



Turning Quantitative: An Analytic Scale to Do Critical Discourse Analysis

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Abstract

Critical Discourse Analysis (CDA) could be seen as a theory in qualitative more than in quantitative studies. This might have led to difficulty in doing CDA. Accordingly, this study attempted to develop a quantitative profile in the form of an analytic rubric. For this purpose, Fairclough's model of CDA was selected as the research framework. The techniques used for structuring analytic scales were used over three steps. First, the criteria corresponding to text, context, and text-context interaction were identified as ideology, intertextuality, date, power, contextual clues, background knowledge, and culture. The next step involved validating the extracted criteria through Item-Objective Congruence Index. The final step included scaling via specifying an even number of qualities for each item accompanied by a range of scores. Then, the rubric was checked for reliability. The results of the correlation analysis revealed that the scale is reliable across different raters. The results of the present study might have educational implication for CDA-oriented reading attempts. Moreover, it could open a turning point, since previous efforts to do CDA have been extremely qualitative.

Keywords: Analytic scale; CDA; Context; Text; Text-context interaction

INTRODUCTION

Critical Discourse Analysis (CDA) helps understanding of learning in two key ways. First, it helps through critically analyzing discourse that lets a person realize the procedures of learning in more intricate-conducts. In effect, the analysis of the interacting with language lets the analyst view in to basics of learning that other concepts and methods might have missed. Second, in the process of directing CDA, academics and

participants' learning is formed (Rogers, 2004). Yet, critical discourse analysis is performed uniquely within the framework of qualitative research, or in other words, it is, in turn, "a theory in qualitative research" (Mogashoa, 2014, p.104).

Wertz et al. (2011) identify five methods of doing qualitative analysis in social science that included grounded theory, narrative research, discourse analysis, phenomenology, and intuitive inquiry. Of these five methods, they continue to clarify that discourse analysis fits into "a family

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of contemporary approaches that emphasizes human language as a socially contextual performance” (Wertz et al.). Literature also reveal that most of the qualitative methods share some form of commonalities in their analytical approaches (Saunders, Lewis, & Thornhill, 2009; Wertz et al.).

Qualitative research can make a respected influence on the study of social science. Rigorous methods of assessing qualitative research are needed, but currently there are several different suggestions with few marks of an evolving consensus. One problem has been the inclination to treat qualitative research as an integrated field both at the level of data collection (such as focus groups) and at the level of the methodological approach (such as grounded theory). Given the multiplicity of qualitative methodologies accessible, this is obviously a defective approach intended to yield measures that go well with certain cases but not in others. For example, (Lincoln & Guba, 2002), suggest respondent validation where checking researchers’ interpretations are requested. Though, this might be a completely inappropriate form of validity checking for some forms of qualitative research including, discourse analysis, where its habitually anti-realist weight is on the numerous accounts that can be created of any phenomenon rather than looking for a distinct supportable account (Dixon-Woods, Shaw, Agarwal, & Smith, 2004).

It is also crucially imperative to know that, more largely than in quantitative research, the implementation of a qualitative research study type is critically related to the theoretical standpoint in which the researchers have preferred to locate the study. There may be a necessity for assessment criteria well matched to the diverse methods of qualitative data collection and to different procedural approaches. These more precise criteria would aid to differentiate disastrous faults from more minor mistakes in the design, conduct, and reporting of qualitative research. There will be complications in doing this since some features of qualitative research, mainly those relating to quality of perception and explanation, will remain problematic to assess and will depend

largely on subjective judgment (Dixon-Woods et al., 2004).

Discourse analysis is related to different fields of studies. In fact, it is an interdisciplinary field which many other related fields are enjoying. It is firstly related to pragmatics. Puig (2003) states,

“Pragmatics and discourse analysis share the feature of moving beyond consideration of phrases and concentrate on higher units of speech acts and conversation moves. It focuses on context, tries to recognize speaker intention. Discourse is a chain of utterances. But while discourse analysts explain the interpretation of the elements in question without going outside language, pragmatics resorts to other ambits of human activity (beliefs, feelings, knowledge, intentions). Only in this way can one explain how utterances are interpreted and how successful interpretation of utterances is managed (pp. 1-2)”.

It is only with the aid of considerations of a pragmatic nature that we can go beyond the question. Haberland & Mey (2002) stated that pragmatics’ object of study is language use and language users. Puig (2003) argued that pragmatics offer elements that rely on the speaker’s interpretative strategy, in which the attributes, qualities and moods such as rationality, desires and mental states relate to other speakers. He further explained that “such an interpretative strategy is orientated towards predicting other speakers’ behavior, above all their interpretative behavior; additionally, pragmatic theory has three central concepts: context, intention, and inference” (pp. 2-3).

Critical discourse analysis as a type of qualitative research, or according to (Tannen, 2007), as the analysis of language beyond the sentence is defined as “the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc.”

(Richards & Schmidt, 2013, p.161). Davies & Elder (2004) defined discourse analysis as “the study of language viewed communicatively and/or of communication viewed linguistically” (p. 134). In addition, Brown & Yule (1983) refer to discourse analysis as the study of language in text and conversation. Further, (Holmes, 2008) stated that discourse analysis offers an instrument for sociolinguists to recognize the norms of talk among different social and cultural sets in different conversational and institutional contexts, and to define the discursive means people use in building different social identities in interaction.

In line with the educational application of CDA models, and the relative comprehensiveness of Fairclough’s text-interaction-context model, the present study aimed at developing an analytic rubric for evaluating CDA-oriented reading attempts. The major significance here is that no similar effort has been made to offer a quantitative rating scale for evaluating educational attempts. Thus, the question here is whether an analytic rubric is a reliable scale to do CDA.

REVIEW OF THE LITERATURE

A portrait of CDA

Critical linguistics introduced at the University of East Anglia in 1970s, led to the emergence of critical discourse analysis (hence forward CDA) (Fairclough, 1995; Fowler, Hodge, Kress, & Trew, 1979). To be precise, Discourse analysis is a “qualitative method” that has been adopted and developed by “constructionists” (Fulcher, 2010, p.1). Fairclough and Wodak were the most notable figures in conception of critical discourse analysis. According to Weiss & Wodak (2007), CDA is rooted in classical rhetoric, text-linguistics, socio-linguistics, applied linguistics, and Pragmatics.

Weiss and Wodak (2007) pointed to the notions of “ideology, power, hierarchy, gender and sociological variables” (p.11) as relevant for an interpretation or explanation of text. CDA explores languages and discourses within the social situations and draws from post structuralist, critical linguistics, and the Neo-Marxist. Further, its

operational methods are derived from pragmatics, narratology and speech act theory (Keeves & Lakomski, 1999). According to Widdowson (2000), CDA is the uncovering of implicit ideologies in texts. It unveils the underlying ideological prejudices and therefore the exercise of power in texts. To illuminate the techniques and processes employed, it must be asserted that power relationships, ideologies, and identities are created and naturalized by the manipulative styles of language.

CDA is deconstructive and constructive. In its deconstructive mode, it disorders and renders problematic themes and power relations of everyday talk and writing, while, in its constructive mode, it is used to develop critical literacy curriculum. More interestingly, text and sentences are the principal units of CDA (Keeves & Lakomski, 1999).

Functions of CDA

According to van Dijk (1985), discourse analysis may have multiple links with the context of communication and interaction. Discourse analysis, thus, is essentially a contribution to the study of language in use. Woods (2014) states that learning and teaching discourse analysis engage students and tutors in the exploration of texts and talks, encourages students to reflect upon and critically evaluate knowledge acquired in the study of syntax and semantics as well as naturally drawing students to the investigation of socially situated language use.

According to Fairclough (2001), CDA offers openings to deliberate on the associations among language, text, context, discourse, society, and power, through posing questions of how language serves as a vehicle for meeting particular interests. CDA is still reflected on as “a fringe dweller in mainstream analysis” (Luke, 2002). A critical language study was the first identity given by Fairclough (1989; 1992a; 1995) to his approach to the study of language. The notion of critical study or critical analysis had strong links with Fairclough (1989; 1995) argument that, such areas of language studies as conversation analysis, cognitive psychology, linguistics, pragmatics, sociolinguistics, artificial intelligence, and dis-

course analysis could not provide the researcher with a critical standpoint. In an attempt to move these boundaries farther, Fairclough(1989) branded his approach, “an alternative orientation” (p.10), rather than merely a new method of language study. Heaving together these areas, Fairclough (1989) contended that an accurate language analysis led to grasp ideas about power relations and ideology in discourse.

Fairclough’s(1989) attempts in *Language and Power* supplemented by his seminal work in the last decade of the 20th century (e.g. Fairclough, 1992a, 1992b, 1995) discreetly introduced an implicitly comprehensive method for discourse analysis, yet a “guide not a blueprint” (p.110) for performing CDA was his argument against being prescriptive in offering CDA as a methodological advice. Nevertheless, Fairclough (1992a) tried developing “a method of language analysis, which is both theoretically adequate and practically usable” (p.1). This move was later climaxed by theoretical perspectives of Chouliaraki & Fairclough(1999) proposing a thorough illumination of the theories supporting CDA.

The post hoc nature of such ostensible methodological –to –theoretical shift has been censured sourly. In this regard, Blommaert & Bulcaen(2000), for instance, argue that after that theoretical approach, theoretical explanations of CDA predisposed to making the theory rigorous, rational, and intelligible rather than presenting how it advanced inside a pure historical system of effects.

Fairclough’s model of CDA

Despite the criticisms, many educational scholars

have been using several models of CDA. According to Luke (2002), many “how to” course books are published on CDA and “graduate student theses openly declare CDA as a method and supervisors needn’t look far for paradigmatically sympathetic examiners” (p. 99). A momentous cause of this is that CDA is perceived as a valuable instrument to scrutinize educational queries on normative considerations of curriculum, pedagogy, and teaching and to study how insufficiency and drawback play out in school environment (Luke, 2002).

Fairclough’s model of CDA is composed of three levels: *Explanation, Interpretation, and Description*. The first is concerned with the relationship between interaction and social context with social determination of the process of production and interpretation, and their social effects. The second is concerned with the interaction between text and context; viewing the text as the product of a process of production, and as a resource in the process of interpretation. The third is the stage concerned with formal properties of the text. Looking at language as discourse and social practice, one cannot analyze the text only, not just analyze the process of production and interpretation, but also analyze the texts, processes, and their social conditions. Accordingly, Fairclough distinguishes three stages of analysis: the text, the discursive practice, and the socio-cultural practice. Each of these discursive events has three proportions: spoken or written text, discourse practice, and social practice. The analysis of the text consists of the study of the language structures produced in a discursive event.

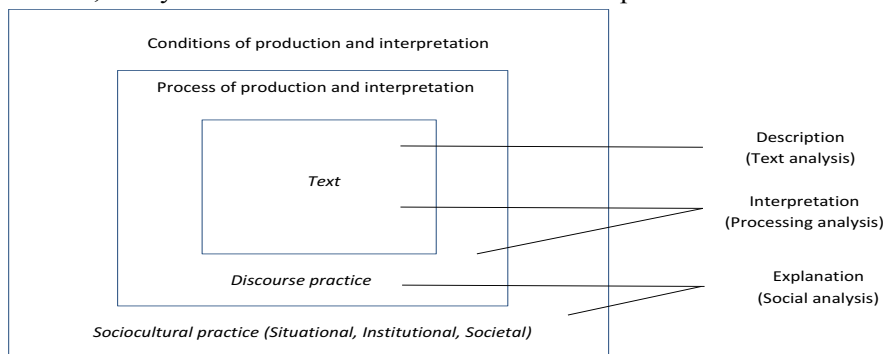


Figure1. Fairclough's text-interaction-context model (Locke, 2004)

Experimental studies

Undoubtedly, scores of studies have attempted to investigate the relationship between ideologies, gender, discourse, language, power, etc. These studies have used different models of CDA to unveil the hidden assumptions of authors, translators, and related parties. For instance, taking on the CDA approach to media discourse, Kuo & Nakamura (2005) analyzed and discussed the news reports related to Taiwan's first lady Wu-Shu-Chen's interview appeared in the United Daily News and the Liberty Times, two ideologically antagonist newspapers in Taiwan. They observed that, despite the fact that both news articles are translated from an identical English text, obvious differences were found as regards editorial syntactic and lexical variations, deletions and additions, as well as stylistic differences in paragraph/ thematic groupings. The results of their study revealed that employing various linguistic devices, the United Daily News had endeavored to moderate the negative aspect of the Chinese Nationalist party; while, the Liberty Times had tried to mark a sharp contrast between the autocratic regime under the rule of the Chinese Nationalist party and the current democratic society. The researchers concluded that these differences echo and reproduce the ideological skirmish in Taiwan society, i.e. unification with the main land as opposed to Taiwan independence. Lean (2008) examined how the newspapers discourse represented Singapore's Prime Minister Lee Hsien Loong and Malaysia's Prime Minister Abdullah Badawi, during the hand over period. More precisely, following the critical model of CDA employed by, during the handover period. More precisely, following the critical model of CDA employed by Hodge & Kress (1993), as well as those proposed by van Dijk (1998), Fairclough (2003) and Fowler et al. (1979), the study intended to explore what discursive features instituted the newspaper discourse and what discursive strategies were hired to hide ideological meanings. For instance, they represented Abdullah and Lee as "Mr. Nice Guy" and "Mr. Mysterious Guy" respectively.

In another attempt, Keshavarz and Alimadadi Zonoozi (2012) explored the manipulation of ideology in translation of three English political texts translated by Iranian translators. Their study revealed that all the lexical and grammatical non-conformities used by the Persian translators had been intentionally selected to transfer their ideology. In addition, their macro-analysis showed that the translators demonstrated negative attitudes towards the original texts authors by identifying their blunders and false information about Iran and its affairs.

Based on the CDA approach, Shojaei & Laheghi (2012) compared some news texts from the Wall Street Journal and their Persian translations provided by Jaam-e-Jam Newspaper to explore the factors used to deploy ideology in the process of translation. They conducted the analysis with some lexicalization tools. Their findings indicated that ideologies and political issues are key stimuli with ability to control the materials being translated and then offered to news readers.

METHODS

The present study aimed at developing a quantitative instrument to do CDA. For this purpose, Fairclough's (1995) model of CDA was selected as the foundation of the profile. The question was whether the CDA analytic rubric developed is a reliable scale to do CDA. In what follows, the corpus, the instrument, steps to develop it, data collection, and data analysis procedures are discussed.

Corpus

The corpus of the present study consisted of eight speech texts of Iranian and American presidents' political speeches at the UN assembly. The Iranian speeches included two by Ahmadi Nejad (2011 and 2012) and two by Rouhani (2014 and 2015). Further, the American speeches comprised two by George Bush (2007 and 2008) and two by Obama (2014 and 2015). The focus of the study was on text and suprasegmental features such as stress and intonation were not included in the study.

Instrument

The capability of rubrics was sought as the instrument. Rubrics identify and describe various levels of learner performance for each of a set of criteria. They provide a more objective manner for rating learner work. They are manageable, observable and can consistently evaluate learner work to determine whether a program is meeting its objectives. They also give teachers a judgment of quality. Analytic rubrics result initially in several scores, followed by a summed total score—their use represents evaluation on a multidimensional level (Mertler, 2001). Steps taken in developing the rubric were as follows:

Step1: Identifying the criteria corresponding to text, context, and text-context interaction:

The first step was performed using three sources: (1) Fairclough's CDA model; (2) available literature; and (3) interviewing with an Iranian CDA expert. This step included the identification of the criteria related to text, text-context interaction, and context. First, two text-driven criteria were extracted: intertextuality and date. Then given the body of CDA research, text-context-driven criteria were identified as ideology and power. The third set of criteria included those of context. These include contextual clues, background knowledge and culture. All the criteria were provided with some definitions and manifestations (Table 1).

Table 1**Primary Text-, Context-, and Text-Context-Driven Criteria**

Ideology	The reader's point of view in the text or the way he sees the text and its main idea	<ul style="list-style-type: none"> – In my opinion, something is good/bad, I think that..., it seems that – I think that..., I believe that...
Intertextuality	The reader's ability to identify the flow of controlling idea of the text through the text/ Cohesion and coherence	<ul style="list-style-type: none"> – Connectors, conjunctions, – As mentioned before,
Date	The setting of the text, date of the event in the text	<ul style="list-style-type: none"> – In 2015, at the time of presidential election,
Power	What social rank does the writer/ speaker of the sentence/ utterance possess? Is he a teacher, a president, a lawyer, a police officer, etc.?	<ul style="list-style-type: none"> – As the president of the US... – Because he is a police officer, he can...
Contextual clues	All the cohesive makers of the text including grammatical and lexical cohesive makers	<ul style="list-style-type: none"> – Reference, ellipsis, substitution, articles, demonstratives, repetition, reiteration
Background knowledge	The required knowledge to activate the specific schemata	<ul style="list-style-type: none"> – As it is usual in a... – Generally speaking, ... – They usually...
Culture	Identifying the exophoric references or establishing the connection between the antecedents of nouns and pronouns out of the text. For example, the president is Mr. Rouhani. What kind of university is Azad University? Or what is the difference between a state and a city? Or between a district attorney and law reinforcement officer?	

Step2: Validating the extracted criteria:

In order to make sure that the initial form of the rubric could measure what it is supposed to measure, the expertise of 29 Iranian scholars with research studies on CDA was sought. They checked the relevance of the items to the content area (major category, definition and some manifestations) with an evaluation in the form of a 3-point scale (1=relevant, 0=uncertain, -1= irrelevant) which is used in Item-Objective Congruence Index (IOC), a method for signifying the extent of content relevance and the objectives of an instrument. The index of item-objective congruence developed by Rovinelli & Hambleton (1977)) is a technique used in development of

scales for evaluating content validity at the item development phase. In the present study, the index was calculated under the following formula, which was suggested by Phongrat (1997):

- $IOC = \Sigma/N$
- Where,
- IOC: the congruence between the scales objectives and the items in the scale
- Σ : total scores of the agreement of judges in each item
- N: total number of judges

As stated by Phongrat(1997), items which could be accepted to be included in a scale should obtain an IOC value greater than 0.50.

Table2***Item-Objective Congruence Index of the Criteria***

Category	Item	N	ΣR	IOC	Level of Agreement
Text	Intertextuality	29	28	.96	Accepted
	Date	29	23	.79	Accepted
Context	Contextual clues	29	28	.96	Accepted
	Background knowledge	29	29	1.00	Accepted
	Culture	29	29	1.00	Accepted
Text-context interaction	Ideology	29	28	.96	Accepted
	Power	29	29	1.00	Accepted

As seen in Table2, all of the items were judged as having an ICO index greater than 0.50 indicating that the items are congruent with the objectives, definition, and manifestations provided.

Step3: Identifying observable attributes of the criteria (Scaling):

The third step was taken so as the appropriate qualities could be attributed to the items, in that the performance in each of the criteria could be attributed to a level of quality. This was carried

out by specifying an even number of qualities for each item accompanied by a range of scores as:

- Excellent to very good
- Good to average
- Fair to poor
- Very poor

These qualities were defined specifically with regard to the type of performance. They were also accompanied by a range of scores. However, given the significance of some criteria in the text, the range of scores for the items varied. This variation is as follows:

Table3
Variation of the Range of Scores for the Items

Criteria	Quality	Score
Intertextuality	– Excellent to very good: substantive, fully coherent, full use of cohesivities, detailed and intelligent use of connectors and conjunctions, relevant to the topic, thorough	10-8
	– Good to average: relatively coherent, relative use of cohesivities, adequate use of connectors and conjunctions, relevant to the topic but lacks details	7-5
	– Fair to poor: restricted knowledge, inadequate development of the topic, limited or unintelligent use of connectors and conjunctions	4-2
	– Very poor: no knowledge of the topic, no use of connectors or conjunctions, not pertinent, not adequate to be evaluated	1-0
Date	– Excellent to very good: full, detailed and intelligent use of date (year/month/day), intelligent use of adverbs of frequency and adverbs of time	5
	– Good to average: adequate use of date throughout the text but lack details, relative use of time adverbs	4
	– Fair to poor: limited or unintelligent use of date and time adverbs without any details	3
	– Very poor: no use of date or adverbs of time at all	2
Contextual clues	– Excellent to very good: intelligent, detailed and full use of reference, ellipsis, substitution, articles, demonstratives, repetition, reiteration, etc., observing cohesive markers throughout the text completely	10-8
	– Good to average: adequate use of reference, ellipsis, substitution, articles, demonstratives, repetition, reiteration, etc., observing cohesive markers throughout the text adequately but with no details	7-5
	– Fair to poor: limited or unintelligent or partial use of reference, ellipsis, substitution, articles, demonstratives, repetition, reiteration, etc.	4-2
	– Very poor: lacks cohesive markers	1-0
Background knowledge	– Excellent to very good: Full and intelligent demonstration of schemata through related phrases and expressions and then providing evidence to justify the knowledge	10-8
	– Good to average: adequate or relative demonstration of schemata through related phrases and expressions with no details or not providing evidence to justify the knowledge	7-5
	– Fair to poor: limited or unintelligent or partial demonstration of schemata with no support	4-2
	– Very poor: no use of schemata	1-0
Culture	– Excellent to very good: full, intelligent and detailed use of exophoric references and establishing the connection between the antecedents of nouns and pronouns out of the text	10-8
	– Good to average: adequate or relative use of exophoric references and establishing the connection between the antecedents of nouns and pronouns out of the text	7-5
	– Fair to poor: limited or unintelligent to partial use of exophoric references	4-2
	– Very poor: lacks cultural evidence	1-0

Ideology	– Excellent to very good: full, intelligent and detailed use of sentences, phrases, and words demonstrating personal or interest groups' beliefs, ideas, thoughts	30-27
	– Good to average: adequate or relative use of sentences, phrases, words, demonstrating personal or interest groups' beliefs, ideas, thoughts	26-22
	– Fair to poor: limited or unintelligent to partial use of sentences, phrases, and words demonstrating personal or interest groups' beliefs, ideas, thoughts	21-17
	– Very poor: could not be evaluated	16-13
Power	– Excellent to very good: full, detailed, and intelligent demonstration of social, political, institutional rank or position directly and indirectly	30-27
	– Good to average: adequate or relative demonstration of social, political, institutional rank or position directly or indirectly	26-22
	– Fair to poor: limited use of sentences, phrase or words demonstrating rank or position	21-17
	– Very poor: No sign of rank or position, or not enough to evaluate	16-13

The maximum and minimum values of the overall score quality were calculated as follows:

- Excellent to very good: 103-91
- Good to average: 84-68
- Fair to poor: 61-45
- Very poor: 38-28

Data collection

In this step, the corpus speeches together with the rubric were sent to two scholars who had at least a three-year experience in CDA research studies. They were asked to carefully study the details of the rubric and critically analyze the text accordingly. This step took about a week. The overall scores were tabulated for statistical analysis.

Data analysis

In order to analyze the data, the Kolmogorov-Smirnov test of normality, and correlation analysis for checking the inter-rater reliability were used.

Results

To analyze the reliability of the rubric, first, the Kolmogorov-Smirnov test was run to check the normality of the data. Then the correlation analysis was run in order to make sure that the scale is reliable across different raters.

Table4

Kolmogorov- Smirnov Test of Normality of scores

	Kolmogorov-Smirnov		
	Statistic	Df.	Sig.
Rater1	.110	12	.200
Rater2	.223	12	.102

Table4 shows that the scores are normally distributed as the Sig. values are greater than .05. Thus, Pearson correlation analysis was run in order to show the inter-rater reliability of the scale.

Table5

Correlations between the Raters' Scores

		Rater1	Rater2
		Pearson Correlation	1
Rater1	Sig.(2-tailed)		.023
	N	12	12
	Pearson Correlation	.646*	1
Rater2	Sig.(2-tailed)	.023	
	N	12	12

*.Correlation is significant at the 0.05 level (2-tailed).

The results of the correlation analysis revealed that the raters show a correlation toward quantitative analysis of the text ($r=.646$) at the 95% confidence level. This indicates that the scale is reliable across different raters.

The final step included formatting the scale as a practical rubric for doing CDA. In this step, some sections were added to the format, including a column for comments by the rater for each

criterion, a cell for total score, title of the text to be evaluated, and a cell for an overall comment as follows:

Table 6
The Final Form of the CDA Profile

Criteria	CDA Profile		Rater
	Title of the Text:	Date:	Comment
	Quality		Range of Score
Intertextuality	– Excellent to very good: substantive, fully coherent, full use of cohesivities, detailed and intelligent use of connectors and conjunctions, relevant to the topic, thorough		10-8
	– Good to average: relatively coherent, relative use of cohesivities, adequate use of connectors and conjunctions, relevant to the topic but lacks details		7-5
	– Fair to poor: restricted knowledge, inadequate development of the topic, limited or unintelligent use of connectors and conjunctions		4-2
	– Very poor: no knowledge of the topic, no use of connectors or conjunctions, not pertinent, not adequate to be evaluated		1-0
Date	– Excellent to very good: full, detailed and intelligent use of date (year/month/day), intelligent use of adverbs of frequency and adverbs of time		5
	– Good to average: adequate use of date throughout the text but lack details, relative use of time adverbs		4
	– Fair to poor: limited or unintelligent use of date and time adverbs without any details		3
	– Very poor: no use of date or adverbs of time at all		2
Contextual clues	– Excellent to very good: intelligent, detailed and full use of reference, ellipsis, substitution, articles, demonstratives, repetition, reiteration, etc., observing cohesive markers throughout the text completely		10-8
	– Good to average: adequate use of reference, ellipsis, substitution, articles, demonstratives, repetition, reiteration, etc., observing cohesive markers throughout the text adequately but with no details		7-5
	– Fair to poor: limited or unintelligent or partial use of reference, ellipsis, substitution, articles, demonstratives, repetition, reiteration, etc.,		4-2
	– Very poor: lacks cohesive markers		1-0

Background knowledge	– Excellent to very good: Full and intelligent demonstration of schemata through related phrases and expressions and then providing evidence to justify the knowledge	10-8
	– Good to average: adequate or relative demonstration of schemata through related phrases and expressions with no details or not providing evidence to justify the knowledge	7-5
	– Fair to poor: limited or unintelligent or partial demonstration of schemata with no support	4-2
	– Very poor: no use of schemata	1-0
Culture	– Excellent to very good: full, intelligent and detailed use of exophoric references and establishing the connection between the antecedents of nouns and pronouns out of the text	10-8
	– Good to average: adequate or relative use of exophoric references and establishing the connection between the antecedents of nouns and pronouns out of the text	7-5
	– Fair to poor: limited or unintelligent to partial use of exophoric references	4-2
	– Very poor: lacks cultural evidence	1-0
Ideology	– Excellent to very good: full, intelligent and detailed use of sentences, phrases, and words demonstrating personal or interest groups' beliefs, ideas, thoughts	30-27
	– Good to average: adequate or relative use of sentences, phrases, words, demonstrating personal or interest groups' beliefs, ideas, thoughts	26-22
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	– Fair to poor: limited use of sentences, phrase or words demonstrating rank or position	21-17
	– Very poor: No sign of rank or position, or not enough to evaluate	16-13
Total Score:		
Comment:		

It must be noted that the main limitation was concerned with the study corpus, as only eight political speeches were covered. Texts of other genres or a focus on suprasegmental features might guarantee the generalizability of the results. Future researcher could employ other types of quantitative scales to develop CDA tools. Furthermore, enlarging the body of raters as well as

detailed statistical techniques may result in and reveal more comprehensive information on the use of quantitative scales.

DISCUSSION

In line with the concerns about appraising qualitative research raised by Dixon-Woods et al.(2004) the present study addressed a topic that

has recently preoccupied researchers. Regarding the objectives, the present study is consistent with what Hamann & Suckert (2018) examined. The authors attempted to clear the vagueness of methodological consequences of temporality in discourse. For this purpose, they initiated a significant methodological debate in the field of sociological discourse analysis. They argued that qualitative approaches to discourse analysis could simply be challenged by the wide scope of diachronic comparative analyses. Accordingly, they proposed a quantified qualitative approach to diachronic discourse analyses indicating that quantifying tools such as visualizations are valuable in the final stages of qualitative interpretation.

The attempt to answer the question posed in the present study led to the primary finding that the analytic rubric was reliable as the inter-rater correlation coefficient was positive and significant, suggesting a consensus in the ratings given by the raters. As for the present study, the strong underlying theoretical framework of the scale is likely the basic reason for the reliability of the scale. The text-interaction-context model of Fairclough's (1995; 1989) a valuable structure from which to conceptualize and perform CDA (Phillips & Jorgenson, 2002) and is beneficial for framing text within situational and socio-cultural contexts and for highlighting the necessity for 'analysis' to incorporate textual, discursive, and social levels.

The existence of such reliability in a researcher-made CDA tool is in keeping with the research attempt made by Lee & Irving (2018). These authors developed a classroom discourse analysis tool (CDAT) to support science educators isolate the patterns of classroom discourse through scientific reasoning. With minor difference to the present study, the reliability of the CDAT coding was checked through three inter-rater agreement indexes including the percentage of absolute agreement, Cohen's kappa, and the intra-class correlation coefficient indicating acceptable to strong consistency between two coders.

Connected to these contrary findings of the present study, Bayani (2016) could be mentioned

as enjoying consistency with the study framework, as well the statistical results obtained during the pilot procedure. She did a CDA on the translation of political speeches and interviews in an attempt to uncover the basic ideological suppositions imperceptible in the texts, both source text and target text, and as a result determined whether translators' ideologies are imposed on their translations. She used Fairclough's (1995, 2000, 2003) model of CDA.

Qualitative study needs considerate planning to guarantee the obtained results precisely. There is no way to scrutinize the qualitative data statistically. This type of research is based more on the estimation and judgment rather than the results. All the qualitative studies are unique in themselves so they are challenging to replicate (Malterud, 2001). The situation in qualitative research could be compared with the development of methods for assessing quantitative research where it is predictable that different study types may call for different measures. This lets the exact preparation of faults that would be serious or very destructive to the rigor of a particular study type (Dixon-Woods et al., 2004). Lucke (1999) argues that texts are instants of "intersubjectivity" (p. 13) where social and discursive links between human subjects include writers and readers, speakers and listeners, and these individuals' intentions and purposes are neither self-evident nor recoverable without recourse to a larger domain. Hence, when the issue of text analysis is brought about, subjectivity of the analyst is highlighted. This is in conjunction with the qualitative nature of CDA, indicating that much of the text analysis is dependent on the analyst's subjective judgment. One way to reduce such subjectivity is to narrow down the range of options through providing quantitative measures which have roots in CDA models. Moving inside qualitative and- as yet- opaque nature of CDA frameworks but with firm objective aids is supposed to mitigate the difficulty of analyzing, interpreting and even demonstrating the outcomes of CDA.

All in all, the present research, comparing the above mentioned researches, is totally different in terms of methodology, procedure, and consequently the results obtained which were more vivid and precise. Due to the fact that the present study is enjoying a novel and newfangled method which focuses on an innovative framework, that has not been proposed yet, and derived from Fairclough's elements of (intertextuality, date, ideology, power, etc.) in his model of CDA, transforming them into a rubric to evaluate the texts. The method used is among the first and the newest way of evaluation of CDA texts. Unlike other methods, the present study enjoys a three step procedure including (1) the criteria corresponding to text, context, and text-context interaction were identified as ideology, intertextuality, date, power, contextual clues, background knowledge, and culture. (2) validating the extracted criteria, and finally (3) scaling. All these steps were manipulated in a pioneering way by the researcher himself and can be used for other future researches in the realm of CDA.

CONCLUSION

CDA can be used as a powerful device for analyzing the text to come up with the intended ideologies. This methodological approach has proved to be helpful in socio-cultural studies. Exploring how attitudes and identities can cause sociolinguistic variations in different texts and discourse is of great importance. With this in mind that qualitative study types require accurate criteria or measures, the present study aimed at quantifying efforts on doing CDA. To do so, first Fairclough's (1995) model of CDA was used as the basis for structuring an analytic scale. Then through three steps including identifying the criteria corresponding to text, context, and text-context interaction, validating the extracted criteria, identifying observable attributes of the criteria (scaling), an initial form of the rubric was de-

veloped. The rubric was tested with a political corpus by two raters (analysts) and showed an acceptable reliability.

Besides, the present study offers adequate levels of proof of reliability and validity for the CDA scale. Nevertheless, additional reliability checks of the scale with more raters piloted with more political discourse are required to further authenticate the reliability. Generally, the reliability and validity calculations conducted for the CDA scale reveal satisfactory and stable evidence of the instrument's practicality in supporting the features of a political discourse.

In fact, this study was an initial attempt to develop and implement a rubric as the basis for structuring and analyzing CDA qualitatively. Keeping in mind that the constructed rubric may have its own problems, the authors tried to create a new variety of the present scale in CDA.

Some important implications could be extracted from the findings, which are as follows. In teaching and learning texts containing complex items, English teaching-learning stakeholders, including translation students, teachers, curriculum developers and course designers, should be informed that addressers might use special discursive strategies, which may provide contradictions for the target audience. They should also be aware of certain manipulative strategies in political texts since they are not separated from the ideology and culture of the readership and may be haphazardly used.

This attempt for quantifying the elements of discourse might help discourse researchers in bringing clear-cut and widely understood results through reckonable assessments of texts. Overall, the CDA sphere has many research opportunities with regard to the assessment methodology, interpretation and demonstrating of the findings. These opportunities might help CDA to be still of high interest to language researchers.

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