

Chapter 1 : 7+ Critical Analysis “ Examples in Word, PDF | Sample Templates

Critical Discourse Analysis - Volume 11 - Gunther Kress. The label Critical Discourse Analysis (CDA) is used by a significant number of scholars with a diverse set of concerns in a number of disciplines.*

Introduction Translation has always had many effects on various aspects of human life and has played an important role in conveying ideologies among different nations and has subsequently led to the globalization of thoughts. As Munday reminds translation was already studied as a method for learning languages or as an item in comparative literature, translation workshops and contrastive linguistics courses. It is clear that translation criticism is one of the important areas of translation studies, taken as a crucial element in translation procedure. While it is usually used as a negative evaluation, in CDA, it is used in the sense of a critique which is meant that analysis has a positive outcome. They then argue that "central to CDA is the understanding that discourse is an integral aspect of power and control" Bloor and Bloor, , p. In each society, there have always been inequalities that CDA seeks to highlight with the hope of decreasing them. In other words, translation can be used to represent both the agreement and disagreement of the translator with an ideology Venuti, According to Lefever a, xi , "translation is, of course, rewriting of an original text. All rewritings reflect a certain ideology". Hence, because of releasing a domestic remainder, an inscription of values, beliefs, and representations connected to historical and social positions in the receiving culture, translation is always ideological Venuti, It is proven that CDA as a systematic approach can be practical in sociocultural studies. So, it seeks to reveal the ideologies behind a source text and examine to what extent the ideologies of a writer have been transferred in the target text. In fact, the researcher wanted to show that the ideologies in various societies are different and it is here that the translator will be visible. By taking an in-depth look at CDA, it can be found out that it provides some tools for studying a language not only academically but also in everyday life, for instance, when listening to the news, seeing an advertisement and reading a newspaper. Although criticism has a long history in general, translation criticism based on a framework is almost a new discipline that carries some objectives stated from different views. Based on Wodak , the purpose of CDA is "analyzing opaque as well as transparent structural relationships of dominance, discrimination, power and control as manifested in language. In other words, CDA aims to investigate critically social inequality as it is expressed, signaled, constituted, legitimized and so on by language use or in discourse " p. Then, Fairclough and Wodak elsewhere pronounce the aim of CDA as making "the ideological loading of particular ways of using language and the relations of power which underlie them more visible" p. In addition to the above cases, according to Bloor and Bloor the aims of critical discourse analysis are as follows: Analyzing discourse practices which reflect or raise social problems, investigating how ideologies can be hidden in language and finding ways to uncover them, and increasing awareness of how to relate these aims to particular cases of injustice, misuse of power and prejudice. Review of the Literature Recently, many researchers have been interested in studying translation criticism according to CDA. For the purpose of analysis, as many as 22 sample-translated texts were analyzed at micro-level and macro-level. The study found that translations in the presence of underlying ideologies serve as transformations, and the different strategies adopted in the process of translation are often not arbitrary but rather ideologically motivated. Also, MEMRI used selective topics, selective translation, additions and deletions, borrowing and categorization as the most common strategies in its translations to inculcate its ideologies. Keshavarz and Alimadadi Zonooz directed a study to probe into the manipulation of ideologies in translations of political texts. Three English political books alongside their corresponding translations in Persian were critically analyzed both at micro and macro levels. The results showed that translators make use of certain grammatical and lexical strategies for the sake of ideological ploy, i. That is, all the lexical and grammatical deviations used by the Persian translators were in the employment of self i. More specifically, in the footnotes, the translators manifested negative attitudes towards the authors of the original texts by pinpointing their mistakes and false information about Iranian affairs as well as their hostility towards Iran. The findings are interpreted to have implications for syllabus designers as well as translation students and

teachers. Another study in this area was conducted by Yazdanimogaddam and Fakher. Their aim was to explore the effect of ideology and idiosyncrasy on the lexical choices in translation studies. The corpus used for the analysis in this research consisted of three political novels that enjoy ideological, political, and socio-cultural lexemes. The last mentioned research here is done by Baradaran, Seid Motahari, and Manafzadegan. A detailed contrastive-comparative study was done at the micro-level included explanation of lexical items and grammatical choices conducted to examine, describe and subsequently interpret the patterns at the macro level in English source text and its two Persian translated versions. The findings showed that behind every one of his selections there is a voluntary act that reveals his history and socio-

Introduction to Sociology: Feminist Perspectives by Abbott and Pamela. In this investigation, a political milieu surrounds him, in other words, his own culture. Results and Discussion 5. Micro Level Analysis 5. Description Fairclough states ten questions and some sub-questions which could be utilized when analyzing a text see Fairclough, , pp. Along the same line, Fairclough expresses that formal features have three types of value: As it has been indicated in Table 1. Experiential Value of Vocabulary Analysis As stated by Fairclough , the experiential aspects of grammar deal with the ways in which grammatical forms of a language are important. At the micro level, it includes negative and positive sentences. Among the 44 sentences analyzed in, 30 positive and negative sentences of the ST were transferred without any changes in the structure of sentences, 4 positive sentences were changed into negative ones, and 10 negative to positive. As it has been shown in Table 2, Jazani generally applied 7 negative items. They are presented in the table below. The expressive value of vocabulary analysis refers to Ideologically Contrastive Classification Schemes ICCS and that of grammar analysis consists of logical connectors. Expressive Values of Vocabulary and Grammar Analysis 5. Meso Level In general, meso level acts as a bridge between micro and macro levels and focuses mainly on the context of the text perceived and how it is initially produced. As mentioned earlier, CDA seeks to reveal the hidden power relations at the macro level. As a whole, this stage was applied for interpreting the findings of the first stage- description and assigning the discourse of the text as well. To put it in a nutshell, values applied in the present study were presented in Table 6. Explanation As stated by Fairclough , explanation has two dimensions, depending on whether the emphasis is on processes of social struggle or relations of power. By the way, discourses are regarded as the social struggles which are contextualized in broader struggles or in other words, non-discoursal struggles. On the other hand, explanation presents what power relations determine discourses. The stage of explanation clarifies what has been obtained and interpreted in the stage of interpretation by examining interaction and social context. The word "brandy" in the ST was translated as the word araq in TT. This application has showed that the word araq was common before the Islamic revolution of Iran, and was not against the holiness. As a result, Table 7 displays that the translator evaluated social relations as the author did. In vocabulary analysis, the experiential value is considerably used. In other words, she used her own knowledge, beliefs, and experience in her natural or social world and in grammar analysis, it is completely used. Finally, in large number of cases the expressive value is used as the author. Survey of the Criteria for Translating 6. Conclusions It is evident that language was not used neutrally in the translation as a reproduction of the text in the target language. Moreover, CDA highlights power relations in a society. In other words, translators discover the power relations which are hidden in a text through CDA with the hope of decreasing them. References [1] Baradaran, A. The role of critical discourse analysis CDA in translations of the book: The practice of critical discourse analysis. Journal of Translation Studies, 6 24 , Islamic Azad University, Tehran. The name and nature of translation studies. Theories and applications 3rd ed. Manipulation of ideology in translation of political texts: A critical discourse analysis perspective. Journal of Language and Translation, 2 1 , Translation, rewriting, and the manipulation of literary fame. A reaction time experiment. Critical discourse analysis in education: A review of the literature. Review of Educational Research. Politics, ideology and discourse. The translation studies reader 2nd ed. What CDA is about-a summary of its history, important concepts and its developments. Examining the effect of ideology and idiosyncrasy on lexical choices in translation studies within the CDA framework. Translation Studies, 1 3 ,

Chapter 2 : Recent Discourse, Context & Media Articles - Elsevier

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racedayv1.comK 0 Introduction: What Is Critical Discourse Analysis?*

The interview was conducted by means of email, and over several iterations, new questions and replies were generated. She moved from Vienna, Austria, where she had been full professor of Applied Linguistics since Together with her colleagues and Ph. New Agenda in Critical Discourse Analysis. Racism at the Top. Drava Wodak, Ruth Ruth, could you describe your academic path to discourse analysis? What influences, motivations and perspectives were especially important for your becoming and continuing to be a qualitative researcher? My PhD thesis published , accordingly, was on "The Language Defendants Use at Court", analysing tape-recorded interactions between judge and defendants at court while focusing on the impact of social class and gender on interactive patterns and, on the outcome of the trials. Our study of the communication in an out-patient clinic even attracted the attention of many medical doctors; we were awarded the Pharmig Prize for this study , and were also able to implement some of our basic research in practical proposals advising how to change traditional communication patterns in doctor-patient interactions. From then on, I continued my research focused on the study of discrimination, racism, anti-Semitism, and identity politics, as well as on narratives of the past see more recent publications above. What would you say is your particular contribution to discourse analysis? My specific contribution is most probably the focus on interdisciplinary and implementing interdisciplinarity; this is also one of the most important characteristics of the "Discourse-Historical Approach" in CDA. Moreover, in contrast to other CDA scholars and probably because I was trained as a sociolinguist , I combine theoretical research strongly with empirical research, the analysis of large data corpora and ethnography. I have also been very influenced by the teamwork with historians and sociologists. I learnt a lot from such collaborations and by taking their contributions seriously and attempting integrative approaches. I have applied some of our research in guidelines and seminars with teachers, doctors, lawyers, and so forth. Why "critical" discourse analysis? What is the gain, and what is the risk, in the moment of being "critical"? What are the most important developments in CDA? Moreover, the analysis of new genres visual, Internet, film, chat rooms, SMS, and so forth; "multimodality". Is there a tension between the aim of doing critical discourse analysis and developing methodologies which are normative? I believe that any kind of dogmatism is opposed to being critical. This does not imply, of course, that there are no values, interests, or norms involved in research. In line with my discourse-historical approach, however, context-dependent normativity suggests itself. I believe that evaluations and judgements require much context knowledge, and that it makes little sense to propose general norms which might not be adequate for specific cultural or situational contexts. This is, of course, a very interesting debate nowadays; we just had a very good workshop on "Interdisciplinarity and Normativity" at Lancaster University in January , organised by Andrew SAYER, and I am convinced that we will continue this debate. The various schools differ in their theoretical underpinnings. The various schools also differ in the selection of topics for research. What "fights" and challenges had to be faced and won in the development of CDA? I personally do not like the metaphor of "war and fights" of course, all new paradigms need to be acknowledged in institutions and funding agencies. This is often accompanied by skepticism and criticism—and also takes time. Specifically, as interdisciplinarity is sometimes perceived as threatening, this was and still is a major challenge. Moreover, so-called "sensitive" topics might be perceived as threatening as well see my experiences at the Austrian Academy above. Other criticisms focus on "non-objectivity", thus quasi-repeating the Positivismustreit: The biggest challenge, I believe, is to implement careful and detailed linguistic analysis while also venturing into the domains of macro social theory. What future challenges do you see for the methodology of discourse analysis? More systematicity and working on bridging of the gap between macro and micro in more transparent ways. What are the problems in methodologically reflecting this standpoint? So how is this critical standpoint "controlled" and its reification in the process of empirical research avoided? First, let me just repeat that there is no one CDA approach. These dimensions also imply integrating the many layers of context into

the in-depth analysis where we have presented very clear steps in the methodology which are implemented in a recursive manner: When involved in teamwork, this process can also be institutionalised through joint reflective team sessions at various points of the respective research project. In some cases, it has also been very useful to ask outside experts to comment on such reflection processes for example, we had an international advisory board for my research centre "Discourse, Politics, Identity" at the University of Vienna, which fulfilled this function. One of the main theoretical and methodological problems in social discourse analysis is the tension between linguistics and sociology, their concepts and methods. Do you see the different paradigms as add-ons like many discourse researchers do or do you see problems of incommensurability? Very true the gap between different epistemological positions and paradigms, between macro and micro can not be bridged in a one-to-one fashion. There will necessarily always be a tension. However, I strive for what I call "integrated interdisciplinarity": Of course, sometimes add-on interdisciplinarity occurs which can be very ad hoc and superficial; if various disciplinary perspectives are not discussed, and their epistemological framework not reflected before they are used or integrated, then interdisciplinarity does not make much sense. What could be criteria for evaluating the quality of discourse analytic research that are grounded in discourse analytic thinking and that are not just adaptations from other research approaches? Discourse Studies is a separate field; of course, many other disciplines such as history, sociology, psychology, etc. Moreover, social processes are inherently and dialectically linked to language text and discourse. In this way, discourse analysis is both a theoretical and empirical enterprise. In any case, all criteria which are usually applied to social science research apply to CDA as well. The construction of history. Remembering the war of annihilation. Alltag auf der Ambulanz. The language of love and guilt. Das Sprachverhalten von Angeklagten bei Gericht. Das Wort in der Gruppe. Linguistische Studien zur therapeutischen Kommunikation. Language behavior in therapy groups. University of California Press. Language, power and ideology. Discurso y Sociedad, 23, Mediation between discourse and society: Discourse Studies, 81, Die Sprachen der Vergangenheiten.

Chapter 3 : Reflection of Ideology on Translation: A Critical Discourse Analysis Perspective

Investigating hegemony struggles: transdisciplinary considerations on the role of a critical discourse analysis of practical argumentation. Daniela Caterina.

Drawing on examples from two adult ESL texts, this article presents a text evaluation method based upon the concept of critical language awareness which allows curriculum developers and teachers to examine issues of race and class. Critical Discourse Analysis of a Text: A Method for Teachers and Curriculum Developers Textbooks, according to Rubdy , have become the defining element in adult English as a second language ESL programs, and, according to Hutchinson , have become synonymous with the aims, objectives and methods of a course. For beginning and intermediate students, who will need two or three years before their second language skills are sufficiently advanced to enter an American university, texts largely focus on developing control of the second language. This can be seen in any number of beginning texts e. For advanced students, the curricular focus of texts shifts from an emphasis on mastering the basics of the second language to the academic skills associated with succeeding in a traditional content-driven class. The associated techniques and theoretical base of such of such texts is often referred to as content-based instruction CBI by scholars in the ESL field such as Anderson , Snow and Echevarria, Vogt and Short Within a content-based approach, language is not taught as an isolated subject but within the context of a particular content area. The teacher employs a variety of techniques in order to reduce the linguistic demands placed on the students by the particular academic task. When texts are used, the common approach is to divide the reading process into pre-reading instruction, instruction during reading and post-reading instruction. Within pre-reading, Peregoy and Boyle suggest that teachers build background knowledge, set the purpose of the reading, and build motivation. Thought-provoking opening questions, vocabulary building, or an overview are all common techniques. Post-reading may involve activities or exercises which will help students to extend what they have learned through a project or an interesting activity. CBI is based on two strands of second language acquisition research. The first is a sociocultural orientation and borrows heavily from what is often first language literacy research. Findings are described in terms of Vygotskyian concepts such as zone of proximal development e. The second strand is cognitive in orientation. The role of context and social groups is reduced or not examined at all in favor describing the stages and psychological features of SLA. The dominant phenomenon within CBI instruction is noticing. Learners also have to attend to the particular features of the target language. That is, while it is helpful for students to receive input slightly above their level of competence, it is not a sufficient condition for language learning. Students must also notice the discrepancy between the target language and their current interlanguage Robinson, , Moreover, these researchers argue that a focus on academic skills alone is not enough for students to notice the gap. Teachers must point it out. To date, evaluations of both beginning and advanced ESL texts e. While valuable, this article argues that there is a missing third strand of SLA research rooted in the work of critical linguistics e. These researchers acknowledge that while cognitively-based concerns such as noticing and socioculturally-based notions such as the zone of proximal development are necessary conditions for SLA to occur, alone, they are not sufficient explanations. The social context in which SLA takes place must also be accounted for and problematized. Within a critical evaluation, the text holds more responsibility than simply introducing new linguistic forms. It must also challenge the students to think about how language and power are connected to opportunities to learn a second language. Teachers who make these connections, according to Case , can help ESL students to see the ways in which their own lives are reflected in the curriculum. This article illustrates how to conduct an evaluation of an adult ESL text from a critical perspective and speaks to the larger role that textbook evaluation can play in curriculum development. While the results of a critical evaluation of a text are discussed, this article is not intended to be a study. The data is limited to findings from just two textbooks and is included as a way of illustrating how to conduct a critical evaluation of a text. The intended audience is teachers or curriculum developers who wish to learn the basics of conducting a critical evaluation of a textbook. Examples are drawn from two widely used ELT texts for adults: Reading and Writing, written by Robert F. Cohen and Judy L.

Miller and published by Longman Press in An evaluation of the above textbooks follows. The article closes with a discussion of the implications the analysis of texts through a critical language perspective holds for curriculum development. Critical language awareness and second language acquisition According to Zuengler and Miller , critical theory represents an extension of the sociocultural framework. While the emphasis in both is on exploring the role of the learner in the group, sociocultural theorists concentrate on exploring the ways that learners are socialized into communities of practice. Critical theorists, on the other hand, argue that research must extend beyond simple accountings of how students are socialized into different communities of practice. Researchers must identify the power relations students face in trying to enter those groups--ways in which they are blocked from entering different social groups-in order to gain a clearer understanding of SLA. The result has been a plethora of critically-based SLA studies which have ferreted out different features of the social landscape and then explored how these particular features intersect with opportunities to acquire a second language. Particular areas of investigation include social identity e. Following Zuengler and Miller , within a critical theory of SLA, teachers must develop curriculum which uncovers existing power relations and serves as a conduit for change in education. The concept of CLA, which was developed by Norman Fairclough as an instructional application of his work on critical discourse analysis, represents one conduit of change that is accessible to curriculum developers and teachers. Fairclough argues that schools or school systems are unprepared to bridge the racial, linguistic and class gaps students encounter in the classrooms, and so students must be given the resources to take control of their own learning and change the inequities they face. Fairclough offers CLA as an instructional approach aimed at helping students to read a text critically, uncover the ways in which ideologies in a text marginalize some groups while sustaining the power of others and, ultimately, to find opportunities in their own lives to change these inequities. In *Language and Power*, Fairclough does not separate discourse and ideology. When Fairclough describes discourse, he is referring to either text or oral language. Any piece of writing, whether it is a story, an advertisement or a narrative in a textbook, is grounded in a set of beliefs or ideology that are set forth by the author. Ideologies are used to establish an argument within a text and often structured around power relationships along race, class or gender lines. The most successful ideology operates as an invisible set of premises that leads readers to draw on and agree upon a shared set of conclusions. Discursive acts represent the ways that writers use language to manipulate grammar, word meaning and larger rhetorical structures to advance their particular ideology. For instance, a writer might use the passive voice or subordination to reduce the importance of a selected point in a clause but then use the active voice to accentuate the relevance in the remaining clause. Similarly, formalized prose might be used to show the importance of a topic while informal writing or slang could be employed by the writer to show the lack of importance a topic holds. These are important to the teacher doing a discourse analysis because they offer landmarks which point to ideologies that the critical reader can use to uncover how ideology and discourse are linked. Language, according to Fairclough , resides in dialectical relationship to society. On one hand, language acts as a social phenomenon. When students read a text, they become a part of the larger discussion on that particular topic. On the other hand, social phenomena are also linguistic. Discussions, for instance, on how to best describe groups such as the homeless, the handicapped or linguistic minorities are often a war of words. The language itself is more than a reflection of the debate but a real and integral part of it. The words themselves become a part of the phenomenon. Evaluation Template A number of criteria were used to select the texts for this evaluation. First, the author selected texts which were driven by a content-based methodology and had a strong circulation. As data about circulation is often confidential and could not be obtained, the author selected texts based upon the publishing company. Texts from Oxford and Cambridge were selected as these are two of the largest publishers in adult ESL instruction and their texts would very likely have a large audience. Beginning language texts were not selected, as these were more centered on teaching language. Recommendations for specific texts were drawn from the faculty and staff at the university English as a second language program. Do pre-questions raise relevant tensions, questions and concerns in the lives of ESL students? Do pre-questions, activities and exercises call on students to reflect upon their own experiences in relationship to discourses presented in the story? Do pre-questions, activities and exercises allow students to share experiences with the discourses in the story either through writing or

speaking? Do the during-reading questions, activities or exercises ask the students to analyze the specific linguistic features in the text? Do during-reading questions, activities or exercises ask the students to examine the origins of the discourse? This might include an opportunity for students to examine the fundamental attitudes which perpetuate the discourse and why some discourses privilege some and marginalize others. Do during-reading questions, activities or exercises ask the students to consider how language collected during systemizing contributes to an ideology or discourse within the reading? Is there opportunity within post or during-reading questions, activities or exercises to review, summarize and synthesize what has been learned in the first three stages? Are students given opportunities in post or during-reading questions, activities or exercises to transform or change the discourse either in their school or local community? This may be in the form of an extended project which moves the students from what they have learned to action. The first stage of CLA, reflection, is paired with pre-reading questions, activities and exercises from the text. Three questions within stage one help the teacher to determine the extent to which the text asks the students to reflect on their experience with the discourse. The task is for the teacher or curriculum developer to determine the extent to which the questions, activities or exercises ask students to ponder over how discourses in the stories connect to their own lives. The next stages of CLA, systemizing and description, draw on during-reading questions. Systemizing calls on the teacher or curriculum developer to sort and categorize linguistic features of a text for later analysis. In description, the reading becomes the object of analysis. The task is to use the linguistic features identified during systemizing and describe how the author uses that language to form an ideology. The relational use of language is one of three metafunctions of language and is used as a tool to explore social relations among people in interaction or between the reader and the writer. The relational aspects of language serve to maintain an amicable relation between the speakers. Points of analysis within the relational metafunction are modals and other language used to soften a request, statement or demand. Successful questions will ask readers to reflect on how they are positioned by the discourses revealed in the reading as well as how they can fracture or change that discourse. Two questions within the template See Table 1 speak to that purpose. Examples of breaking a discourse are given below. Case, Ndura and Righettini examined a middle school text which is neatly divided into a pre-reading section, a during-reading section and a post-reading section. The Smoke and Miller and Cohen texts omit the during-reading section and instead divide the questions, activities and exercises into pre- and post-reading. The second change is the addition of the evaluation template.

Chapter 4 : Critical Discourse Analysis Research Papers - racedaydvl.com

Discourse analysis denotes the scientific investigation of written, spoken or sign language within the context of semantic and semiotic studies and humanities.

Chapter 5 : Critical discourse analysis - Wikipedia

Recent Discourse, Context & Media Articles. Philosophical trilogy in critical visual analysis - Case of refugee discourse. Available online 27 July