

# Critical Language Awareness in Pedagogic Context

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## Abstract

This study was designed to investigate the significance of developing students' critical language awareness through explicit teaching methodology of some procedures of critical discourse analysis. The researcher integrated critical activities into her teaching and students' learning process. The study was planned prudently to discover the procedure of encoding and decoding of the writer's message and to teach students the skill of inferencing evaluating and explaining through higher-order thinking processes. The participants of this study were 18 Mphil students of English Linguistics studying in NUML. The post-test revealed that the participants' power of critical thinking increased in comparison to the pre-test. Their motivation level was also enhanced and they were able to decode the message of the text. They were able to deal with challenging tasks rather than mere passive tasks. It was concluded that about 90% of the students' critical language awareness rose after becoming familiar with CDA techniques.

**Keywords:** Critical, Discourse, Thinking

## 1. Introduction

Language is a powerful tool for communication. Language enables us to illuminate our plans. Language is a very powerful device for achieving our day-to-day targets. It is a powerful tool for transmitting information, philosophies feelings & emotions. Language & discourse assemble, legalize and organize knowledge, communal relationships and organizations (Luke, 2003). The text whether written or oral is a multidimensional structure and is layered like a "sheet of plywood." Texts consist of syntax, lexicon, grammar, morphology, phonology and semantics. However, It is not possible to have sheer knowledge of text on the basis of grammar. Only lexical items, subject verb agreement and tenses do not guide to the comprehension of text. Basically it is an interdisciplinary approach to the study of communication that views language as a form of communal practice and focal point is to study the ways social and political domination are reproduced by written and verbal style. It is very important to have writers and speakers' point of view, the historical context and the social background of the text and oral communication.

Language learners are in contact with a new language and culture all the time. Sometimes they act as broadcasters of unfamiliar thoughts and values to their own culture. As this study is about written text, so the focus of the study is written discourse. The understanding of the text does not lie between the lines but it builds up with the coordination of the writer and reader's abilities. Basically, it is encoding on the writers part and decoding on the readers part. They both go side by side. If a writer does not have keen and well versed readers, he will not be able to interweave the intricate web of words. In the absence of students' critical thinking, leading groups can mould their thoughts and hearts according to their style. Due to critical analysis skills, they become conscious of the concealed meaning within various kinds of text. Awareness of the text is also very important so that no one could mistreat or exploit their 'lack of knowledge' for some appalling purpose. Literate person cannot be exploited and nobody can dictate their thoughts. Therefore, critical discourse analysis does not let anybody exploit and take advantage of the reader's own thoughts. During the course of this study with the purpose of developing critical thinking, all the learners were given complete awareness of CDA in critical language awareness.

### 1.1 Objectives

To develop an awareness of Critical Discourse Analysis (CDA)

To explore the effect of CDA on students' attitudes about learning English Language

An adaptation of some of the techniques for developing the art of reading skills

Application of CDA techniques in our routine teaching methodology for the prevention of carelessness, indolence and lack of interest amongst students

To enhance different competencies such as insightfulness thoughtfulness, argumentation and power of reasoning

### 1.2 Research questions

The study addresses the following questions:

1. How do CDA techniques help learners to enhance their power of critical thinking?
2. How do CDA techniques assist in the formulation of good strategies for reading?
3. How do CDA techniques cultivate learners' interest and motivate them?

## 2. Literature Review

CDA was first introduced by linguists Norman Fairclough (2003) who made a remarkable contribution in this field. Fairclough introduced the three-dimensional framework for examining discourse, which comprised of analysis of (spoken or written) language texts, discourse practice (processes of text production, distribution and consumption) and discursive events as instances of sociocultural practice. Fairclough's (2003) line of study, also called textually oriented discourse analysis or TODA, to distinguish it from philosophical enquires not involving the use of linguistic methodology, is specially concerned with the mutual effects of formally linguistic textual properties, sociolinguistic speech genres, and formally sociological practices. According to Foucaultian theory the properties of discourse have wide range and it covers broad array of topics, therefore it can be interpreted easily and all properties are linguistically analysable.

The major role of CDA is to find out the function of social power and language dominance. Another important aspect is to check the exploitation and assessment of language dominance through text. Discourse Patterns are closely associated with social cognition, politics and culture. Thus, the element of discourse can be seen in common people in the form of conversations with family, friends and/or colleagues. High gentry have access to informal and formal discourse and their domain is public and institutional forms of text and talk. Politicians can manipulate relationships, especially in a workplace in the form of governmental and parliamentary discourse and they have access to the media as well. Journalists have control over mass media and they try to formulate and sustain an overall perspective of solidarity with dominated groups with different form of discourse such as press conferences, press releases, reports, and so on. Professors and teachers control academic discourse such as lectures, presentations, books, and publications. In Corporate world people have control over decision making discourse, lawyers and judges have control over court language and particular register and terminologies. Advertising agencies not only control who can say what in the advertisement, but also have special access to such discourse in classified part of newspaper. According to Dijk (2006), manipulation as one of the essential conceptions of CDA. It is different from genuine mind control as in persuasion, and at the same time it is illegitimate control by means of discourse. Discourse can be manipulative if has not been used ideologically in terms of positive and negative values and actions. The distinctive feature of CDA, according to Widdowson (1998), is its commitment to social justice. CDA tries to find out that how language is manipulated in the exercise of power and the restraint of human rights.

Van Dijk has mostly worked in the domain of critical discourse of media. The main feature of Dijk's (1988) framework is considering a comprehensive analysis not only at the textual and structural level of media but at the production and comprehension level. Discourse sociolinguistics is one of the directions in CDA associated with Wodak and her colleagues. According to Wodak (cited in shyholislami, 2001) in discourse sociolinguistics not only text is studied in context but both text and context have equal importance. Fairclough's (cited in shyholislami, (2001) approach to language and discourse is called critical language study. In his approach by focusing on language his aim is to raise consciousness of exploitative social relations. This approach of CDA focuses on three aspects in order to analyze any communicative event. They are text (e.g. a news report), discourse practice (e.g. the process of production and consumption), and socio-cultural practice (e.g. social and cultural structures which raise the communicative event).

Language awareness is a mental and internal capacity which the learner gradually develops by giving motivated and conscious attention to language in use to discover its patterns. Critical language awareness springs out of it. It is also an educational approach which assists learners to understand the function of language that how languages work. The major function of language awareness approach is that learners "find out language for themselves." Language awareness is not an explicit way of instruction nor it is not taught by teacher or the book, it is developed by the learner himself. The important aspect of language awareness is that it helps to develop a spirit of investigation in learner. because learners put their all mental energy and intellect in the learning process. Another aspect is that learners can differentiate between their own performance and writers performance by paying deliberate attention to different

language features. This aspect develops more awareness in learners and they become ready to acquire more language features because these features have become more prominent into their eyes. Critical language awareness is the same approach, but it discovers the relationship between language and social perspective. In critical language awareness the focus is on the ways in which language represents the world and reflects the social construction. It is a pedagogic procedure which is based on critical discourse analysis and language awareness at the same time. As CDA is a view of discourse which is shaped by relations of power; from language awareness the interest in examining language as a definite entity of study. For that reason critical language awareness exemplifies critical discourse analysis in teaching contexts whilst strengthening essential principles of language awareness.

The nature of contemporary society makes critical language awareness more necessary than ever in order to create citizens for an effective democracy, which moves toward greater freedom and respect for all people, including ourselves.” Wallace (cited in Svalberg, 2000) calls it “the pedagogical arm of critical discourse analysis, which, as she points out, draws on educational and social theory, and on linguistics. Referring to the “new global capitalism”, Fairclough (cited in Svalberg, 2000) believes a critical awareness of the role of discourse is required for personal success and social change in such a society, and it is the role of language education to promote such awareness. According to Fairclough (1995, p. 222), CLA is a prerequisite for effective citizenship and a democratic way of life. CLA not only highlights non-transparent aspects of the social function of language but it pays attention to linguistic dimensions of educational failure or inadequacies in foreign language learning. According to Fairclough (1995) and Boston (2002), many teachers already deal with CDA in class rooms. Students deal with CDA when they have to compare the text, giving an opinion and for critical analysis Cots (2006) also stated that Students need to develop three types of competence: user, analyst, and teacher. They also should do three types of activities designed based on Fairclough analytical framework. In his study Cots (2006) wanted to show that choices of the teachers or materials developers in text selection could be critically analyzed. Teachers and learners could do such an analysis together in the critical language awareness room. Cots’s (2006) goal in his study was to present CDA as a complementary model for analyzing language use and for designing language learning activities. In a case study done by Yang (2004), seven promotional radio shows as data were analyzed by means of CDA under Fairclough’s three-dimensional framework. The findings revealed that although TV and Radio shows on children’s health were entertaining and at the same time educational they were produced to promote one product—High Calcium Milk Product, these kind of programmes reflect marketing discourse. According to Yang (2004), an ideologically biased base are known as marketization in discourse. CDA can be used to raise people’s critical awareness of language in language classroom as well especially a critical pedagogy can be implemented in a reading class. Teachers, can select material which cater their students’ interests and goals. According to Fredricks (2007), both teachers and students gained cultural awareness by discussing on texts. In this process, teachers and students could make arguments about each other’s biases and views while they acquired valuable knowledge of each other’s world views. McKinney (as cited in Wallace, 1999) developed a critical reading course for historically disadvantaged students, colored South African students. The aim of the course was enabling students to become critically aware of the social and political conditions in which they were caught and to use this awareness to affect on these conditions. According to Wallace (1999), one of the results of such a course was to end the apartheid status of the reading critical language awareness itself. Correia (2006) has counted a number of reasons why reading comprehension exercises should not be used as the only kind of reading activity in the critical language awareness room. Because firstly according to Davies (cited in Correia, 2006), reading comprehension exercises involves passive reading in which students merely have to locate the information in the text to answer to a question. Secondly, according to Tomitch (cited in Correia, 2006), such tasks do not encourage students to read between the lines or question the authenticity of the information. Thirdly, these tasks generally refer only to parts of the text, not to the whole text. Finally, such tasks especially for young learners are neither challenging nor fun. In Correia’s (2006) study, the students’ feedback revealed that in spite of their fluency in L1 and L2, they tended to accept printed material without questioning the sincerity or bias of the text. Students also said that they considered themselves critical readers in their first language. However, when reading EFL texts, they felt they needed help to come up with reading between the lines. Correia (2006) believes although developing critical reading skills can be time-consuming and difficult for EFL students but as working with texts in EFL reading critical language awareness in this way should help EFL readers feel they have options in the way they choose to read the text and to help them feel in a more equal relationship with the writer. In a study done by IÇMEZ (2009) critical reading (CR) practices were adapted to traditional EFL reading lessons to increase students’ motivations. CLA procedures, which involve asking the students to decide on the texts for analysis and encouraging them to express their positions related to the texts analyzed, result in an increase in students’ motivations. Based on these points, CR suggests relating the learning experience to the students’ own realities, which affects text selection, student involvement and critical language awareness room communication. In a study done by Zingraf (2003), methods of CDA were used by non-native speakers of English to analyze texts. In this study, university students started increasing their critical

language awareness and a change in their attitude toward texts extracted from the British press. The result of this study indicates that students should be equipped with the necessary critical tools in order not to be manipulated with texts loaded with ideologies. Teachers and translators should also have a critical way of thinking about what they teach and translate in foreign language. Zingraf (2003) believes the view of texts as “vehicles for linguistic structure” is the way texts are presented to foreign language learners. Zingraf (2003) states because of unawareness of the ideological load of certain expressions or words in authentic second language texts, and because of unawareness of their manipulative effect on the readers’ beliefs, EFL university learners do not question anything of the foreign language.

### **3. Research Methods**

#### *3.1 Participants*

The participants of this study were 18, first semester MPhil students. Their proficiency level of English language was good as they were enrolled in MPhil-English Linguistics. They were in the position to cope with the vocabulary and grammatical elements of news articles.

#### *3.2 Tools*

An article from a reknowned and commonly available Newspaper, “The News” (Jang) was selected for this research. This paper is known for its opinionated and at times, contained ideology which was the reason for its selection as the genre could be manipulated. The sources of all news can be manipulated by governing authorities and all articles broadcast their beliefs. The Researcher selected the article which was based on a real-life situation and considered to be an authentic text. Such kinds of texts are usually deemed useful because they cover real life incidents. Another aspect of such a text is that it enhances the motivation factor of students because it deals with their real life situations and current events.

As it has been mentioned earlier that the text selected for CDA was from ‘The NEWS’. This newspaper of Jang group is a subsidiary of the Independent Media Corporation. It has its headquarters in Printing House, Karachi. It is one of Pakistan’s largest groups of newspapers and the publisher of the Urdu newspaper the Daily Jang (جنگ), The News International, Mag Weekly, and Awam. The news- English language daily newspaper covers a variety of topics ranging from politics to the economy, foreign policy, investment, sports and culture. With a staff made up of journalists with an awareness of critical language, the paper’s mission is to deliver news that is both informative and insightful. The view point of this newspaper is often conflicted about political issues. The subjects of news reports are selected from controversial ones. Controversial issues have a higher possibility of being biased. Duzer and Florez (1999) suggest teachers who want to develop critical thinking in students and at the same time they want to teach critical analysis as a regular part of their teaching instruction in critical language awareness classroom to change the emphasis from finding a right answer to eliciting ranges of interpretation, biasness being one of them. This study was designed to discuss CDA techniques as an important aspect of reading skills. The Researcher has tried to capture all important aspects and tried to select small texts so as to teach a limited, manageable number of CDA techniques.

#### *3.3 Questionnaire*

Students were given a questionnaire. There were ten questions for them to answer after learning CDA techniques. The purpose of giving this questionnaire was to get the students’ feedback and secondly to compare the first (Pre-test) and second (Post-test) analysis by the students. Another important factor of giving this questionnaire was to explore the need for CDA in a language class room; whether it increases students motivational level or not. Lastly, the aim of this questionnaire was to check whether students’ critical language awareness increases or not and it can be done with the analysis of pre and post tests.

The questionnaire is available for view in the Appendix.

#### *3.4 Procedure*

Students were asked to analyze the news to uncover their initial level of critical language awareness. An assignment was given to them and they were asked to consider it as a graded assignment. As a consequence, the students worked diligently and so the results became quite authentic. They were also asked to provide linguistic evidence from the text as well as semantic representation. No time limit was set for analysis because the subject was new as well as very demanding for them. The researcher intended for the students to analyze the assignment with great zeal and patience and at the same time, the critical elements of the NEWS were not pointed out to them so as to check their level of critical language awareness prior to the teaching of the techniques of CDA.

Since, all of these students were not guided clearly so they were not aware of what was expected of them or what the aim of this activity was. The purpose of not informing was to achieve an unbiased interpretation of the text. Thus, all

different kinds of views were observed and each student could state and sustain their own style of critical language awareness. As anticipated, the researcher observed that by giving them questionnaires, students' style of thinking became limited and they could not think beyond the scope of the questionnaire. Infact, giving them critical questions was a kind of guided and controlled activity to delimit their thinking process; the instructor was performing the role of a facilitator so she wanted to avoid derailment. She wanted the students to move in a particular direction.

In the second phase of the research, the techniques of CDA were introduced and clarified to them and different aspects and elements of CDA were described in detail. The instructor also provided them with different tools for assessment of text, based on CDA.

All CDA tools are not equally valid and which tools are taken for a critical perspective vary from reader-to-reader. Huckin (1997) also points out that not every CDA concept is helpful for analysis, in the same way; so for analysis of texts the reader should select only those which are appealing from a critical perspective yet decode the writer's message. Van Dijk's (1998) model is a useful and valid tool but it is very detailed; It is popular for news studying but at the same time it is also very time consuming. For the sake of this research, the researcher selected the techniques which were an adaptation of Van Dijk's (1998) model introduced by Shams (2005).

#### 4. Analysis of Results

The analysis of the first and second versions of one of the students is as follows. To reiterate, the purpose was to make them aware of the linguistic feature by utilizing those linguistic features for transforming knowledge or presenting ideologies.

Secondly, to unveil the power of language which could be used by powerful communicators as their tool for maintaining and sustaining power. It was uncovered that the students did not have a proper idea and clear framework in their mind to pave the way for them to analyze the texts in an organized manner. In their first session- when they were not given the explicit instruction- some of them were not able to find out the writers stance. They were unable to carry out the connotations and they did not understand the writer's ideology.

Moreover, they did not have an idea of the usage of rhetorical elements like figure of speech or similes and metaphors, to present the writer's ideology and opinion. In fact, before becoming introduced with CDA, students accepted these linguistic elements just as simple vehicles of communication. In their first analysis, some students merely paraphrased the whole text. So, before giving them explicit instructions on CDA, they were unable to refer to those specific critical elements that represented the writer's ideological stance. After comparing the first and the second versions of analyses, it was revealed that about 90 % of students' critical language awareness was raised. Students' attentions were drawn to linguistic elements and the roles they played in presenting writers' thoughts and beliefs. By comparing and contrasting pairs of news articles, they were able to find out the writers' mental directions.

The study also revealed the significant results of teaching CDA to students. It is acknowledged to have a great impact on their way of thinking and judgment. Another considerable revelation is that in the second session, some students still could not analyze the texts based on the CDA techniques. About 10% of the students did not analyze the text based on the linguistic elements. They analyzed the texts by paraphrasing the articles in the second version. Almost all of them, however, believed that their 'abilities to analyze' the texts 'increased'. They could understand the negative or positive loads of special clues in the texts; although, most of them did not reach the mastery to name the technical terms in their analyses. This can be attributed to the limited time they had to 'practice' the taught CDA techniques. CDA techniques were instructed to them in one class only.

It seemed that their understanding of the texts increased but their capabilities of critical analyses did not increase. The students did not analyze the text based on the functions of linguistic elements. In fact, not only the participants of the study but all students of CDA need considerable practice in CDA techniques to conduct a more detailed analysis.

Based on the examination of both students' analyses and their answers to questionnaires, it can be concluded that about 90% of students' critical language awareness rose after becoming familiar with CDA techniques. Although they could not analyze the articles based on the linguistic elements in detail and their analyses were weak, their beliefs about discourse and language elements changed. Students were notignorant readers of the texts any more. As they pointed out, their opinions changed about the phenomenon of language and particularly learning English language. In order to have better analyses, students need to apply CDA and practice it frequently, for a longer period of time.

#### 5. Conclusion

It is the teachers' duty to provide ample and significant CDA practice opportunities to the students. According to Brown (2004), teachers are responsible for giving students opportunities to learn about important social and moral issues and to analyze all the sides of an issue. A class room is an ideal place for developing critical language awareness. The objectives of a curriculum and syllabus should not be limited to linguistic factors alone, but they should be

extended towards developing the art of critical thinking and power of reasoning. This study was an attempt to make students familiar with the critical realm and encourage them to apply CDA methods for analyzing texts. Students were asked to analyze different news articles on regular basis.

The aim of this study was to see if students' answers confirmed the researcher's point of view. It was revealed that almost all answers confirmed her existing findings. The students believed that their abilities were increased and they were able to analyze texts critically. All of the students provided positive and valid answers to all questions. Some of them provided negative answers which can be attributed to their own motivational level as it has been observed at this level that most of the students avoid new kinds of activities. The researcher perceived that the students still follow the old dogmas of grammar translation method where the teacher works as a sole director and students sit as passive learners/audience and in the end they are provided a typical course book for the preparation of a final exam. As for the students, they were of the opinion that having critical thinking is important in their daily lives. They also understood that these kinds of activities are more valid tools to face the communicative challenges of the contemporary knowledge-based world. According to Wallace (2005), "English language carries too much baggage both from its colonial history as well as through its current global dominance" (p.46). Therefore, it should be learnt to gain not only an awareness of forms of language but also to gain control over a wider range of language uses in our daily lives. From this study, students became aware that language has the potential to distort the face of truth while the reader is unaware. CDA can be illuminative of the ways ideologies work within the texts which surround us in daily life. According to Fairclough (1995), the motivation of critical analysis is not only critique but emancipation. CDA should, ideally, pave the way to democracy.

It should be mentioned that students' judgments as social agents with a constructive role in their society can be decisive in the destiny of their country. Therefore, teaching CDA techniques to all is more urgent than ever, since in modern society power-hungry citizens try to misuse people's ignorance for their own interests. Language has the capability of winning people's hearts and mastering their thoughts. Such an ability of language requires the need to give language and language related issues more attention especially in educational systems. This plays a significant role in language learning and teaching. Teaching CDA is the opposite of parrot learning, blind memorization and superficial comprehension.

Employing CDA as a tool for language comprehension turns passive students to critical and creative ones. Learning CDA techniques is essential for EFL learners to avoid being manipulated by writers and publishers. Learning these skills leads to the development of both linguistic and intellectual capabilities. Critical field increases students' awareness of social, cultural and political situations of the society that is the source of the text. The knowledge of CDA skills also helps students to feel more confident in expressing their views and to be critical of writers and speakers especially dominant groups. Teachers most often choose safe texts. While in reading, tasks are just limited to the analysis of linguistic structures or new vocabulary items and readers have a rather passive position. In academic settings, critical thinking has received little attention. In this study, there was an attempt to change this situation. The advantage of performing such a method in the critical language awareness was the provision of the opportunity for students to improve their writing abilities as well as a deeper understanding of the language surrounding them in everyday life.

## 6. Discussion & Implications

After the comparison of students' analyses of news reports before and after learning CDA techniques, changes were observed in the second version of analyses. In the first session of the study, students referred to a limited number of words with nominal connotation in order to decode the writers message. They reproduced the sentences of news reports word-by-word or paraphrased the text or rephrased the text again. In fact, they could not manage to move further due to their limited thinking but after explicit instruction of CDA techniques, it was noticed that in the second session they were able to develop arguments. They were able to do the indepth study and at the same time they were able to decipher the writer's obvious as well as implied message. They were also able to use metaphoric language. It was also observed that adult students of the class were more able to utilize their critical power of thinking as compared to the younger students. Adult and experienced students got natural awareness of politics, secondly adult students took the help of their prior knowledge. They were able to move into covers of texts to explore the hidden layers of semantics representation and the special forms of grammatical structures.

All students were very motivated after explicit instruction of CDA subject matter and techniques. All of them were more interested in reading the texts after becoming aware of CDA tactics. Some students did not like the text and they asked the instructor to provide some other text of pertaining to their areas of interest. Upon further inquiry, it was known that they were more interested in sports and movie-world. The instructor assured them that she would conduct another study based on the news of their choice. This is a clear indication of their elevated levels of interest after the

administration of CDA module.

As far as the level of students was concerned, in the first session (pre-test), their performance was unsatisfactory. It can be said that in the first session they had a limited ability of criticizing the texts without sufficient text's critical clues as the supporting details of their arguments. Their analyses revealed that their abilities of critical thinking were very limited. It can be attributed to their indolence because they were lethargic and incapable of displaying any interest in learning or making any effort which can further be attributed to the obsolete educational systems they were a part of where students were not allowed to develop critical thinking. Teaching CDA is the opposite of rote learning-memorization like parrots- and superficial comprehension strategies. Introducing CDA in the classroom turns inactive students to creative ones. Learning CDA techniques is essential for second language learners to avoid being influenced by writer's bias, no matter how subtle it may be. Learning CDA directs the development of both linguistic and intellectual abilities. CDA enhances students' consciousness of communal, educational and political situations of the country. Another implication of this study is that teaching CDA can make students independent learners. By learning CDA techniques the students can develop faith in their mental capacities and as a result they become more self-assured and self-confident. Their powers of rationale and intellectual-thinking flourish.

The last point of the study is related to pedagogy. Little modification of teaching style techniques is an important implication of this study. This modification can be done by introducing some different strategies to students. Novelties in curriculum and in syllabus designing can enhance students' cognitive stimulating approach.

### 7. Suggestions for Future Research

Some important suggestions are made for curriculum and syllabus designers:

CDA techniques should be introduced as an independent course, especially for the students of Mphil first semester and not only students of Mphil programme but other short programmes of language learning as well. As English language has become the main medium of communication used by everyone so its power and concealed capabilities should be revealed to everyone.

As CDA techniques are taught only for one session and students do not get the time to practice it for a longer period of time, its influence is temporary and students forget about it after passing their exams. So, for developing critical language awareness students should be given more time to practice it for a longer period.

As the participants did not have sufficient time with the instructor and as CDA was not a part of the planned semester curriculum, the instructor selected the article of her interest for this study. For all future purposes, it is proposed that teachers choose such kinds of authentic material that lies within the domain of the students' areas of interest. If the material is of students' choice, then they will be able to analyze it with complete zeal and vigor. Teachers can employ the use of magazine articles, advertisements, classifieds, political speeches of famous leaders and even some fiction such as best selling novels and short stories for the purpose of analysis.

It is also recommended that for further studies, there should be a greater degree of focus on political, cultural, and historical aspects of learning.

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## Appendix

QUESTIONNAIRE: PLEASE ANSWER THE FOLLOWING QUESTIONS

1. Have you ever performed/taken part in this kind of an activity before?
2. Have you ever assessed any newspaper article critically?
3. Do you think your ideas have changed after learning CDA?
4. Do you think that by the application of CDA techniques language becomes more interesting in contrast to your prior experiences i.e without application of CDA techniques?
5. Do you think that by learning CDA you can apply or evaluate the text of your native language as well?
6. Do you think that by learning CDA you have explored reading skills in a substantial manner?
7. Do you think that CDA techniques are essential to learn for future progress?
8. Do you think that after application of CDA techniques you have become more motivated in performing different kinds of classroom learning activities?

Note: Write down any additional details that you would like to share regarding your learning experiences.