

## إختبار التحليل النقدي للخطاب

د. ايناس فتحي عبد الرازق

مدرس اللغة الإنجليزية بكلية الآداب – قسم اللغة الإنجليزية

### *A Test in Critical Discourse Analysis*

*Dr. Enas Fathy Abd Elrazek*

*An English Language Instructor at Faculty of Arts – Dept. of English*

Faculty of Education

Dept. of Curriculum & Instruction

Test time : 3 Hours

### A Critical Discourse Analysis Test

#### Test Instructions:

- \* This test is composed of 18 items designed to assess your CDA skills.
- \* Read the questions carefully and don't leave any of the given questions unanswered.
- \* Answer the questions on the answer sheet given to you.
- \* The score is 100

#### I. Read the following sentences carefully and put the suitable term for each:

- A) A text that can't be understood except in relation to other texts that have passed before.
- B) The field in which CDA have been used in conducting research.
- C) One of the remarkable and most influential researchers in CDA .
- D) A linguistic feature of form used by the speakers to indicate how they really mean what they say.
- E) A communicative tool people use to construct meaning by identifying units of analysis at multiple levels including social events and contexts.

#### II. State whether these statements are true or false and justify your answers:

- A) The power of discourse lies in challenging processes with proper justification
- B) A negative discourse analysis changes focus from domination to productive use of power.

- C) A researcher is interested in the literacy practices of adolescent immigrants. She records their language arts classes and interviews the students and teacher. Her analysis focuses on description and finding themes. This type of study is called CDA.
- D) Critical discourse analysts study The way power structures are reproduced.
- E) One of the things that you should look for when doing a CDA is the use of colorful language.

**III. Read carefully the few coming lines in the remarkable sonnet of Shakespeare "Shall I compare thee" and then answer the following questions:**

Shall I compare thee to a summer's day?  
 Thou art more lovely and more temperate:  
 Rough winds do shake the darling buds of May,  
 And summer's lease hath all too short a date:  
 Sometime too hot the eye of heaven shines,  
 And often is his gold complexion dimm'd;  
 And every fair from fair sometime declines,  
 By chance or nature's changing course untrimm'd;  
 But thy eternal summer shall not fade  
 Nor lose possession of that fair thou owest;  
 Nor shall Death brag thou wander'st in his shade,  
 When in eternal lines to time thou growest:  
 So long as men can breathe or eyes can see,  
 So long lives this, and this gives life to thee.

- A) Give an example of a hidden relation of power in the previous text.
- B) Who is empowered over the other the beloved lady or the a summer's day?
- C) Explain in your own words two things that are left unspecified or unsaid in the previous lines.
- D) A colorful language can be recognized in those lines. Explain the previous statement.
- E) This sonnet is intercontextual if compared with the previous 17 sonnets of Shakespeare. In your own point of view, what relation can be established?

**IV. Milton's sonnet "On his blindness" concerns the universal desire to discover and develop one's talents. The poem suggests that each of us is given one or several gifts which we are obliged to identify, utilize, and develop throughout our lives or else experience disappointment, failure and frustration. The Bhagavad-Gita says something similar and invokes Milton's idea of a "maker" to be served:**

In the beginning  
The Lord of beings  
Created all men,  
To each his duty.  
'Do this,' He said,  
'And you shall prosper.'

Analyze the previous lines by filling the table below

Item	Definition
Vocabulary	
Transitivity	
Mood and Modality	Mood: Modality:
Topicality	
Presupposition	
Ambiguity	

Table of Specification

Question No.	Part	Content	Behavioral objective	Cognitive level	Item type	Score
1	Part (1)	CDA definition, methods of research and ways of application	Measuring students' ability to define CDA and describe the most familiar ways of applying it	Understanding and application	Term statement	5
2						5
3						5
4						5
5						5
1	Part (2)	Discourse power, analysis and types of study	<ul style="list-style-type: none"> <li>Measuring students' ability to recognize the points of power in a given discourse</li> <li>Measuring students' ability to make judgments about the value of ideas involved in a poem</li> </ul>	Analysis and Evaluation	True and false	5
2						5
3						5
4						5
5						5

1	Part (3)	Sonnet "Shall I compare thee"	Measuring students' ability to locate the points of strength in a poem	Application	Short answer	5
2			5			
3			5			
4			5			
5			5			
1	Part 4	Milton's sonnet "On his blindness"	Measuring students' ability to apply CDA approach in criticizing a text	Criticism	Fill in a table	25

