

○ **B. PALTRIDGE, *DISCOURSE ANALYSIS: AN INTRODUCTION (2ND ED.)***
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Review by Glenda Shopen

This book is a revised edition of the author's 2006 introductory textbook on discourse analysis for students, teachers and researchers of applied linguistics. This second edition is now part of the Bloomsbury Discourse Series which provides a comprehensive introduction to language in real life and includes titles such as Tagg's (2012) *The Discourse of Text Messaging*; Hyland's (2009) *Academic Discourse* and Coffin's (2006) *Historical Discourse*. This book is a highly accessible textbook that includes suggested answers to the exercises and a glossary of key terms for easy reference. Revisions in this edition include a timely chapter on Multimodal Discourse Analysis. Examples from academic writing have been increased and new tables of interactive metadiscourse resources have been provided. Also new is the addition of a companion website of power point slides useful to teachers and web resources useful for students.

In Chapter One, Paltridge provides an overview of discourse analysis not only at the level of text but also of language in use. Gone are the distinctions between spoken and written language and the discussion of competencies which dominated this chapter in the earlier edition. Instead, Paltridge focuses on defining discourse analysis by suggesting that it both describes and explains language use. Different approaches, the author argues, reveal particular perspectives adopted and questions asked. In his view, socially oriented and critical views of discourse analysis are seen as complementary to text-based approaches. This view is adopted consistently throughout the book and allows Paltridge to make reference to authors who adopt multidisciplinary approaches while never actually engaging with their views.

In Chapters Two to Nine, Paltridge introduces the different perspectives he sees as salient for the analysis of discourse. In Chapter Two, the author focuses on the construction of situated actual and imagined (or virtual) identities and communities of practice through discursive strategies and language use. The discussion centres on discourse communities, language as social and local practice, discourse and gender, discourse and identity and discourse and ideology. Important concepts linked with these topics include linguistic repertoire, linguistic capital, discourse community, discursal self, multiple identities, framing and foregrounding, and agency. Conversations within the American television series 'Sex and the City' are used to build the discussion of gender, identity and ideology and they are contrasted with examples from academic discourse, on line chat environments and media discourses. These additional examples provide some insight into the way identities and communities are negotiated in Japan and China.

In Chapter Three, the author explores the relationship between language and context, or linguistic form and communicative function. Paltridge introduces the concepts of context of situation, illocutionary and perlocutionary acts, felicity conditions, presuppositions, the cooperative principle, conversational implicatures, involvement and independence, politeness and face and cross-cultural pragmatics. Examples are drawn from English, Japanese, Korean and Chinese. I found the discussion and the examples in this chapter to be general and descriptive rather than persuasive. The idea that the study of language use across cultures (cross-cultural pragmatics) is a study of what is the same and what is different (p.38) reflects Paltridge's view. Evidence from the field of discourse pragmatics suggests that differences in language use across cultures can be systematic and often reflect the different cultural values or hierarchies of values held by different societies. This view of language use recognizes its multi-functionality rather than looking for a direct relationship between form and function.

In Chapter Four, the author is most confident. Issues concerning genre identification, the relationships between genres (genre chains, networks and sets) are discussed with reference to The Sydney School of Genre Analysis. Contrastive or intercultural rhetoric is introduced using discourse structures from different languages and cultures and an interesting example of 'going on a first date' in Japanese and American English speaking contexts is provided. The simple contrast of similar and different is made, but this time the differences are described as 'significant' (p.74). The author returns to the theme of teaching academic writing and three fields of focus are identified. They are 'English for Specific Purposes' with its focus on second language graduate student writing, 'Rhetorical Genre Studies' with its focus on first language academic and professional writing, and 'The Sydney School' with its focus initially on elementary and secondary school writing and now on writing in higher education.

The discussion centres on reviews of current studies of discourse structures and frameworks and studies that provide an interface between "bottom-up" corpus-based and "top-down" discourse analysis approaches. A discussion of metadiscourse follows where interactive rhetorical and interactional rhetorical resources are explored. The steps in genre analysis are contrasted as text-first or context-first. In either case, the analysis of the social and cultural context of the genre is said to present an important stage. A discussion of ethnography as method, methodology and deep theorizing ensues for the purpose of providing a 'wide-angle' approach. A discussion of the discourse structure of genres exemplifies the way text-based genre theory and analysis has developed from an initial discussion of 'text types' to the current example of 'typical' and 'optional' features of theses and dissertations from Paltridge's own work. The section on applications of genre analysis examines the teaching of genre-based approaches in schools with attention to some of the concerns that have previously been raised by teachers.

Chapter Five introduces issues related to Discourse and Conversation. The author defines conversational analysis as an approach concerned with the way people manage their

conversations. The primary focus is the organization of spoken discourse within sequences of related utterances such as adjacency pairs, turn taking, feedback, repair, openings and closings, discourse markers and response tokens. Transcribed conversations are analysed and used as the basis to introduce transcription conventions and discuss a variety of textual features. While the author mentions that expectations in the organization of spoken discourse may vary across languages and cultures, and that some structures and features of spoken discourse may need to be taught in language learning classrooms, these differences are not really explained. Instead, the potential to draw on information from outside the text is discussed with reference to studies where transcribed conversations have been put into social, historical and cultural contexts in order to understand the assumptions and values that underlie how and why the discourse has been performed in a particular way. A sample study of refusals follows which shows the way other data sources as well as conversational analysis can be included to examine the way women refuse unwanted sex in English speaking cultures. In concluding, the author suggests that there are different views of conversational analysis but what is important is to justify explicitly what has been included and what excluded in any analysis.

In Chapter Six, Paltridge begins with discourse-based grammar with support from Halliday and Hasan (1976) rather than traditional explanations of grammar which the author characterizes as sentence-based. He does so on the grounds that patterns of use of certain linguistic items such as ‘this’ and ‘that’ look different from a discourse rather than sentence perspective. As unity of structure was dealt with in Chapter Four, Paltridge turns his attention to unity of texture in this chapter, specifically patterns of cohesion, including reference, lexical cohesion, collocation, conjunctions, substitutions and ellipsis. The author also introduces the elements of theme and rheme including multiple theme/split rheme and their roles in identifying focus and flow of information in a text. This is followed by discussions of the grammatical resources used to express appraisal and engagement. The chapter concludes with a discussion of the grammatical differences between spoken and written texts, which represent a continuum of differences. Grammatical intricacy, lexical density, nominalizations and grammatical metaphor are features that characterize these differences and are described with clear examples. Paltridge concludes by suggesting that texts are multidimensional constructs where linguistic features may cluster according to communicative function but where these clusters are distributed differently in different types of spoken and written texts.

In Chapter Seven, Paltridge first uses discussion of the contribution of corpus studies to introduce issues of methodology, including the different roles of general and specialized corpora and questions of authenticity, representativeness, validity and sampling. Then, with reference to the Longman Spoken and Written English corpus the author moves on to a full discussion of discourse characteristics, performance phenomena and constructional principles of conversational discourse in English. This is followed with reference to the contribution of

particular corpus studies and to the social nature of discourse, collocation and academic writing. Paltridge concludes with a brief discussion of the criticisms of corpus studies, in particular, their failure to allow for a consideration of the contextual aspects of texts and suggests data collection strategies to offset this criticism.

Chapter Eight is the new chapter in this edition. It begins with examples of the way images of the events of 9/11 established proximity and engagement for television viewers as much as the news reports (p.169). This chapter sees Paltridge embrace the social and cultural contexts of discourse through the application of Halliday's functions of ideational, interpersonal and textual meanings and through the theoretical assumptions of Jewitt (2009). Language is part of an ensemble of modes; each mode realizes different meanings, which are distributed between the modes and configured by individuals, and these meanings are social and shaped by the conventions of the genre in its particular context. Next, Paltridge refers briefly to speech act theory but the main discussion concerns genre theory as it expressed in the multimodal framework developed by Bateman (2008). Time magazine's cover of Michelle Obama is used for exemplary analysis. This is followed by reference to studies of other genres which have been analysed from a multimodal perspective including on line and print newspapers, film and television genres and film trailers. The aim in multimodal discourse analysis, according to Paltridge, is to show the relationship between context of situation, genre and context of cultures. The use of ethnographic techniques is considered to have value for explaining the production and consumption of multimodal genres and for linking analyses to broader social and contextual issues.

In Chapter Nine, Paltridge suggests that 'the norms and values which underlie texts are often 'out of sight' rather than overtly stated' (p.186) and that the aim of critical discourse analysis is to reveal these hidden values, positions and perspectives. His overriding concern continues to be the relationship between language and its contexts. Paltridge argues that the relationship between texts, discourse practices and socio-cultural practices in a critical perspective is simultaneous (p.193). Framing, foregrounding and backgrounding are suggested strategies for the critical analysis of texts. At the sentence level, topicalization and agent-patient relations can be examined. At the level of words and phrases, the examination of connotations, technicality, certainty and attitude might be expected to reveal the views behind the text. Contemporary and interesting examples of critical discourse studies that use these strategies are presented. Finally, Paltridge outlines the criticisms of critical approaches and ways they might be addressed.

Paltridge concludes with Chapter Ten, where he gives examples of recent studies that combine text-based discourse analysis and other research perspectives, which he contends 'can provide a fuller and more explanatory perspective on the question under investigation' (p.219). The author outlines criteria for the evaluation of projects on the familiar lines of reliability, validity and replicability and provides guidelines for students to develop a

discourse analysis project from the issues raised in the book. Students will do so with the idea that they have a number of distinct perspectives from which to choose a focus and a view that social and cultural perspectives are situated outside the text and may require additional investigation that should be considered complementary to the textual approach. For some teachers and researchers of discourse analysis this approach may seem too systematic and to lack integration.

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