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Teacher's Use of Social, Discursive and Textual Practices and EFL Learners' Development of Reading Comprehension: Insights from Critical Discourse Analysis in Foreign Language Pedagogy

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Abstract

The importance of teachers in promoting reading comprehension skills among learners is crucial in the field of English as a Foreign Language (EFL) education. This study aims to explore how teachers utilize social, discursive, and textual methods to enhance the development of reading comprehension skills in EFL learners. A total of 160 translation-majoring learners enrolled in a Reading Comprehension Course at Applied Scientific University (Rad) in Tehran were purposefully selected and divided into three experimental groups and one control group. The experimental groups received instruction based on Critical Discourse Analysis (CDA), which included social, discursive, and textual strategies to enhance their reading comprehension skills in the EFL classroom. To evaluate the effectiveness of the CDA-based instruction, pre- and post-tests on reading comprehension were conducted using a quasi-experimental design. The data obtained from these tests were analyzed using a one-way analysis of covariance (one-way ANCOVA). The results showed a significant improvement in reading comprehension among learners who were exposed to the CDA-based treatments, highlighting its essential role in promoting critical interaction with texts and enhancing overall language proficiency, while no significant improvement was observed in the control group. Additionally, social practice was found to be more effective than discursive and textual practices; however, no significant differences were observed between discursive and textual practices. The findings have implications for EFL teachers, learners, and curriculum planners, which can ultimately help make reading comprehension easier in EFL contexts.

Keywords: critical discourse analysis, discursive practice, social practice, reading comprehension, textual practice

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1. Introduction

Teaching reading comprehension in foreign and second language classrooms is of great significance, as it plays a crucial role in language acquisition and overall language proficiency. Reading comprehension is essential for academic success, professional development, and social integration in a new language environment. It helps learners expand their vocabulary, improve grammatical structures, and develop a deeper understanding of the target language. By engaging with various written materials, learners encounter new words, idiomatic expressions, and sentence patterns, leading to improved overall language proficiency (Grabe & Stoller, 2019). Through reading, learners also gain insights into cultural nuances, traditions, and perspectives, fostering intercultural competence and enabling them to navigate social situations more effectively (Kramsch & Sullivan, 2017).

Teaching reading comprehension through CDA holds significant importance in empowering students to critically analyze and understand the power dynamics embedded in language usage (Wu, 2017). By incorporating CDA-based instruction, students not only develop a deeper understanding of texts but also acquire the skills to challenge inequities and promote social equity (Hazaea & Alzubi, 2017; Wang & Ma, 2022). One of the key benefits of teaching reading comprehension through CDA is that it enables students to take control of their own learning (Wang & Ma, 2022). CDA encourages students to actively engage with texts and question the underlying power relations. It also motivates them to use language strategically to express their own viewpoints and foster positive transformations (Javadi & Mohammadi, 2019).

In terms of instructional procedures, CDA-based instruction typically involves social, discursive, and textual practices (Fairclough, 1995). Social practice encourages learners to evaluate the ways in which texts represent reality; it refers to the broader social context in which language is used, including cultural and contextual awareness, as well as real-world application. Discursive practice focuses on how language is used in specific contexts, including the processes of text creation and interpretation. Textual practice involves analyzing the actual texts themselves, examining language features, structures, and meanings. In this framework, the teacher's role is to clarify word meanings, grammatical categories, and complex text segments.

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However, in the EFL context of Iran, CDA-based instruction is not commonly used to enhance learners' reading comprehension. Evidence of this can be seen in the lack of authentic materials that accurately represent the target language and culture in reading classes. EFL teachers often do not incorporate real-life texts and conversations, which can hinder learners' ability to analyze and understand language usage in different situations (Hamdi, 2022). Instead, teachers tend to rely on modified or simplified materials, which may fail to capture the complexities and subtleties of authentic language use (Najarzadegan et al., 2018). Furthermore, many EFL teachers may lack knowledge of CDA as a theoretical framework or the skills needed to effectively integrate it into their teaching. Consequently, this can result in superficial or inadequate text analysis, limiting learners' progress in reading comprehension (Xiong & Qian, 2012). The prevailing outcome is the continued use of traditional approaches to teaching reading in many EFL contexts, which are devoid of CDA-based instruction (Abbasian & Malaee, 2015; Hazaea & Alzubi, 2017; Xiong & Qian, 2012). These factors have contributed to the scarcity of research on how CDA-based instruction can enhance reading comprehension.

To bridge this gap, this study sought to investigate the effect of CDA-based instruction on EFL learners' reading comprehension. Hence, the present research aimed at addressing the following research questions:

RQ1. Does CDA-based instruction through social practice affect EFL reading comprehension?

RQ2.Does CDA-based instruction through discursive practice affect EFL learners' reading comprehension?

RQ3.Does CDA-based instruction through textual practice affect EFL learners' reading comprehension?

RQ4. Are there any significant differences between the effects of CDA-based instruction through social, discursive, and textual practices on EFL learners' reading comprehension?

2. Review of the Related Literature

CDA emerged as a prominent field of study in the 1980s, aiming to explore the intersection of language studies and social theory (Fairclough, 1992). Fairclough posits a reciprocal relationship between discourse and social structures, asserting that discourse shapes social norms while also

being shaped by societal frameworks. Similarly, Gee (2011) emphasizes the inseparability of language from political affiliations, social concerns, and power dynamics, highlighting the pivotal role of language in articulating ideologies and influencing individuals through linguistic manifestations.

In the realm of EFL, reading is essential for academic success. Richards and Renandya (2002) note that reading is prioritized for its academic value and the diverse instructional functions served by written texts, which justifies this emphasis. Critical Discourse Analysis (CDA) views an EFL reading class as an interactive event in which reading is a social practice evident in discursive interactions. According to Fairclough (1992), understanding language as a form of discourse and social interaction involves three levels of analysis by the analyst or critical reader: describing through text analysis, interpreting via discourse analysis, and explaining with critical discourse analysis. Critical readers draw upon their existing knowledge and additional information to comprehend a text. To promote critical analysis in EFL settings, teachers should encourage diverse interpretations rather than a single perspective. Consequently, CDA's threefold analysis is essential in EFL reading classes.

Theoretically, Fairclough (1995) and Cots (2006) employed three dimensions of the CDA approach: the tangible text, the discursive practices associated with its creation, dissemination, and consumption, and the social practice that governs its use within societal contexts. The analysis dimension primarily focuses on the text itself, examining its formal and semantic aspects, including the composition of words, sentences, grammar, and vocabulary (Cots, 2006). Textual analysis focuses solely on the text without considering social or contextual factors. The discursive practice dimension provides guidance on how individuals should act within specific professions or disciplines. It establishes the rules and norms of socially acceptable conduct and defines specific roles or relationships used in producing, receiving, and interpreting messages. It guides how to think, behave, and communicate in various social positions (McGregor, 2003). According to Cots (2006), the social practice dimension of CDA aims to understand how discourse is both shaped by and shapes social structures and activities. This perspective has contributed to a shift in language teaching and learning, with teachers increasingly incorporating social, discursive, and textual practices based on CDA instead of relying solely on traditional approaches (Celce-Murcia & Olshtain, 2000).

Instruction based on CDA is a valuable method in English reading comprehension that emphasizes the analysis and understanding of the societal, cultural, and political dimensions of texts (Johnstone, 2018). This approach goes beyond conventional reading instruction by prompting students to critically evaluate and challenge the implicit ideologies, power dynamics, and social frameworks embedded in language (Olshtain & Celce-Murcia, 2001). CDA-based instruction aims to enhance students' comprehension abilities (Dini, 2022; Kapanadze, 2018) by encouraging them to analyze texts and discourses. Through this process, students acquire the skills to recognize biases, stereotypes, and underlying messages in language usage (Karagiannaki & Stamou, 2018). They also

develop the capacity to question prevailing discourses and address social inequalities. Developing such critical thinking skills is crucial for reading comprehension (Najarzadegan et al., 2018).

CDA-based instruction improves reading comprehension (Kashkuli et al., 2016; Rahimi & Sharififar, 2015) by providing learners with authentic texts and enabling them to acquire the skills to analyze and interpret diverse text genres effectively (Abbasian & Malaee, 2015; Hazaea & Alzubi, 2017). It also fosters reading comprehension through cultural awareness (Esquivel, 2019; Stamou, 2018; Xiong & Qian, 2012), learning autonomy (Hamdi, 2022), and deeper understanding (Amari, 2015; Hidayati, 2019; Ji, 2015).

Empirically, the effect of CDA-based instruction on reading comprehension has been documented in several studies. Wang and Ma (2022) and Wu (2017) investigated and demonstrated the positive impact of discourse analysis on English reading comprehension. In the Iranian context, Abbasian and Malaee (2015), Javadi and Mohammadi (2019), and Najarzadegan (2022) examined and confirmed the effect of explicit teaching of CDA techniques on Iranian EFL learners' reading comprehension. However, it is worth noting that these studies addressed CDA in a general sense and did not examine textual, discursive, and social practices separately.

3. Method

Utilizing a quasi-experimental design, this study investigated the impact of teachers' implementation of social, discursive, and textual practices on the development of reading comprehension in EFL learners. The independent variable was instruction based on CDA through social, discursive, and textual practices, while the dependent variable was the EFL learners' reading comprehension.

3.1. Participants

The study was conducted at Applied Scientific University (Rad) in Tehran, Iran, and included 160 intermediate learners. The participants were selected based on their proficiency level, determined using the Oxford Quick Placement Test (OQPT) to ensure homogeneity. The initial population consisted of 200 learners; however, after administering the OQPT, 160 intermediate learners at the B.A. level were chosen, while the remaining 40 learners were considered outliers. Outliers were defined as those whose scores fell outside the 30–39 range.

All participants were English Translation majors between the ages of 18 and 30, comprising 75 males and 85 females. They were divided into four groups, social, discursive, textual, and control, each consisting of 40 participants. English Translation students were well suited to the purpose of this study in terms of both number and accessibility to the researcher.

To select participants, Mackay and Gass (2015) recommend using convenience sampling, which involves choosing individuals who are readily available and willing to assist with data

collection. Dornyei (2007) supports this approach, while noting that obtaining a sufficient number of participants can be challenging. Therefore, convenience sampling was employed in this study.

3.2. Instruments and Materials

In this study, two instruments and one instructional material were used. The details of each are provided below.

3.2.1. Oxford Quick Placement Test (OQPT)

The OQPT was used to select intermediate language learners and ensure that the participants were similar in proficiency level. Before the treatment sessions began, participants' proficiency was assessed by administering the OQPT. Its content validity has been confirmed in 20 countries by over 6,000 students, and its items have a reliability estimate of .90 (Geranpayeh, 2003).

In this study, the OQPT was administered to 200 learners. It took approximately 30 minutes to complete the multiple-choice questions, which covered reading, grammar, and vocabulary. After completing the OQPT, 160 learners who scored between 30 and 39 were identified as intermediate learners (Geranpayeh, 2003) and comprised the main participants of the study.

3.2.2. Reading Comprehension Pre- and Post-Test

The participants were given a reading comprehension test both before and after the treatment to measure their reading comprehension skills. The test was developed using *Longman's Complete Course for the TOEFL Test*. The readability of the reading passages was assessed using Microsoft Office Flesch Reading Ease and compared to the participants' textbook. The test consisted of 40 multiple-choice questions, comprising four reading passages, each followed by 10 questions.

To assess reliability, KR-21 was used and yielded a value of .76. KR-21 was chosen because all the test items were of approximately the same difficulty level. Additionally, the test items were reviewed by six language experts to ensure validity. The only difference between the pretest and post-test was that the sequence of the items was altered to prevent participants from experiencing a practice effect (Bachman, 1990).

3.2.3. Select Readings

The instructional materials for intermediate-level learners were selected from the *Select Readings* textbook (Lee & Gundersen, 2011). This textbook follows a unit-based structure, with each unit beginning with a reading passage. Following the passage, there are comprehension

questions, true/false items, vocabulary exercises, reading skill assessments, and activities for applying the reading skill in the text.

The decision to use this textbook was based on its widespread adoption in universities and its alignment with Iranian cultural attitudes, which helps students visualize and comprehend the texts more effectively. Regarding its appropriateness for the purpose of this study, it is important to note that the classes and the textbook used were intact and beyond the control of the researchers. In other words, the researchers could not change the textbook or other aspects of the instructional setting.

3.2.4. Procedure

At first, 160 learners were selected from a larger group of 200 using convenience sampling and a standardized test. The chosen students had scores within one standard deviation below and above the mean, resulting in a group with similar abilities. These students were then evenly divided into four groups: three experimental groups and one control group. Before the treatment began, all participants in both the experimental and control groups took a pretest to assess their reading comprehension.

The treatment consisted of 14 sessions, each lasting 90 minutes. In the experimental groups, the language teachers were provided with CDA frameworks developed by Fairclough (1995) and Cots (2006). Students in these groups were encouraged to improve their reading comprehension skills both inside and outside the classroom. Cots (2006) suggests that when working with reading texts, a conventional approach should be followed but supplemented with CDA activities at three levels: social practice, discursive practice, and textual practice.

In all the experimental classes, the teachers introduced a specific topic from the coursebook, allowing the students to read the text throughout the week and conduct additional research on the topic. In the textual practice sessions, students were given prompts to help them understand unfamiliar vocabulary and sentence structures. Teachers guided them in determining the meanings of unfamiliar words from context. Afterward, students briefly analyzed the grammar used in the text.

For example:

Helping Others by Marico Asano

"Habitat for humanity international- or Habitat- is a nonprofit organization that helps people in need build houses. Since 1976, volunteers for habitat have built more than 350,000 houses worldwide. According to habitat, however, there are still more than 1.6 billion people in the world without decent housing. In the article below, Mariko Asano talks about her experience as a Habitat volunteer. She has traveled to the Philippines three times to help build houses for people who need them" (Select Readings).

In the textual practice sessions, students were instructed to refer to dictionary definitions and determine the purpose or significance of unfamiliar terms such as *volunteers*, *in need*, and *decent housing*. They also examined each word's structure (part of speech) and pronunciation.

Example: volunteer noun

/ˌvɒlən ˈtɪə(r)/

/ˌvɑːlən ˈtɪr/

a person who does a job without being paid for it

Schools need volunteers to help children to read.

She does volunteer work at an orphanage.

Volunteer for/with something: she was a volunteer for the Red Cross before training as a nurse.

Vocabulary practice:

Underline these words in the reading passage. Then match each word with its definition to the right.

1. Volunteer *a. needing help*

2. in need *b. housing of an acceptable standard*

3. Decent housing *c. you will do a job without being forced*

During the discursive practice class, students participated in discussions about the text and were assigned to write about its topic. This activity allowed them to take on the role of writers rather than readers. In the discursive practice stage, teachers posed open-ended questions about the text and facilitated discussions in which students were required to support their arguments with evidence from the text while also engaging in collaborative dialogue. Teachers encouraged greater use of context, drawing on the students' prior knowledge. As a result, the teacher asked the students the following questions based on the previously mentioned text:

1. Recall a situation in which you offered your assistance to a friend, family member, or organization. Who did you provide aid to? What specific actions did you undertake?

2. What is the probable subject matter of this reading?

Finally, in the class centered on social practice, students examined the text through a series of questions, bringing their own ideologies, belief systems, and worldviews to their interpretation. The objective was to uncover the underlying ideologies and power dynamics within the text by challenging it and approaching it from a different perspective (Janks, 1997). In contrast to the textual practice group, which focused on understanding the text, and the discursive group, which concentrated on linguistic aspects, the social practice group emphasized the sociocultural dimension.

The teacher also facilitated a discussion on how the social context influences readers' personal interpretations of the text and the writer's ideology. For example, the teacher asked the following question during class:

1. What volunteer organization do you know? What do they do? Fill in the chart below.

Number of Volunteer Organization	*Purpose*
Doctors without Borders	*Sends medical staff to help people*

On the other hand, the control group followed a more traditional approach to EFL reading. The participants in this group studied the same reading texts as the experimental group but without the CDA component. The traditional approach entailed following the mainstream procedure for a reading class. Specifically, at the start of class, the teacher began with a general warm-up related to the reading topic but did not ask any further discussion questions. Then, one or more students read the texts aloud while the teacher clarified the meaning of any unfamiliar words. After presenting the reading and explaining new vocabulary, the students were instructed to answer the questions that followed the text and provide a summary of the passage. Following the treatments, all participants completed a post-test.

3.2.5. Data Analysis

The data was analyzed quantitatively using descriptive statistics, such as mean and standard deviation, as well as inferential statistics through a one-way analysis of covariance (one-way ANCOVA). This statistical test is used to compare the means of two or more groups while controlling for the effects of one or more continuous covariates. It is an extension of the one-way ANOVA (Analysis of Variance), which compares group means without considering any covariates (Pallant, 2013).

4. Results

A one-way ANCOVA was conducted to compare the four groups' means on the post-test of reading comprehension after controlling for the effect of their pretest scores. This test was appropriate for the present study because it allows for the comparison of post-test means among more than two groups while controlling for the effect of the pretest.

Before examining the core findings of the one-way ANCOVA, it was important to note that, in addition to the normality assumption, three other assumptions needed to be met: a linear relationship between the covariate (pretest scores) and the dependent variable (post-test scores), homogeneity of regression slopes across groups, and equality of variance among the groups.

The data in Table 1 (F(1, 146)=58.20, p=.000, eta squared=.334, indicating a substantial effect size) confirmed the existence of a linear association between the dependent variable and the covariate, satisfying the first assumption.

Table 1

The ANCOVA Analysis to Determine the Linearity of the Relationship between the Reading Pretest and Posttest Results

			Sum of Squares	df	Mean Square	F	Sig.
Posttest * Pretest	Between Groups	(Combined)	649.240	13	49.942	5.627	.000
		Linearity	516.554	1	516.554	58.203	.000
		Deviation from Linearity	132.685	12	11.057	1.246	.257
	Within Groups		1295.754	146	8.875		
	Total		1944.994	159			
	Eta-Squared		.334				

Regarding the second assumption, homogeneity of regression slopes, the lack of a significant interaction between the covariate and the independent variable, as shown by the results (F(3, 152)=.875, p=.456, partial eta squared=.017, indicating a negligible effect size) in Table 2, confirmed that this assumption was satisfied.

Table 2

Testing Homogeneity of Regression Slopes; Posttest of Reading Comprehension by Groups with Pretest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Group	14.205	3	4.735	1.044	.375	.020
Pretest	480.049	1	480.049	105.865	.000	.411
Group * Pretest	11.898	3	3.966	.875	.456	.017
Error	689.250	152	4.535			
Total	52675.000	160				

Lastly, the ANCOVA assumed that the group variances were approximately equal, known as the homogeneity of variances. However, the results of Levene's test (F(1, 156)=7.77, p=.000) indicated that this assumption was not met. Nonetheless, because the sample sizes across groups were equal in this study, the need for homogeneity of variances was not considered critical and could be overlooked (Bachman, 2005; Tabachnick & Fidell, 2014) by lowering the alpha threshold. These authors note that while violations of homogeneity can typically be addressed by transforming the dependent variable scores, doing so limits interpretation to the adjusted scores only. Alternatively, they recommend using the original variables with a stricter alpha level, suggesting .025 for moderate violations and .01 for more serious ones. To ensure caution, the results of the one-way ANCOVA (as shown in Table 3) were reported using a significance level of .01.

Table 3

Levene's Test of Equality of Error Variances; Posttest of Reading Comprehension by Groups with Pretest

F	df1	df2	Sig.
7.776	3	156	.000

Table 4 displays the descriptive statistics for the four groups on the post-test of reading comprehension after controlling for the effect of the pretest. Based on these results, it can be concluded that the social group (M=20.49, SE=.337) achieved the highest mean on the post-test of reading comprehension. This was followed by the discursive group (M=18.32, SE=.337), the textual group (M =17.87, SE=.336), and the control group (M=14.53, SE=.336).

Table 4

Descriptive Statistics; Posttest of Reading Comprehension by Groups with Pretest

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Social	20.492[a]	.337	19.826	21.158
Discursive	18.325[a]	.337	17.659	18.992
Textual	17.872[a]	.336	17.207	18.536
Control	14.536[a]	.336	13.871	15.200

a. Covariates appearing in the model are evaluated at the following values: Pretest=13.92.

Table 5 displays the main results of the one-way ANCOVA. The results (F(3, 155)= 53.59, p=.000<.01, partial eta squared=.509, representing a large effect size) indicate that there were significant differences between the four groups' means on the post-test of reading comprehension after controlling for the effect of the pretest.

Table 5 also shows the significance of the covariate, i.e., the pretest of reading comprehension. The significant F-value associated with the covariate (F(1, 155)=115.04, p=.000<.01, partial eta squared=.426, representing a large effect size) confirms that the pretest was appropriately chosen as a covariate, as it played a significant role in the model.

Table 5

Tests of Between-Subjects Effects; Posttest of Reading Comprehension by Groups with Pretest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pretest	520.278	1	520.278	115.016	.000	.426
Group	727.292	3	242.431	53.593	.000	.509
Error	701.147	155	4.524			
Total	52675.000	160				

The significant results of the one-way ANCOVA were followed by post hoc comparison tests (see Table 6) to conduct pairwise comparisons between the experimental and control groups.

Table 6

Post-hoc Comparisons Tests; Posttest of Reading Comprehension by Groups with Pretest

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Social	Discursive	2.167*	.478	.000	1.222	3.111
	Textual	2.620*	.476	.000	1.679	3.562
	Control	5.956*	.476	.000	5.017	6.896
Discursive	Textual	.454	.476	.342	-.487	1.394
	Control	3.790*	.477	.000	2.847	4.732
Textual	Control	3.336*	.476	.000	2.396	4.276

*. The mean difference is significant at the .05 level.

Based on the descriptive statistics in Table 4 and the post hoc comparison tests in Table 6, the following conclusions can be drawn:

All experimental groups experienced significant improvement in their reading comprehension through CDA-based instruction compared to the control group.

Addressing the first research question, the results indicated that the influence of teachers' social practice (M=20.49) was significantly more effective than that of the control group (M=14.53) in the reading comprehension post-test, after accounting for the pretest effect (Mean Difference=5.95, p=.000).

For the second research question, which investigated the impact of CDA-based instruction via discursive practice, the findings revealed that the teachers' use of discursive practice (M=18.32) was significantly more effective than the control group (M=14.53) in enhancing reading comprehension in the post-test, after adjusting for pretest influences (Mean Difference=3.79, p=.000).

Regarding the third research question, which examined the impact of CDA-based instruction using textual practice, the findings suggested that the efficacy of teachers' textual strategies (M=17.87) was significantly greater than that of the control group (M=14.53) in the post-test for reading comprehension, taking into account the pretest effect (Mean Difference=3.33, p=.000).

In comparing the experimental groups, the teachers' use of social practice (M=20.49) significantly outperformed their use of textual practice (M=17.87) on the post-test of reading comprehension after controlling for the pretest effect (Mean Difference=2.62, p=.000). Similarly, the teachers' use of social practice (M=20.49) significantly outperformed their use of discursive practice (M=18.32) (Mean Difference=2.16, p=.000). Finally, there was no significant difference between the teachers' use of discursive practice (M=18.32) and textual practice (M=17.87) on the post-test of reading comprehension after controlling for the pretest effect (Mean Difference=0.454, p=.342).

5. Discussion

Results from the first three research questions showed the significant effect of CDA-based instruction through social, discursive, and textual practices on reading comprehension. When compared with previous studies, it is notable that no earlier research examined CDA-based practices separately. However, studies by Abbasian and Malaee (2015), Haque et al. (2020), Hazaea and Alzubi (2017), Javadi and Mohammadi (2019), Najarzadegan (2022), Wang and Ma (2022), and Wu (2017) all demonstrated that CDA-based instruction enhances learners' reading comprehension.

The findings for the first research question, which considered the effect of social practice on learners' reading comprehension, can be attributed to the increased engagement and contextual understanding that social interactions provide. Such interactions enable learners to articulate their thoughts, negotiate meanings, reflect on different perspectives, and connect texts with real-world experiences. This aligns with Nation (2017), who argued that reading comprehension skills are better developed in real-life situations.

Addressing the second research question on the significant effect of discursive practice on reading comprehension, the results are consistent with the findings of Javadi and Mohammadi (2019), who reported that discursive practice helps learners develop a deeper understanding of texts and enhances their ability to interpret and analyze complex ideas. Through discussions and debates,

learners are encouraged to question underlying assumptions, biases, and power dynamics within texts.

The results of the third research question, which explored the significant effect of textual practice instruction on reading comprehension, are in agreement with Johnstone (2018), who asserted that textual practice through CDA-based instruction can improve learners' reading comprehension. Textual practice involves analyzing written texts, focusing on their structure, meaning, and the ways they convey ideology. This finding is also consistent with Hamdi (2022), who argued that textual practice within CDA-based instruction enables learners to take control of their own learning.

Results from the fourth research question showed that the greater effectiveness of social practice, compared to discursive and textual practices, on learners' reading comprehension, while no significant difference was found between the latter two, was unique to this study and, therefore, could not be directly compared with previous research. This finding can be attributed to the effectiveness of discussions and reflections, which allowed learners to share their interpretations, identify patterns, and discuss the underlying ideologies and power relations represented in the texts (Alsoraihi, 2019; Hazaea & Alzubi, 2017; Wu, 2017).

6. Conclusion

It is concluded that teachers' social, discursive, and textual practices, or CDA-based instruction, can significantly affect EFL learners' reading comprehension. CDA-based instruction has the potential to enhance learners' reading comprehension, enabling them to become better equipped to understand texts as a result of being taught through these approaches. This implies that learners had positive attitudes toward CDA-based instruction via social, discursive, and textual practices and responded positively to them. Furthermore, under equal conditions, teachers' social practices are more effective than discursive and textual practices in improving EFL learners' reading comprehension.

EFL teachers can draw useful insights from these results and incorporate CDA-based instruction through social, discursive, and textual practices in their reading classes. Learners can benefit by adapting themselves to these practices to better cope with the challenges associated with learning English reading. Curriculum planners are encouraged to integrate social, discursive, and textual practices into future curricula so that the teaching and learning of reading comprehension undergo meaningful transformation.

This study, however, had certain limitations. The first was the relatively small number of EFL students who participated, which limits the generalizability of the findings. The second was the complexity of implementing CDA-based instruction, which led the study to focus solely on social, discursive, and textual practices. Additionally, the treatment period was relatively short, and the

study was conducted without random sampling. It is hoped that future research will address these limitations and replicate the study without such constraints.

Incorporating CDA into the curriculum can help students analyze texts by focusing on their structure, meaning, and the ways they convey ideology through social and cultural contexts. Educators can benefit from training in CDA strategies to enable students to engage with content meaningfully and deepen their understanding.

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