

## **The Role of Data in the Analysis of Academic Discourse**

### **John Flowerdew**

I will start by looking at some books, published quite far apart from each other, and each bearing the title *Academic Discourse*: Bourdieu (1964/94); Flowerdew (1991); and Hyland (2009). I will consider the approach to data promoted and/or applied in each of these publications, highlighting the extent to which they promote an analysis from a more text-focussed or a more contextually-focussed perspective. Continuing with the text/context dichotomy, I will consider two studies of my own, each illustrating one of the text/context perspectives, along with, time permitting, studies conducted by others considered in this light. I will aim to highlight the approach to data in all of these studies. I will conclude by making the point that the approach to data cannot be divorced from other dimensions of the research process: research question/goal, theory, method, analysis, and interpretation.

### **References**

Bourdieu, P., Passeron, J.C. & de Saint Martin, M. (1965 [1994]) *Academic Discourse: Linguistic Misunderstanding and Professorial Power*. Stanford: Stanford University Press.

Flowerdew, J. (Ed.). (2002). *Academic discourse*. London: Longman.

Hyland, K. (2009). *Academic Discourse: English in a Global Context*. London: Continuum.