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Developing and Validating a Questionnaire to Assess Critical Discourse Analysis Practices among EFL Teachers

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Abstract

The present study was an attempt to investigate to what extent Iranian EFL teachers practice critical discourse analysis in the English language classroom during their teaching. To reach this aim, a 27-item questionnaire was designed and administered among 120 male and female Iranian English teachers in different language schools in Tehran. Following descriptive statistics through which the mean, standard deviation, and reliability of the questionnaire were calculated, a factor analysis was conducted to assess the construct validity of the designed questionnaire. The results of the statistical analysis clearly demonstrated the validity of the designed questionnaire. Once validated, certain within group comparisons (with respect to the demographic factors of gender, age, and educational degree) were conducted to see how the different demographic subsets of the sample responded to the questionnaire. The study also discusses the implications of such measurement for ELT and points out a number of suggestions for further study.

Keywords: ELT, critical discourse analysis, teachers' practices

Introduction

Stepping into a modern virtual life surrounded by media of all sorts, humans are perhaps unknowingly and thereby zealously abandoning the language of their individuality. This they do while being rapidly succumbed by a global discourse of the emerging corporate order. Wherever they turn and whatever domain they engage within, people are increasingly adopting the role of passive recipients and unconscious followers of the incessantly aggrandizing discourse of market leaders (Herman & Chomsky, 1988; Chomsky, 2004; Curran & Seaton, 2010; Postman, 1985; Schiller, 1976).

By nature, discourse, as van Dijk (1996) asserts, is "influenced by social power exercised by a dominant group over the actions and minds of another group" (p. 86). Such power, he further argues, would bear a debilitating impact on the freedom of the other group – which happens to be the passive majority in a given society – and "influences their knowledge, attitudes, ideologies and speech" (p. 86). Or in the words of Habermas (as cited in Wodak, 2001) who was a pioneer in such debates, "Language is also a medium of domination and social force. It serves to legitimize relations of organized power. Insofar as the legitimating of power relations…are not articulated… language is also ideological" (p. 2).

Accordingly, van Dijk (1993) believes that, "the analysis of the various modes of discourse access reveals a rather surprising parallelism between social power and discourse access" (p. 283). He delineates this parallelism by stating that, "The more discourse genres, contexts, participants, audience, scope, and text characteristics they (may) actively control or influence, the more powerful social groups, institutions or elites are" (p. 283). Needless to say, van Dijk continues, this power in the hands of these elites would endow them with control and "Power is a twin word for control and for controlling there should be inequality" (p. 283).

Underlying this inequality is of course the notion of control over the minds of other people; the more control is exercised over more features of text and context addressing larger audiences, the greater often the degree of influence and thus hegemony (van Dijk, 1993). There are of course circumstances where participants have no option but to be the recipients of discourse; vivid examples may be in education and in many job situations where "Lessons, learning materials, job instructions, and other discourse types … may need to be

attended to, interpreted, and learned as intended by institutional or organizational authors" (Giroux, as cited in Schiffrin, Tannen, & Hamilton, 2001, p. 57).

To this end, rather than being more of a vehicle to materialize human wishes per se, discourse is commonly applied to manipulate these wishes and critical discourse analysis (CDA) is there to see how language is used or even abused in the exercise of thought manipulation through power and control. "Taking into account the insights that discourse is structured by dominance … and that dominance structures are legitimated by ideologies of powerful groups", as discussed by Wodak and Meyer (2001, p. 13), CDA and its complex approach enables the analysis of pressures from the powers that be "and possibilities of resistance to unequal power relationships that appear as societal conventions" (p. 13).

Accordingly, the prime aim of CDA – in the words of Wodak, de Cillia, Reisigl, and Liebhart (1992) – is to "to unmask ideologically permeated and often obscured structures of power, political control, and dominance, as well as strategies of discriminatory inclusion and exclusion in language in use" (p. 8). CDA is all about incorporating the text and social context through discursive practices which contributes to the understanding of the mentality of the writers of a text (Gee, 2001).

CDA is indeed one of those developing areas of language study with paramount importance in realizing discourse effects on learning and social transformation or, as Rogers (2004) puts it, "the identity of language receivers" (p. 247). This approach regards discourse as a form of social practice (Fairclough & Wodak, 1999) and takes the consideration of the context of language use to be crucial to discourse with CDA's focus laying mostly on the linguistic characteristics of societal and cultural processes beside the use of language (Wodak, 1996).

If discourse is a vehicle for thought manipulation by nature among at least certain institutions, there is inevitably little controversy then about the significance of thought manipulation and the role of discourse inside the language classroom; the latter hosts foreign language learners where they are exposed to a new language and culture and thereby diffuse these new foreign thoughts and beliefs among those in their immediate environment (Koupaee

Dar, Rahimi, & Shams, 2010). Hence, the importance of the practice of CDA becomes perhaps incontrovertible within language teaching institutions if they choose to seek resistance towards the culture of thought manipulation. In this way, as Fowler (1996) holds, CDA which seeks de-familiarization and consciousness-raising inside the classroom encourages teachers to provide a critique rather than a criticism thenceforth assisting the reader to unearth the underlying social background and motives influencing the composition of discourse.

In more practical terms, CDA – which is not an uncharted territory as researchers have reported its practice in actual language classes (e.g.Cots, 2006; Ghandizadeh& Hashemi, 2012; Wallace, 1992) – helps students "develop an ability to interpret speech acts that goes beyond understanding the propositional meaning of utterances to the illocutionary meaning, through the effect a written text may have on them as listeners or readers" (Richards, Platt, & Platt, 1993, p. 343). Acquiring the skill of CDA thus enables EFL students to answer inferential questions with a more thorough understanding rather than simply being indoctrinated to provide the responses which often correlate with the writer's beliefs and ideologies.

The practice of CDA in English language classrooms is indeed a somewhat recent trend with more and more teachers encouraging this approach in their classrooms (Al Ghazali, 2007; Fairclough, 1995). Nevertheless, effecting CDA in ELT environments does not necessarily mean that a radical change in teaching methods or techniques is required (Cots, 2006; Pennycook, 2001; van Dijk, 2001); rather, CDA could actually be practiced within any given ELT methods or techniques.

To pave the way for implementing CDA in classrooms, one should obviously first gather information on the current status of the practice of CDA by EFL teachers in actual classrooms. To this end and in continuity of the researchers' interest in exploring into CDA and its application in ELT (Marashi & Chizari, 2016; Marashi & Yavarzadeh, 2014), the aim of the present study was to primarily design a valid instrument through which the degree of Iranian EFL teachers' practice of CDA in the English language classroom could be assessed. Accordingly, the following research questions were raised:

Q_1: To what extent do Iranian EFL teachers practice CDA in the English language classroom?

Q_2: To what extent do Iranian EFL teachers coming from different demographic cohorts (gender, age, and academic degree) differ in their CDA practice?

Method

Participants

The participants in this study were 120 EFL teachers who were teaching at different language schools in Tehran. The sample comprised 45 males and 75 females and the participants were chosen based upon the non-random convenient sampling technique. The participants enjoyed a minimum of two years of teaching experience. The limitation of this study was that the number of the male and female teachers participating in the administration stage of the study was not concordant with the male-female ratio of the population of EFL teachers in Iran. The researchers of course did not have access to the data on that ratio (even if such data exists); thus, the gender ratio within the sample of the study may have acted as an intervening variable.

Table 1 below provides certain relevant demographic data regarding the sample.

Table 1

Demographic Data of the Participants

Category	Subcategory	Frequency
Gender	Male	45
	Female	75
Age	20-25	12
	26-30	57
	31-35	26
	36-40	17
	41-50	5
	Over 50	3
Academic Degree	Bachelor's degree	57
	Graduate student	23
	Master's degree	39
	Postgraduate student	1

Procedure

Developing a questionnaire is an accurate, stepwise process; as a result, the quality of the final instrument depends on the cumulative quality of each sub-process. The following is a sequential description of the steps taken.

Reviewing the Related Literature. As the first step, the researchers conducted a thorough review of the existing literature but were not able to find a validated questionnaire, which assesses the CDA practice of EFL teachers. Subsequently, the researchers identified the pivotal bases of CDA practice within a classroom through their literature review in order to decide what main concepts need to be addressed in the questionnaire.

Designing the First Version of the Questionnaire. Once the specific content areas were determined, the next task was "to devise items assessing the concepts in the questionnaire, thereby forming an item pool for each variable" (Dörnyei, 2003, p. 114). The preliminary item pool included 67 items (Appendix A) in line with the recommendation made by Nunnally (1978) on having at least one and a half to twice as many items at this stage as what is anticipated for the final draft. The elicited items were put into a standard questionnaire format, with a five-point Likert scale (always, often, sometimes, rarely, and never).

Revising the First Version of the Questionnaire. Once the first draft was prepared, three university professors who had been teaching CDA for over a minimum of seven years were asked to comment on this draft thoroughly. Having gathered the comments of these three professors, the researchers decided to take out 40 of the items thus leaving 27 items for the draft to be piloted (Appendix B).

Piloting the Revised Version. Following the above stage, a near-final version of the questionnaire that as (Dörnyei, 2003. p. 63) says "feels OK and that does not have any obvious glitches" was administered to a group of 120 respondents who were very much similar to the target population, that is, male and female EFL teachers who had been teaching English for a minimum of two years in different private language schools in Tehran. A total of 20 minutes was allocated to the participants to read the questionnaire and fill it out.

As gathering 120 teachers from different language schools in Tehran in one setting was indeed impractical – if not impossible – the researchers administered the questionnaires to groups of teachers ranging from 5 to 40 in number.

Once the piloted questionnaires were gathered from the 120 participants, the complete statistical analysis (described later) was conducted. As a result, none of the items needed to be removed and this piloted version stood as the

final validated version. Accordingly, there was no need for repeating the administration as the questionnaire in its finalized 27-item format had been administered once already. Thus, the descriptive statistics achieved during the piloting phase could be used to respond to the research question.

Results

In the process of validating the CDA practice questionnaire, certain statistical procedures were conducted which are described chronologically below.

Descriptive Statistics of Administering the Questionnaire

As discussed earlier, 120 participants filled in the designed questionnaire. Table 2provides this information with the mean and the standard deviation being 85.05 and 18.19, respectively. Furthermore, the distribution of scores enjoyed normalcy as the skewness ratio fell between the acceptable range of ±1.96.

Table 2
Descriptive Statistics of the 120 Participants' Scores on the CDA Practice Questionnaire

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Ratio
CDA Questionnaire	120	48	132	85.05	18.190	1.67
Valid N (listwise)	120					

Figure 1below shows the histogram of the participants' scores on this questionnaire.

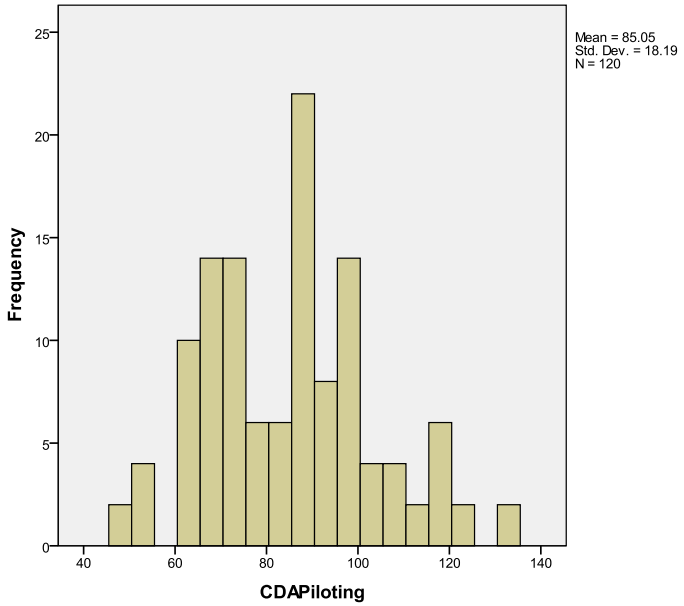

Figure 1. *Histogram of the Participants' Scores on the CDA Questionnaire*

Validating the Questionnaire

In order to validate the questionnaire, factor analysis was conducted with a set of specific procedures as described below.

Assessing the Suitability of the Data. To determine whether the data was suitable for factor analysis, the two statistical measures of Barlett's test of sphericity and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy were employed. As is evident in Table 3, the Bartlett's test is significant (p = 0.000 < 0.05) and the KMO index (0.944) was higher than the minimal value for a good factor analysis which is 0.6 (Tabachnick & Fidell, as cited in Pallant, 2007).

Table 3
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.944
Bartlett's Test of Sphericity	Approx. Chi-Square	4256.823
	df	351
	Sig.	.000

Another issue to be addressed concerns the strength of the inter-correlations among the items. If there are few items with coefficients greater than 0.3, factor analysis may not be appropriate (Tabachnick & Fidell, as cited in Pallant, 2007). According to the data presented in the correlation matrix – Table 4 – the majority of the correlation coefficients were larger than that threshold. Hence, running a factor analysis was legitimized.

Table 4
Correlation Matrix

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27
Item1	1.000	.511	.220	-.017	.033	.234	.088	.176	.015	.024	-.010	-.026	-.009	-.024	.023	-.123	-.133	-.176	-.188	-.128	-.068	-.021	-.069	-.074	-.099	-.130	-.097
Item2	.511	1.000	.548	.340	.304	.323	.232	.224	.085	.123	-.063	.036	-.017	.048	.059	-.035	-.152	-.124	-.160	-.068	-.048	-.036	-.024	.050	-.013	-.055	-.079
Item3	.220	.548	1.000	.561	.464	.432	.281	.250	.283	.174	.087	.195	.130	.220	.108	.089	.043	.073	.059	.075	.076	.039	.050	.070	.021	.031	.003
Item4	-.017	.340	.561	1.000	.582	.539	.363	.305	.360	.223	.199	.260	.162	.246	.177	.203	.153	.140	.165	.165	.171	.114	.125	.170	.161	.144	.110
Item5	.033	.304	.464	.582	1.000	.510	.227	.346	.376	.260	.228	.255	.270	.247	.295	.240	.253	.251	.260	.276	.294	.303	.252	.308	.285	.251	.262
Item6	.234	.323	.432	.539	.510	1.000	.461	.478	.507	.458	.317	.362	.398	.495	.455	.423	.413	.361	.359	.346	.345	.380	.341	.425	.413	.413	.374
Item7	.088	.232	.281	.363	.227	.461	1.000	.594	.512	.421	.457	.514	.478	.561	.490	.549	.456	.423	.465	.449	.424	.398	.427	.495	.496	.502	.399
Item8	.176	.224	.250	.305	.346	.478	.594	1.000	.536	.498	.501	.484	.494	.502	.479	.512	.443	.412	.429	.523	.570	.579	.585	.585	.571	.570	.515
Item9	.015	.085	.283	.360	.376	.507	.512	.536	1.000	.702	.646	.652	.654	.696	.651	.581	.556	.581	.561	.551	.584	.599	.613	.590	.589	.588	.573
Item10	.024	.123	.174	.223	.260	.458	.421	.498	.702	1.000	.737	.649	.679	.695	.666	.664	.674	.692	.646	.634	.630	.633	.627	.663	.666	.691	.651
Item11	-.010	-.063	.087	.199	.228	.317	.457	.501	.646	.737	1.000	.819	.778	.684	.679	.712	.719	.730	.723	.665	.670	.693	.668	.669	.707	.725	.714
Item12	-.026	.036	.195	.260	.255	.362	.514	.484	.652	.649	.819	1.000	.812	.757	.716	.725	.723	.746	.742	.720	.716	.726	.728	.733	.751	.763	.734
Item13	-.009	-.017	.130	.162	.270	.398	.478	.494	.654	.679	.778	.812	1.000	.791	.781	.753	.732	.769	.740	.720	.711	.764	.750	.751	.767	.770	.777
Item14	-.024	.048	.220	.246	.247	.495	.561	.502	.696	.695	.684	.757	.791	1.000	.866	.823	.808	.764	.762	.759	.712	.714	.748	.776	.771	.780	.730
Item15	.023	.059	.108	.177	.295	.455	.490	.479	.651	.666	.679	.716	.781	.866	1.000	.878	.816	.784	.777	.766	.745	.790	.799	.830	.822	.827	.812
Item16	-.123	-.035	.089	.203	.240	.423	.549	.512	.581	.664	.712	.725	.753	.823	.878	1.000	.862	.833	.832	.806	.779	.782	.817	.841	.837	.858	.825
Item17	-.133	-.152	.043	.153	.253	.413	.456	.443	.556	.674	.719	.723	.732	.808	.816	.862	1.000	.889	.869	.848	.804	.791	.796	.816	.847	.841	.803
Item18	-.176	-.124	.073	.140	.251	.361	.423	.412	.581	.692	.730	.746	.769	.764	.784	.833	.889	1.000	.924	.869	.812	.830	.801	.833	.858	.880	.848
Item19	-.188	-.160	.059	.165	.260	.359	.465	.429	.561	.646	.723	.742	.740	.762	.777	.832	.869	.924	1.000	.905	.854	.841	.829	.851	.864	.891	.864
Item20	-.128	-.068	.075	.165	.276	.346	.449	.523	.551	.634	.665	.720	.720	.759	.766	.806	.848	.869	.905	1.000	.918	.895	.865	.895	.886	.905	.872
Item21	-.068	-.048	.076	.171	.294	.345	.424	.570	.584	.630	.670	.716	.711	.712	.745	.779	.804	.812	.854	.918	1.000	.914	.901	.896	.891	.886	.880
Item22	-.021	-.036	.039	.114	.303	.380	.398	.579	.599	.633	.693	.726	.764	.714	.790	.782	.791	.830	.841	.895	.914	1.000	.928	.917	.917	.909	.927
Item23	-.069	-.024	.050	.125	.252	.341	.427	.585	.613	.627	.668	.728	.750	.748	.799	.817	.796	.801	.829	.865	.901	.928	1.000	.938	.930	.888	.915
Item24	-.074	.050	.070	.170	.308	.425	.495	.585	.590	.663	.669	.733	.751	.776	.830	.841	.816	.833	.851	.895	.896	.917	.938	1.000	.968	.939	.916
Item25	-.099	-.013	.021	.161	.285	.413	.496	.571	.589	.666	.707	.751	.767	.771	.822	.837	.847	.858	.864	.886	.891	.917	.930	.968	1.000	.949	.923
Item26	-.130	-.055	.031	.144	.251	.413	.502	.570	.588	.691	.725	.763	.770	.780	.827	.858	.841	.880	.891	.905	.886	.909	.888	.939	.949	1.000	.915
Item27	-.097	-.079	.003	.110	.262	.374	.399	.515	.573	.651	.714	.734	.777	.730	.812	.825	.803	.848	.864	.872	.880	.927	.915	.916	.923	.915	1.000

Furthermore, an initial check of the scores proved that there were no outliers which would detriment the veracity of the factor analysis.

Factor Extraction. For this process of determining how many components (factors) to extract, a few pieces of information are required. The first is Kaiser's criterion in that only the components with an Eigen value of one or more should be extracted. Table 5 below provides the total variance explained.

Table 5
Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	16.087	59.580	59.580	16.087	59.580	59.580	16.019
2	3.113	11.529	71.109	3.113	11.529	71.109	4.409
3	1.272	4.710	75.819	1.272	4.710	75.819	2.185
4	.996	3.690	79.510				
5	.769	2.849	82.359				
6	.660	2.446	84.805				
7	.611	2.262	87.067				
8	.460	1.705	88.772				
9	.406	1.503	90.274				
10	.400	1.480	91.755				
11	.351	1.300	93.054				
12	.304	1.126	94.180				
13	.287	1.062	95.242				
14	.187	.691	95.933				
15	.177	.657	96.590				
16	.144	.533	97.123				
17	.124	.458	97.581				
18	.113	.420	98.001				
19	.111	.411	98.412				
20	.084	.313	98.725				
21	.074	.275	98.999				
22	.065	.239	99.239				
23	.058	.217	99.455				
24	.054	.201	99.656				
25	.041	.152	99.808				
26	.029	.107	99.915				
27	.023	.085	100.000				

Extraction Method: Principal Component Analysis.
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

As can be seen, the first three components recorded Eigen values above one (16.09, 3.11, and 1.27); these three explain a total of 75.82%.

Factor Rotation. The next step was to look at the component matrix which shows the unrotated loadings of each of the items on the three components (Table 6).

Table 6
Component Matrix

	Component		
	1	2	3
Item26	.947		
Item25	.945		
Item24	.940		
Item27	.921		
Item22	.919		
Item23	.917		
Item20	.914		
Item19	.910		
Item21	.905		
Item18	.904		
Item16	.902		
Item17	.894		
Item15	.888		
Item14	.872		
Item13	.856		
Item12	.841		
Item11	.808		
Item10	.770		
Item9	.723		
Item8	.628	.336	
Item7	.576	.355	
Item3		.773	
Item2		.751	.365
Item4		.688	-.493
Item6	.505	.594	
Item5	.357	.567	-.403
Item1		.468	.762

Extraction Method: Principal Component Analysis.
a. 3 components extracted.

As shown in Table 6, most of the items load quite strongly (above 0.4) on the first two components. This suggests that a two-factor solution is likely to be more appropriate. This decision is further consolidated by the pattern matrix (Table 7).

Table 7
Pattern Matrix

	Component		
	1	2	3
Item26	.973		
Item25	.969		
Item27	.964		
Item22	.957		
Item24	.956		
Item23	.955		
Item20	.931		
Item21	.926		
Item19	.920		
Item18	.916		
Item17	.904		
Item16	.900		
Item15	.887		
Item13	.853		
Item14	.834		
Item12	.812		
Item11	.804		
Item10	.731		
Item9	.611	.314	
Item8	.555		.342
Item7	.472		
Item4		.936	
Item5		.779	
Item3		.738	
Item6		.559	
Item1			.935
Item2		.318	.690

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
a. Rotation converged in 7 iterations.

Table 7 shows that while 24 items load quite strongly (above 0.3) on the first two components, only three items load on the third factor meaning that a two-factor solution should be retained.

Two-Factor Solution. The first step was again to check the total variances explained (Table 8).

Table 8
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	16.087	59.580	59.580	16.087	59.580	59.580	16.027
2	3.113	11.529	71.109	3.113	11.529	71.109	3.954
3	1.272	4.710	75.819				
4	.996	3.690	79.510				
5	.769	2.849	82.359				
6	.660	2.446	84.805				
7	.611	2.262	87.067				
8	.460	1.705	88.772				
9	.406	1.503	90.274				
10	.400	1.480	91.755				
11	.351	1.300	93.054				
12	.304	1.126	94.180				
13	.287	1.062	95.242				
14	.187	.691	95.933				
15	.177	.657	96.590				
16	.144	.533	97.123				
17	.124	.458	97.581				
18	.113	.420	98.001				
19	.111	.411	98.412				
20	.084	.313	98.725				
21	.074	.275	98.999				
22	.065	.239	99.239				
23	.058	.217	99.455				
24	.054	.201	99.656				
25	.041	.152	99.808				
26	.029	.107	99.915				
27	.023	.085	100.000				

Extraction Method: Principal Component Analysis.
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table 8 shows that a total of 71.11% of the variance is explained. Next is the correlation matrix which shows that the components are strongly correlated (Table 9) as the correlation is above 0.3.

Table 9
Correlation Matrix

Component		
	1	2
1	1.000	.489
2	.489	1.000

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.

Next was the correlation matrix which showed that the components were strongly correlated (Table 9) as the correlation is above 0.3. The final check was to review the communalities table. According to the data obtained and presented in Table 10 below which gives information about how much of the variance in each item is explained. There are no low values (smaller than 0.3) and this means that there are no items which do not fit well with the other items.

Table 10
Communalities

	Initial	Extraction
Item1	1.000	.323
Item2	1.000	.564
Item3	1.000	.623
Item4	1.000	.543
Item5	1.000	.449
Item6	1.000	.608
Item7	1.000	.458
Item8	1.000	.508
Item9	1.000	.595
Item10	1.000	.607
Item11	1.000	.653
Item12	1.000	.709
Item13	1.000	.732
Item14	1.000	.765
Item15	1.000	.789
Item16	1.000	.820
Item17	1.000	.825
Item18	1.000	.851
Item19	1.000	.864
Item20	1.000	.859
Item21	1.000	.834
Item22	1.000	.862
Item23	1.000	.860

Item24	1.000	.891
Item25	1.000	.908
Item26	1.000	.918
Item27	1.000	.882

Extraction Method: Principal Component Analysis.

The results obtained from the factor analysis demonstrate that no items need to be removed from the revised version of the questionnaire and that it bears construct validity as it comprises the 27 items incorporated following its preliminary revision.

Research Questions

Once the questionnaire was validated, the descriptive statistics obtained from its administration and thus the research questions could be revisited; the first research question was*To what extent do Iranian EFL teachers practice CDA in class?*

As the mean score obtained by the 120 EFL teachers was 85 out of a possible maximum score of 135 (27 items multiplied by five), one can conclude that the teachers' mean was higher than the middle score, i.e. 67.5.

At this stage, no definitive result such as there was a significant difference between Iranian EFL teachers' practice of CDA in the class compared to teachers of other nationalities and ethnicities can of course be stated as in the process of this study, the goal was to design a valid instrument and not compare any ethnic groups. Having said the above, however, the researchers could run inferential statistics among the different demographic subcategories of the sample of this study (Table 1) primarily to shed light on the possible applications of the questionnaire.

Gender Differences and CDA Practice. A randomly selected sample of 30 males and 30 females taking part in this study was chosen to see whether gender is a significant factor in CDA practice. Table 11 below shows the descriptive statistics of these two groups on the questionnaire. As is clear, the mean and standard deviation of females stood at 90.50 and 25.87, respectively, while the males' mean was 89.27 with their standard deviation being 16.80.

Table 11
Descriptive Statistics of the Scores of 30 Males and 30 Females on the CDA Practice Questionnaire

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Ratio
Females	30	48	132	90.50	25.867	-.13
Males	30	65	120	89.27	16.805	.08
Valid N (listwise)	30					

As both distributions in Table 11 manifested normality (their skewness ratios falling within the acceptable range of ±1.96), running an independent samples *t*-test was legitimized (Table 12).

Table 12
Independent Samples t-test for the Scores of Males and Females on the Questionnaire

	Levene's Test for Equality of Variances		*t*-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	*t*	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	22.003	.000	.219	58	.827	1.233	5.632	-10.0	12.50
Equal variances not assumed			.219	49.7	.828	1.233	5.632	-10.1	12.54

As is evident in Table 12 above, with the *F* value of 22.00 at the significance level of 0.00 being smaller than 0.05, the variances between the two groups were significantly different. Therefore, the results of the *t*-test with the assumption of heterogeneity of the variances were reported here. The results ($t = 0.22$, $p = 0.828 > 0.05$) indicate that there was no significant difference between the mean scores of males and females on the CDA questionnaire and thus their practice of CDA in the English classroom.

Age Differences and CDA Practice. Two randomly selected samples of 30 participants under 30 and 30 above 30 taking part in this study were chosen to see if age is a significant factor in CDA practice (Table 13).

Table 13
Descriptive Statistics of the Scores of 30 Participants under 30 and 30 Participants above 30 on the CDA Practice Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness
	Statistic	Statistic	Statistic	Statistic	Statistic	Ratio
Under 30	30	87	132	99.57	11.881	2.66
Above 30	30	85	123	97.97	11.586	2.09
Valid N (listwise)	30					

Table 13 above shows the descriptive statistics of these two groups on the questionnaire. As is clear, the mean and standard deviation of those under 30 stood at 99.57 and 11.88, respectively, while the above 30 participants' mean was 97.97 with their standard deviation 11.59.As both distributions failed to manifest normality with their skewness ratios both falling outside the acceptable range (±1.96), running an independent samples *t*-test was not legitimized; instead, the nonparametric Mann-Whitney was applied. Tables 14 and 15 show the results for this statistical procedure.

As indicated in Table 15, the results of the Mann-Whitney test indicated that at the 0.05 level of significance, there was a significant difference between the mean rank of the under 30 participants and the above 30 participants on the CDA questionnaire test ($U = 422.00$, $N_1 = 30$, $N_2 = 30$, $p = 0.032 < 0.05$). Hence, the younger group practiced CDA more than the older group.

Table 14
Mann-Whitney Test: Ranks

Group	N	Mean	Sum of ranks
Under 30	30	99.57	943.00
Above 30	30	97.97	887.00
Total	60		

Table 15
Mann-Whitney Test: Test Statistics

	Score
Mann-Whitney U	422.000
Wilcoxon W	887.000
Z	.479
Asymp. Sig. (2-tailed)	.032

Degree Differences and CDA Practice. Another example would be the probable impact of academic degree and CDA practice in class. Table 16 below displays the descriptive statistics of the CDA scores of the three subgroups of BA holders, MA students, and MA holders.

Table 16
Descriptive Statistics of the Scores of BA Holders, MA Students, and MA Holders on the CDA Practice Questionnaire

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Ratio
BA Holders	57	48	103	80.33	12.851	-1.09
MA Students	23	77	116	96.74	8.823	.30
MA Holders	39	84	132	103.23	11.453	.95
ValidN (listwise)	23					

As illustrated in Table 16, MA holders had the highest mean (103.23) while the mean of MA students and BA holders were 96.74 and 80.33, respectively. As all three groups' scores enjoyed normalcy of distribution (Table 16), running a one-way ANOVA was legitimized with the variances among the three groups not being significantly different ($F_{(2,116)} = 4.323$, $p = 0.534 > 0.05$). Subsequently, Table 17 below shows that the mean scores of the three groups on the CDA questionnaire bore a significant difference ($F_{(2,116)} = 47.56$, $p = 0.00 < 0.05$). This means that the CDA practice of BA holders, MA students, and MA holders in class was significantly different.

Table 17
One-Way ANOVA of the Mean Scores of BA Holders, MA Students, and MA Holders on the CDA Questionnaire

	Sum of Squares	df	Mean Square	*F*	Sig.
Between Groups	13076.967	2	6538.484	47.564	.000
Within Groups	15946.025	116	137.466		
Total	29022.992	118			

To identify which groups had significant differences with one another, both Tukey HSD and Scheffe post hoc tests were run (Table 18).

Table 18
Multiple Comparisons

	(I) Group 1	(J) Group 1	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Tukey HSD	1	2	-16.406*	2.896	.000	-23.28	-9.53
		3	-22.897*	2.436	.000	-28.68	-17.11
	2	1	16.406*	2.896	.000	9.53	23.28
		3	-6.492	3.082	.093	-13.81	.83
	3	1	22.897*	2.436	.000	17.11	28.68
		2	6.492	3.082	.093	-.83	13.81
Scheffe	1	2	-16.406*	2.896	.000	-23.59	-9.22
		3	-22.897*	2.436	.000	-28.94	-16.86
	2	1	16.406*	2.896	.000	9.22	23.59
		3	-6.492	3.082	.113	-14.14	1.15
	3	1	22.897*	2.436	.000	16.86	28.94
		2	6.492	3.082	.113	-1.15	14.14

*. The mean difference is significant at the 0.05 level.

Table 18 above shows that BA holders' scores on the CDA questionnaire were significantly lower than those of MA students and holders while there was no significant difference between MA students and holders in their CDA practice.

Discussion

The purpose of this study was to develop a measuring tool for CDA. This measuring tool was developed to see to what extent Iranian EFL teachers practice CDA in the English language classroom. As noted earlier, the mean score of the participants was higher than the middle score of the questionnaire. One cannot postulate any reasons for this pattern of course at this stage and any statement such as Iranian teachers' CDA practice is generally higher since Iranians are perhaps brought up in a sociopolitical environment in which they learn to speak somewhat indirectly and ambivalently and thus reciprocally engage in reading between the lines from a rather young age would be mere speculation.

In all actuality, one major purpose and future function of the questionnaire designed in this study is to endeavor to elucidate such underlying causes. Accordingly, a first step would be to identify the go-togetherness of EFL teachers' CDA practice with other relevant personality variables and professional constructs. Subsequently, a possible regression and predictability pattern could be investigated between CDA practice and the constructs it correlates with and ultimately, it would be interesting to see how this practice could be enhanced among EFL teachers. In other words, the conclusion of this study could possibly serve as a window of opportunity for a new series of studies.

To increase the practice of CDA in classrooms, teachers and teacher training centers and institutions obviously need to know to what extent teachers are aware of CDA and actually practice it. To this end, the questionnaire designed in the process of this research could be quite handy as teachers would accordingly know about their own level of practicing CDA. Furthermore, by concentrating on each item of this questionnaire, they can raise their knowledge and go for ways to implement them in their teaching system.

At the same time, teacher education programs which have an inclination toward teaching English through a critical approach can use the data collected by this questionnaire to raise teachers' awareness toward CDA if necessary.

While CDA is of paramount importance in teaching a new language, special lessons should not be necessarily allocated to teach CDA to students. CDA is not something to be crammed into the syllabus; rather, it had better be taught implicitly and while learning. To this end, it is suggested that CDA be

incorporated within the syllabus of teacher education courses thus allowing teachers to increase their knowing about this issue and its importance. Accordingly, teachers could be encouraged to take advantage of any opportunity to shed light onto the notion of CDA while teaching the language. Teacher trainers could make teachers aware of the essentiality of CDA and provide the teacher trainees with enough information for its application to the EFL domain.

This study illustrated of course only a small example of the application of a validated CDA measurement instrument; a multiplicity of studies could be conducted to find out more about CDA practice in classrooms and also how such practices correlate with other constructs such as reflectivity, personal trait, self-efficacy, effective management, etc.

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Appendices

Appendix A: First Version of the Questionnaire

1. I research about the authors of text books which I teach in my classes.
2. I research about the validity of the facts which are talked about in reading and listening tasks in text books.
3. I research about the target culture the text book is developed for.
4. I ask the learners about their ideas on facts which are brought in the texts.
5. I try to show the differences between learners' cultures and what is taught in textbooks.
6. As a teacher I try to be critical about what is written in textbooks.
7. I try to avoid advertising what is brought in text books rather than teaching them.
8. I ask learners to compare their ideas and beliefs with the text book's ideas and beliefs.
9. I lead learners to seek for capitalism signs in their textbooks.
10. I lead learners to seek for colonialism signs in their textbooks.
11. I lead learners to seek for cultural manipulation signs in their textbooks.
12. I study about English spoken countries' cultures.
13. I welcome learners discussing issues mentioned in textbooks.
14. I ask learners to research about English spoken countries' culture and compare it with their owns.
15. I lead learners to seek for cultural manipulation signs in their society.
16. I ask learners to bring news about world to class.

17. I let learners discuss the news they bring to class with themselves.
18. Political discussion is welcomed in my classes.
19. I welcome discussions about democratic citizenship.
20. I encourage learners to read about democratic citizenship.
21. Social discussion is welcomed in my classes.
22. Any kind of Social inequality is absent in my classes.
23. Social inequality is a welcomed discussion in my classes.
24. I ask learners to write about current hot debating issues as writing tasks.
25. I ask my learners to discuss how they developed their writing tasks about current hot debating issues.
26. I lead learners to evaluate their social beliefs while free discussion.
27. I welcome students discussing issues related to hierarchy in the modern world.
28. I welcome students discussing issues related to emancipation.
29. I am against the popular view that Politics should be kept out of education.
30. I lead learner to seek for racism signs in their textbooks.
31. I encourage learners to seek for racism practices in their own society.
32. I lead learners to seek for sexism signs in their textbooks.
33. I encourage learners to seek for sexism practices in their own society.
34. I encourage learners to study about sexism.
35. I lead learners to seek for information technology manipulation signs in their society
36. I discuss the issues related to power and education via free discussion times.
37. I try to raise learners' consciousness about the world.
38. Discussions about human rights are welcomed in my class.
39. I encourage my students to study and research about human rights.
40. I encourage my students to raise their consciousness about human rights in their society.
41. I try to make learners' sensitive about human right violation in their society.
42. I try to lead learners to analyze Media's written discourse.
43. I encourage learners to discuss about the role of media on their belief system.
44. I try to make learners more sensitive about racism.
45. I try to highlight racism practices instances in society.
46. I try to make learners sensitive about racism instances in Medias covered by comedies.

47. I try to make learners sensitive about racism instances in everyday jokes and caricatures.
48. I try to make learners sensitive about racism instances in social networks.
49. I try to make learners sensitive about ethnical inequality in society.
50. I encourage learners to seek for ethnical inequalities in everyday life.
51. I try to make learners sensitive about the effect of world wild-spread Medias in their culture.
52. I ask my learners to study about commercialism in world-wild scale.
53. I try to lead my learners to analyze advertisements' discourses.
54. I try to make my learners sensitive about advertisement discourse.
55. I try to make learners sensitive about the way advertisements tend to persuade us to live the way we are asked to.
56. I try to make learners sensitive about the way advertisements tend to narrow our free will.
57. I try to make my learners sensitive about consumerism of education especially about the language learning.
58. I try to raise my learners' awareness about language and its use.
59. I try to raise my learners' criticality over language learning.
60. I try to raise my learners' criticality over social issues.
61. I encourage learners to study the reading texts with more critical approach.
62. I encourage learners to feel free to criticize me and my ideas as their teachers.
63. I know about the notion of Critical Discourse Analysis
64. I have studied about Critical Discourse Analysis.
65. I believe Critical Discourse analysis issues should be implemented in teaching programs.
66. I discuss issues related to critical discourse analysis with my colleagues.
67. This questionnaire helped me reflect on my teaching style and even try to take into account new considerations.

Appendix B: Revised Version of the Questionnaire

Critical Discourse Analysis (CDA) Questionnaire for EFL Teachers

This survey is conducted to gain insight into the practices of EFL teachers concerning CDA. The present questionnaire consists of two parts: demographic information and the main questionnaire. Please read the

instruction for each part carefully and subsequently answer the questions. This is not a test so there are no "right" or "wrong" answers. The result of this survey will be used only for research purposes; hence, please give sincere and accurate responses. Thank you very much for your participation.

Please provide the following information:
Name:
Years of Experience:
Field of Education:
Degree:
Work Place:

In the following 27 items, please state how frequently you practice each case simply by ticking one of the five options such as the example provided. Please do not leave out any of the items.

	Always	Often	Sometimes	Rarely	Never
I enjoy teaching English.	✓				

		Always	Often	Sometimes	Rarely	Never
1	I do research about the authors of the textbooks I teach in class.					
2	I do research about the validity of the contents of these textbooks.					
3	I ask learners to express their opinions on the contents of these textbooks.					
4	I encourage learners to not necessarily agree with the contents of the textbooks.					
5	I encourage learners to identify any signs of cultural indoctrination in their textbooks.					
6	I encourage learners to do further research about the contents of the textbooks.					
7	I ask learners to present news about the world in class.					

8	I encourage learners to discuss the news with their classmates.					
9	I welcome discussions about democratic citizenship in class.					
10	I welcome discussions about all forms of social discrimination in class.					
11	I encourage learners to evaluate their own beliefs critically during these discussions.					
12	I encourage learners to evaluate their classmates' beliefs critically during these discussions.					
13	I welcome discussions related to hierarchy in the modern world.					
14	I encourage political discussions as part of education.					
15	I encourage learners to trace signs of racism in their textbooks.					
16	I welcome discussions about racist practices in the learners' communities.					
17	I encourage learners to identify signs of gender discrimination in their textbooks.					
18	I welcome discussions about gender discrimination practices in the learners' communities.					
19	I try to raise learners' social consciousness about the world through such discussions.					
20	I welcome discussions about human rights in class.					
21	I encourage learners to do further research on human rights.					
22	I encourage learners to discuss the role of the media on their belief system.					
23	I encourage learners to study about consumerism at the global scale.					
24	I encourage learners to critically analyze the discourse of					

	advertisements.					
25	I try to sensitize learners about the persuasiveness of advertisements.					
26	I encourage root analysis of all social issues in class rather than blaming individuals.					
27	I encourage learners to criticize my practices as their teacher.					

Biodata

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