Book Review

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Flowerdew, John. 2013. Discourse in English Language Education. London / New York: Routledge. ISBN 978–0–415–49964–4.

The main theme of this volume is to discuss discourse analysis and familiarize the readers, especially undergraduate students of TESOL and Education, with the main topics in discourse studies. According to Flowerdew, one of the features of this book is its focus on a wide range of approaches to discourse and discourse analysis, namely Systemic Functional Linguistics (SFL) and Register, Speech Act Theory, the Cooperative Principle and Politeness, Conversation Analysis, Genre Analysis, Critical Discourse Analysis (CDA), and Corpus Linguistics. However, what distinguishes this book from others books of discourse, and probably from other similar books on discourse and language teaching, is its practical view toward discourse and discourse analysis, i.e., it is clearly shown, by referring to real-life examples, how every discourse topic, issue, or feature can be analyzed and then taught in a language class. In fact, Floweredew's attempt in this volume is to familiarize the readers with how discourse analysis can inform the practice of English language teaching. Thus, the book utilizes research findings and suggests guidelines, models, and approaches to language teachers as to how discourse studies can be insightful in language teaching methodology, materials development, and evaluation.

Discourse in English Language Education contains a total of ten chapters. As far as the organization of each chapter is concerned, Flowerdew starts every chapter by discussing the main points and concepts related to a topic, using real-world examples taken from authentic contexts. The author proceeds with clarifying the value of discourse analysis in language pedagogy by focusing on the application of the topic(s) just discussed in the chapter. Every chapter then ends up with a number of questions for the readers to discuss and reflect upon.

The first chapter provides the readers with a number of definitions of the terms discourse and discourse analysis and sets the scene for the rest of the book. In Flowerdew's view, discourse is "language in its contexts of use" (p. 1). This is a broad definition which deals with the suprasentential aspects of language. Flowerdew also argues that the study of discourse is an interdisciplinary study and that discourse analysis is employed in many other fields as well. The author goes on with highlighting the role of discourse in the process of communication and mentions that "discourse is the vehicle by means

of which communication takes place" (p. 5). Drawing upon Canale and Swain (1980), Canale (1983), and Celce-Murcia's (2007) conceptualization of communicative competence, Flowerdew argues that knowledge of discourse as a necessary component of communicative competence must be considered in teaching a second/foreign language.

Chapter two is devoted to Halliday's Systemic Functional Linguistics (SFL). After a brief introduction to Halliday's functions of language, Flowerdew explains Halliday's systemic functional linguistics and elucidates the contextual parameters (field, tenor, and mode) through which the three metafunctions are realized. Closely related to field, mode, and tenor, register as "a set of linguistic choices associated with a particular situation" (p. 13) is elaborated on and the relation between each contextual parameter and lexicogrammar is discussed using real-life examples. By the end of the chapter, Sinclair and Coulthard's (1975) model for the analysis of classroom interaction and Martin and White's (2005) appraisal theory are discussed.

Chapter three explores cohesion and generates a full picture of the subject by elaborating on the five categories of cohesion proposed by Halliday and Hasan (1976). Thus, reference, substation, ellipsis, conjunction, and lexical cohesion and their types and subcategories are presented. What comes next is a discussion of other related notions, such as cohesive chains and harmony, and some models and approaches to cohesion. Through the end of the chapter, the application of cohesion to the practice of language teaching is sought.

Chapter four is devoted to theme and the significant role theme plays in developing discourse. Claiming that his approach to theme and theme analysis is different from the ones proposed by Halliday and Matthiessen (2004) and Thompson (2004), Flowerdew defines theme as "that part of the sentence which includes everything up to, but not including, the verb" (p. 61). In the other part of the chapter, different types of themes are introduced. By the end of the chapter, Flowerdew deals with the value of theme analysis from a pedagogical point of view.

In chapters five and six, the author moves into the realm of pragmatics. Chapter five starts with the definitions and taxonomies of speech act as one of the central aspects of pragmatics. Flowerdew's main concern is the application of pragmatics in language teaching. Thus, the role of speech acts in teaching the pragmatic system of a second/foreign language is discussed. Closely related to speech acts, the notions of cross-cultural and interlanguage pragmatics as well as pragmatics instruction and research are introduced. However, the rest of chapter five is devoted to a review of the problems associated with the teaching of speech acts. In chapter six, other aspects of pragmatics, such as cooperative principle, conversational implicature, and politeness and their related categories, taxonomies, and models are discussed.

Conversation analysis, as the analysis of spoken discourse, is explored in chapter seven. Considering conversation as a socially important linguistic activity, the author artistically elaborates on the notion of conversation analysis and the topics it investigates, namely turn-taking, reference organization, topic management, and repair. Besides, institutional talk, as a type of language use, is introduced. In the next part, Flowerdew brings up some studies suggesting that conversation analysis, if done between two languages and cultures, can be more insightful. Reviewing the criticisms against conversation analysis, Flowerdew brings the chapter to an end by discovering how beneficial conversation analysis can be to second/foreign language learning and teaching.

Chapter eight elucidates the notion of genre and tries to solve the confusion as to the difference between genre and register. Features of genre and the intercultural aspects of genre are discussed afterward. However, the most practical part of the chapter deals with introducing genre-based pedagogy and its benefits for ESP courses. Through the end of the chapter, common approaches to genre pedagogy are given using examples.

Chapter nine is about corpus linguistics. First, various definitions and aspects of corpus linguistics are reviewed. What comes next is the application of corpus linguistics to discourse analysis. As Flowerdew maintains, in this corpus-assisted discourse analysis "the analysts are concerned to consider not only the corpus-derived data, but also the texts and contexts from which these data are derived" (p. 167). Through the end of the chapter, move analysis and other types of corpus analyses are explained. The final section of the chapter looks at the criticisms against the application of corpus linguistics/discourse analysis to language and language education.

Chapter ten, the last chapter, describes critical discourse analysis (CDA) as a social approach to linguistics. Various examples are provided to show how discourse can be analyzed critically. The prominent figures who contributed to CDA and their views are also introduced. Following that, the key issues in CDA, such as power, hegemony, and identity are presented. The next part of the chapter considers some practical methods for conducting a CDA study. Another section, which has made the chapter more useful, deals with critical discourse analysis from the viewpoint of systemic functional linguistics. At the end of the chapter, critical language awareness (CLA) as an outcome of CDA to language pedagogy is introduced.

A thorough review of the book showed that focusing on the application of discourse to language pedagogy is one of the strong points of this volume. This feature distinguishes Discourse in English Language Education from other books of discourse available on the market. Although other books may include more detailed discussions on the same topics and concepts in discourse and discourse analysis, this book takes a practical approach to the study of discourse. In this book, Flowerdew looks at every topic from a pedagogical point of view and provides the readers with several real-life examples, research findings, and approaches showing how beneficial discourse analysis can be for language teachers. Flowerdew argues that one of the pedagogical benefits of discourse analysis will be teachers' application of conversation analysis. He maintains that conversation analysis focuses on classroom interaction and brings about "awareness on the part of teachers of the nature of talk" (p. 135). When it comes to textual analysis, discourse analysis, according to Flowerdew, can also help language teachers. It is truly argued in this book that textual analysis of materials language learners will be exposed to provides the teacher with an understanding of the generic structure of such texts; being able to analyze and understand the target genre and the rhetorical structure if a text helps the teachers and materials developers in ESP and EAP courses in particular. Meanwhile, Flowerdew's elaboration on the relations among language teaching, corpus linguistics, and critical language awareness contributes to the usefulness of the book for language teachers.

A comparison of Discourse in English Language Education with other similar books of discourse analysis also proves the fact that Flowerdew's book is more practical and usable for language teachers. The first book to consider is Discourse Analysis for Language Teachers by McCarthy (2000). This publication,

more than focusing on the application of discourse analysis in language teaching and learning, gives the reader an understanding of discourse analysis itself. The examples given in McCarthy's book are only instances of classroom dialogue which help learners get familiar with various aspects of classroom discourse. Although he deals quite effectively with different aspects of discourse analysis, McCarthy does not explicitly delve into the practical applications of discourse analysis in the practice of language teaching. The second publication to compare is Olshtain and Celce-Murcia's (2001) Discourse Analysis and Language Teaching which is published in Handbook of Discourse Analysis. Like McCarthy, Olshtain and Celce-Murcia do not go beyond an introduction to discourse and language teaching; they only theoretically review the role of discourse analysis in the teaching of language skills, sub-skills, and other related areas.

As mentioned above, a true advantage of Flowerdew's book is its pedagogical focus regarding each main topic in discourse analysis; this book clearly explains how every discourse feature can be analyzed and instructed. Flowerdew has provided sections titled "Application to Pedagogy" near the end of each chapter and has referred to examples of the direct function of discourse-related elements and topics in pedagogical contexts. This feature greatly distinguishes this book from its competition, and turns the publication into a useful reference and/or textbook for acquiring information about the direct role of discourse analysis in language teaching.

Overall, this publication, as a reader-friendly and precise introduction to discourse and its application to pedagogy, is highly recommended to language practitioners, researchers, materials developers, and teacher educators. This book can also be used a textbook for students majoring in TESOL, TESL, TEFL, and Linguistics.

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