Critical Discourse Analysis in EFL Teaching: A Sociocognitive Perspective

Sami Abdullah Hamdi

English Language Institute, Jazan University, KSA

Abstract—**EFL learners are often taught English in college mainly for academic purposes. They focus their efforts on improving their language skills with limited, if any, attention to the critical aspects of language use. This study attempted to examine EFL learners' capacity to critically evaluate news and information about world events. A focus group discussion was conducted to explore EFL learners' perceptions of fake news, revealing that their reading skills lacked a critical lens. A training program on critical discourse analysis skills was designed. The training utilized a worksheet based on van Dijk's sociocognitive approach to critical discourse analysis and included three workshops. Every workshop introduced two fake news stories from social media to be evaluated using the worksheet, starting with the native language before working on English texts. The participants showed a considerable level of improvement in using critical discourse analysis skills to approach news on social media. They developed awareness of their roles as members of society in effecting a positive change. They also realized the power of language to critically evaluate and judge world events.**

Index Terms—**EFL, CDA, critical language awareness, language teaching, language learning**

I. INTRODUCTION

In their endeavor to learn English, EFL learners are often trained in the basic receptive and productive language skills of listening, speaking, reading, and writing with the overall aim of improving their communicative competence. They are also exposed to a wide range of sociocultural aspects of language to enrich their learning experience. The field of foreign language teaching offers a plethora of methods and techniques to facilitate the learning process. However, the critical component of language learning is either not emphasized or is limited to critical thinking skills that are taught implicitly or explicitly in other subject areas. Language users and learners are social beings who influence and are influenced by the surrounding educational, social, cultural, and political context. It follows that classrooms should not be conceived as isolated from reality but as a starting point for a lifelong learning experience. Unfortunately, current EFL teaching practices lack a critical perspective for evaluating social reality. Scholars (see, for instance, Fairclough, 1992; van Dijk, 2001) have called for education that promotes a considerable level of critical capacity to question and criticize not only social surroundings but also teachers, with language learning as a fundamental means to exert these tasks.

Several frameworks have been proposed to address the critical aspects of language learning and teaching using various labels such as critical language awareness (Fairclough, 1992), critical literacy (Luke & Freebody, 1997), critical approaches to language policy (Philipson, 1992), critical sociolinguistics (Eades, 2010), and critical applied linguistics (Pennycook, 2001)[1]. A strand of research was also directed to the critical aspects of second or foreign language teaching, including critical approaches to second language education (Canagarajah, 1999; Norton, 2000), critical pedagogy, and second language education (Morgan, 1998; Norton & Toohey, 2011); critical English for academic purposes (Benesch, 2001); and critical bilingualism (Walsh, 1991). These approaches or domains seek to raise language learners' awareness of the social structure, including—but not limited to—issues such as identity and ideology as well as social and economic justice.

The discourse analysis approach is thought to be the most crucial and relevant approach within communicative language teaching, since language is used as both the target and the method for the teaching and learning process (Olshtain & Celce-Murcia, 2001). Alsoraihi (2019) views observation and recording as the most appropriate methods for examining discourse analysis for language classroom research. Discourse analysis, although it is a major area in the study of language, is often neglected in foreign language teaching; this is particularly true for critical discourse analysis (CDA). This shortcoming is, consequently, reflected in EFL teachers' and students' lack of sufficient training to develop an attitude toward critical social issues. This skill may be improved by incorporating CDA into language teaching. Naturally, teachers and students may not be ready to accept training on CDA due to an assumption that associates foreign language learning with limited communicative purposes, rather than the development of critical skills. This unwise assumption needs to be changed by raising awareness of the power of language to teach about the social reality and devising practical training programs appropriate to EFL learners' needs.

This study aims to promote EFL learners' awareness so that they may use language critically to examine and judge

---

[1] Pennycook (2010) provided a list of the domains of critical applied linguistics.

world events. It is motivated by the fact that the social world is full of ongoing events and a stream of information that require evaluation to make an informed judgment. EFL learners, as part of the social world, are expected to contribute to the construction or reconstruction of their world. One of the possible ways to contribute to such a goal is by developing a critical stance toward language use within a social context while, at the same time, learning and communicating in the target language.

II. Discourse Analysis and EFL Teaching

Discourse analysis examines stretches of real language use beyond the sentence level. Approaches to discourse analysis may be divided generally into the categories of descriptive and critical (see Gee, 2004, Schiffrin et al., 2008; McCarthy, 1991). Both descriptive analysis (DA) and CDA study the correlation between form and function; however, CDA further explicates this correlation concerning particular social practices. These social practices are believed to be controlled by an uneven distribution of power and may be attributed to sociocultural and sociopolitical reasons that render one or more social groups as dominant and others as dominated. Some of the well-known approaches in CDA include the dialectical-relational (Fairclough, 1995), the sociocognitive (van Dijk, 2015), and the discourse-historical (Wodak, 2001). The critical issues or topics vary among different societies, yet power abuse, inequality, and ideological struggle are central concerns.

EFL teaching is also a form of social practice in which knowledge and skills are developed and distributed to learners to enable them to use English properly. There is substantial research using DA in EFL/ESL teaching and learning (see Derin, 2020, for a recent review) compared to CDA. Researchers have made attempts to incorporate methods and techniques from CDA into teaching English using one of the CDA frameworks. They have focused on improving one or more of the general language skills and these skills' applications to selected critical issues such as ideology and identity construction (Carolina & Lobaton, 2011). For instance, Cots (2006) and Mart ñez (2014) have proposed practical teaching strategies to raise EFL students' critical awareness of language use based on Fairclough's CDA approach. CDA has also been applied to improve EFL students' reading, writing, and critical thinking skills (Dar et al., 2010; Najarzadegan et al., 2018; Rahimi & Sharififar, 2015; Rashidi & Asgarzadeh, 2012). Other researchers have employed CDA to study EFL textbooks and their representations of ideology (Xiong & Qian, 2012) and gender (Sulaimani & Elyas, 2017; Aljuaythin, 2018; Setyono, 2018). The literature on utilizing CDA in EFL teaching reported positive findings and interaction from the students' side, which is promising. However, the diversity of CDA approaches that inform EFL teaching should be also encouraged to come up with shared effective teaching or training strategies.

III. Materials and Methods

The materials consisted of a set of questions (see Appendix A) that were used in the focus group discussion, a worksheet based on the selected categories from van Dijk's sociocognitive approach (SCA) to serve as an analytical framework to guide analysis, and a set of fake news stories from social media. The questions were formulated to gain an in-depth understanding of learners' practices for reading information and news on social media. They were designed to elicit learners' perceptions, attitudes, and general practices in reading daily circulating news on social media.

The fake news stories were exchanged on social media in the Arab world. These stories were selected because they were widely spread on social media and often addressed critical issues. The selected news stories were disproved by the Anti-Rumors Commission (see Appendix B), which is an independent organization that reviews contentious news or information published on social media and reports on its credibility. The commission presents the erroneous news along with the original source, if one exists, on its webpage and Twitter account. Some of the news stories were local, with others being regional or global. Six false short news stories on various topics were selected for the training purpose. Two of them were in Arabic to familiarize the participants with the analysis task in their mother tongue. The remaining four news stories were in English, with two of them translated into Arabic.

The methods employed in this study were qualitative, including a focus group and a training program adapted from the SCA (Van Dijk, 2014, 2015, 2016). The choice of a focus group was due to the nature of the topic, which requires discussion and observation of learners' interaction with the training materials. This interaction should help the researcher explore learners' beliefs and perceptions before and after conducting the training program. The SCA to discourse places cognition at the interface between discourse and society and argues for the absence of a direct link between these two elements. The cognitive component of SCA consists of mental models that represent the shared knowledge, attitudes, and ideology of a social group. SCA examines the discourse structure as influenced by the cognitive interface. Discourse structure may be divided into substructures that include the phonological, semantic, syntactic, or rhetorical. The social component addresses discursive power abuse and the domination of the social groups/organizations that influence public discourse. The present study focused on basic selected categories from SCA: the semantic structures (lexical items, phrases, sentences) from the discourse component, power abuse from the social component, and knowledge and attitude from the cognitive component. These categories have been simplified into questions, tips, and hints to guide the analysis of the texts during training.

A. Participants

A convenient sample of EFL learners was recruited for this study. The participants were 20 male college students studying English as a foreign language. Their native language was Arabic and they were of approximately the same language level and age. In addition to the researcher working as a moderator, a co-moderator was recruited to participate and take notes on the discussion and interaction during the training workshops.

B. Procedures

The researcher informed the participants in advance of the study to attend the training program if they were interested so that they would be mentally prepared to participate. They gave informed consent that the focus group discussion would be recorded and that the co-moderator would write notes. To provide a friendly environment, instead of the regular classroom, they were moved to another one that is often used for professional training. The researcher and the co-moderator prepared seating arrangements and divided the participants into three groups, with each group assigned a leader. The focus group discussion session was followed by a training program of three workshops (see Appendix B). Every workshop lasted approximately one hour.

IV. IMPLEMENTATION

A. Focus Group Discussion

The session started with welcoming the participants, introducing the topic and objectives of the study, and presenting the co-moderator. The moderator shared a personal experience of having received a news story about a topic that was viral when he received it, before finding out that it was false. The participants were encouraged to share a similar experience, and this paved the way for the first question, which asked them to talk about the last time they had encountered fake news. The participants reported various fake news stories on several topics, such as sports, distance/face-to-face education due to COVID-19, and traffic fines. They pointed out that they read fake news stories mostly on social media (Twitter, WhatsApp, Instagram, Facebook, Snapchat, and YouTube). They expressed a negative attitude toward social media, although they used them heavily. Most participants held social media primarily responsible and politicians partly responsible for publishing fake news. Some of the participants stated that about half of social media content is false. They also explained that they feel bad, uncomfortable, and sometimes scared when receiving unfavorable news.

The participants reported that they often relied on official sources and TV channels to learn about important news and information. Inconsistency of news stories' narratives on different platforms or sources urged the participants to keep searching for authentic news if needed. The issues that triggered disagreements or conflicts and, accordingly, were frequent topics for fake news were football matches, politics, and advertisements. Furthermore, the participants pointed out that language skills and reading about politics may help them identify fake news but did not mention relevant strategies or techniques that described their critical reading practice. They showed an overall awareness of the risk of fake news, but they lacked a critical stance and reading strategies in their everyday communication on social media.

B. Training Program

The first workshop of the training program started by introducing the participants to the SCA using the suggested worksheet. The related concepts (e.g., attitude, knowledge, power abuse, role, and identity) were explained in English and Arabic. The participants were allowed to consult the dictionary if needed and to use primarily English— and Arabic sparingly—during the discussion. The worksheet used throughout the workshops is reproduced here:

(a). Semantic Analysis

The semantic analysis emphasizes macrostructures including headlines/titles of the news stories and local meanings (words, phrases, sentences) that introduce the topic, describe events/situations, and make references to individuals or particular social groups and organizations. The following questions and items may be raised:
- What is the topic of the news story?
  -The topic is the subject matter of the news story.
  -Identify the topic or title if available.
  -Use the title, headline, and content to understand the overall meaning.
- Explain what this news story is about.
  -Describe the content in your own words
  -Find out if there are differences or contradictions between the title and the content.
- Who are the parties mentioned in the news story?
  -Identify the author/writer or publisher.
  -Any reference to individuals, specific social groups, and organizations?

(b). Cognitive Analysis

The cognitive analysis addresses mainly mental models; that is, the subjective representations of events, settings, and participants (e.g., identities, roles, relationships):
- What do you know about the participants (author, parties mentioned in the news, audience)?

-Identity including gender, nationality, professional title/rank.
-Role: job, position, profession, social status.
-Relationships among groups or organizations.
- What shared knowledge (about the topic, events, participants) was used in the news story?
Refer to the information, data, and resources mentioned in the news.
- What attitude is expressed in the news story (positive/negative, good/bad)?
-Identify negative/positive expressions used to describe the parties.
-Is the description justified or supported by sufficient information?

(c). Social Analysis

The social analysis is concerned mainly with power abuse.
- What tools or resources of power abuse were used to publish the news story?
-Social media platforms, position/authority, technical or professional experience.
- How was power abuse used to influence public discourse?
-By access to social media to publish unauthentic information.
-Some information or news may be manipulated to sway the public.
-Try to find out if the news is about critical or controversial social issues.
-Fame and personal connections with media or corporations may be exploited to reach a larger audience.

Two fake news stories in Arabic were utilized in the first workshop. They were about a robot preacher that was used to deliver Fridays' sermons in mosques and a venomous spider whose bite is deadly. The analysis process was typically initiated by projecting the fake news onto a large screen. The researcher asked the participants to examine the text by reading, thinking, and reflecting upon language use to assess its overall tone. Then, they were guided through the analysis step by step using the worksheet. The researcher maintained an interactive context during the analysis by providing explanation and background information and encouraging the participants to question, answer, comment on, and share their interpretations using the worksheet. The analysis process was repeated with the second news story, giving more room to the participants to apply the task individually with the researcher providing immediate feedback. The participants could understand and apply the semantic and partly cognitive analysis; however, the social analysis was difficult to deal with. They viewed a robot preacher as hurting Muslims' feelings rather than as an innovation. They thought that such news was written on purpose to misrepresent the UAE as an Islamic country. However, they suggested that non-citizens might be behind publishing such fake news. The claimed venomous spider was perceived as a way to scare people using their lack of knowledge of such types of spiders. Social media platforms—and possibly some software—were used as tools of power abuse in this case.

The second workshop included two fake news stories about the Chinese president's visiting a mosque to ask Muslims to pray for the end of the pandemic and about a six-year old child who died after falling into a well. These news stories were published originally in English but modified in Arabic. The researcher reviewed the worksheet and refreshed the participants on the process before they started working on the text. They were instructed to analyze the Arabic text first by following the worksheet's steps. Then, the English version of the news was projected to the participants, and they were instructed to analyze, compare, and contrast it with the Arabic version. The researcher encouraged the participants to look at the features that are not often typical of media language. They could use the worksheet to construe an overall meaning of the event, context models (topic, settings, participants), and an evaluative attitude toward the event. They could also explore the differences between the two texts in terms of language use and information. They questioned the use of colloquial language as well as the irrelevant information mentioned in the Arabic text. It was clear to the participants that the news had been manipulated to mean something else in the Arabic version. They raised questions beyond the worksheet, such as the motivation and the social group to which the author belonged. They could see that social media and knowledge of another language (English) were misused to reproduce a distorted version of the news in Arabic.

In the third workshop, the participants were given two fake news stories in English to examine while following the worksheet. The news stories were about a supernatural creature's appearing over a church and releasing 800 lions in Russia to force people to stay home. It took them more time to process the text, yet the researcher's role focused on assisting the participants who were finding difficulty with some words and expressions. With more explanation and simplification of the language of the text, they improved and became more confident in applying the worksheet. They could develop a mental representation of the event and context models and, accordingly, expressed their attitudes as criticism, questions, and comments. For instance, they argued against the exaggeration and deliberate involvement of religious aspects that were not related to the event. Also, they noted negative descriptions and associations that targeted specific people (political figures). The group work and the class discussion helped the participants to explore and question various aspects of the text, such as the intention and identity of the author. This, in return, challenged the groups to report implicit meanings, such as the sense of enmity and hatred based on the nationality of the author and other parties mentioned in the news. Social media and digital skills were thought to have been exploited to publish inauthentic content.

C. Participants' Feedback

Following the end of the training program, the participants were asked to fill out a post-training survey (see Appendix C). The semantic macrostructure was the most convenient place to start their CDA of news or pieces of information. This is normal, since EFL learners would prefer to implement a practical strategy by looking for negative, positive, or neutral words/expressions to describe the events, individuals, or social groups. The cognitive and social structures might be difficult to apply due to the need for a deeper background in the sociocultural and sociopolitical context of the text. In response to a question regarding the implementation of CDA skills, the participants stated that they would use these skills to analyze news and information in their everyday communication. The SCA-based worksheet and the language of the text were reported as the difficult parts of the training. The critical aspects of texts required rigorous analysis with an emphasis on interpretative skills which, in turn, require intensive practice to develop. Their overall evaluation of the training was "good," and this was the expectation of such a program.

V. RESULTS AND DISCUSSION

The perception of fake news published on social media was generally negative, and this reflects the participants' awareness of the credibility issue. However, having a critical perspective to avoid the risk of believing fake news and to properly evaluate a story's underlying ideological purposes was lacking, despite the ongoing flow of information and news every day. Here, CDA emerges as a valuable resource to educate college students "CDA must be teachable, and hence comprehensible. If students do not understand us, they can neither learn from us, nor criticize us" (van Dijk, 2001, p.97). A major implication of this study agrees with Thornbury's (2009) call for fostering a critical teaching approach with an emphasis on connecting language learning to driving social change. Within the SCA, the social analysis was challenging, although it was limited to power abuse. This may be due to the abstractness of the concept along with the diverse forms and tools/resources to describe power abuse. This analysis becomes more difficult when the news includes audiovisual materials related to the event. However, having a working knowledge of social media and digital skills were identified as the main resources for power abuse, according to EFL learners. The acknowledgment of this influence by EFL learners is a positive sign of their ability to recognize the possible power abuse tools.

The use of the mother tongue in the first activity was helpful in focusing on the analysis process using the selected components from SCA. Some aspects of Arabic fake news included spelling mistakes, punctuation errors, and mixing styles (standard and colloquial Arabic). Also, the practice of combining news with personal comments and interpretations in Arabic was an interesting observation that often goes unnoticed by social media users.

The enthusiasm of the participants during the training and the transition between the activities and tasks attested to their readiness to explore aspects of bias and manipulation in the texts. This was apparent in their observation of the distorted translation from English to Arabic, which triggered their reaction of showing their disappointment in such an unjustified act. Dellinger (1995) points out that readers need to interact with the text to find out the author's intent and, thus, have a better comprehension of the meaning. This reaction should account for the learnability of the critical aspects of language use with appropriate training, which is consistent with the view of Dar et al. (2010) that a growing spirit of inquiry suggests a better learning experience. Furthermore, the exposure to international news that undergoes recontextualization or intentional modification in the local version was helpful in encouraging EFL learners to check the quality of translations. Manipulating news and information on social media may be associated with hidden agendas that need to be questioned. Zinkgraf (2003) draws attention to EFL learners' risk of transferring hidden ideologies in their professional lives as teachers or translators.

Although working on English fake news was interesting to EFL learners, they had some difficulty with the vocabulary, identifying implicit meanings, and language style. Consequently, they were more uncritical at first, as they were busy making sense of the texts. Wallace (1992) explains this behavior by referring to the nature of foreign language texts, which are seen as "vehicles for linguistic structure" in which the content is taken for granted. However, when the participants were encouraged to take a critical stance as they had done with the native language texts, they overcame this barrier. They noticed that the type of events and the approach of the writer/author of the news shared common features that included reporting strange news, making exaggerated statements or claims, exploiting trending topics, and mixing personal views with the news. This study developed EFL learners' critical awareness of news and information on social media using CDA. They realized that fake news is a global phenomenon, and, as language learners, they can utilize discourse analysis skills as a starting point to evaluate events. Fairclough (1999) noted that such critical awareness of discourse is required for personal success and social change. Also, as members of society, EFL learners are expected to assume responsible citizenship duties and respond to the risk of spreading fake news/information by maintaining a critical perspective before using or sharing content on social media. Naturally, EFL learners are not expected to practice CDA at every instance of language use. However, raising their awareness about CDA contributes to promoting what van Dijk (2001) and Cots (2006) call a "critical attitude" in language classes.

The limitations of the study were mainly three. First, the choice of news stories had to be made carefully, in line with the participants' language proficiency levels, so that EFL learners could perform text analysis. Second, deciding on a CDA approach was difficult and becomes more challenging when simplifying it into an analysis model. However, narrowing the approach to selected categories or items using straightforward language should help learners to understand the process. Finally, assessing participants' learning of CDA skills using the suggested worksheet required close observation, since their learning levels varied due to individual differences. Nonetheless, the group work and

frequent reviews of the analysis procedures during activities were useful in improving learning quality.

VI. CONCLUSION

EFL learners lack a critical stance toward published textual materials, especially on social media. With the ongoing flow of news and information on social media, they are exposed to the risk of imperfect learning. This study attempted to train EFL learners to develop their reading skills using a worksheet based on van Dijk's SCA to CDA. The training program included three workshops and six news stories written in Arabic and English. The researcher guided participants throughout the training, providing support and further explanation to facilitate the analysis task by following the worksheet. The participants interacted positively with the training materials and activities, acknowledging their relevance to their daily lives. Following the training, they developed a critical attitude toward news and information published on social media in Arabic and English. The participants showed their awareness and readiness to evaluate texts reporting world events as responsible members of society using CDA skills.

APPENDIX A. FOCUS GROUP DISCUSSION QUESTIONS

1. Talk about the last time you came across/received false news?
2. What do you do to find out if the information/news you read is authentic?
3. How do you feel about false news?
4. How do you think we can use language to read critically?
5. How do you know if the news/information is biased?
6. What are the issues that are used to publish false news?
7. Who are the parties responsible for manipulating public discourse?

APPENDIX B. TRAINING PLAN

	Aims	News Source	Summary
Workshop 1	- To introduce participants to SCA and guide them through the analysis task - To apply native language knowledge to interpret implicit meanings - To draw participants' attention to the use of positive/negative descriptions in news - To use background knowledge to evaluate cultural, social, and political events/situations	1.http://norumors.net/?rumors=6788 2.https://twitter.com/no_rumors/status/1210920237450878976?lang=ar-x-fm	1. The robot wasn't designed to deliver sermons but rather it was an interactive robot that speaks Arabic for educational purposes 2. The deadly spider false news is about Cyclocosmia Ricketti: a non-venomous spider that lives often in China. It was claimed to exist in the middle east.
Workshop 2	- To analyze foreign language news translated to Arabic using SCA - To apply native and foreign language skills to suggest implicit meanings - To compare and contrast meanings from both texts and explain the differences	1.http://norumors.net/?rumors=7631 2.http://norumors.net/?rumors=78678	1. The Chinese president visited a mosque and asked Muslims to pray for the end of the Covid-19 pandemic. The visit was in 2016 to a mosque before the pandemic. 2. The real news was about a kid who had an accident in North Carolina. It was manipulated to refer toa Moroccan kid who fell into a well. The message was a comment that attributes the claimed accident to the state of oppression and backwardness.
Workshop 3	- To critically analyze false news written in English using SCA - To show autonomy and a more critical attitude toward news written in English - To assume a more responsible role as a social member	1.https://twitter.com/to_rumors/status/1243974481011449857?s=24&t=CLbCzCkngJXtUY8cEV7mxQ 2.http://norumors.net/?rumors=the-truth-about-the-statement-russia-released-more-than-500-lions-to-make-sure-people-are-staying-home	1. A supernatural creature (half human and half bat) claimed to appear over a church and then over Muslim Minarets before it disappears. 2. A false news about the Russian president releasing 500 tigers and lions to force people either to stay home or to go to jail.

APPENDIX C. POST-TRAINING SURVEY

1. What did you learn most from the training?

    A. Evaluating the semantic macrostructure of news/information

    B. Evaluating the cognitive structure of news/information

    C. Evaluating the social structure of news/information

ما الذي تعلمته أكثر من البرنامج التدريبي

تقييم التركيب الدلالي للأخبار والمعلومات

تقييم التركيب المعرفي للأخبار والمعلومات

2. How were you able to implement the skills you learned?	كيف يمكن أن تُطبق المهارات التي تعلمتها من خلال التدريب

   A. By applying CDA skills to everyday communication	من خلال تطبيق مهارات التحليل النقدي أثناء التواصل اليومي

   B. By applying CDA skills to academic texts	من خلال تطبيق مهارات التحليل النقدي للنصوص الأكاديمية

   C. By transferring knowledge and skills to others	من خلال نقل المعرفة والمهارات للآخرين

3. What are the difficult parts of the training program?	ما هي الجوانب التي فيها صعوبة في البرنامج التدريبي

   A. The SCA-based worksheet	ورقة التحليل الاسترشادية

   B. The language of the news	لغة النصوص

   C. The researcher's training style	أسلوب التدريب

4. How do you evaluate the quality of the training program?
   A. poor ضعيف
   B. satisfactory مُرضي
   C. good جيد
   E. very good جيد جدا

REFERENCES

[1]	Aljuaythin, W. (2018). Gender representation in EFL textbooks in Saudi Arabia: A critical discourse analysis approach. *International Journal of Applied Linguistics and English Literature, 7*(5), 151-157.

[2]	Alsoraihi, M. H. (2019). Bridging the Gap between Discourse Analysis and Language Classroom Practice. *English Language Teaching, 12*(8), 79-88.

[3]	*Anti-Rumors Commission.* (2022). Accessed March 2022. http://norumors.net/

[4]	Asgharzadeh, R. (2009). *The effect of teaching critical reading through critical discourse analysis on high school EFL learners" reading comprehension.* Master's thesis. University of Shiraz, Shiraz, Iran.

[5]	Benesch, Sarah. (2001). *Critical English for academic purposes: Theory, politics, and practice.* Mahwah, NJ: Lawrence Erlbaum.

[6]	Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching.* Oxford University Press.

[7]	Cots, J. M. (2006). Teaching 'with an attitude': Critical discourse analysis in EFL teaching. *ELT Journal, 60*(4), 336-345.

[8]	Dar, Z. K., Shams, M. R., & Rahimi, A. (2010). Teaching reading with a critical attitude: Using critical discourse analysis (CDA) to raise EFL university students' critical language awareness (CLA). I*nternational Journal of Criminology and Sociological Theory, 3*(2), 457-476.

[9]	Dellinger, Brett. (1995). *Critical Discourse Analysis.* Retrieved April, 1, 2022. http://www.utu.fi/-bredelli/cda.html

[10]	Derin, T., Putri, N. S., Nursafira, M. S., & Hamuddin, B. (2020). Discourse Analysis (DA) in the Context of English as a Foreign Language (EFL): A Chronological Review. ELSYA: *Journal of English Language Studies, 2*(1), 1-8.

[11]	Fairclough, N. (1995). *Critical Discourse Analysis: The Critical Study of Language.* London: Longman

[12]	Fairclough, N. (1999). Global capitalism and critical awareness of language. *Language awareness, 8*(2), 71-83.

[13]	Fairclough, N. (Ed.) (1992). *Critical language awareness.* London: Longman.

[14]	Gee, J. P. (2004). Discourse analysis: What makes it critical?. In *An introduction to critical discourse analysis in education* (pp. 49-80). Routledge.

[15]	Gómez Lobatón, J. C. (2011). Peer interaction: A social perspective towards the development of foreign language learning. *Profile issues in teachers professional development, 13*(1), 189-203.

[16]	Hashemi, M. R., & Ghanizadeh, A. (2012). Critical discourse analysis and critical thinking: An experimental study in an EFL context. *System, 40*(1), 37-47.

[17]	Luke, A., & Freebody, P. (1997). Critical literacy and the question of normativity: An introduction. In S. Muspratt, A. Luke, & P. Freebody (Eds.), *Constructing critical literacies:* Teaching and learning textual practice, 1-18.

[18]	Martínez, D. F. (2014). *Teaching and learning discourse analysis: some ideas on the use of ICTs.* I Jornadas Iberoamericanas de Innovación Educativa en al ámbito de las TIC, 71-80.

[19]	McCarthy, M. (1991). *Discourse analysis for language teachers.* Cambridge University Press.

[20]	Morgan, Brian. (1998). *The ESL classroom: Teaching, critical practice and community development.* Toronto: University of Toronto Press.

[21]	Najarzadegan, S., Dabaghi, A., & Eslamirasekh, A. (2018). The Impact of Practicing van Dijk's Model of Critical Discourse Analysis on the Improvement of Iranian EFL Undergraduates' Critical Thinking across Different Proficiency Levels. *Iranian Journal of English for Academic Purposes, 7*(1), 1-16.

[22]	Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language teaching, 44*(4), 412-446. Norton, B. (2000). Identity and Language Learning: Gender, Ethnicity and Educational Change. Harlow: Longman.

[23]	Olshtain, E., & Celce-Murcia, M. (2001). Discourse Analysis and Language Teaching. In D. Schiffren, D. Tannen, and H. Hamilton (Eds), *The Handbook of Discourse Analysis.* Malden, MA: Blackwell, 707-724

[24] Pennycook, Alastair. (2001). *Critical applied linguistics: a critical introduction*. Mahwah, NJ: Lawrence Erlbaum.

[25] Pennycook, Alastair. (2010). 'Critical and alternative directions in applied linguistics'. *Australian Review of Applied Linguistics 33* (2), 16.1–16.16. DOI: 10.2104/aral1016.

[26] Phillipson, R. (1992). *Linguistic imperialism*. Oxford University Press.

[27] Rahimi, E., & Sharififar, M. (2015). Critical Discourse Analysis and Its Implication in English Language Teaching: A Case Study of Political Text. *Theory and Practice in Language Studies, 5*, 504-511.

[28] Schiffrin, D., Tannen, D., & Hamilton, H. E. (Eds.). (2008). *The handbook of discourse analysis*. John Wiley & Sons.

[29] Setyono, B. (2018). The portrayal of women in nationally-endorsed English as a foreign language (EFL) textbooks for senior high school students in Indonesia. *Sexuality & Culture, 22*(4), 1077-1093.

[30] Sulaimani, A., & Elyas, T. (2018). A glocalized or globalized edition? Contextualizing gender representation in EFL textbooks in Saudi Arabia: A critical discourse analysis perspective. In *Conceptual Shifts and Contextualized Practices in Education for Glocal Interaction* (pp. 55-76). Springer, Singapore.

[31] Thornbury, S. (2009). *Dogme: Nothing if not critical. Teaching English*. Retrieved April, 1, 2022. https://www.teachingenglish.org.uk/article/dogme-nothing-if-not-critical

[32] van Dijk TA (2014) Discourse-cognition-society: Current state and prospects of the socio-cognitive approach to discourse. In C. Hart and P. Cap (Eds), *Contemporary Critical Discourse Studies*, 121–146.

[33] van Dijk TA (2016) Sociocognitive discourse studies. In Richardson, J. and Flowerdew, J. (Eds), *The Routledge Handbook of Critical Discourse Studies* (pp. 26-43. London: Routledge.

[34] van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse & society, 4*(2), 249-283.

[35] van Dijk, T. A. (2001). Multidisciplinary CDA: A plea for diversity. In R. Wodak & M. Meyer (Eds.), *Methods of critical discourse analysis* (pp. 95–120). London: Sage.

[36] van Dijk, T. A. (2015a). Critical discourse studies: A sociocognitive approach. In Ruth Wodak & M. Meyer (Eds.), *Methods of critical discourse studies* (3rd ed., pp. 62–85). London.

[37] Wallace, C. (1992). Critical Literacy Awareness in the EFL Classroom. In N. Fairclough (Ed.), *Critical Language Awareness* (pp. 59-92). London: Longman.

[38] Walsh, C. E. (1991). *Pedagogy and the struggle for voice: Issues of language, power, and schooling for Puerto Ricans*. Praeger. Toronto: OISE Press.

[39] Wodak, Ruth. (2001). The discourse-historical approach. In R. Wodak & M. Meyer (Eds.), *Methods of critical discourse analysis* (pp. 63–94). London: Sage.

[40] Xiong, T., & Qian, Y. (2012). Ideologies of English in a Chinese high school EFL textbook: A critical discourse analysis. *Asia Pacific Journal of Education, 32*(1), 75-92.

[41] Zinkgraf, M. (2003). *Assessing the development of critical language awareness in a foreign language (Report No. ED479811)*. The Educational Resources Information Center. Retrieved April, 1, 2022. https://eric.ed.gov/?id=ED479811

Sami Abdullah Hamdi is an assistant professor at the English Language Institute- Jazan University, Saudi Arabia. He received his Ph.D. in Educational Linguistics from the University of New Mexico-USA in 2018. Dr. Hamdi's research interests include critical discourse studies/analysis, text analytics, and intellectual security. He has published several studies on linguistics and language learning issues. Currently, Dr. Hamdi works on an extended project on illegitimate forms of discourse on social media such as extremism and misinformation. He is also interested in training and teaching critical discourse analysis to develop a critical perspective toward world events.