*A Critical Discourse Analysis of Iraqi EFL University Students'*
*Performance at Micro Level*

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تحليل نقدي للخطاب في اللغة الإنجليزية كلغة أجنبية عراقية لإداء طلاب الجامعات في تحليل
عناصر اللغة ( مايكرو)

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**Abstract**

The proficiency in the English language is dependent upon the vocabulary knowledge of both second and foreign language learners, as well as native speakers. While it is crucial to cultivate one's vocabulary, Non-native English learners, in particular, may find this task to be quite challenging. Academic performance in several university-level language skills, linguistics, literature, and translation courses is poor for students with a little vocabulary. The main aims of this study are finding out 1. the proficincy of Iraqi EFL university students' analysis in the area of micro analysis level,and 2. whether there are any significant differences between the students' analyitical performance in (micro) level .Also this study hypothesized that Iraqi EFL university students' face significant difficulties at the micro recognition level. The sample of this study is the (135) fourth-stage students at the University of Diyala, Department of English, College of Education for Humanities, for the 2022–2023 academic year. The main findings of this study show that EFL college students are unable to recognize the meaning of the linguistic elements because the computed t-value is higher than the tabulated t-value in favor of the theoretical mean. This study points out the significance of acquiring English vocabulary, directs students' focus towards it, illuminates the challenges faced by students, and enhances their understanding of the language.

*Keywords: discourse analysis, micro level, critical discourse analysis, vocabulary knowledge.*

**المستخلص**

يعتمد إتقان اللغة الإنجليزية على معرفة المفردات لكل من متعلمي اللغة الثانية والأجنبية، وكذلك المتحدثين الأصليين. في حين أنه من الضروري تنمية مفرداتك، إلا أن متعلمي اللغة الإنجليزية غير الأصليين، على وجه الخصوص، قد يجدون هذه المهمة صعبة للغاية. يكون الأداء الأكاديمي في العديد من دورات المهارات اللغوية واللغويات والأدب والترجمة على المستوى الجامعي ضعيفًا بالنسبة للطلبة ذوي المفردات القليلة. تهدف هذه الدراسة الى ١ معرفة كفاءة تحليل طلاب الجامعة العراقية في مجال اللغة الإنجليزية كلغة أجنبية في مجال مستوى التحليل الجزئي، و ٢. فيما إذا كانت هناك أي فروق ذات دلالة إحصائية بين الأداء التحليلي للطلاب في المستوى (الجزئي) وكذلك افترضت هذه الدراسة الى أن طلبة الجامعات العراقية في مجال اللغة الإنجليزية كلغة أجنبية يواجهون صعوبات كبيرة على مستوى التحليل الجزئي(عناصر اللغة ). اما عينة هذه الدراسة فهي متكونة من (١٣٥) طالبا من طلبة المرحلة الرابعة في جامعة ديالى قسم اللغة الانجليزية كلية التربية للعلوم الإنسانية للعام الدراسي ٢٠٢٢-٢٠٢٣. وبعد اجراء الاختبار أظهرت النتائج الرئيسية لهذه الدراسة أن طلاب كلية اللغة الإنجليزية كلغة أجنبية غير قادرين على التعرف على معنى العناصر اللغوية لأن قيمة t المحسوبة أعلى من قيمة t المجدولة لصالح المتوسط النظري. تشير هذه الدراسة إلى أهمية اكتساب مفردات اللغة الإنجليزية، وتوجيه تركيز الطلاب نحوها، وتسليط الضوء على التحديات التي يواجهها الطلاب، وتعزيز فهمهم للغة.

الكلمات المفتاحية: تحليل الخطاب، المستوى الجزئي، التحليل النقدي للخطاب، معرفة المفردات

## 1.1    An Introduction

Analyzing particulars and complex aspects of a text or data set is known as micro analysis. Students could find it difficult to comprehend the importance of these specifics and how they fit into the bigger picture. Students must look for patterns and relationships among various textual or statistical components. For certain students who have trouble with analysis and critical thinking, this might be difficult. Additionally, it necessitates that students pay close attention to every element and draw connections between them. Some students may feel overwhelmed by this and that they are not advancing at a fast enough rate. Because micro analysis concentrates on certain features within a text or data collection, it might not offer a thorough grasp of the broader context or themes. Interpreting subjective components like tone, emotion, and symbolism during micro analysis is common, and this might cause students to arrive at various conclusions.

## 1.2    Aims of the Study

This study aims at finding out:

1. the proficincy of  Iraqi EFL university students' analysis in the area of micro analysis level,and
2. whether there are any significant differences between the students' analyitical performance in the area of (**micro**) level

## 1.3 Hypotheses of the Study

It's hypothizied that Iraqi EFL university students' face significant difficulties at the micro recognition level.

## 1.4 Limits of the Study

**The study is going to be limited to :**
**1.** Fourth-stage students at the University of Diyala , Department of English،College of Education for Humanities, for the academic year 2022–2023.
**2.** The analysis of linguistic elements (vocabulary) at the**(micro)** level.

## 1.5 Definitions of the Basic Terms
### 1.5.1 Discourse Analysis

Discourse analysis of spoken and written language is thought to be beneficial for linguists and language teachers. It is only "the study of language in use" (Gee & Handford, 2013). Ken et.al ( 2021) the word 'discourse' is employed in a variety of ways in CDS and other social sciences. In the most general sense, the term "discourse" refers to the enormous variety of meaning-making resources that are accessible to everyone.

### 1.5.2 Critical Discourse Analysis

Numerous academics have offered various definitions of CDA. Crystal (2008) claims that CDA is a perspective that looks at the relationships between discourse events and sociopolitical and cultural components, particularly the ways in which discourse is ideologically influenced by power relations in society as well as the ways in which discourse itself influences these relations.

According to Richardson (2007), CDA is an investigation of how people and institutions use interdisciplinarian ideas and tactics to conceal their ideologies and objectives through language. According to Van Dijk (1993), CDA is a field that focuses on the study and analysis of spoken and written texts to identify the discursive sources of prejudice, inequality, and power. It looks at the preservation and replication of these discursive sources within certain social, political, and historical settings. Similar to this, Janks (2000) emphasises that CDA aims to analyse language critically, namely "how language works to position readers in the interests of power."

The word "critical" in CDA can be seen as an attempt to define, interpret, and explain the connection between language's purpose and form. While grammar, morphology, syntax, semantics, and pragmatics are part of the form, the function refers to how people use language to accomplish their goals in various contexts (Rogers, 2004).

## 1.5.2 Micro Level

Micro-structure Analysis is the process of determining the lexical content, syntactic organization, and link between sentences (G. W. Huang, 2001).

The researcher defines the micro discourse level as the smallest component of language use, including individual phrases, sentences, and words. The task entails examining language intricately, encompassing the investigation of syntax, grammatical structures, and semantics.

## Section Two
## Theoretical Background

## 2.1    Theoretical Background

The Critical Discourse Analysis emerged in the middle of the 1980s as a result of a fresh trend in the writings of Fairclough, van Dijk, Wodak, and others. Critical Discourse Analysis (CDA) was created in the early 1990s as a result of a brief conference that was held in Amsterdam in January 1991 (Wodak and Meyer, 2009). The underpinnings of CDA, according to Wodak and Meyer (2009), include Applied Linguistics, Pragmatics, Rhetoric Science, Text Linguistics, Anthropology, Socio-Psychology, Cognitive Science, Literary Studies, and Sociolinguistics. It can be claimed that Hallidayan linguistics, which tries to incorporate social semiotic functions into a theory of grammar to help with the investigation of the relationships between discourse and society, is where CDA has its historical roots (Blommaert 2005). Critical Discourse Analysis (CDA) seeks to expose the covert sociopolitical influence that, in the opinion of its proponents, actively changes society at some levels. This may be a contributing factor to the degree to which the politicisation of the media affects public opinion. CDA in its broadest meaning has been the subject of a lot of research and writing in recent years. Because of the complex nature of CDA, a clear definition appears to be elusive. It incorporates several different approaches and operates under several overarching principles. Its primary objective is to expose existing political and social disparities. One definition of CDA that captures the essence of the others is provided by Fairclough (1995،Atkins, 2002). The goal of discourse analysis, in his words, is to "systematically explore often opaque relationships of

causality and determination between (a) discursive practices, events, and texts, and (b) wider social and cultural structures, relations, and processes," as well as "to investigate how such practices, events, and texts arise out of and are ideologically shaped by relations of power and struggles over power."

Due to its "critical" nature, CDA distinguishes itself from other forms of discourse analysis. As per Fairclough (1995), the term "critical" signifies the necessity to uncover concealed connections and reasons, and to actively address them, for instance, by offering assistance to individuals who might be negatively impacted by change. It is imperative to uncover concealed elements as they cannot be confronted due to their lack of visibility to the people involved. Fairclough (1989, 1992, 1995, 1995) has authored numerous publications that establish Critical Discourse Analysis (CDA) as a study direction and explore different aspects of power. According to Van Dijk (1995), Critical Discourse Analysis (CDA) is a distinctive method for examining written and spoken language that stems from critical linguistics, critical semiotics, and a socio-politically aware and oppositional approach to studying language, discourse, and communication.

Wodak (1989) defines Critical Discourse Analysis (CDA) as a method for examining language use in real-life social contexts with a focus on social significance. Widdowson (2001) defines CDA as a method that examines language in use with a socio-political motivation, attributing ideological importance to texts based on their linguistic characteristics.

Critical discourse analysis (CDA) is named as such because it takes on an ethical stance. According to the CDA website, its practitioners usually adopt an ethical position that highlights power disparities, social inequities, undemocratic behaviors, and

other forms of injustice, with the aim of motivating readers to take corrective measures. The website states that CDA not only describes unfair social practices, but also directly criticizes them. (Huckin 1995 and refer to Van Dijk 1995d).

## 2.2 Aims of Critical Discourse Analysis

Critical discourse analysis (CDA) is a research approach that aims to analyze and critique the power relations and ideologies that are embedded in language use.

Theorists of CDA provide their opinions on the many goals of this subject. While some of these viewpoints serve as the fundamental building blocks for all CDA techniques and approaches, others can be considered as distinct paths for each method and approach. This range of viewpoints is due to CDA's interdisciplinary character.

CDA aims to reveal hidden relationships, such as those between language and power, as stated by Fairclough (1989). In 1992, he mentioned that a primary goal of Critical Discourse Analysis (CDA) is to uncover and pinpoint any underlying ideological deception and manipulation in texts that may escape the average reader's notice. Additionally, CDA aims to provide readers with the critical thinking skills and tools necessary to detect such elements.

According to Van Dijk (1995b), Critical Discourse Analysis (CDA) aims to expose the hidden mechanisms, features, tactics, and visible signs of social power, inequality, discrimination, prejudice, etc., employed by dominant groups over subordinate ones. He observes that dominating groups utilise different linguistic and discursive methods to maintain, justify, and conceal demonstrations of control, dominance, and power.

Wodak and Meyer (2001) state that the main objective of CDA is to conduct a critical analysis of society. CDA emphasises ideology to raise individuals' awareness of how they have been deceived. CDA is crucial for recognising the evolution and perpetuation of ideological forms, aspects, and manifestations of unequal power dynamics among persons and institutions (2001). Human actions and behaviour are clarified, enabling us to understand discourses and ideologies according to Eagleton (1994).

## 2.2 Principles of Critical Discourse Analysis

Numerous academics have made an effort to research, characterize, and communicate the key ideas of CDA, which continue to raise contentious questions. Researchers that utilize CDA methodologies demonstrate how this is done, work to increase awareness of this element of language usage in society, and make clear arguments for change in light of their results. The most commonly accepted theory is that of Fairclough and Wodak (1997), who identified the following principles of CDA:

1. It looks at the connection between discourse and social power.
2. It emphasizes language and how it is used, as well as the linguistic characteristics of cultural and social structures and processes.
3. Due to discourse's assertion of their dialectical interdependence, culture and society are ordered in a substantial way.
4. It can be seen as explanatory, historical, mediated, and interpretive.

5.      The goal of CDA is to describe and recommend ways that power abuse is carried out, justified, or repeated through the language and discourse of dominant organizations or groups.

## 2.3 Approaches to CDA

### 2.3.1 The Socio-Cognitive Approach of Van Dijk

In critical studies of Media Discourse (hereafter MD), Van Dijk's critical model (2000) is recognized as a key one. As a result, this part focuses on providing a summary of van Dijk's CDA method as well as a more in-depth description of his framework for analyzing MD . Van Dijk spent a lot of time researching how racism appeared in news texts and legislative discussions on immigration, particularly in the political contexts of Britain and Spain, in order to build his Socio-Cognitive Model.

### 2.3.2 The Relational-Dialectic Approach of Fairclough

According to Fairclough (2001a), research in sociolinguistics and linguistics that focused on "language in its social context" and the interaction between language and power gave rise to critical approaches. Since linguistics depicts "language as a possibility, system, an abstract skill," and organizations to ultimately establish orders of discourse," Fairclough (Ibid) further demonstrates that these approaches evolved from a critical stance.

### 2.3.3 Wodak's Approach to Discourse History

Wodak (1996) defines "discourse sociolinguistics" as a branch of the field that gives equal weight to both the text and its context, and which openly devotes itself to studying texts in context. Discourse, in Wodak's view, is an intricate web of simultaneous and sequential verbal acts that occur both within and outside of social action domains (Wodak, 2001). According to Wodak (2001), texts are seen as "materially durable products of linguistic

actions." This indicates that they are the result of discourse rather than creation. According to Wodak (2001), the following are the main points of a discourse-historical approach:

1.     The setting and context should be accurately documented because language can only be understood, defined, and interpreted in its specific context.

2.     It is necessary to discuss historical events and facts in conversation with the main points of an utteranc

3.     At all linguistic levels, descriptions of texts must be as precise as feasible  .

4.     The study question has a significant influence on the categories of analysis at the language level. Additionally, Wodak (Ibid) offers the following synopsis of the procedures in the discourse historical approach to CDA:

 1.   Compiling data regarding the text's background (social, political, historical, psychological, etc..

2 . Establishing the genre and discourse to which the text belongs, then sampling further ethnographic data in search of texts with related themes, arguments, macrotopics, domains of action, and genres .

3.  Formulating focused research questions and searching related fields for pertinent explanatory theories and additional elements.

4. Transforming the research topics into studyable linguistic categories

5. Apply these categories to the text in order, using theoretical methods to analyse the answers to the research questions.

 6. Making a context diagram for the specific text and action fields                   .

 7. Thoroughly analysing the findings before returning to the research topic and the original research questions..

## 2.3    Micro Level

Fairclough (1989) states that the first stage of analysis, known as description, involves performing microanalyses to look at the formal and stylistic aspects of the text. The micro method focuses on the text's linguistic components, including verb tenses, sentence kinds, pronoun types (relative, reflexive, etc.), prepositions, and pronouns. These micro units make up the sentences, clauses, and phrases that are found at the local level of a text. According to Bellert (1970, 1971, and van Dijk and Kintsch (1983), they place a strong emphasis on vocabulary and syntax, particularly coherent relations and grammatical regularities.

At this phase, the text, vocabulary, grammar, and structure are all evaluated by Fairclough (1989). In addition to looking at word choices within the text and word pairings, ideologically contentious word usage, positive and negative expressions, topics repeated with synonyms, whether or not expressions are softened, where formel and non-formel the re-formulations of expressions, and the use of metaphors are all factors in vocabulary analysis (Fairclough, 1989).

The grammar and structure test assess sentence constructions. Examination involves analysing pronoun and modal usage, specifying allegations, likelihoods, and certainties, reflecting differences, determining sentence polarity, examining sentence connections, considering preliminary assumptions, implications, and emphasis (Fairclough, 1989). This set of questions aims to uncover the underlying or true meaning of the text, beyond its surface presentation. To conduct these investigations effectively, one must master the semantic, syntactic, and grammatical aspects of language, possess knowledge of social theory, and have substantial intellectual capacity.

Experiential value, interactional value, and expressive value were the three categories of values that Fairclough (1989) discovered after analyzing the formal elements of a text. A quality criterion that enables for analytical evaluation is connection value. The goal of experiential value is to identify and follow the hints that point to a depiction of the author's natural or social world experiences. The purpose of interactional value is to identify social relationships via language and text. Evaluating the aspect of reality that the text's author is connected to is what expressive value is all about. A quality criterion that enables for analytical evaluation is connection value.

According to Lyons (1981), micro-level analysis focuses only on the discourse's linguistic structures, ignoring factors such as language learning, language functions, cross-cultural communication, and physiological and psychological factors that may affect a language's behavior. Additionally, the micro-level of critical discourse analysis examines the text's actual articulations as well as the language elements and strategies used to convey the stated notion (Fairclough 2003),.

Huang, G. W. (2001) states that lexical meaning, syntactic structure, and relationships between phrases are all part of micro-structural analysis. Finding the cohesion between the discourse's surface structure and the physical net is one of its primary duties. It examines how lexical cohesiveness, grammatical constructions, and logical connections help a group of sentences form a coherent conversation. As a result, cohesion, coherence, and context are primarily examined from the perspective of microstructure. The phrase "macro-structure analysis" describes a few recurring textual patterns that are very beneficial for teaching the English language. The problem-solution pattern, the claim-counterclaim

pattern, and the general-particular pattern are some examples of these patterns.

In conclusion, Fowler (1991) believes that vocabulary is an important component in the insertion of ideology into journalistic discourse, particularly because it serves as the foundation for prejudiced conduct when dealing with subgroups like young people, women, ethnic minorities, etc.

## 2.4 Halliday and Hassan (1976) Framework at the Micro Level (The cohesive devices )

Five cohesive devices reference, substitution, ellipses, conjunctions, and lexical cohesion are listed by Halliday and Hassan (1976) as adhesive instruments for texts. They claim that these overt cues are what distinguish a text from another and that cohesiveness fosters interdependence in texts.

a) **Reference:** It only discusses how two language statements relate to one another. However, in the literary sense, a reference takes place when the reader or listener must consult another statement in the same context to determine what is being discussed.

**(1) John goes fishing every other week. (2) He is a very good fisherman.**

b) **Substitution** functions as a lexico-grammatical connection in language. When a speaker or writer wants to avoid repeating a lexical item and utilize one of the language's grammatical resources to substitute it, they employ substitution.

**2) I never saw a purple cow.I never hope to see one   But I can tell you, anyhow**

C) **Ellipsis (zero substitution)** is the deletion of grammatical features that the speaker or writer presumes the audience would

understand from the context and do not need to be emphasized. If ellipsis is the absence of a word, then substitution is the replacement of one word with another. Ellipsis calls for locating particular data that is present in the previous text.

**3) Have another chocolate. – No thanks; that was my third (chocolate).**

**D) Conjunctions** indicate specific meanings that assume the existence of other elements in the discourse but are not primarily used as tools for reaching into the previous (or following) text. They are linguistic devices employed by the speaker or writer to make it easier for the reader to understand the text, typically by indicating the link between different discourse units.

**(4) They fought a battle. Afterwards, it snowed. -They fought a battle. After that, it snowed.**

**E) Lexical coherence** is non-grammatical, unlike the other cohesive components of text. Lexical cohesiveness is the term used to describe the impact of coherence brought about by word choice. One may argue that it applies to every situation where the usage of a lexical item invokes the meaning of a previous one.

**(5) There is a boy climbing the tree.**

a-     If he doesn't take care, the man is going to fall

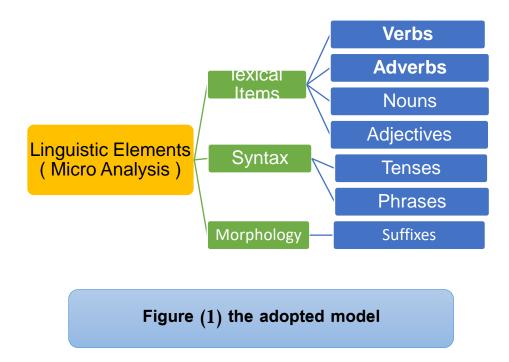b-     If he doesn't take care, the boy is going to fall.

Section Three

Methodology

This section outlines the actions taken to carry out the real procedures necessary to achieve the objectives of the current study. These include choosing the sample, deciding on the study's instrument, determining the test's validity, reliability, and item analysis, administering the test, and selecting the statistical methods to be applied to the analysis of the collected data.

## 3.1 The adopted Model

The analytical model in CDA must be mentioned. The model used in this study was interdisciplinary. With a few small changes to make the model more suitable for the study's objectives, it is primarily based on the models created by Wodak (2001) and van Dijk (2000). The figure (1) below shows the key elements of the model that was employed in this study.

First, the researcher will start each text's study by considering the context of the text at micro discourse level (linguistic aspects) including lexical items, syntax, and morphology .

**Figure (1) the adopted model**

## 3.2 Population and Sampling of the study

Population is defined as "a group of individuals of the same species living and interbreeding within a given area" by Lebreton et al. (1992)

According to Hayes and Stratton (2013), the term "Sample" refers to a subset of people who are chosen to be observed and analyzed in order for the findings to be generalized to the entire population.

In the academic year 2022/2023, there will be a total of 183 undergraduate students in the fourth stage from the English departments of the Colleges of Education for Humanities at the University of Diyala. The sample for this study will consist of 135 students from the University of Diyala, specifically from the English department, as shown in Table 1.

## Table (1) The Population, Sample and Pilot study of the Study Validity

According to Benati, A (2022), language tests can assess a variety of abilities, including the capacity to learn and retain new sounds, comprehend the grammatical functions of various sentence components, deduce meanings in a foreign language solely from context, and move the eyes when processing language. Since "a valid test" is considered to be the same as "a good test" in their views, validity is considered to be a crucial component of a language exam (Fulcher, G. & Harding, 2022). Hyland K. (2022) illustrates the veracity of a metric that encompasses elements such as "objectivity," "rigor," and "generalisability" by pointing out how well an assessment is based on and connected to the subject matter it is meant to examine.

There are many different types of validity, such as face validity, content validity, and so forth. The current study makes use of both face and content validity. In order to determine whether the instruments are appropriate for achieving the

| Stage | Total | Sample | Pilot Sample | Percentage |
|-------|-------|--------|--------------|------------|
| Fourth | 183 | 135 | 48 | 74% |

objective of the current study, it is regarded appropriate to assess the situation's validity. As a result, a jury of experts composed of university teaching staff members with in-depth knowledge in TEFL and literature judged the exam. The test items' authenticity has been verified. The test items are appropriate to measure the

objectives for which they were prepared and receive unanimous approval from the entire jury, with the exception of a few remarks and adjustments that are taken into account. The jury's members are arranged in table 3 by alphabetical order.

To assess the test's validity, a panel of educators and linguists knowledgeable in the English linguistics teaching (ELT) technique was assembled. The jury examined the instrument and concluded that any recommended modifications had been made, making it legitimate and suitable.

According to Burns and Grove (2003), content validity is the degree to which the method of assessment takes into account all of the key elements pertinent to the construct being evaluated. A test has content validity, in accordance with Benati, A. (2022), if the questions it asks are indicative of the language abilities and structures it is meant to assess. We will say that a test has content validity if it asks about material that was covered during training.

## 4.1 Performance of Students at Micro Recognition Level (MCQ Question)

Table 2 shows that the performance of the participants had a theoretical mean of 7, a mean score of 8.29, and a standard deviation of 3.50. For a single sample, the t-test form is used. The computed t-vale is 4.27 and the tabular one is 1.98 at a threshold of significance of 0.05 and 134 degrees of freedom, according to the results. Since the computed t-value is greater than the tabulated t-value, there are no discernible disparities in the performance of EFL college students at the recognition level. This research demonstrates that EFL college students are unable to determine the meaning of the linguistic components, and this suggests that EFL college students encounter difficulties in this domain.Thus, it

is decided to adopt the second hypothesis, which states that "Iraqi EFL university students face significant difficulties at the micro recognition level."

**Table (2)**

**The Mean Scores , Standard Deviation and T.Values of Students' General Performance at Micro Recognition Level (MCQ)**

| Sample | Obtained Mean Scores | Theoretical Mean scores | SD. | Degree of freedom | T- value | | Levels of Significance |
|---|---|---|---|---|---|---|---|
| | | | | | computed | Tabulated | |
| 135 | 8.29 | 7 | 3.50 | 134 | 4.27 | 1.98 | 0.05 |

**4.2 Performance of Students at Micro Recognition Level (True/False Question)**

According to Table **3**, the theoretical mean is **2**, and the mean score is **10.90**, with a standard deviation of **2.65** At the level of significance of **0.05**, the computed t-value is **25.88** and the tabulated t-value is **1.98**. This shows that our students are unable to recognize the meaning of the linguistic elements because the computed t-value is higher than the tabulated t-value in favor of the theoretical mean. The second hypothesis, which claims that " Iraqi EFL university students' face significant difficulties at the True/False micro recognition level ", is thus approved.

**Table (3)**

**The Mean Scores , Standard Deviation and T.Values of Students' General Performance at Micro Recognition Level (True/False)**

| Sample | Obtained Mean Scores | Theoretical Mean scores | SD. | Degree of freedom | T- value | | Levels of Significance |
|--------|---------------------|------------------------|-----|-------------------|----------|-----------|------------------------|
| | | | | | computed | Tabulated | |
| 135 | 10.90 | 5 | 2.65 | 134 | 25.88 | 1.98 | 0.05 |

## 4.3. Discussion of the Results

According to the obtained results, we could say that, the hypothesis was about Iraqi EFL university students' face significant difficulties at the micro recognition level. The results show that the students are weak at identifying the functions or the meanings of the linguistic elements in both two questions which are used in the article, so the Iraqi EFL university students' face significant difficulties at the micro recognition level and the different types of linguistic aspects are without a doubt the most difficult, which suggests that students struggle with them more.Finally, the hypothesis is verified.

# Section Five
# Conclusions

The following findings have been reached by the researcher:

1.      Many students do not comprehend critical discourse analysis, which causes them to fail the test.
2.      Iraqi EFL university students are unable to identify the linguistic elements of the given article.
3.      Iraqi EFL university students face serious difficulties in micro recognition level.
4.      By facilitating direct instruction from the teacher, the students' capacity to identify and comprehend linguistic features may be enhanced, hence promoting their proficiency in analyzing them.
5.      Learning new terms in context, as opposed to in isolation, helps students better understand what those words imply.

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