

**The Use of Critical Discourse Analysis  
with Korean Adult Learners**

**Terry Faulkner**

Assignment submitted  
for Master of Arts in TESL/TEFL

July 2010

Written Discourse

**WD/09/04**

Choose an authentic text (in English) and use the Critical Discourse Analysis framework presented in Fairclough, N. (1992) *Discourse and Social Change* (London: Polity Press) to analyze the text. Discuss the implications of this approach to text analysis for language teaching.

Estimated word count: 4,129 (excluding long quotes, tables, references and appendix)

*Centre for English Language Studies*  
*Postgraduate Programmes*  
**THE UNIVERSITY OF BIRMINGHAM**  
*Edgbaston*  
*Birmingham B15 2TT UK*

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## **1. Introduction**

Reading a newspaper or a magazine article may seem like a quotidian activity for most people but EFL teachers can help to equip their students with a critical eye for what is really going on beneath the words on the page. Students can begin to see the world through different, more discerning eyes. Critical Discourse Analysis (CDA) can be a valuable addition to the EFL teacher's skill set to show students the importance of reading between the lines of newspaper columns, magazines and other written publications.

To show the relevancy of CDA within language teaching, this paper will examine the results from an online newspaper article analyzed using Norman Fairclough's 1992 influential, frequently cited three-dimensional framework. The investigation will include an informal survey administered and aimed to discover how well students were able to look beyond seemingly ordinary language. The survey was administered with the idea that my students would identify the use of ideologies in the language and provide analyses from a social context, also to show the students how written language could influence attitudes and social behavior. The analysis of the article was then used to assist students in better understanding and identifying the link between language and power (Janks, 1993).

Prior to the survey, the Critical Discourse section will summarize Fairclough's model, the article will be analyzed using elements from the aforementioned sections and finally, I will provide some of the possible uses for CDA in the modern EFL classroom. I will not

be arguing for the use of CDA as a methodology, but rather as a tool that teachers can utilize to help highlight the power relationships that exist in the written English language.

## **2. Literature Review**

No matter how benign everyday written language may seem, the words people use are never neutral (Fiske, 1994). “Innocent and innocuous, mundane text is as ideologically saturated as a text, which wears its ideological constitution overtly” (Kress, 1993: 174). McGregor says that people (teachers, linguists and students alike) should be careful not to read others’ words, without being conscious of their underlying meanings. Furthermore, “words are politicized [even if we are not aware of it] because they carry the power that reflects the interests of those who speak” (Cots, 2003:1). The people in power maintain it through the words they write while words of those not in power are dismissed as “irrelevant, inappropriate, or without substance” (Van Dijk, 2000, McGregor 2003:2).

It can occasionally be difficult to apply CDA in an EFL setting and while teaching in Spain, Cots (2004: 1) found that some EFL settings lacked the critical approach to language learning. The critical element of analysis implies that students rely on their own ability and experiences to interpret an article or text within a particular communicative, social, and/or ideological context (ibid). This paper will aim to explore the gap that can potentially exist between the “safe, ordinarily bland or functional survival” language (Wallace 1992: 61) found in some EFL settings and the ideology- laden texts of the English-speaking world at-large. It will also show that the article in question is laden with political ideologies and that CDA merits use in some EFL settings.

### **3. Critical Discourse Analysis**

Critical discourse is concerned with the ways in which language influences political speeches, reinforces ideologies, and continues or defies the tradition of inequality in societies throughout the world. Fairclough (1993) states that the “critical” element of discourse analysis can reveal hidden connections and causes within texts and can provide opportunities and resources to those who may be disadvantaged.

He goes so far as to say:

“...power is predominantly exercised through the generation of consent rather than through coercion, through ideology rather than through physical force...consent is achieved, ideologies are transmitted, and practices, meanings and values and identities are taught and learnt.” (1995: 219)

Van Dijk (2000, 2001:353) adds that “the words of those in power are taken as ‘self-evident truths’ and the words of those not in power are dismissed as irrelevant, inappropriate, or without substance”. Students need to realize that governments, social groups, companies, schools, magazines, and even cartoons in the newspaper have overt or hidden ideas they wish to express. Many of these sources of text have a keen interest in power maintenance and CDA can help highlight this for students.

Van Dijk further suggests that a number of other requirements need to be met. First, CDA research has to be "better" than other (less marginalized) research in order to be accepted. Second, it should focus on social problems and political issues and not on current paradigms and fashions. Third, it needs to be multidisciplinary in order to be empirically adequate and should explain discourse in terms of social practices and structures. Most importantly, CDA research needs to focus on the ways discourse

structures enact, confirm, legitimate, reproduce, or challenge relations of power and dominance in society (2001:2). In short, the more the analysis focuses on the meanings behind the words, and embraces the fact that written texts are more than just on paper, the more the students can fully realize that many words are not barren and often carry meanings other than what they might interpret upon first glance.

According to McCarthy (1991: 170), CDA requires us to “look at language compared with sentence-dominated models where the traditional elements of grammar, lexis, and phonology still have a fundamental part to play, but one which is bigger and more immediately relevant.” Critical Analysis looks beyond these traditional models, and encourages students to see that other factors are involved. It affords teachers the opportunity to find hidden meanings and determine if a text is appropriate for students. The next section will illuminate Fairclough’s framework to help read between the lines.

### **3.2 Fairclough’s Framework**

Fairclough (1992) developed an overlapping, three-dimensional framework for studying discourse. These three interrelated forms of analysis are then superimposed over each other (See Diagram following). Breen (2001:10) succinctly refers to it as the physical text itself (in this case the BBC article), the discursive practices referring to “production, distribution and consumption”, and finally the social practice, which entails how materials are used within social environments. The following sections will briefly explain the concepts within each element of analysis and lead into the analysis itself.

### **3.2.1 Analysis of written language texts (Textual Practice)**

The actual text itself is the focus of this dimension of analysis. Attention is paid to the formal and semantic features of the written language of the text in question. Precedence is given to the construction of words, sentences, grammar and/or vocabulary. These utterances, speech acts or statements contribute to conveying or interpreting a specific message. (Cots, 2004) The text acts as a written record of an event where something was communicated. It also involves the presentation of facts and beliefs (often ideological), the construction of identities of participants discussed in the communication, and strategies to frame the content of the message. (McGregor, 2003) Fairclough separates text analysis into four sections (see figure two), to be viewed as ascending in scale, beginning with vocabulary focusing on words, grammar's focus on combinations of words, cohesion on how phrases and clauses are linked and finally text structure which deals with "large scale organizational properties of texts" (1992:75). Textual analysis is concerned only with text and not with any social or contextual elements.

### **3.2.2 Analysis of discourse practice (production, distribution and consumption)**

The discursive practice element tells people how to act within particular careers or disciplines. It defines the rules and norms of socially acceptable behavior and of specific roles or relationships used to produce, receive, and interpret the message. It tells us how to think, act, and speak in all the social positions in life (McGregor, 2003). It instructs people who they are in the world and how they realize "specific and recognizable social identities" (Gee, 1990). It is the way that people learn to be: teachers, linguists, students or members of a particular community. This element also acts as the liaison linking the

social and textual practices.

### 3.2.3. Analysis of social practice

The goal of the social practice element is to discover the extent to which discourse is shaped by and, at the same time, influences social structures and the nature of the social activity of which it forms part (Cots, 2003:339). Examples of such social practices are the settings where discourse occurs (marketplace, church, conferences...), each with a set of conventions that determine rights and obligations — “what each is allowed and expected to do” or within the EFL setting as materials within a lesson or the arrangement of desks within a classroom (Breen, 2010:310). This section highlights the three elements of discourse and the next section will focus on the article and the analysis of it using these three distinct elements.

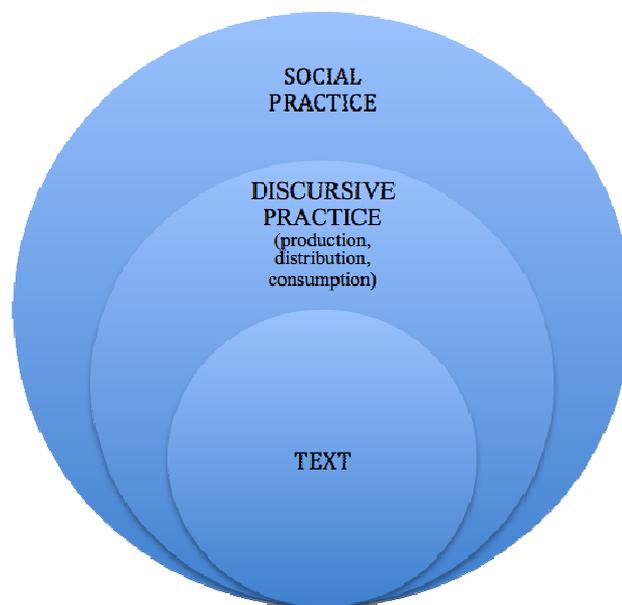


Figure 1: Adaptation of Fairclough’s three-dimensional discourse

#### **4. Critical Analysis of the Article: ‘North Korean torpedo’ sank South's navy ship**

The news article was taken from the BBC website and was chosen for a number of reasons. First, I believed that the topic of North Korea’s attack against the South Korean ship was a current and relevant topic for my students, warranting investigation. Second, I felt that the language within the article was easy enough for my students to understand with only a few anticipated instances of students requiring clarification. The article was inherently political and was written with very powerful language. I wanted to use the article as a means for students to critically identify ideologically loaded language within it and to discover when written texts were trying to sell an idea or promote an agenda. The analysis was divided into three parts with my analysis followed by a discussion of the article and survey taken by the students. I used their responses to the questions for ideas with future surveys in mind and how to use Fairclough’s CDA framework more effectively as a teaching tool.

##### **4.1 Textual Analysis**

The textual element of analysis will use four additional headings suggested by Fairclough (1992:75):

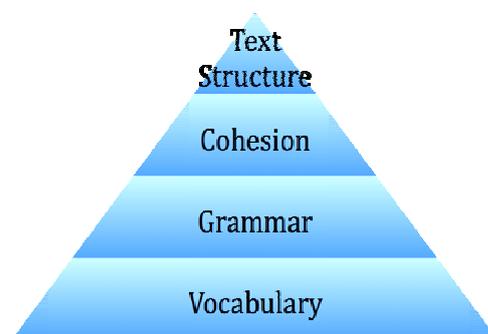


Figure 2: Adapted from Fairclough’s *Text Analysis* model (1992:75)

#### **4.1.1 Vocabulary**

McCarthy suggests that vocabulary is the greatest obstacle for any learner of language to face and that it would be unwise to assume that vocabulary could be learned incidentally. He continues by saying that vocabulary should maintain its firmly held place even in discourse-oriented pedagogy. Teachers wishing to merge CDA into communicative language methodologies must be very mindful of the importance of vocabulary (1991:64). Cook (1989:79) agrees and adds, “attention to discourse does not ... entail sacrificing the traditional emphasis on pronunciation and writing, grammar and vocabulary.”

Fairclough continues by saying that “vocabulary can be investigated in a great many ways...(1992:72) and that vocabulary can better be addressed as ‘wording’, ‘lexicalization’, and signification’ because the way in which people “reword” events may be dependent entirely upon their place(s) historically, geographically and/or socially (ibid). Examples of this from the article are the ways that the “sinking of the cheonan ship” is referred to differently by various government offices. China used a more neutral tone calling it “unfortunate” while the White House referred to it as an “act of aggression”. North Korea, denying its involvement called it a “fabrication”.

The way in which words are used can reflect the ideology of the writer or the establishment and word meaning can often contribute to the continuation of “hegemony” or help in the “focus of struggle” (Fairclough, 1992:236). Examples from the text include a quote from the BBC correspondent “agreeing [that] an international response will be

difficult as the diplomatic options will be limited” implying that much will remain the same between the two Koreas.

In addition to the difficulty in understanding the ideological aspect of word meanings comes confusion with words themselves; and what they mean is a constant struggle with some learners as I began to realize that the article was not as easily comprehensible as I had first imagined. *Perfect Match*, using playful language was a major heading in the article and it led some students to believe that a human relationship somehow existed within the text only to find that it was referring to North Korean lettering found on the torpedo. The use of *metaphor* proved difficult also; smoldering confused some students who imagined it to mean the hulk of the ship or the fire aboard the vessel, when in fact it meant the “crisis between the two Koreas” (BBC, 2010:2)

#### **4.1.2 Grammar**

In Fairclough’s framework for analysis of grammar, he presents three different elements, which can be used to differentiate between the “ideational, textual, and interpersonal” functions of language. Transitivity addresses the choice of voice (active vs. passive) and the characters or players that are favored throughout the text and the frequency of nominalizations. “Nominalization is said to be particularly well suited to the expression of power through the mystification of time and participants” (Batstone 1995: 206).

“The expression of causality and attribution of responsibility.” (Fairclough, 1992: 236) are two major concerns in the transitivity element of grammar and the South Koreans are heavily favored in a) the number of pro-South Korean voices in the article and b) the

number of anti-North Korean statements. One example included: “[North Korea’s] actions will deepen the international community’s mistrust. The attack demonstrates a total indifference to human life...” (BBC, 2010:3)

#### **4.1.3 Cohesion**

Fairclough (1992:77) refers to Halliday and Hasan (1976) and Halliday (1985) when speaking of cohesion and linking within texts. The use of language specific to a profession or a genre, or the multiple uses of words and/or synonyms show a high level of cohesion. Cohesion is the use of pronouns, demonstratives, or other referring devices (Nunan, 1999:293) or any technique that brings the pieces of text together.

*Substitution* and *ellipsis* were two different types of cohesion that were later placed into a single category by Halliday (1985, Nunan, 1999). In this case, *one(s)*, *do*, and *so* often replace(s) subjects, objects or words or concepts omitted from earlier use in the text. This happens rarely in this article. However, the article does employ several other features of cohesion most notably *personal reference* when referring to the North Korean government simply as Pyeongyang. This happens throughout the text in other situations when team replaces “experts from the US, Australia, Britain and Sweden” and the word “attack” replaces “the sinking of the Cheonan ship”.

#### **4.1.4 Text Structure**

Text structure is the final element in the Textual Practices section and deals with the overall architecture of the text or how the article contributes to the structure of “a crime

report in a newspaper” (Fairclough, 1992:78). The article opens with the vilification of North Korea with the sinking of the ship soon followed by a list of previous attacks against South Korea. Quotes are used throughout, most admonishing North Korea for its attack against the South Koreans. The article ends with a series of additional quotes suggesting that North Korea be punished for its actions.

## **4.2 Discursive Analysis**

This element of Fairclough’s framework attempts to link the Social Practice with the Textual Practice and uses three additional sub-headings: *force of utterances*, *text coherence and intertextuality* (1992: 75).

### **4.2.1 Force of Utterances**

Illocutionary force or *force of utterances* refers to “what the speaker actually wants to achieve in functional, communicative terms” (Nunan, 1999:131). In this article, the author is not trying to get the reader to perform an illocutionary act per se and there are no requests or questions aimed at the reader. The most powerful voice in the article comes from the North Korean government responding to accusation by saying the country would “respond to reckless countermeasure with an all-out war of justice.” However, the author shows favoritism towards the South Korean perspective and uses strong language to condemn the North. Examples of this strong language are: *attacks South Korean warship*, *hijacks*, *storms*, and *captures* all of which are used to evoke emotional responses from the reader.

#### 4.2.2 Text Coherence

A coherent text is one whose constituent parts are meaningfully related so that the text as a whole makes sense even without a lot of reference markers (Fairclough, 1992:83). The text only makes sense to those who understand these “markers” or who can understand the text even in the absence of such markers. The text is coherent in this article in the way that news reports relay information and put events into sequential order. The article stays true to the report genre when it reports information as a list of singular declarative statements with quotes from various *social actors* throughout.

#### 4.2.3 Intertextuality

Fairclough calls *intertextuality*, the interrelationship of discursive features in a text (1992: 117), and distinguishes between two types: '*manifest intertextuality*' which signifies intertextual elements such as presupposition, negation, parody, irony and '*constitutive intertextuality*' or '*interdiscursivity*' which signifies the interrelationship of discursive features in a text, such as structure, form, or genre. Fairclough prefers instead to call interdiscursivity “*orders of discourse*” which is how discourse types are related. He says:

...[it shows how] texts selectively draw upon *orders of discourse* – the particular configuration of conventionalized practices (genres, discourses, narratives and) which are available to text producers and interpreters in particular social circumstances ... (1999:184).

Intertextual analysis revealed that more texts were featured favoring a South Korean orientation. One source is from a previous BBC article, which highlights eight separate accounts of North Korean aggression. The article then draws heavily from US sources all condemning North Korea for its actions, whether from the White House, Obama, Clinton or the Press Spokesman Robert Gates. Three sources are featured with South Korean interests also abhorring North Korea whereas China, remaining neutral has three separate

occasions of expressing its viewpoint. Only two instances occur which reflect North Korean statement or opinion.

## **5. The survey**

This section will now discuss the survey, the students, and the techniques used to prepare the students for the survey.

I currently teach two adult classes at different engineering firms. The students range in ages from 25 to 40. All the students are male, highly motivated and have an intermediate level of English proficiency. I meet with both classes once a day, four times a week and all thirteen students agreed to take part in the survey. Just prior to the survey, we discussed the news and what kinds of news they read and whether or not they tended to believe news as fact. We also discussed how news reports provide social reconstructions of events and not truth necessarily.

To activate their schemata, we talked about genres, and how news reports (as genres) were ideally intended to inform readers about happenings in the world. I gave them additional examples of how genres may be similar but how the message may differ. Students were then shown examples of various media types, in the form of daily newspapers, men and women's entertainment magazines as well as tabloid and current affairs magazines. I also informed them that genres can often be used to reinforce ideologies and to maintain the status quo. "We know that genres serve typically socially recognized communicative purposes, yet we often find [them] being exploited to convey private intentions" (Bhatia, 1993,1995). He posits also that genres are sometimes blurred

and it may be difficult for students to identify which genre a text may belong to. Additionally, Nunan (1991: 73) suggests that the ability to understand genre theory would be helpful. Perhaps an exploration of genres (poems, songs, news reports) could be used to show the relationship between appropriate language used within genres and the aim of a particular text within an easily identifiable genre.

For the first part of the survey, I used a set of questions Cots (2004) adapted from Fairclough's original framework (1992) which were intended for teachers "(a) to approach language use with a 'critical' attitude, and (b) as a reference framework to plan how to present language use to learners." (Cots, 2004:9) I adapted these questions even further so as to make them more appropriate and comprehensible to my students. Fairclough's framework encompasses three interrelated practices, but only the "social practice" was presented to my students. I simply wanted to see how well they could read the article from a social standpoint.

After the survey and a discussion of the article, I asked the students the final question whereupon students answered in various ways. The next section will address the results from both sections of the survey and discuss some of the implications of CDA in my classroom.

## **5.2 Results and Implications:**

The results of the survey were mixed. The first part of survey showed very little variation among student answers. The first question: "Do you trust the media" returned with two answers, "sometimes" and "almost always" for twelve of the thirteen respondents. This

question was paired with another question: “What is the aim of the article?” and the most common response (8/13) was “to state the facts”. The intent was to find a relationship between these two variables and *survey monkey* revealed that no significant relationship existed between the two variables and that the students did not read this article critically. The information provided me with some interesting theories about what I need to use CDA more effectively, better train students to read more critically, and to choose articles with less difficult terminology.

The aim of reading the article with my students was to discover how well my students were able to look beyond the words written on the page. In theory, CDA should provide valuable insights for students to demystify the written language. The problem though was not with CDA but with the topic itself and the sensitivity to all things North Korean. Because my students are patriotic, the article came from an outsider’s point of view, and was written in English (rather than Korean), I hypothesized that the students would be less trusting of the article. The results from the first half however, indicated that most students believed what they read indicating that they did not “critically” analyze the article.

Brown (2001) and Brown (2006) give various reasons for taking precautions when using CDA in EFL contexts. “...reasons why CDA might not be taught or even avoided in language teaching contexts often relate to the students, teachers and teaching practices, institutional and social contexts...” (Brown, 2006:11). Brown (2001:115) highlights the fact that age and proficiency are two major variables if not the most important variables that could adversely affect aspects of the lesson or the curriculum.

The second qualitative section however showed much more variation. This second section asked one simple question: “Are there any news sources you don’t trust?” One student was afraid that the article was “dangerous” because it left out many “facts”. He said:

“I also hate North Korea but this is not fact-all acts are North Korea’s responsible (sic) but that is not proved (sic). So many powerful people so if I don’t know the truth, I will believe this article. The article attacked North Korea. (student: 2010)

Three students reported a similar distrust of news regarding entertainment, romance and gossip. Two responded with news regarding politics and one student responded with a disbelief of news reporting information about the future of the stock market.

Text should be viewed as a dialogue between the writer and the reader who needs to understand the text. This ability to look beyond the words themselves is “central to the process” (Nunan 1991: 65, Dawson 2001:12) of understanding. Being able to understand the text could lead to problems when an EFL student is faced with unfamiliar or culturally specific texts. If the background of the particular text is specific to a different culture, a student may miss important points of the text and could cause problems for the student. Texts are often culture-specific and students may lack the necessary background knowledge (schemata), or understanding of genre (Nunan 1991: 67), to be able to understand the cultural references and become part of the dynamic between writer and reader (Dawson, 2001).

In hindsight I would have chosen an article less Korea-centered – something in which

being a Korean would not impact on their feeling(s) towards the article. My intent was to equip my students with a set of questions that they could ask themselves to use CDA as a tool to critically analyze texts and provide insights for students to use with future reading activities. Upon reflection, I would have spent more time on pre-task activities and deeper explanation of critical discourse concepts.

## **6. Conclusion:**

It can be difficult for students to identify text genres and it is the teacher's responsibility to ensure that students notice when changes in discursive practices occur (Bhatia, 2001: 68-69). It is essential to effectively prepare students for proper CDA use by activating their learner schema to notice the different features of discourse such as text genre.

CDA does have a place in EFL settings however, and an effective implementation of it would require local assistance and more time. A native Korean speaker who could fully understand the terminology and the concepts of CDA would be tremendously helpful when students needed clarification. Teachers cannot assume nor expect that students will be able to discern between text that is ideologically laden and not. Students need to be equipped with strategies and awareness of features within texts whose aim is to do more than inform readers. The analysis from the social, discursive and textual standpoints coupled with the survey provided evidence of the need for CDA in the classroom. With more exposure to genre types and enough time to implement critical reading exercises, CDA could be a truly effective pedagogical tool.

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## Appendix: Article

### BBC News

# North Korean torpedo sank South's navy ship - report

**A North Korean submarine's torpedo sank a South Korean navy ship on 26 March causing the deaths of 46 sailors, an international report has found.**

Investigators said they had discovered part of the torpedo on the sea floor and it carried lettering that matched a North Korean design.

Pyongyang rejected the claim as a "fabrication" and threatened war if sanctions were imposed, say reports.

China has urged both countries to show restraint.

South Korean President Lee Myung-bak pledged to take "stern action" against the North.

The White House described the sinking of the ship as an "act of aggression" by North Korea that challenged peace.

UN Secretary General Ban Ki-moon said the report was "deeply troubling".

Pyongyang said it would send its own inspection team to the South to "verify material evidence" behind the accusation.

#### **NORTH KOREAN ATTACKS**

- Jan 1967 - attacks South Korean warship near border, killing 39 sailors
- Jan 1968 - commandos storm presidential palace in Seoul in a failed attempt to kill President Park Chung-hee
- Jan 1968 - captures USS Pueblo - one crew member dies and 82 held hostage for 11 months
- Dec 1969 - hijacks South Korean airliner taking dozens of passengers hostage
- Oct 1983 - bombs hotel in Rangoon, Burma in failed attempt to kill South Korean President Chun Doo-hwan - 21 people die
- Nov 1987 - bombs South Korean airliner, killing 115
- Sept 1996 - sub carrying 26 troops disabled off South - some land in South sparking deadly manhunt
- Mar 2010 - torpedoes Cheonan warship, 46 sailors killed "How the ship was sunk" ([http://news.bbc.co.uk/2/hi/world/asia\\_pacific/10130909.stm](http://news.bbc.co.uk/2/hi/world/asia_pacific/10130909.stm))

A North Korean defence spokesman said the country would "respond to reckless countermeasure with an all-out war of justice", the state KCNA news agency reported.

Chinese foreign ministry spokesman Ma Zhaoxu said Beijing had "noted" the report and would make

its own assessment, but called on both sides to exercise restraint.

The Cheonan went down near the disputed inter-Korean maritime border, raising tension between the two nations, which technically remain at war.

The shattered wreck of the 1,200-tonne gunboat was later winched to the surface, in two pieces, for examination.

The investigation was led by experts from the US, Australia, Britain and Sweden.

The team examined eyewitness accounts, damage to the vessel, evidence collected from the seabed and the injuries sustained by survivors and those who died.

It said: "The evidence points overwhelmingly to the conclusion that the torpedo was fired by a North Korean submarine.

"There is no other plausible explanation."

### **'Perfect match'**

Monitoring of seismic activity in the region, damage to the ship and the "fractures and lacerations" sustained by the dead crew were all consistent with "damage resulting from a shockwave and bubble effect" caused by an explosion directly beneath the vessel, it said.

The report said the torpedo parts found "perfectly match" a torpedo type that the North manufactures.

Lettering found on one section matched that on a North Korean torpedo found by the South seven years ago.

There had earlier been a number of explanations suggested for the sinking, including an accidental collision with an unexploded sea mine left over from the Korean War.

Mr Lee's presidential office said he had told Australian Prime Minister Kevin Rudd:

"We will be taking firm, responsive measures against the North - and through international co-operation, we have to make the North admit its wrongdoing and come back as a responsible member of the international community."

However, the BBC's John Sudworth in Seoul says agreeing an international response will be difficult as the diplomatic options will be limited.

Chinese Vice Foreign Minister Cui Tiankai said on Thursday the sinking of the vessel was "unfortunate" but he would not comment on the international report.

Joe Lynam,  
BBC News, Washington

Absent from the White House statement is any call for retribution or military response. The US does not want fighting to break out on the Korean peninsula.

The White House, said one expert, will be looking for a response that deters, but does not provoke North Korea.

Sources here say the Obama administration is considering putting North Korea back on the list of countries which sponsor terrorism. That could mean sanctions. North Korea was removed from the list in 2008.

US Secretary of State Hillary Clinton is due to travel to Japan, South Korea and China in the coming days. Managing this smouldering crisis between the two Koreas will no doubt occupy much of her time.

White House spokesman Robert Gibbs said US President Barack Obama had expressed his "deep sympathy" to Mr Lee and the Korean people and that the US "strongly condemned" the action.

"This act of aggression is one more instance of North Korea's unacceptable behaviour and defiance of international law," said Mr Gibbs, adding that it "only deepens North Korea's isolation".

He called the alleged attack "a challenge to international peace and security" and a violation of the armistice agreement which ended the Korean war.

But he said it had reinforced the resolve of North Korea's neighbours "to intensify their co-operation to safeguard peace and stability in the region against all provocations".

Japan's Prime Minister Yukio Hatoyama said in a statement that North Korea's action was "unforgivable".

The country's chief cabinet secretary, Hirofumi Hirano, said the situation was "extremely regrettable" and would "evidently" be brought before the UN.

The British embassy in Seoul quoted Foreign Secretary William Hague as saying:  
"[North Korea's] actions will deepen the international community's mistrust. The attack demonstrates a total indifference to human life and a blatant disregard of international obligations."

12:16 PM © MMX

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## Appendix: Survey

Survey

Age: \_\_\_\_\_

A.1 If this article is written from a particular perspective, whose perspective is that?

- a) North Korean      b) South Korean      c) both      d) an outsider's

A.2 What is the aim of the article?

- a) to show support for North Korea    b) to show support for South Korea    c) to state the facts    d) to exaggerate the situation to sell more papers.

A.3 Where would you most likely read this article?

- a) a daily newspaper    b) a tabloid newspaper      c) a women's magazine  
d) a men's magazine    e) a current affairs magazine (Economist, Time...)

A.4 What does the author believe about the content of the article?

- a) North Korea's actions were justified      b) North Korea was not responsible  
c) North Korea was responsible and should be punished      d) The author has no opinion

A.5 How does the article make you feel?

- a) North Korea's actions were justified      b) North Korea was not responsible    c)  
North Korea was responsible and should be punished      d) I have no opinion

A.6 What may be the social effects of the article?

- a) North Korea will continue to act aggressively towards the South  
b) create fear    c) preparation for war    d) continued restraint    e)