

## Teachers of English to Speakers of Other Languages, Inc. (TESOL)

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Review

Reviewed Work(s): Discourse across Languages and Cultures by C. Moder and A. Martinovic-Zic

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issues raised by choosing a qualitative research methodology. Colleen Brice then examines some of the challenges of coding qualitative data, and Ken Hyland describes textual analysis. Rosa Manchón, Liz Murphy, and Julio Roca de Larios describe one use of concurrent protocols, and Sarah Hudelson revisits and critiques an earlier study to consider how theoretical frameworks shape research interpretations. Dana Ferris's "Coda" provides a practical bookend to Silva's opening philosophical essay by candidly narrating her own journey as a researcher. She also provides novices with realistic advice about choosing projects, working with collaborators, and seeing a project through to publication.

As researchers reflect on their various projects, the reader learns about the choices they made in design and interpretation and how those choices were later complicated when the abstract research design collided with real people. As the researchers discuss how they responded to these complications, the process of conducting research becomes somehow scarier and safer at the same time. No one can foresee all of the issues that a particular research project will raise, but people do live to tell the tale, get results published, and even undertake new projects. The candid portraits the contributors provide, the scope of the issues they cover, and the range of research methodologies they include all make this book extremely valuable, not just for people entering L2 writing research, but also for those in second language studies and composition studies.

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***Discourse Across Languages and Cultures.***

C. Moder and A. Martinovic-Zic (Eds.). Amsterdam: John Benjamins, 2004. Pp. vi + 361.

■ This edited volume consists of 18 chapters, each written by a different author, that address various aspects of oral and written discourse in a variety of languages.

The opening chapter (written by Carolyn Moder) provides a succinct historical background to the formal analysis of discourse and presents the theoretical models and frameworks used by the contributors. Moder explains that, over the past 30 years, approaches to analyzing language units beyond the sentence level have included contrastive rhetoric, rhetorical typology, discourse analysis, and translation studies, each coming from distinct disciplines with their own preoccupations and research

practices. She carefully traces the developments within these approaches, critiquing their limitations and advocating a cross-fertilization of ideas and methodologies.

According to Moder, the present volume is an attempt to help unify the diverse field of discourse study by providing concrete investigations illustrating the different analytical models and confirming or disconfirming hypotheses regarding discourse similarities and differences among disparate language groups. It also raises important questions about how human experience is processed into discourse; the function of discourse features like lexical choice, definiteness, foregrounding, and backgrounding; the extent to which discourse patterns are constructed around cultural values or linguistic forms; and the most effective way to learn and translate discourse patterns. The 17 studies that follow are directed at linguists and researchers actively analyzing discourse cross-culturally. They contain a wealth of technical detail regarding analytical procedure and data presentation (e.g., tree structures for graphing dialogue paragraphs, quantitative analysis of mean length of turn or words per intonation unit, utilization of pre-existing corpora for discourse analysis, and creation of experimental settings to elicit specific types of discourse), all of which should stimulate further work among researchers.

Chapters 3, 4, 5, 10, 12, and 13 would be of particular interest to analysts of spoken discourse. Wallace Chafe (chapter 3) compares the expression of events, states, people, things, and topics in English and Seneca, paying particular attention to polysynthetic (holistic) verbs in Seneca, which include the participants in the action word itself. Rebecca Damron (chapter 4) examines the form and function of prosodic elements in Urdu and Pakistani English, two languages with very different morphosyntax coexisting in the same culture. This analysis permits her to draw conclusions regarding the effects of culture on prosody. Maite Taboada (chapter 5) uses rhetorical structure theory to analyze a dialogue completion task carried out in English and Spanish. She reveals that rhetorical relations can be affected by subject matter, dialogue stages (initialization, task-performance, and closing), and politeness rules. Patricia Mayes (chapter 10) compares Japanese and American cooking classes and discovers differences in degree of formality, discourse content, and participants' motivations. Jelena Jovanovic and Aida Martinovic-Zic (chapter 12) analyze verbs of motion in oral narrations of Mercer Mayer's picture book *The Frog Story* and natural conversation of adult speakers of Serbo-Croatian and American English. Serbo-Croatian lexicalizes motion by adding prefixes to verbs, while English places particles (e.g., *up*, *in*, *down*) after verbs. Mary Seig (chapter 13) scrutinizes episode boundaries in narratives about *The Frog Story* produced by American and Japanese university students receiving the stimulus in book ver-

sus scroll format. The two formats yield differences in intonation units, number of words, and referential elements.

For analysts working with written discourse, chapters 2, 11, and 15–18 will be of interest. Robert Longacre (chapter 2) uses textlinguistics to analyze Arthur Hailey's novel *The Final Diagnosis*, focusing on the interrelationships among text types, templates, constraints, and morphosyntactic structures. Dan Slobin (chapter 11) inspects verbs of motion in different languages, deriving his data from translations of Tolkein's *The Hobbit*, narrations of *The Frog Story*, and newspaper reports in different languages. Joanne Neff et al. (chapter 15) apply contrastive rhetoric and developmental studies methods to compare argumentative texts written by journalists and university students in Spain and the United States. They examine differences in structural aspects (e.g., words per T-unit, words per clause) and information presentation (e.g., use of subordination and coordination). Elizabeth Arcay Hands and Ligia Cossé (chapter 16) dissect academic texts in Venezuelan Spanish and English produced by monolingual and bilingual authors, assessing the transfer effect of L2 literacy on L1 academic writing. Tania Gastão Saliés (chapter 17) investigates image schemas in expository texts written in Brazilian Portuguese and English by analyzing the syntax, lexicon, and attention units and linking them to cognitive and pragmatic constraints. Ruth Berman (chapter 18) evaluates Hebrew texts written by elementary, high school, and graduate students to determine the developmental differences in their use of noun phrase structure and register.

Because of their greater accessibility and direct applicability to classroom practice, chapters 1 and 6–9 would be worthwhile for ESL or EFL teachers, teacher trainers, or program administrators. As already mentioned, Carol Moder (chapter 1) gives a valuable overview of the diverse approaches within the field of discourse analysis. Euen Hyuk Jung (chapter 6) analyzes apologies produced by Koreans learning English, using role plays (a technique very familiar to ESL teachers) to elicit her data. Hikyoung Lee (chapter 7) looks at how Korean immigrants of different generations use English discourse markers (e.g., *you know*, *like*, *I mean*) in colloquial speech. Both of these chapters would be beneficial to language practitioners teaching Koreans because they provide essential comparisons between Korean and English discourse structures. Suzanne Fleischman and Marina Yaguello (chapter 8) contrast the uses of the discourse markers *like* and *genre* in English and French and shed light on the way in which learners of each language may process such discourse markers. This study would be useful for English, French, and bilingual education teachers. Ron Scollon (chapter 9) examines reported speech in written academic, journalistic, and advertising texts in Chinese and English and demonstrates differences in the quantity and manner in which citations and quotations are used in each type of discourse. This

chapter would be relevant to ESL or English for special purposes instructors dealing with Chinese university students in China or in immigrant communities. Instructors and policymakers interested in the development and spread of English as a world language would be enlightened by William Eggington's thought-provoking chapter 14, which documents the way in which English currently influences international discourse patterns.

It is regrettable that the volume lacks a closing chapter to sum up the overall findings of the studies and thus leaves the reader without closure. It also contains a significant number of typographical errors that should have been caught during the editing process. These are, however, minor flaws.

Overall, the volume contains well-crafted studies that will advance discourse research as a whole. The wide range of settings and languages underscores the variability in human discourse structures, and the diverse data collection techniques and analytical approaches reveal the breadth and inventiveness that currently characterize the field.

It should be noted that the volume is not appropriate for someone new to discourse analysis. The majority of the studies require considerable background in linguistics or rhetoric and very close reading. They are most suitable for graduate students carrying out thesis work or researchers in discourse analysis. Those readers who require or desire a more digestible introduction to the analysis of discourse should consult a basic textbook like Coulthard (1994), Cameron (2001), or Johnstone (2002).

## REFERENCES

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