

Critical Discourse Analysis of Face to Face Book by van Dijk Framework

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Abstract: The present research deals with critical discourse analysis of "Face to Face" book. The purpose of this study was to examine discursual factors, ideological attitudes and the way of their representations in the mentioned book. For this mean, it has selected three texts of the book. These texts include: "the secrets of luck, have a go, for better for worse". Discursive structures of these three texts have been investigated by van Dijk(1998)framework. This framework examines discursive, social and cognitive components. The results show that the book is full of discourse factors such as lexical items, syntactic, semantic and functional structures such as propositions, implicational concepts, descriptions, local and social coherence, titles, arrangements and social components such as situational context, participants, social structures, power and the cognitive components of mental and context models, values, attitude systems and socio – cultural knowledge.

The authors have arranged this book discourse by these discursive, social and cognitive components in the form of discursive structures in such a way that contains their purposes and ideologies such as description and study of social issues in western societies, representing of western national and cultural Knowledge representation of capitalist system and racism attitude

Keywords: critical discourse analysis, van Dijk, discursual, social and cognitive functions.

1. Introduction

Discourse Analysis refers to a number of approaches used for analyzing application of written, spoken and gestural language or any type of symbolic application. The principles of discourse analysis are beyond text analysis, speech or paper analysis. Social condition, the field of text or speech appearance nonverbal communications and relationship between structure and words in general proposition are also considered in discourse analysis. There are two general approaches to discourse analysis: descriptive and critical. Since this study was conducted with critical approach, the study of this approach is discussed.

Fairclough (1993: 135) believes that the aim of critical discourse analysis (CDA) is to examine

systematically ambiguous relationship among texts, events, discursive contexts, and wider social and cultural structures. CDA studies the way this events and texts have ideologically raised formed from power relationship and the way ambiguity of relationship among discourse and society is itself a factor for assurance power and inequality.

CDA is a type of discourse analytical research that primarily studies the way social power abuse, dominance and in equality are enacted, reproduced and resisted by talk and text in the social and political context (Van 1998, p.1

researchers in this study believe that based on CDA, texts are writer-oriented or speaker – oriented and they are organized according to writer or speaker's thoughts and ideas, and by

CDA it can be found to much extent writer or speaker's mind. So, this kind of analysis examines the way of writer or speaker's thoughts and ideas and by CDA it can be found to much extent writer or speaker's mind. So, this kind of analysis examines the way of writer or speaker's mind organization in text.

Researchers of this paper offer below diagrams for development of discursive structures in CDA.

Writer's/ speaker's thought → social attitude → vocabulary and grammatical structures → discursive structures.

With respect to this axis, writer or speaker's thought is formed in terms of his social view by vocabulary and special grammatical structures and discursive structures are created in the text.

Teon A. Van Dijk, as one of the leading Theorists of critical analysis develops a model dealing with the socio-cognitive model. Van Dijk was able to establish a link between three concepts of the discourse, cognition and society in a triangle and it became a base for his distinctive approach to critical discourse analysis namely cognitive – social approach. So, CDA in van Dijk View contains three levels of discourse function, cognitive function and social function. Several works have been published in the

3. Methodology

This study deals with critical discourse analysis using a qualitative approach of description and analysis and Van Dijk's (1998) Theoretical model is considered.

The population of this study includes three texts of facet face (intermediate level) written by Chris Redston & Gillie Cunningham.

The importance of research

The codification of international English language teaching books has always been a controversial issue. Since "face to face" is offered at the international level as an English language training book and it has a so much

introduction and application of critical discourse analysis. Such as works of Fairclough (1995), Fairclough & Wodak (1997), Wodak & Meyer (2001), Hammersley (1997), Jorgenson & pillips (2000), Pennycook (1994), Weiss & Wodak (2003).

The present study using van Dijk's framework thought as an educational book for teaching English language in many institutions all over the world.

2. Objectives and research questions

This research attempts to examine face to face book from the critical discourse analysis perspective. This study aimed at answering the following questions.

- 1) What are constituent elements of face to face discourse base of Van Dijk's critical view?
- 2) Which social actors' ideology dose rule on this book?
- 3) How does it represent the social – mental perspective of groups and thinkers in the mentioned book?

usage in post secondary institutions and English language training centers, this study shows its importance clearly by investigating some features of the book.

Theoretical Framework

Van Dijk is a founder in discourse analysis of media texts and he initiates his works in 1980s. Actually, he is one of the greatest frequently cited and figured in critical studies of media discourse. A central is: "how are social structures related to discourse structures (Bell & Garrett, 1998, p. 7).

He assumes that social structures and discourse structures are not associated precisely, but they are associated through persons and their minds.

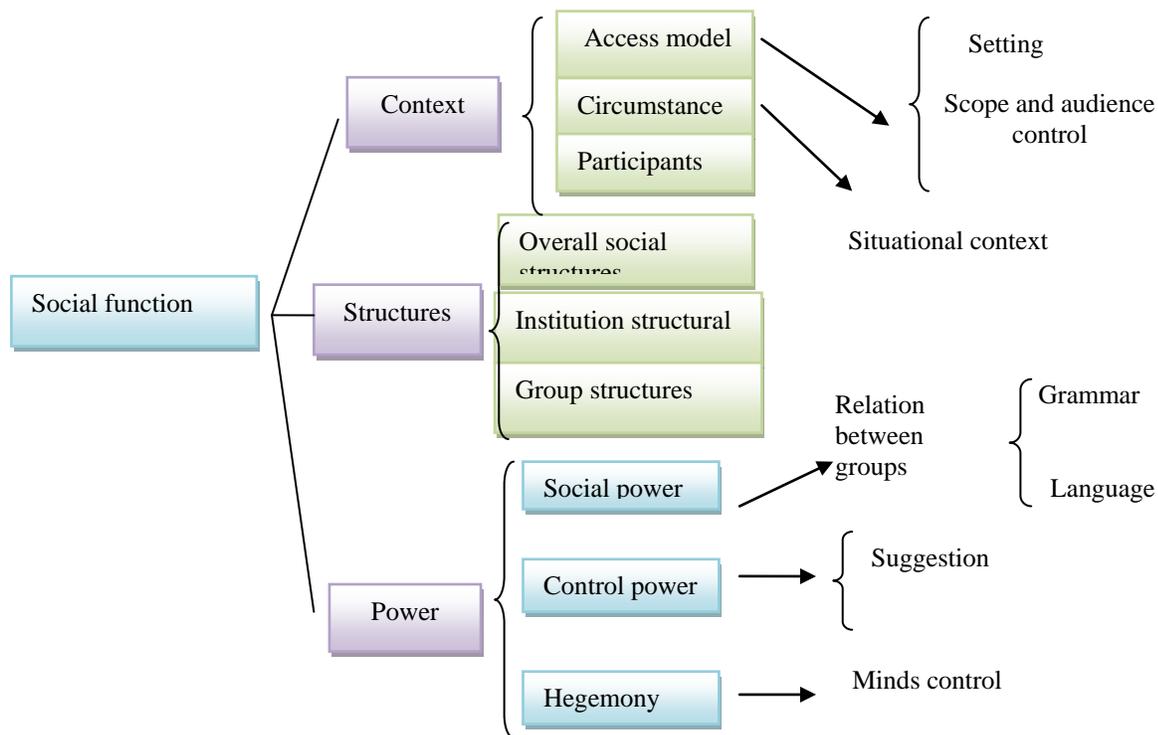
Critical discourse Analysts aim to the Fundamental point which is the overt consciousness of their character in society (Van Dijk, 1998).

As a result, there are three components in social function, cognitive structure and discursive expression and reproduction in this approach, ideologies are the basic frame works for organizing the social cognitions which shared by members of social groups, organizations or institutions (Van Dijk, 1995, p. 1). Van Dijk has a social-cognitive belief toward ideology in the examination of language. He discusses that ideologies are both mental and social

occurrences. (Van Dijk, 1994). Van Dijk's attitude toward ideology is multidisciplinary. He considers that there is a linking among society, cognition and discourse.

Social cognition: Discourse, communication and (other) pattern of action and interaction are checked by social cognition (Van Dijk1989) social cognition is on the one hand in the attention of characters and on the other, apportioned and presumed by core members.

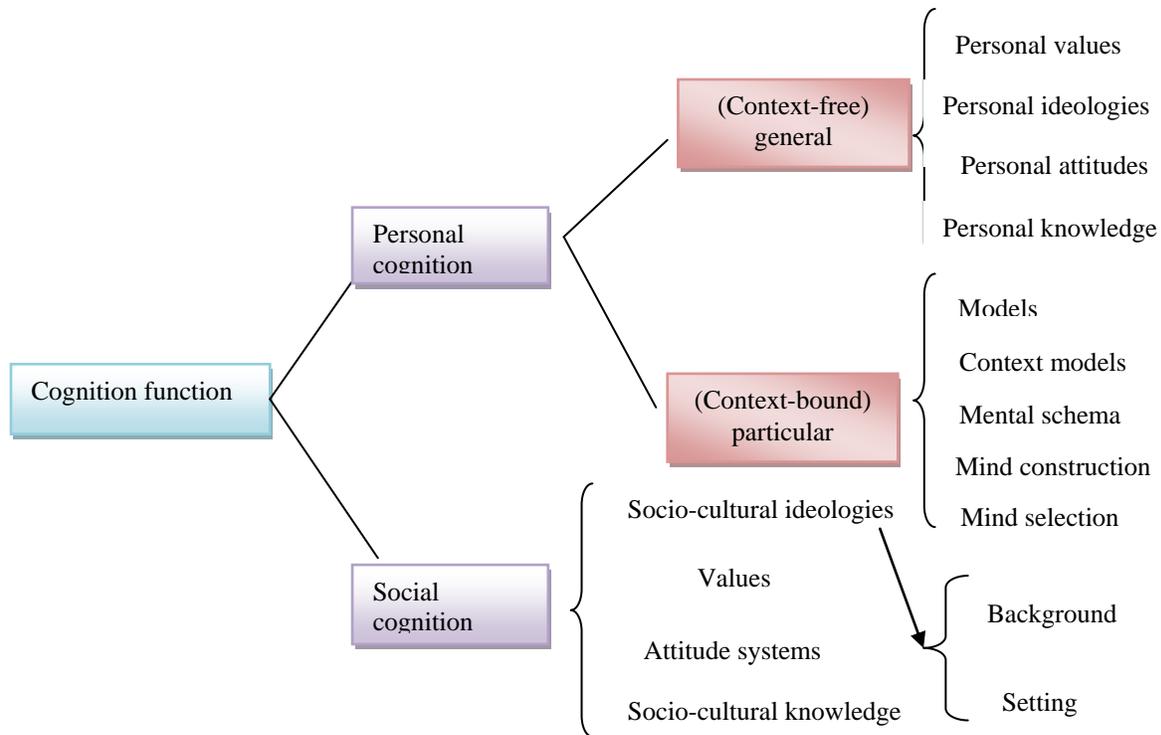
It observes social action and interaction as well as it is the core of social and cultural arrangements of society.



Graph 2- Society level components in van Dijk (1998) model

Cognitive structure: Van Dijk considers that cognitive interface is an essential aspect to link

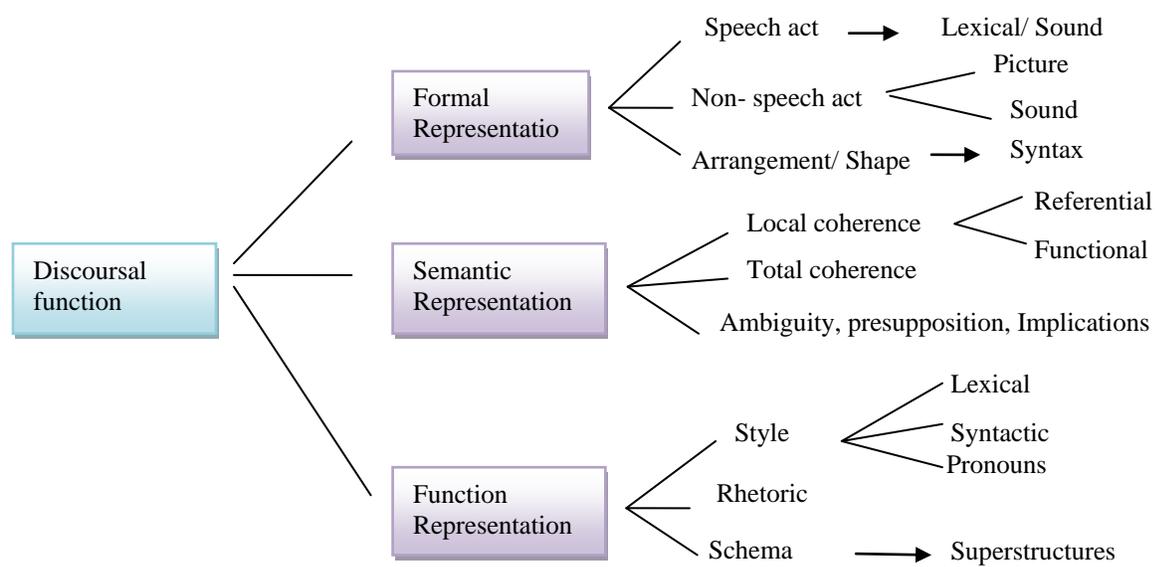
power and discourse apprehension, Outlook and Ideologies.



Graph 3- cognition level components in van Dijk(1998) model

Discourse: If the power owners can command their power through discourse and affect audiences through discourse. CDA targets to

comprehend what discursive strategies are used in discourses.



Graph 1- Discourse level components in van Dijk's (1998) model

4. Results

The text 1 “The secrets of luck”, second Reading text from lesson 6, page 51.

This text represents a psychological category and a mental strategy called “luck”. This category has been established as a useful concept and the success key in every society.

Since there is a special focus and attention on “luck” as a concept of socio-psychological scope, among people in society, selection and study of this topic certainly will attract many audiences. In fact, “luck” category can be defined as one of the common mental representation of society (community) captured by social groups’ attitude. In this regard, Van Dijk (2007) writes” social representations, such as mental paradigms or ethnic prejudices just like common social knowledge are reproduced in society through discourse.

According to this van Dijk’s view, the present text as a socio-psychological discourse deals

with structures, implication and strategies of “luck” as a social representation. Social dimension of this representation isn’t restricted to only the matter that it’s related to social groups or problems. But, its application and represent take place in social positions. It means that all or most members of a social groups share in resulting this category.

In the first paragraph, writer represents a short story (tale). Van Dijk (1993) writes:

“Stories are mainly about human’s past actions and knowledge (understanding) and they can have extensive social, political and cultural functions or play in a reasoning scheme.”

Elsewhere, Van Dijk (1994) believes that “stories are organized by a textual scheme or a conventional Macro structure. This scheme or Macro structure contains a set of common categories such as abstract, location, incoding, decoding, evaluation and conclusion hierarchically organized. In practice, some of these categories may remain latent in some

stories or their arrangement may violate this order, Story teller may or not be a part of story and the story may be real or fantastic.

In the story of this paragraph, In June 1980 a woman named Maureen chose some numbers for both Rhode Island and Massachusetts lotteries but unfortunately; she noticed the numbers are vice versa. So, she became one of the US lottery's biggest losers. Infact, above topic as a common story relates to US lotteries. It's a story because of dealing with an unusual and noticeable event in the past that story teller, himself, has no participation; it's an unusual and rare event that all of selected numbers by a person in a lottery be opposite. Here, storyteller is as same as author. The general narration schema is as follows:

1. Setting (time, participants): In June 1980, Maureen chose some numbers for lotteries.
2. Location: Maureen's participation in two cities lotteries.
3. In coding: unfortunately for her, the selected numbers were opposite.
4. Decoding: she lost the lottery.
5. Evaluation: she became one of the US lottery's biggest losers.
6. Conclusion: "luck" influences on life and success.

The author's purpose of this story is verification of discussed psychological category. So, the main point of story episodes of "lost" but this attitude and question why some people are easily so bad luck and what are the secrets of luck?

As a whole, author represents a model of "luck" category. Van Dijk (1983) writes: models are determiner of interpretations made by people from the actions or events.... So, Models are known as referential basis (Foundations) for the text understanding. According to Van Dijk, with regard to the event in this paragraph, representing a model of "bad luck" will be explained in the mind's audience. In fact this type of modeling causes social understanding

and cognition so that the audience will recognize the problem and involve himself in the subject.

It deals with a social reality in the second paragraph. This phrase has been written at the beginning of paragraph "we all know lucky people- they have good relationship, successful career and are very satisfied with their lives. Using the adverb "all" between subject and the main verb as emphasizing syntactic structure focuses on common social knowledge of the discussed issue which places in their social memory. Because subject pronoun "we", itself covers the meaning of "author and all of audiences".

The use of words "successful, satisfied, lucky" belonging to a same semantic scope with positive ideological meaning has made a semantic coherence and represents a situational model of lucky people. Then, author plans a question "But what makes them so lucky". Here, the problem of issue is determined and in fact this question is the node of "luck" category so that purpose of this text is to find an answer for this question. Immediately after this, author answers to the question in the form of a scientific person's results. Here the author uses a technique as social power of a scientific expert (Dr.Richard wiseman) to strengthen the impact of his message and purpose.

The third paragraph has a heading as "FOUR WAYS TO BE KUCKY". the phrase of this heading has been represented by big letters, a bigger font than text and green color. This representation as a nonverbal strategy has been used for attracting audience's attention on the heading.

At the beginning of paragraph is written "The result of his work revealed..." Here, it is used from possessive adjective "his" connecting this paragraph to the before. "His" refers to Dr. Wiseman. By using this possessive adjective, author implicitly shows that this paragraph phrases are the same as Dr. Wiseman's findings and options. As a whole, representing a model of

lucky one's features has made the local coherence of text. Propositions stand for explanation functions and clarification. In summary, this text deals with a social issue, mental stereotype and scientific perspective about it.

Text 2) Have ago, First Reading from lesson 7, Page 54.

This text firstly introduces a TV program named "Have ago" and represents a mental mode for organization of this program for audience so that participants can learn a new skill in a period of four weeks and run it alive in front of audience at studio.

This program has been introduced in paragraph 1, in four lines and in a purple box and this paragraph with, this color and box has been separated from the rest. This sort of representation (Using of distinct color and box) indicates the author's focus on this paragraph and attracts the audience as a nonverbal strategy. Name of the program (Have ago) as the subject of first sentence is represented with larger font and black color (other words have white color) so that any audience is attracted at first glance. Another nonverbal strategy has also been used here. However, nonverbal induction strategies play an important role in the interpretation of meanings and, this text discourse functions. So, on one hand, the use of various colors for the representation of this paragraph shows its art space and in other hand the way of representing the phrase "Have ago" indicates producers' positive and valuable interpretation for this paragraph. The last line of this paragraph reports that the two people of last week participants speak about their new experience.

So, the rest text is assigned to their interviews.

This heading "Vicky, opera singer" has been written at the Top of second paragraph. This paragraph represents Vicky's experience of this program. This paragraph conveys the apparent and overt message that a person named Vicky taking apart in a TV match and wined but in fact

this paragraph as a ideological discourse follows certain objectives. The following is the first sentence.

Four weeks ago, I did not have a clue how to sign opera.

In this sentence syntactic structure of topicalization has been used for focusing on "four weeks ago". The sentence implicitly conveys this meaning that producers of this program teach a skill to participants in a short while (four weeks). Therefore, this sentence implicitly points out that the program is informative. Also, in the second row has been written as: I'd never dreamed of singing onstage. This sentence is metaphor of this point that "you can strength your ability by participating in this program". In fact the sentences, as an advertising message, deal with informing audience about this TV program.

In the seventh row has been written: The hardest part was learning the words which were in Italian.

This phrase refers to the importance of languages learning and in fact, it is a message emphasizing on languages social function specifically Italian language on opera singing. The last sentence of this paragraph is conditional sentence: If you put a lot of effort in to something, you can achieve your goals.

These vocabularies (effort, achieve, goal) and syntactic structure represent one of the fundamental psychological principles in social and individual life (a lot of effort for goals).

So, this paragraph is a psychological message. A noticeable message, here, is reproduction of a cultural art named "opera". As a whole this paragraph as an ideological discourse involves socio-cultural and psychological aims of author.

The last paragraph has the same functions as the preceding one. In this text, author contests the audience for his goal using compelling power. That is, by reference to positive features and operation of this TV program, he persuades the audience to be viewer or participant of this

program. Of course, during this persuasion, representing two arts (opera singing and magician) as attractive and popular western arts is explanative.

Text 3) for worse, for better the first reading text 1 from lesson 10, page 82.

This text deals with representing one of the most important social issues as "marriage" with a news report in the form of a family story.

This story contains interesting events, participants, specified context and location. So that story teller himself has participation in the events and this features place the text as a story with specified organization.

The narrative schema as follows:

- 1- Setting (time, participants): Olivia went out with tony for the first time.
- 2- Location: two months later, she told me they have decided to marriage.
- 3- Decoding 1: I thought Olivia should put the wedding off for a few months until she knew Tony better
- 4- Decoding 2: Olivia said me, " he really is the one."
- 5- Decoding 3: she, d said the same thing about her last three husbands
- 6- Decoding4: I did not like to point this out to her
- 7- Location: Olivia and Tony get married in the church.
- 8- Evaluation: the number of divorce in the UK is going up, while the number of people getting married is falling.
- 9- Conclusion: Some people behave incalculable for remarriage even after the experience of marriage.

This story contains typical narrative categories such as the final conclusion. Its heuristic reasoning schema is completely evident in its overall organization.

In other word, the story reports reasoning about marriage and divorce. At first, it is begun with the vague space.

The following is the first sentence of the story.

When Olivia first started going out with tony, I thought it would never last.

Ambiguity in time and space is completely clear. So, the story begins with ambiguity and this atmosphere spread sorer the whole story and even main events. It means that tony and Olivia's marriage is a vague one. Then it's determined a location in the story. In other words Olivia decides to marry with Tony. Four encoding levels are determined after initial location. The large number of encoding in a vague space and a micro location suggests the existence of obstacles and difficulties in the issue under discussion (marriage).

The first encoding implies that cognition as the first node should be opened in marriage and the second node suggests avoiding rushed decision in this matter. Avoiding the wrong again is the concept of third node. Finally, a sympathetic consular opens the fourth node. In fact, these nodes as the requirements of a successful marriage and to avoid divorce have been considered by the author. The first participant of the story (Olivia) marries with Tony without opening these nodes. Representing such performance by Olivia is a metaphor for this matter that the reason of Olivia's three previous unsuccessful marriages has probably been these four nodes closed this time again. That's why Olivia's friend is not optimistic to her fourth marriage.

Another prominent point in this schema is the representing these nodes among two locations. That is between decision making and marriage. But there is no decoding in this story. The lack of decoding is a metaphor for Olivia's unsuccessful marriages. Even the story conclusion is influenced by these four nodes. As a whole, this story represents some reasons of unsuccessful marriages in England. The last part of second paragraph reports the economic high costs of marriage in England. And the next paragraph deals with the divorce costs. Also, in the third paragraph it has been mentioned that

Tony and Olivia went to church for wedding. This sentence has a cultural function. And it implies to culture and England people's belief for marriage. The report of statistics for marriage and divorce in England from 1971 to 2009, the fourth paragraph deals with. So, here, it has been represented divorce as a social problem.

In total, this text represents marriage as a social issue and its various aspects in England and critical perspective to this issue.

5. Results and discussion

The lowest V-funnel flow time as 5 s was measured for the SCC-N0, while the SCC-N5 mixture had the highest flow time as 6.2 s. The L-box height ratios were in the range of 0.79–0.87. Incorporating TiO₂ nanopowder generally made the concretes a little more viscous. Some

6. Conclusion and discussion

The discourse of "face to face" as an educational book is the ideological discourse dealing with authors, objectives such as description and study of social issues in western societies, representing cultural and national knowledge. As well as their representation of capitalism and consumerism and racist attitudes in this book is explanative. For example "for better, for worse" as tenth lesson text represents one of the most important issues (marriage) and different aspects in the UK. In fact, this text describes and studies a social issue in a western country. Sixth lesson text examines the issue in the field of social psychology. Here Dr. Richard Wiseman, an English psychologist and professor of Hartford university, and his activities as a kind of west national knowledge have been introduced. "Have a go", the title of seventh lesson text, is a British TV program. This text as an advertisement introduces features of the TV program. The names of "Vicky" and "Ben" as western names, "Opera" as a western music

of the rheological properties of the mixtures were less than the lower limits established by EFNARC [23]; however, all concrete mixtures filled the molds by its own weight without the need for vibration. In addition to the above properties, visual inspection of fresh concrete did not indicate any segregation or considerable bleeding in any of the mixtures containing nanopowder during the slump flow and V funnel; however, a little bleeding was observed in the control specimens without any admixture. The effect of including TiO₂ nanopowder with various volume fractions decreased flowability characteristics a little; nevertheless, the nanopowder improved the consistency of concrete mixtures. Less bleeding and segregation were also observed in the mixtures containing TiO₂ nanopowder.

and.... As a cultural symbol of west art and entertainment have been represented in this text. Racial discrimination is completely evident in this book so that communities exclusively have been considered white and no text assigns to blacks. This can be simply detected from the text pictures that all are white. Capitalism and consumerism can also been explanative in this book; for example in tenth lesson text it has been expressed in the UK a typical wedding ceremony takes six hours and costs about 20 dollars which promotes consumerism. On the other hand, it has been noted to the jobs such as doctor, engineer, professor and deans representing capitalist system.

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