaia Third Year Undergraduate students. A convenience sampling was chosen. This study has 50 people, therefore the sample is representative to some extent. The students are pursuing a three-year license degree in English Language and Literature at the University of Ghardaia's Faculty of Letters and Languages.

### **3.2. Data Collection**

#### **3.2.1. Questionnaire**

The questionnaire is a crucial instrument for gathering data that may be self-administered and can quickly reach a lot of respondents. A questionnaire is a survey that is used to gather the information needed to conduct a certain study. To test the theories on the effectiveness of teaching Critical Discourse Analysis as a strategy for fostering Critical Awareness, a questionnaire was used. The questionnaire was sent online instead of face to face. It consists of ten (10) questions, classified as closed-ended questions suggesting to the participants a list of responses to select.

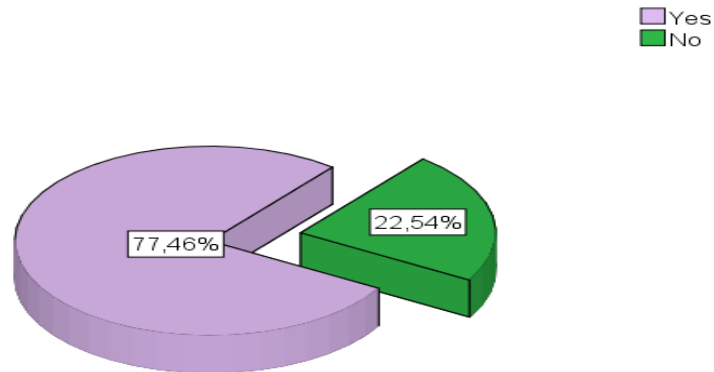
#### **3.2.2. Analysis**

The results underwent both quantitative and qualitative analysis.

### 3. 3. Questionnaire Analysis

**Q1: Are you familiar with Critical Discourse Analysis (CDA)?**

- Yes
- No

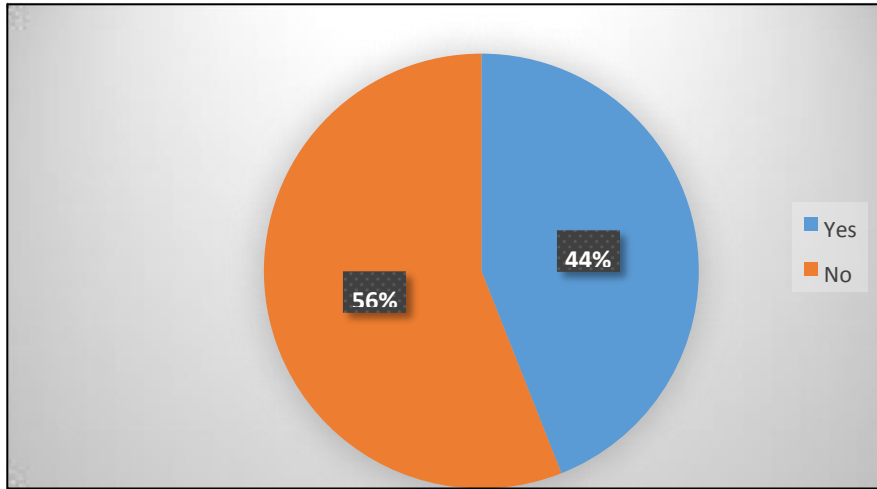


**Diagram 01: Students' Familiarity with Critical Discourse Analysis (CDA).**

According with questionnaire's results, the majority of students (77.46%) are already familiar with Critical Discourse Analysis (CDA). Some of them (22.54%) have no experience with Critical Discourse Analysis (CDA).

**Q2: Is it necessary for you to use your critical thinking?**

- Yes
- No

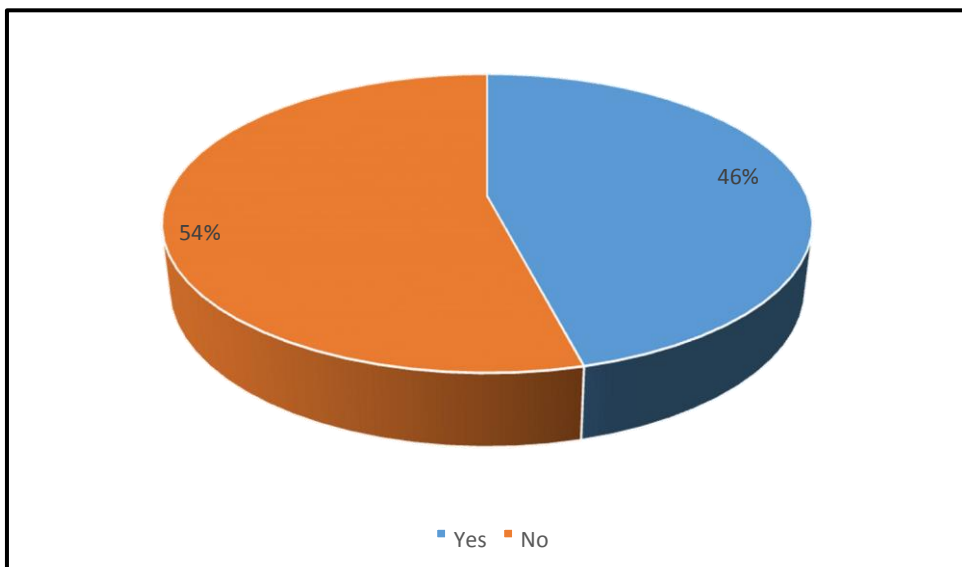


**Diagram 02: The Necessity of Critical Thinking.**

Diagram two represents if critical thinking is necessary for the students or not. Thus, fifty-six percent (56%) of the respondents affirm that it is necessary for them to use their critical thinking. others (44%) estimate that it is not necessary for them to use their critical thinking.

**Q3: Do you find difficulty (ies) in using critical thinking?**

- Yes
- No

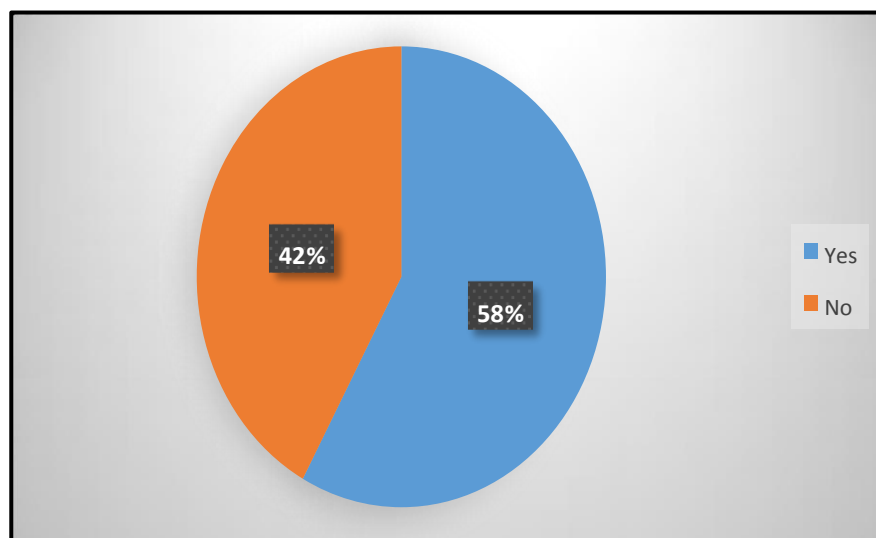


**Diagram 03: The Difficulties of Using Critical Thinking.**

The result gathered in diagram three show that fifty-four percent (54%) of the informants do not find any difficulties is using critical thinking. Nevertheless, forty-six percent (46%) of them claim that they find some difficulties in using critical thinking.

**Q4: Do you think you have reached such a level of thinking?**

- Yes
- No

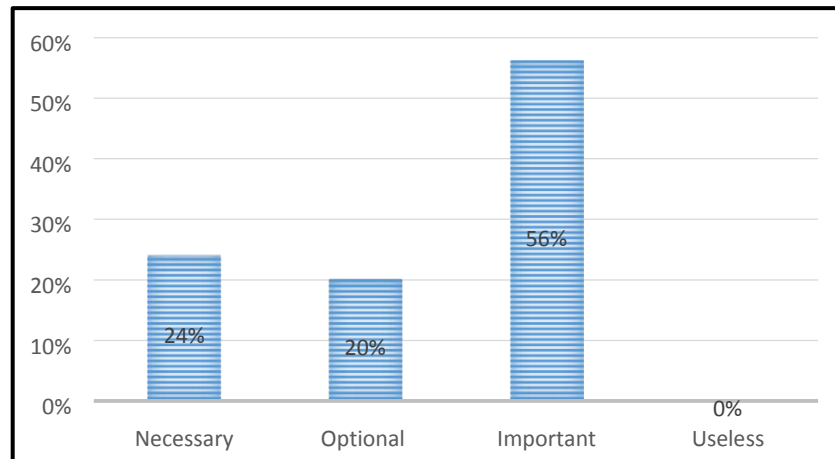


**Diagram 04: Students' Level of Thinking.**

As indicated in the diagram 04, the majority of the participants representing fifty-eight percent (58%) claim that they have reached a level of thinking. Other students (42%) affirm that they have not reached a level of thinking yet.

**Q5: How would you consider critical thinking?**

- Necessary
- Optional
- Important
- Useless

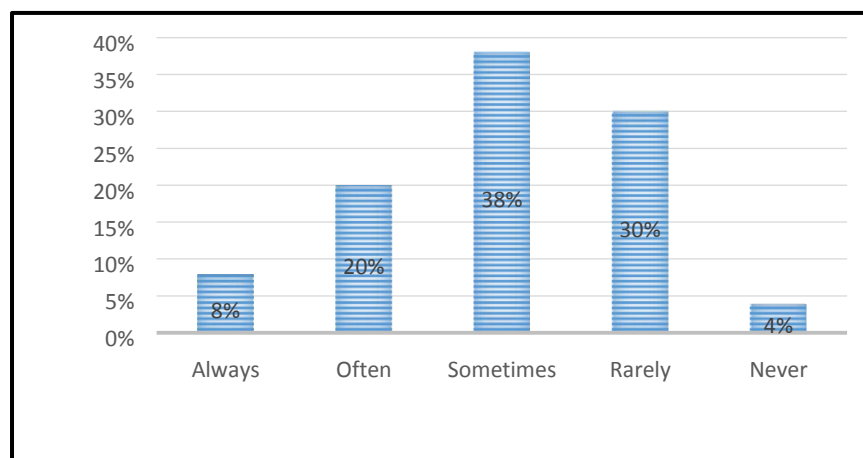


**Diagram 05: Students’ Considerations of Critical Thinking.**

Diagram 05 denotes that the majority of the participants standing for fifty-six percent (56%) consider critical thinking “important”. Others (24%) argue that they find critical thinking “necessary”. However, a minority (20%) of the respondents affirm that critical thinking is “optional” for them.

**Q6: How often do teachers encourage you to think critically?**

- Always
- Sometimes
- Often
- Rarely
- Never

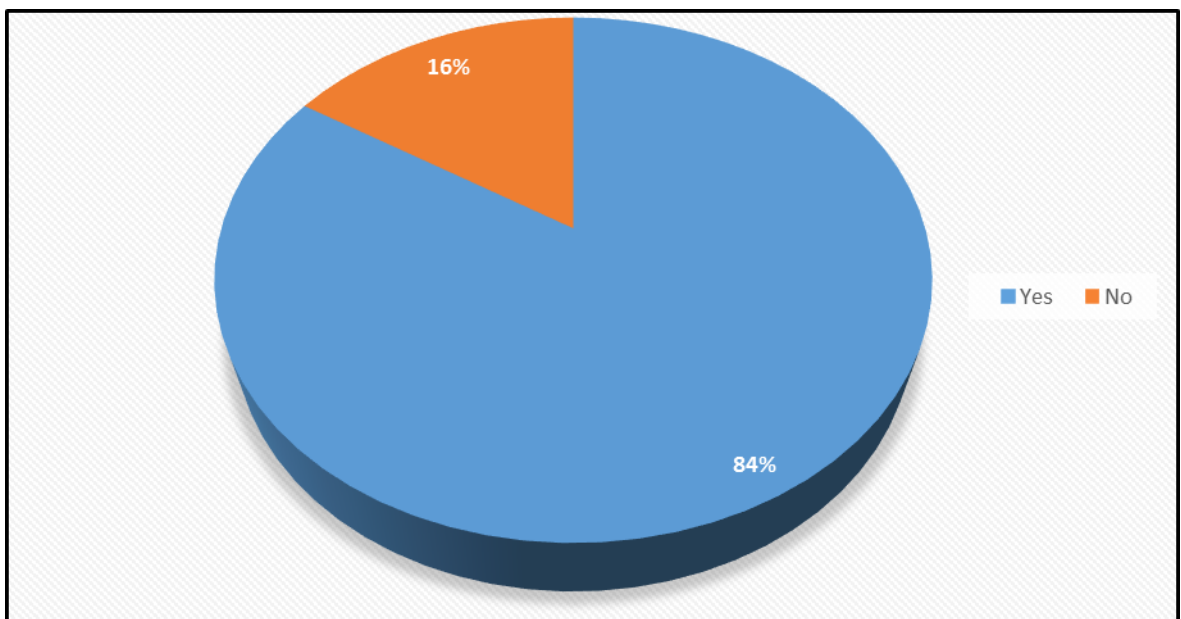


**Diagram 06: Teachers’ Encouragement of the Students to Use Critical Thinking.**

As seen in the diagram six, the outcomes related to teachers' encouragement of students to use their critical thinking indicate that thirty-eight percent (38%) of students "sometimes" receive encouragement from their teacher to use critical thinking. Others standing for thirty percent (30%) claim that they are "rarely" encouraged to think critically. However, only eight percent (8%) of the participants claim that they "always" receive encouragement to think critically. As for the rest, a minority of four percent (4%) indicates that they have "never" received encouragement.

**Q7: Do you read novels?**

- Yes
- No

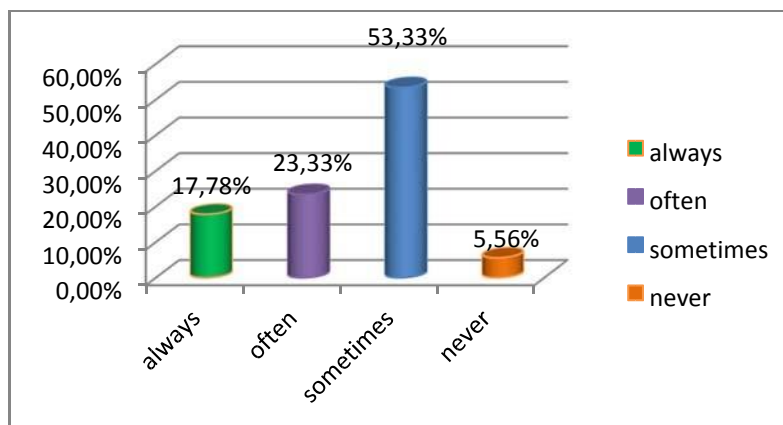


**Diagram 07: Students' Preference in Reading.**

As illustrated in the diagram above, the majority of participants that is eighty-four percent (84%) asserted that they like reading novels. Only sixteen percent (16%) affirmed that they are not motivated to read novels.

**Q8: Do you attempt of use critical thinking while reading.**



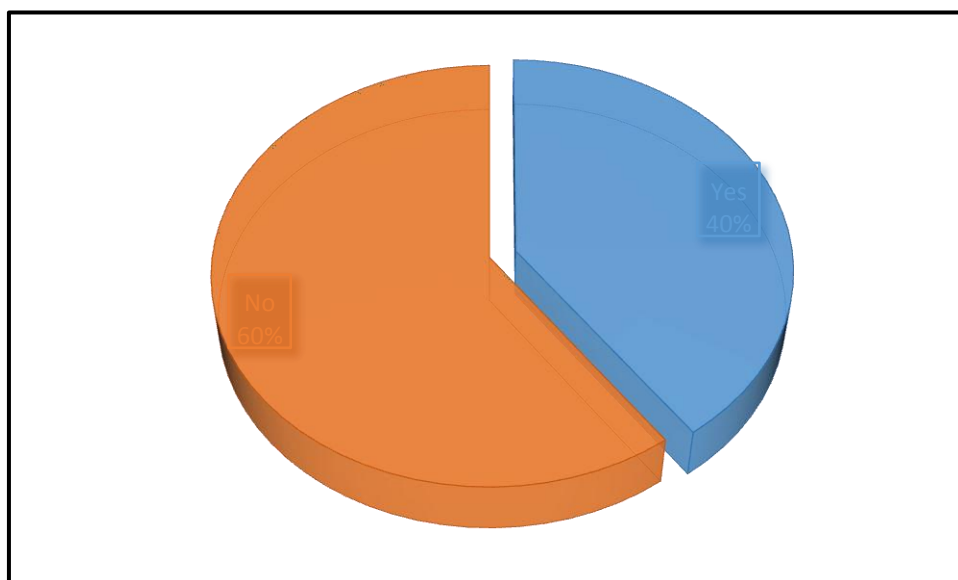


**Diagram 08: Students' Usage of Critical Thinking**

From diagram eight, the majority of students fifty-three percent (53%) use their critical thinking “sometimes”. Others (23%) see that they “often” use critical thinking. Whereas, seventeen percent (17%) of the students “always” use critical thinking. A minority of five percent (5%) argue that they never use critical thinking.

**Q9: Do you pay attention to the writer's purpose?**

- Yes
- No

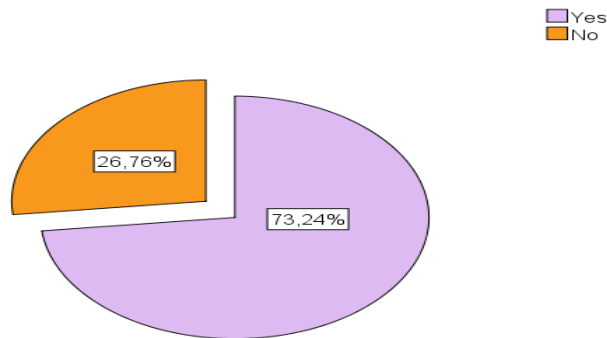


**Diagram 09: Students' Attention to the Writer's Purpose.**

Relying on the results, sixty percent (60%) of the respondents claim that they pay attention to the writer's purpose. Nevertheless, forty percent (40%) of them affirm that they ignore the writer's purpose.

**Q10: Do you know what the hidden messages in the novel are?**

- Yes
- No



**Diagram 10: Students' Awareness of the Hidden Messages in the Novel.**

Diagram ten clearly reveals that seventy-three percent (73%) show that the students understand the hidden messages in the novel. Others twenty-six percent (26%) do not understand the hidden messages.

**3.4. Discussion of the findings**

This section's main goal is to determine how much teaching Critical Discourse Analysis (CDA) contributes to developing critical awareness. The majority of the students have been introduced to Critical Discourse Analysis (CDA), according to the examination of the results.

The sum of their applications shows that the learners may utilize critical discourse analysis to improve their critical awareness despite the variations in the frequency of each criteria.

Since critical discourse analysis aims to address the link between language, power, and ideology behind texts and helps students realize that language is never neutral (Coffin, 2001; McCarthy, 2011), the results displayed in Diagram 1 indicate that (77%) of the students are familiar with it. It is evident from diagrams 02 and 08 that most students utilize and believe that critical thinking is important. In reality, this high proportion represents the awareness of third-year students as it aids in evaluation and creates a mental demand for skill development.

The majority of students respond in Diagram 6 that their instructors occasionally urge them to think critically because critical thinking is becoming an increasingly crucial component of education. Although it might be challenging to teach and understand, doing so calls for the students to put aside their inquiries and conversations about a subject and develop the ability to distinguish between facts and views when researching a subject.

## **Conclusion**

The objective of this chapter is to address the issues stated in the general introduction. The observations and analysis of the selected corpus are presented in this chapter. It also comprises steps for data analysis and corpus description.

# **General Conclusion**

## **Conclusion**

The aim of the present study has been to explore learners' critical awareness to go beyond textual analysis of language. The research has relied on a data collection tool which is an online questionnaire administered to forty Third-Year students enrolled during the academic year 2021/2022 at English department in Ghardaia University. In terms of data analysis procedures, the study has adopted a mixed method approach combining quantitative and qualitative procedures. Our investigation has been subject to many limitations that made it difficult task to accomplish. The major shortcoming was the fact that we have not expanded our exploration of the issue, due to many constraints such as the few number of sessions because of Covid 19 circumstances.

Finally, the conclusion drawn from this dissertation is that teaching Critical Discourse Analysis (CDA) enhances the students' critical awareness. Besides, we express our hope that the results we have reached through the present work will open opportunities for further investigation in the same field of research.

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## Appendix

### Student's questionnaire

This questionnaire is part of a study which aims at exploring Critical Discourse Analysis (CDA) as an Approach for Enhancing Critical Awareness.

You are kindly requested to answer the following questions by choosing the appropriate answer. Your answers will remain anonymous and confidential. Thank you for your precious collaboration.

1. Are you familiar with Critical Discourse Analysis (CDA)?

Yes

No

2. Is it necessary for you to use your critical thinking?

Yes

No

3. Do you find difficulty (ies) in using critical thinking?

Yes

No

4. Do you think you have reached such a level of thinking?

Yes

No

5. How would you consider critical thinking?

Necessary

Optional

Important

Useless

6. How often do teachers encourage you to think critically?

Always

Rarely

Sometimes

Never

7. Do you read novels?

Yes

No

8. When reading novels do you attempt to use your critical thinking?

Always

Sometimes

Often

Never

While reading:

9. Do you pay attention to the writer's purpose?

Yes

No

10. Do you know what the messages behind the novel are?

Always

Sometimes

Never

## المخلص

تهتم هذه الدراسة بشكل أساسي في تحقيق تدريس الخطاب النقدي كنهج لتعزيز النقد الفكري لطلاب الأدب لسنة الثالثة في القسم الإنجليزي بجامعة غرداية. تحاول هذه الدراسة من تحديد دور تدريس تحليل الخطاب النقدي لتعزيز التفكير النقدي و تجاوز تحليل النص للغة. يتعمق البحث في إكشاف العوامل المتعلقة بتعزيز قدرة التفكير النقدي لطلاب السنة الثالثة. و يعتمد النهج متعدد الأساليب يجمع بين الإجراءات الكمية و النوعية لجمع البيانات و تحليلها. إلى جانب ذلك يعتمد العمل البحثي على استبيان عبر الأنترنت تم توزيعه على أربعين طالبا في السنة الثالثة. حيث كشفت النتائج أن تدريس الخطاب النقدي يساعد الطلاب على تعزيز وعيهم النقدي.