

Master of Education (M.Ed.)

Research Course R4.3: Critical Discourse Analysis [CDA]

(Semester: III)

Credits: 4
MM: 100 (External 70 Internal 30)
Contact Weeks: 15


Introduction to the course

The course introduces the masters' scholars to the critical methodologies of research. The course seeks to engage them with the knowledge pertaining to the area, the attitudes which align with critical research endeavours and the skills required for both doing research critically and doing critical research. The focus is steadfastly on the rationale, scope and praxis of critical research in educational contexts, specifically using Critical Discourse Analysis (CDA). The course touches upon the foundations of critical theory as an edifice to engage in a deconstruction of the semantics surrounding the critical perspective. The course seeks to offer a nuanced distinction between doing research critically and doing critical research, while exploring the possibilities of the simultaneous pursuit of the two. The course also engages specifically with CDA to offer a methodological option to the learners as they look to situate their work in the critical tradition. The course also inverts the gaze to critically reassess the theory and practice of CDA to both highlight the dominant trends as well as the ideational-conceptual omissions earmarking it.

Learning outcomes:

After completion of the course, student will be able to:

1. Delineate the process of research when viewed from a critical perspective.
2. Critically assess their role in furthering the agenda of critical research in education.
3. Draw interlinkages between the tenets of critical theory and the agenda of Critical Discourse Analysis.


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University of Delhi, Delhi-110007

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4. Identify and delineate linguistic, discursive and social practices aspects of educational discourses.
5. Understand and apply CDA to educational contexts.

Number of Units: 4

Weeks 15 = 60 hours

Unit 1: Critical Research in Education: Rationale, Scope and Ontological Lineage


(2 weeks = 8 hours)

- Understanding Critique and its Role in Educational contexts
- Research as Critique
- Critical theory and Critical Research in Education
- An overview of Critical Methodologies [CDA, C-Participatory Action Research, C-Ethnography]

Unit 2: Doing Research Critically: A Critical re-envisioning of... (4 weeks = 16 hours)

- Aims of research
- Context of research
- Evidence in Research
- Relationships and representations in research
- Ethics of research
- Critical writing and dissemination
- Developing a framework for undertaking Critical Research

Unit 3: Studying Discourses: A Critical Agenda of Education (5 weeks = 20 hours)


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- Discourse: as Text, Discursive Practice and Social Practice.
- Discourses, Education and Research: The Critical Agenda of Educational Transformation
- CDA : Evolution, Interdisciplinarity and Multiple Approaches.
- The Aims and Principles of CDA
- The Applications of CDA: Education, Policy, Media, Marginal Identities

Unit 4: Researching Discourses Critically: CDA as a Critical Methodology (4 weeks = 16 hours)

- Role of a Critical Discourse Analyst
- Theoretical grounding and objectives
- Engaging with Data
- On Operationalization and analysis
- Criteria for assessing quality
- CDA and its discontents

Practicum/ Suggested Projects / Assignments (Any Two)

1. Engage interactions with people from different walks of life to gauge their understanding of the terms critical, criticism and critique. What trends emerge from such interactions? What does it tell us about the commonsense and academic understandings around these terms?
2. Read 'The Parrots Training' by Tagore and 'The Little Prince' by Antoine de Saint-Exupery. Debate whether these can be called critical? Frame arguments against the tenets of critical theory as studied by you.
3. Review any one research thesis of your choice. Discuss with reasoned arguments whether in your assessment the research was 'done critically.'
4. Based on your understanding of the term discourse, identify a discourse that influences your life on everyday basis. What is your location in such discourse? Do you have a voice? Is your voice unconditional? What facilitates or bars it? Present to the class and invite critiques on the same.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings


- Blommaert, J. & Bulcaen, C. (2000). Critical discourse analysis. *Annual Review of Anthropology*, 2000, Vol. 29, pp. 447-466
- Chouliaraki, L. & Fairclough, N.(1999). *Discourse in late modernity: Rethinking critical discourse analysis*. Edinburgh University Press.
- Fairclough, N.(1993). *Discourse and social change*. Polity.
- hooks b. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.
- hooks b. (2003). *Teaching community: A pedagogy of hope*. Routledge.
- Lee, A. & Otsuji, E. (2009). Critical Discourse Analysis and the problem of methodology. In Lee, T., Lee, Q., & Short, M. (Ed.) *Critical discourse analysis: An interdisciplinary perspective*. Nova Science Publishers.
- Rogers, R. (2004). *An introduction to critical discourse analysis in education*. Lawrence Erlbaum Associates. (Chapters 2,8, 9,11)
- van Dijk, T. A. (1995). Principles of critical discourse analysis. *Discourse and Society*, 4(2): 249-
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- van Dijk, T. A. (1995). Aims of critical discourse analysis. *Japanese Discourse*, 1 (1), 17-28.
- van Dijk, T. A. (2007). *Critical discourse analysis [chapter 18]*. Retrieved from <http://www.discourses.org/OldArticles/Critical%20discourse%20analysis.pdf>
- Wodak, R. & Meyer, M. (2001). *Methods of Critical discourse analysis*. Sage.(Ch-1, 2, 3 and 6)

- Wodak, R. & Meyer, M. (2009). *Methods of Critical discourse analysis*. (2nd Ed.) Sage.(Ch-1, 3 and 6)

Advanced Readings:

- Alvesson, M. & Deetz, S. (2021). *Doing critical research*. Sage.
- Caldas-Coulthard, C.R. & Coulthard, M. (1996). *Texts and practices: Readings in critical discourse analysis*. Routledge. (Chapters 1 and 2)
- Carr, W. (1987), Critical Theory and Educational Studies. *Journal of Philosophy of Education*, 21: 287-295. <https://doi.org/10.1111/j.1467-9752.1987.tb00169.x>
- Datnow, A. (2024). 2022 Wallace Foundation Distinguished Lecture Education Reform, Past and Present: Asking Equity Questions and Looking for Hope. *Educational Research*.
- Fairclough, N. (1995). *Critical discourse analysis: the critical study of language*. Longman.
- Heyting, F. and Winch, C. (2004), The Role of Critique in Philosophy of Education: its Subject Matter and its Ambiguities. *Journal of Philosophy of Education*, 38: 311-321. <https://doi.org/10.1111/j.0309-8249.2004.00387.x>
- Giarelli, J. M. (1992) Critical theory and educational research: an introduction. *International Journal of Qualitative Studies in Education*, 5:1, 3-5, DOI: [10.1080/09518399200501024](https://doi.org/10.1080/09518399200501024)
- Machin, D. & Mayr, A. (2012). *How to do critical discourse analysis: A multimodal introduction*. Sage.
- McLaren, P. & Giarelli, J. (1995). *Critical Theory and Educational Research*. State University of New York Press.
- Orelus, P.W (2017). *Language, Race and Power in Schools: A critical discourse analysis*. Routledge.(Chapters 1, 3 and 4)
- Taylor, S. (2013). *What is discourse analysis?* Bloomsbury.
- Torres, R.N. & Nyaga, D. (2021). *Critical research methodologies: Ethics and responsibilities*. Brill.

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- Tripp, D. (1992). Critical theory and educational research. *Issues in Educational Research*, 2(1), 13–23.
<https://researchportal.murdoch.edu.au/esploro/outputs/journalArticle/Critical-theory-and-educational-research/991005544562707891>
- van Dijk, T. A. (1995). Discourse studies and education. *Applied Linguistics* 2, 1981, 1-26
- van Dijk T.A (2005). Politics, ideology and discourse. In Elsevier Encyclopedia of Language and Linguistics. Volume on Politics and Language, pp. 728-740.
- van Dijk, T. A. (2007). Critical discourse analysis [chapter 18]. Retrieved from <http://www.discourses.org/OldArticles/Critical%20discourse%20analysis.pdf>

Teaching Learning Resources (Digital and others):

- <https://discourses.org/>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Keywords: Critical Theory, Critical Research, Discourse, Discourse analysis, Social Change.

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