



## **Research Seminars in TESOL and Language Studies**

### **The TESOL Research Network**

### **Faculty of Education and Social Work**

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The TESOL Research Network invites you to attend presentations by Lynne Flowerdew and John Flowerdew on Wednesday 23<sup>th</sup> November 2011.

These presentations will be followed by drinks in Room 401 (the Staff Common Room)

**Date:** Wednesday 23<sup>th</sup> November 2011

**Time:** 4pm – 6pm

**Venue:** Education 452, The University of Sydney

### **Corpus-Based Critical Discourse Analyses**

Dr Lynne Flowerdew

*Hong Kong University of Science and Technology*

The past few years have seen an increasing number of corpus-based studies, either explicitly grounded in or inspired by, the tenets of Critical Discourse Analysis (CDA). Corpus-based CDA studies can be seen as either associated with Fairclough's (2003) approach to CDA or the discourse-historical approach of the Viennese school (Wodak & Meyer 2009). The purpose of this paper is to review these studies, while at the same time raising key issues in the interpretation of corpus data. Those studies inspired by Fairclough's analytical framework of a discursive event are often grounded in SFL theory, especially the Appraisal system (Martin 2000; Martin & White 2005) for analyzing evaluative discourse (Bednarek 2006; Coffin & O'Halloran 2006). Work in the area of corpus-assisted discourse studies (CADS) also falls within the Fairclough camp with its focus on dialogic positioning in political discourse (Morley & Bailey 2009). Those corpus studies taking a more discourse-historical approach tend to analyse text from a diachronic perspective and employ a multi-perspective analysis (Baker et al. 2008). It is to be noted, though, that more recently there has been a rapprochement of these two approaches to CDA (Partington 2010). However, in spite of advances in critical discourse analysis afforded by corpus linguistic methodologies, corpus data do not show what is 'invisible' (de Beaugrande 2002). Moreover, corpus findings are open to interpretation and hence contestation. These two issues will also be discussed with reference to key studies in the field. This talk is based on overviews of the field in the presenter's forthcoming publications:

Flowerdew, L. (in press, Nov. 2011a) Corpus-based discourse analysis. In J.P. Gee & M. Handford (eds.) *Routledge Handbook of Discourse Analysis*, pp. 174-187. London: Routledge.

Flowerdew, L. (in press, Dec. 2011b) *Corpora and Language Education*. London: Palgrave Macmillan.

## Writing for publication in English

Professor John Flowerdew

*City University of Hong Kong*

Academic writing for research publication takes place around the globe, involving, according to a recent account, 5.5 million scholars, 2,000 publishers and 17,500 research/higher education institutions (Curry and Lillis, 2010: 1). Because so many scholars whose first language is not English are now using that language for publication purposes and because of the research interest that has developed in the field, a specialist term has been coined, English for Research Publication Purposes (ERPP). This presentation will provide an overview of research and practice in this growing field of ERPP.

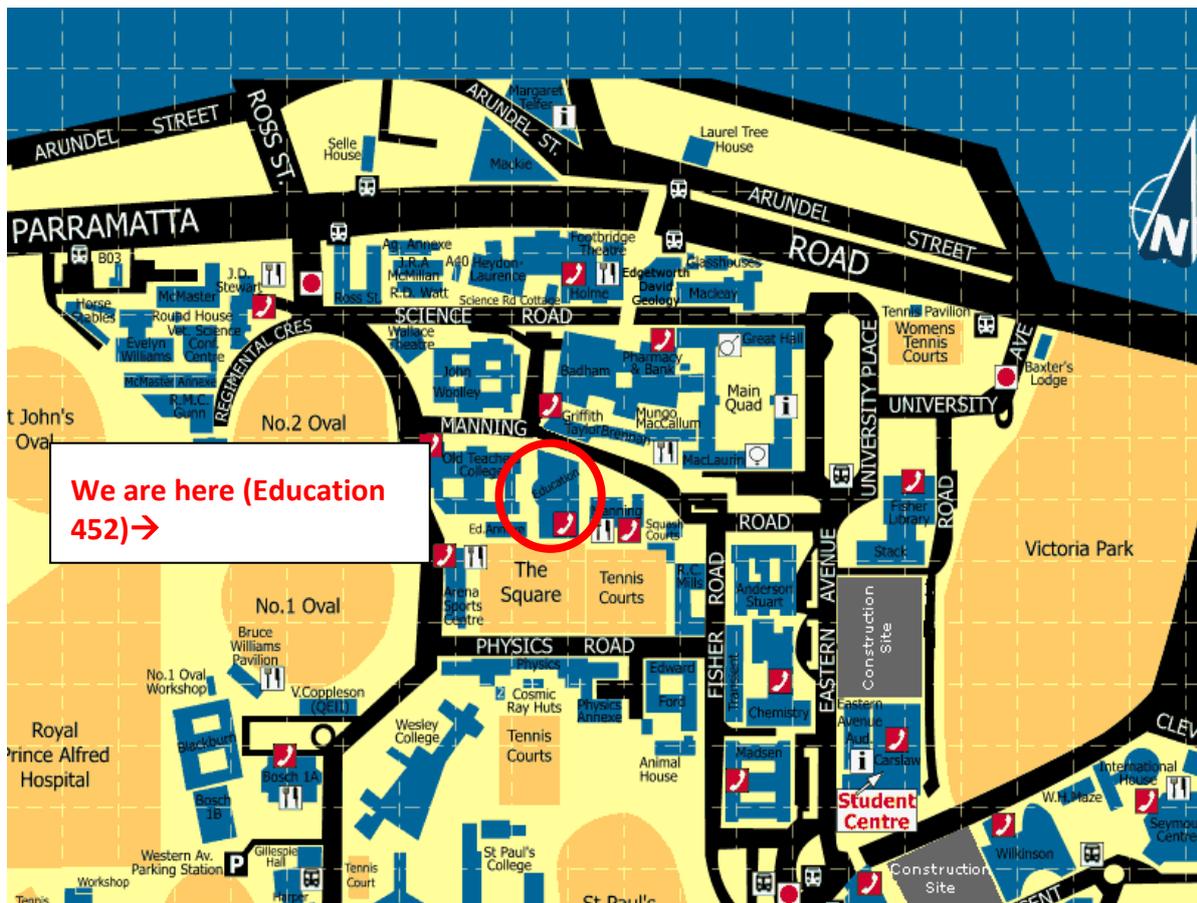


Lynne Flowerdew teaches and carries out research at the Hong Kong University of Science and Technology. She specialises in corpora use in English for specific purposes and has published widely in different areas of corpus linguistics.



John Flowerdew's research and teaching is in the field of Applied Linguistics, focusing on discourse studies (including critical discourse analysis and corpus-based approaches) and language education. He has authored or edited 11 books and special editions of journals. In addition, he has published over 100 book chapters and internationally refereed journal articles. He serves on the editorial boards of a range of international journals and book series and is regularly invited to give plenary talks at conferences internationally.

**Enquiries:** Dr Aek Phakiti ([aek.phakiti@sydney.edu.au](mailto:aek.phakiti@sydney.edu.au)). This is a free seminar series. There is no need to RSVP.



We are here (Education 452)→

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Critical discourse analysis (CDA) is an interdisciplinary approach to the study of discourse that views language as a form of social practice and focuses on the ways social and political domination are visible in text and talk.[1]. Since Norman Fairclough's *Language and Power* in 1989, CDA has been deployed as a method of analysis throughout the humanities and social sciences. Combining Critical Discourse Analysis and Corpus Linguistics to Examine Discourses of Refugees and Asylum Seekers in the U.K. Press. Carmen Caldas-Coulthard and Theo van Leeuwen. *Teddy Bear Stories*.<sup>Â</sup> Critical Discourse Analysis as an Analytic Tool in Considering Selected, Prominent Feature of TRC Testimonies. Jan Blommaert. *Investigating Narrative Inequality*.