

Discourse Analysis

Class 2

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Evaluation - 2 mini projects / reports

1 mid term and 1 end term

Reading: will be put on line - if the university can't fix it's server I have found a solution using google docs

Van Dijk 2005 - Racism and the Elite in Spain

Baker 2008 - Immigration and Parliamentary Debates in UK

Bednarek - "Wicked" Women in Contemporary Pop Culture

Bednarek - Don't say crap. Don't use swear words

Martin & White - Stance Taking and Judgment

Lee - Conversation Analysis

Proposed Overall Structure

Intro Discourse Analysis and Critical Discourse Analysis

1. Conversation Analysis and Turn Taking
2. Systemic Functional Grammar and Appraisal Theory
3. Stance Taking and Political Discourse
4. Representation of Women in Women's Magazines
5. Multimodal Corpora and the analysis of Gesture
6. Taking the Mickey - The expression of irony in Sitcoms

This week

a. Revision (of last class)

b. Conversation Analysis

- Framing and Encyclopedic Semantics
- Polysemy and Radial Networks
- Lee (2001): The 'party' conversation - pure CA
- Lee (2001): Maoris and New Zealand - Critical CA

c. Stance

- Onomasiological Choice
- Collocates and Patterns of Choices
- Baker 2008 - Fleeing, Sneaking, Flooding- Refugees, asylum seekers, immigrants, and migrants
- Baker 2004 -

Revision!

If semantics was how language structures meaning

Discourse is how we use language to mean

Discourse? Different Meanings of the Term

Folk understanding of discourse

“written or spoken communication or debate”, (New Oxford Dictionary of English)

“formal and orderly and usually extended expression of thought on a subject”
(Merriam-Webster Dictionary)

E.g., *the language of political discourse* (NODE)

Discourse? Different Meanings of the Term

Linguistics understanding of discourse:

- * “a general mode of semiosis, i.e., meaningful **symbolic behavior**” (Blommaert 2005: 2)
- * “**language-in-action**”, whose investigation necessitates “attention both to language and to action” (Hanks 1996, cited in *ibid.*)
- * “a form of **language use**” – more specifically a “**communicative event**” or “a verbal *interaction*” (van Dijk 1998: 2)

Some Important Aspects of Discourse Analysis

- (1) Interactive – **Verbal** and **Non-Verbal** semiotic behavior
- (2) Cognitive –
 - a) Specific mental states: ideas, opinions, beliefs
 - b) Abstract mental models/frames/domains and processes
- (3) Socio-cultural – No discourse is ever isolated

(van Dijk 1998: 2)

Some Important Aspects of Discourse Analysis

- * Discourse **participants** and their social or interactive roles (the who)
- * Discursive **mode of communication** and its verbal and non-verbal semiotic dimensions (the how)
- * Participants' purposes/**intentions** (the why)
- * The **immediate discursive context**: place and time of the interactive event, the situational setting (where/when)
- * The **extended discursive context**: the socio-cultural setting, general system of assumptions, expectations, norms and conventions
- * **Cognitive processing** behind discourse production and interpretation

(van Dijk 1998: 2, 2008: xxvf.)

What is Investigated in Discourse Analysis?

Regardless of their methodology, all discourse analysts investigate:

- * Contextualized **language use**, with the context being quite broad
- * Socio-cultural, cognitive, situational **contexts**, not just linguistic co-text
- * **Interactive** aspects of language use (e.g., politeness, turn-taking, gestures, physical posture, intonation), not just grammatical or semantic aspects
- * “Dynamic cognitive and interactional ... **strategies**”

Most discourse analysts will also be interested in:

- * **Non-verbal** (embodied, visual, prosodic etc.) communication, not just verbal communication

(van Dijk 2008: xxii)

Why is discourse important?

Discourse is **socially** and **culturally** determined, which links it directly to the issue of **power**, its abuse, social inequities, the role of gender, race, class, etc.

(van Dijk 2008: xxv)

“**Institutions** are shaped by discourse and ...they, in turn, have the capacity to create and impose discourses. In this way, they have considerable **control** over the shaping of our routine experiences of the world and the way we classify that world. They, therefore, have **power to foster** particular kinds of **identities** to suit their own purposes.”

(Mayr 2008: 1)

Critical Discourse Analysis

Critical Discourse Analysis can be described as the investigation of:

“power effects, of the outcome of power, of what power does to people, groups, and societies, and of how this impact comes about. The deepest effect of power everywhere is inequality, as power differentiates and selects, includes and excludes. An analysis of such effects is also an analysis of the conditions for power - of what it takes to organize power regimes in societies.”

(Blommaert 2005: 1f.)

More specifically, it is the analysis of “the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context.”

(van Dijk 2001: 352)

Critical Discourse Analysis

1. CDA addresses **social problems**
2. **Power relations** are discursive
3. Discourse **constitutes** society and culture
4. Discourse does **ideological** work
5. Discourse is **historical**
6. The link between text and society is **mediated**
7. Discourse analysis is **interpretative** and **explanatory**
8. Discourse is a form of **social action**.

(taken from van Dijk 2001: 353, after Fairclough & Wodak 1997: 271ff.)

Immigration

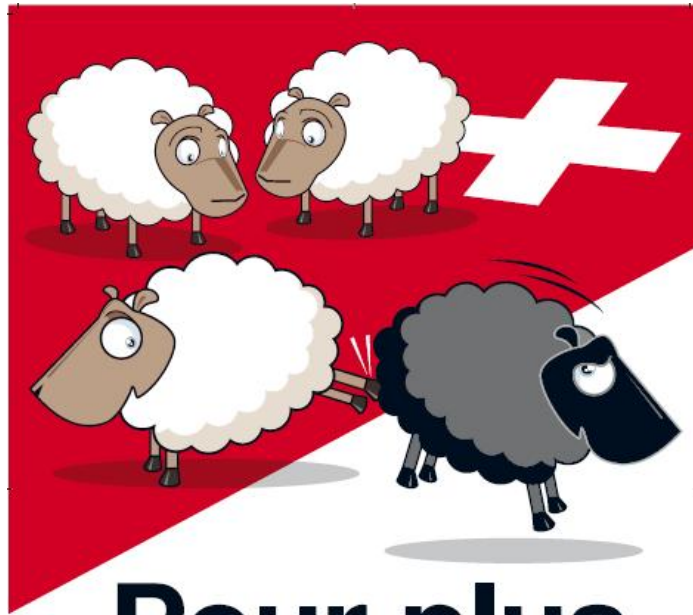


Banksy



'flood' *The Economist*, Feb.17th, 2011

Political Billboards in Switzerland



**Pour plus
de sécurité**

Ma maison – notre Suisse
GCP 30-4828-6



UDC
Pour une Suisse forte



Ouvrir la porte aux abus?

Non!



8 février



Stopper l'immigration massive!

Conversation Analysis

Framing and Encyclopedic Semantics

Polysemy and Radial Networks

- Lee (2001): The 'party' conversation - pure CA

- Lee (2001): Maoris and New Zealand - Critical CA

Conversation Analysis

Topic - 16th Birthday Party

Context - son and parents in semi-rural New Zealand

Consider - Frame and Encyclopedic Semantics

Michael *I'm gonna have to get Paul to come over, too.*

Noeline *Why?*

Michael *So people don't crash the party.*

Noeline *They won't crash the party, sweetheart, you can easily put them off.*

Michael *Oh yeah yeah, maybe twenty years ago, Mum, you know. Today ... if ... there'd be easy another forty people if you didn't have a person at the gate.*

Laurie *Bullshit.*

Michael *Look, I don't want to be embarrassed, you know.*

Noeline *But ... Don't you think it's a little bit dramatic saying you've gotta have a bouncer at a private person's party?*

Michael *Okay ... Fine ... We'll leave the gate open. We'll leave the pontoon there, and you see you just see. You ... you think I'm so stupid. But if you ... you look around and open your eyes, you'll see. We'll wait till the night.*

Noeline *I think we'll just have a nice orderly party, thank you. All right?*

Michael *I'm just warning you, that's all. I'm just saying ... either ... either Laurie's at the gate or someone's gotta be there.*

Noeline *Laurie can be at the gate then. (Pause) What's the password?*
(Laughs)

Michael (Looks down, picks at hairs on hand.) [14]¹

Concept - PARTY

Keyword - *gatecrasher*

What differences in the frame of party do the speakers have?

Stance

Stance is the term we use to talk about how your opinions, evaluations, and attitudes are expressed

explicitly and implicitly

everything from your phonology and morphology to your body language expresses your attitudes and evaluations

Stance

Explicit Choice and Implicit Representation

Every utterance you make choices -

phonological, morphological, lexical, syntactic (grammatical), prosodic and gestural

some of these choice are made consciously

many of these choices are not made consciously

indeed, many of these choice belie stance that you would not choose to express

Stance - Epistemicity

Let's take some simple and obvious examples of onomasiological choice

What is the difference in "meaning" in the first person between:

believe, think, suppose, reckon and guess

croire, penser, trouver

Work together

Stance - Epistemicity, Evidentiality and Propositionality

Now let's try something less obvious, but still simple

Consider the following forms::

I think it's raining

I believe it's raining

It seems it's raining

It appears it's raining

It looks like it's raining

It's raining

When we say meaning - that means *vouloir dire*. Remembering this, what is the semiotic intention of a speaker's choice between these forms?

What motivations would you have for choosing one form over another?

What would the French equivalents be?

Stance - Engagement

Stance is not only explicit, indeed, it is usually implicit.
Often it is a mix of the two!

Proposition:

Speaker A - Hey there, I got a new job!!

Possible Responses:

Speaker B - Wow, that's great!

or

Speaker B - Now, good on you.

or

Speaker B - Uh-huh.

or

Speaker B - Silence + Raised eyebrow

What kind of stance in Speaker B expressing in each?

Stance - Let's look at some real stuff

From the earlier conversation

Michael *And ... can I have a DJ too, is that okay?*

Noeline *Laurie?*

Laurie *What? (Looks up briefly, then down at a magazine.)*

Noeline *Can he have a DJ ... a DJ?*

Michael. *Cause you won't be spending much money on food, so I thought ...*

Laurie *Well, how much does a DJ cost?*

Michael *Yeah, I've gotta find out.*

Noeline *(To Michael) The DJ why d'you have to have a DJ? What does he do?
Just plays records all night?*

Michael *Yeah.*

Noeline *(To Laurie) What d'you think about the DJ, is that okay with you?*

Laurie *I just wanna know how much it is, first.*

Collocates and Patterns of Choices

keywords are lexemes that occur at significantly higher/ lower frequencies "than expected"

lexeme

significance

"than expected"

Collocates and Patterns of Choices

Baker 2008

Refugees, asylum seekers, immigrants, and migrants (RASIM)

READING - Important

Lee 2001 - this should be easy after what we have done in class

Baker 2008 - this will be difficult, but we will read it over a couple of weeks and break it down into sections

For next week, please read through pages 2 to 6

Homework - Important

Compare two keywords of your choice in your corpus of choice

Bring the results to class - you can work in groups, but do it!