

Socially Aware,
Linguistically
informed and
critically

engaged: the
role of CDA in
EFL Classroom
teaching

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The background of CDA

- Problem-based
- Advocatory role
- Power domination (abuse)
- Groups, organizations and institutions
- Ideology

[Wodak & Meyer (eds), 2011; Jaworski & Coupland (eds), 1999]

CDA and its Interdisciplinary approaches

- History (Ruth Wodak)
- Cognitive science (Teun A. van Dijk)
- Feminism (Sara Mills)
- SFL (Jim Martin)
- Social theory (Norman Fairclough)
- Education (Rebecca Rogers)
- Representation of Social Actors (van Lueewen) etc.

Basic Concept

- Discourse = “communicative event” (van Dijk, 2001)
- Critical = “is a recognition that our social practice in general and our use of language in particular are bound up with causes and effect which we may not at all be aware of under normal condition (Bourdieu, 1977 cited in Toolan, 1997). The normal opacity of these practices to those involved in them—the invisibility of their ideological assumptions, and of the power relations which underline the practices—helps to sustain these power relations (Fairclough, 1996 cited in Toolan, 1997).

The Principles of CDA

- Social and political issues are constructed and reflected in discourse
- Power relations are negotiated and performed through discourse
- Discourse both reflects and reproduces social relations
- Ideologies are produced and reflected in the use of discourse

[Fairclough & Wodak, 1997 cited in Paltridge, 2006]

What can we learn from CDA in general?

- Linguistic aspect
- Social aspect
- Critical aspect

I believe that It is the noble idea if these could be transferred into EFL Classroom

CDA in Educational Setting: Rogers (2004/2011)

- Rogers (2004/2011) mentions three important approaches of CDA in Education: James Paul Gee's, Norman Fairclough's, and Gunter Kress' approach.
- James Paul Gee: introduces "tools of inquiry" in CDA → situated meaning, social languages, figured world and Discourse.

Cont...

- Seven building tasks for CDA analyst:
significance, activities, identities,
relationship, politics, connections and sign
system.

=> Norman Fairclough: semiotic aspect of social transformation and learning. He further discussed: 'order of discourse' -> genre, discourse and style, as ways of 'interacting', 'representing' and 'being', respectively.

Cont...

- He, moreover, proposed that critical educational research should consider a broadly structural character and agency factor to implement “emancipatory for learning and social transformation” which covers the relationship between individual and collective learning, social reproduction and transformation in contemporary society...

Conts...

...how critical social scientist (including discourse analyst) contributes to individual and collective learning which conform to the goals of critical social science, the relation between the discourse figure relates to social transformation and reproduction and how CDA analyst to project of individual and collective learning and progressive social transformation.

=> Gunter Kress: *Multi-modal semiotic approach*.
as a richer perspective of multiple meaning of social organization of education

Conts...

- The many means (ways) discussed in 'making meaning and learning', 'on the form and shape of knowledge', 'forms of assessment and evaluation', 'on the social relation evident in pedagogy', 'on the self making of identity', 'on the means of central recognition of agency' and other semiotic work of learners in learning (Rogers, 2011, p.xxxi).

Conts...

- Multimodality goes beyond speech and writing (shaped by society) and the importance of culture as the reference of meaning making. Modes, he said, are “socially made and culturally available material-semiotic resources for representation”. Discourse is, in his point of view, a way of representing, and ‘communicative world is understood as multimodal. Multimodality is argued to “the expressions of all thoughts, experiences, feelings, values, attitudes, and the pillar of human rationality “ (Rogers, 2011, p.xxiv).

Rebecca Rogers' view about CDA in Education: (teaching-consideration)

=> the way in which author engage with the text, context and practices, the kinds of multicultural theories the readers can locate from a text, the way in which authors position themselves upon the subject of inquiry and the object of the analysis, the way authors attend to multi-modality, the way authors engaged with the terminology around critical approaches to discourse analysis (cda/CDA), the intersections point among CDA approaches, the kinds of insights offered for understanding learning.

The practical example of teaching CDA: Scots (2006)

- Scots (2006) introduced the teaching of CDA through the exploration of: social practice, discourse practice and textual practice. e.g.
- In **social practice** activity, the learners engaged in the following activity:
 - (a) How the text contributes to a particular representation of the world and whether this representation comes into conflict with their own representations;
 - (b) How the textual representation is shaped by ideological position of its producer(s);
 - (c) How it contributes to reinforcing or changing the ideological of its readers.

Cont...

- Suggested questions in this phase:

1. Are the Amish typical of American people and why?
2. In your opinion? Who wrote the text? An Amish or a non Amish person? Try to justify your answer
3. What do you think of the Amish after reading the text? Would you like to be an Amish?

Cont...

In **discourse practice**, the students are to learn communicative situation of the text, material and cognitive circumstances through the following pointers:

- (a) The discourse type or genre that possible text classification
- (b) The contribution of the different propositions in the text the overall impression of coherence
- (c) The reader's knowledge of the world and experience of other texts that author draws upon.

Cont...

- To achieve the above goal, the guiding questions are provided in the following:
 1. Where can you find a text like this? What kinds of readers is it addressed to? Is it written for Amish or non-Amish people?
 2. What is the 'point' of the text? What is the author trying to tell us? What do you remember after reading the text? What do you know about New York or USA? Are they really "an unusual community"? how does author of the text try to show us that they are "un usual"?

Cont...

○ While in the **textual practice**, the focus is on formal and semantic features of text construction, different levels of linguistic analysis and a global interpretation of text. The questions regarding this text includes connectors, modality and vocabulary. The samples of questions:

1. What linking words connect the ideas (x), (y), (z)?
2. Are both sides presented as paradox or contradictory?
3. The questions using 'can', 'can't', 'have to', 'allow' etc
4. The comparison among actor's point of view in the text and the reader's point of view under the column e.g. being very religious (reader vs Amish)
5. The frequency of having the similarities and differences between the reader and the writer under the column and the reader's conclusion

The proposal of future CDA EFL teaching

- The Integration of **Post-Method Pedagogy**: advocating three pedagogic parameters (**particularity**, **practicality** and **possibility**). **The first** aspect deals with “the advancement of context sensitive pedagogy based on a true understanding of local linguistic, socio-cultural, and political particularities, **the second** aspect enables and encourages the teachers to theorize what their practice and practice what they theorize and **the third** aspect emphasizes the importance of larger social, political, educational and institutional forces that shape identity formation and social transformation” (p.184).

Conts:...

- The integration of the Post Method Pedagogy could guide the practice of CDA teaching in each school e.g. James Paul Gee, Norman Fairclough, Gunter Kress, Rebecca Rogers, van Dijk, Jim Martin, Scots etc. This depends on our need to adopt which one is more appropriate to be applied in our EFL teaching.

Concluding Remark:

- Post-Method Pedagogy might be a promising way of teaching CDA in EFL Classroom as
 1. This advocates local linguistic, socio-cultural, and political particularities so that students do not feel strange on the topic of discussions.
 2. Encourage the teachers to be active explorer and theorizers of their classroom practice
 3. Create the awareness of a broader social, political, educational and institutional forces in relation to identity and social transformation.

Finally...

Regardless of what approach the teachers and the learners opt, *I think, the three aspects of CDA as elaborated above are always present.* These are social, linguistic and critical aspects of language use. *Making students aware of these three aspects in doing CDA analysis would likely empower them as the truly social, critical as well as effective language user in the process of teaching and learning.* THANK YOU.