Miguel Ángel Martínez-Cabeza 2003: *The Study of Language beyond the Sentence: From Text Grammar to Discourse Analysis.* **2nd ed. Colección Estudios de Lengua Inglesa 6. Granada: Comares. 296 págs.**

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This book is an introduction to the immense area of linguistics above the sentence level. The target reader is the undergraduate student who approaches textual, discursive and pragmatic issues for the first time. As Martínez Dueñas notes in the Preface, the scope of linguistics has changed enormously in the last forty years, pushing its limits *beyond* the sentence, and including the areas of text linguistics, discourse analysis and pragmatics. This shift has had an obvious reflection in university syllabuses, and new generations of linguistics students have been faced with incorporating this new frame of knowledge to their previous sentence-based linguistic background. As is normally the case in a relatively new area of study, one of the main difficulties that both teachers and students encounter is that there are still few books in which all the approaches and concepts are covered. This fact is a source of intellectual and linguistic richness, since students are often directed to read primary authors and first-hand knowledge. However, it is also useful to be able to resort to a book that attempts to put everything into perspective. Therefore, it is with great joy that teachers and students of linguistics above and beyond the sentence level welcome a book like Martínez-Cabeza's. The author is Senior Lecturer in English Language and Literature at the University of Granada

The idea of the volume, a textbook on *The Study of Language beyond the Sentence*, is good, though ambitious in its scope. The approach, explicit in the subtitle *From Text Grammar to Discourse Analysis*, reflects the author's personal ideas on the subject, which show even in the order of the chapters and the organisation of the ideas. The book starts with one of the most difficult points in the area of linguistics above the sentence, which is the definition and scope of the terms *text, discourse, text grammar, text linguistics* and *discourse analysis*. Section 1.4 is specially useful for students, since it compiles and compares some of the definitions of text and discourse. The author, following Halliday and Hasan (1976) in considering that "the relationship between sentences and texts is not one of constituency" (19), talks of the text as a unit *beyond* the sentence, meaning not only *above* but also *outside* the sentence. He argues that "it is possible to speak of the *grammar* of a text by analogy with sentence grammar, but it is only possible to speak of discourse *analysis*." Martínez-Cabeza opts for a methodological simplification of the linguistic field—or oversimplification, as he says—and talks about two levels, the textual level and the discourse level: "The textual level is based primarily on formal features and tends to remain constant. It is a limited account of language as a whole because it misses the cognitive and behavioural aspects. It is fairly abstract and presents stability across situations. On the other hand, the discourse level focuses on situations. It is concrete and context-dependent" (22).

This division constitutes the organisational frame of the book, which is divided into ten chapters, in a carefully planned sequence, which goes from the textual, more formal level, to the discursive point of view. In the first four chapters the overall stance is grammatical, to help students who "will find it easier to begin with an application of already known

descriptive tools, although the object of description lies beyond the sentence" (22–23). The approach of chapters 5 to 10 is more *pragmatic* in nature. After an introduction to "Text grammar and discourse analysis" in chapter 1, which is complemented and more easily understood together with chapter 5, "From text grammar to discourse analysis," chapter 2 introduces "Textual components," that is, text types, text forms and textual units. Chapter 3 deals with cohesion and coherence, and chapter 4 with theme and information structures. In the second part of the book, the author presents what he considers "the most representative approaches to the study of discourse," which include speech act theory, Grice's co-operative principle, relevance theory, Birmingham's approach to discourse analysis, the ethnomethodological approach to conversation, and finally, politeness theory.

This organisation, together with the underlying methodological assumption that lies behind it, is not free of problems, and makes the teacher reflect upon the fact that although knowledge is not linear, the presentation of information certainly is. Chapter 1 is, perhaps, too simplistic. It introduces mainly textual issues, and is followed by three chapters that describe formal aspects of texts. Chapter 5 tries to bridge the gap "from text grammar to discourse analysis," and completes the picture of the reality of linguistic studies beyond the sentence. It is true that the boundaries between text and discourse are not clear, but the fact is that many fundamental issues are left unmentioned until chapter 5. (It is fair to say that the author warns us that chapters 1 and 5 are totally complementary.)

The organisation of linguistic knowledge beyond the sentence in two levels, *text* and *discourse*, brings another problem, which is the use of the term *pragmatics*. Initially, this term is used somewhat loosely, in connection with the discourse level. In chapter 5 *pragmatics* is opposed to *semantics*, as two different disciplines, which is a view explained in Levinson (1983), as Martínez-Cabeza acknowledges. On the other hand, the author contrasts *the grammatical stance of the first part* to *the pragmatic standpoint of the second* (133). However, it is not until chapter 7 that we find a reflection on the term. The author explains that he uses *pragmatics* in two different ways, as "a broad category that includes approaches to discourse concerned with meaning, context, and communication," or "as a narrow category identified with the figure of H. P. Grice." This personal view of pragmatics can confuse students, who should be made aware of the fact that pragmatics has been seen by many authors as a level of linguistics, distinct from discourse analysis. In this view, pragmatics would include, not only Gricean pragmatics and relevance theory, but also other topics like presupposition, deixis, speech act theory, and politeness theory itself among others (see for example Levinson 1983; Green 1989; Davies 1991; Mey 1993; Thomas 1995; Grundy 2000).

For each topic, Martínez-Cabeza follows the methodology of mentioning the most famous authors or approaches and describing the most basic concepts, following one of the authors. In each case, the importance of the concept or approach is justified. The author has had to make many choices with respect to the scope of the book: what topics to include, what authors to mention and what author to explain. This is already too personal, so perhaps, to some extent, the author's voice and views should remain aside in the explanation of the concepts, if we are thinking of undergraduate students who are presented with these issues for the first time. However, this task entails great difficulty. In chapter 2, for example, the formal description of texts begins with text typology. Among the different authors, Martínez-Cabeza chooses to present Werlich (1976), which is a classical and sensible choice in text linguistics. Martínez-Cabeza's views on language are

decidedly functional, and sometimes his personal voice is contradictory with the formal elements he is presenting in this first part of the book. Nevertheless, he manages to present formal aspects of text in quite an effective way. From the point of view of students, it is also good that Martínez-Cabeza, all throughout the book, adopts the terminology of the approach he is describing, as he explains in the footnotes.

Chapter 3 starts with a discussion to distinguish *coherence* and *cohesion*. The point of departure is van Peer (1988), with the explanation of cohesion and coherence in texts as the linguistic counterparts of the cognitive concepts of *integration* and *inference*. Then, after a complex discussion of the two concepts, Martínez-Cabeza follows "the standard monograph in cohesion in English by Halliday and Hasan (1976), with some adaptations." These adaptations are that cohesion and coherence are seen to be distinct. Cohesion is "a formal property of texts," whereas coherence is "the result of the interaction between the text and the receiver" (81). Martínez-Cabeza argues that if we want to explain how a text is coherent, we need to consider "how people extract and organise knowledge," and he goes on to explain the notions of *frames*, *schemata*, *plans* and *scripts* (de Beaugrande and Dressler 1981). The author's own approach is "to view how the frequency of some cohesive devices can be correlated with the communicative situation and ultimately with the purpose of the text" (83). In this way, the cohesive devices of *reference, substitution, ellipsis, conjunction* and *lexical cohesion* acquire an innovative and extremely useful perspective.

Chapter 4 deals with thematic and information structures. The presentation of the concepts is followed by valuable comments, which are the product of careful reading and detailed consideration. Starting from the idea of the linearity of language and de Beaugrande's (1997) linearity principles, Martínez-Cabeza reflects upon the idea that "discourse production necessarily requires the choice of a point of departure that will provide a co-text for the interpretation of subsequent segments by reference to it" (106). Among the different approaches to *theme*, the author chooses the Hallidayan approach, but he does not consider the stimulating discussion emerging from Halliday's work, especially that concerned with the definition of theme itself. The second part of the chapter, devoted to the distribution of given and new information, starts from Leech's (1983) principles of textual rhetoric. Then follows an outline of different syntactic structures related to the organisation of information: fronting, inversion, clefting, wh-clefts, passives, existential clauses, extraposition and postponement. All this makes a very good summary of the issue, but some important references are missing. In particular, it would have been a good idea to include, in this part of the book, a reference to the work of the Prague School. Daneš (1974a, 1974b) and Firbas (1992) are important references for the linguistic community. On the other hand, the exercises proposed are of great interest. Texts have been well chosen and are presented with the right focus.

The second part of the book is devoted to what the author calls "the most representative approaches of discourse." Chapter 6 deals with speech act theory, and chapter 7 with implicature and relevance theory. These issues, together with politeness theory, have often been considered to be under the scope of pragmatics. Leaving terminological and methodological discrepancies aside, chapter 6 is an extremely well-oriented introduction to speech act theory. It combines a quite detailed explanation of Austin and Searle's main ideas on speech acts with some of the main criticisms that have been directed at them. Martínez-Cabeza offers two personal contributions in this chapter. On the one hand, he analyses a literary text (from Beckett's *Waiting for Godot*) to show, in relation with one of

the criticisms made of speech act theory—that to a large extent it ignores—that this should come as no surprise. This is because "speech acts deal with meaning at a fairly abstract level . . . In speech act theory context is understood as knowledge, specifically knowledge of rules" (163). His second contribution is the inclusion in this chapter of van Dijk's (1997) ideas on the parallel between "the semantic analysis of textual structures and a macro-analysis of communicative interaction." This collocation of linguistic theories is fairly innovative in textbooks, to say the least, and students can benefit from it. On the other hand, Martínez-Cabeza also includes in the same chapter other minor contributions on the subject. This is also innovative, but students should be warned that these are less known authors. In chapter 7, Martínez-Cabeza presents Grice's main ideas on the co-operative principle, and his theory of implicature. Grice's seminal ideas are enriched with other authors' views, such as Récanati (1989). Then, following Schiffrin (1994), he reflects upon the applicability of the Gricean approach to the analysis of discourse. One of his main conclusions in this respect is that Gricean pragmatics is most productive when combined with speech act theory, as he shows in an analysis of a literary text.

Chapters 8 and 9 are devoted to the two main approaches to the analysis of conversation, which are the University of Birmingham's work pioneered by Sinclair and Coulthard, and the *ethno* approach to conversation analysis. Chapter 8 starts with a fair, sensible and extremely useful comparison of the two approaches. Birmingham's work is then introduced, beginning with Sinclair and Coulthard's (1975) framework for the analysis of classroom interaction. However, Martínez-Cabeza devotes his attention to Burton's (1980) adaptation for the analysis of drama and conversation. This is probably a good decision, since Sinclair and Coulthard's adaptations have a wider application than the original framework itself. Burton's work is explained extensively and then illustrated with two samples, one of fictional dialogue and another of natural conversation. All in all, this chapter offers a very good introduction to the area. The only missing element is additional information about more modern authors who have worked on adaptations of the original classroom framework, and which have been praised by Sinclair and Coulthard themselves (Francis and Hunston 1992; Tsui 1994, for example). Chapter 9 is a perfect introduction to what is known as *the ethnomethodological approach to everyday conversation*. Its history, methodological tenets and main concepts are presented and explained carefully. Particular attention is paid to the concepts of local management: turns, adjacency pairs, transition relevance place. However, little effort is devoted to talking about global or overall management (openings, closings or topic management) and other conversational activities (see, among others, Psathas 1979; Atkinson and Heritage 1984; Boden and Zimmerman 1991; Drew and Heritage 1992).

The last chapter deals with "Theories of Politeness." Devoting a whole chapter to this single topic reflects the large amount of publications produced in this area, but might be slightly unbalanced in the overall picture of the study of language beyond the sentence. Martínez-Cabeza mentions four approaches to verbal politeness: Leech's *politeness principle*, Brown and Levinson's *face-management approach*, the *conversational-contract* view (Fraser), and the *functional adjustment* view (Meier). The description is simple and accurate. The most important shortcomings of each approach are mentioned. Perhaps the riskiest decision in this chapter has been the inclusion of Meier (1995) together with the other three, because it is far less known and accepted as one of the influential approaches. On the other hand, other important authors, like Lakoff, or Watts et al., should have been

mentioned. The author closes the chapter with a delightful stylistic application of Brown and Levinson's model to a passage from Forster's *A Passage to India*.

All in all, this book is an interesting introduction to text and discourse. As in every introduction, there is some degree of oversimplification, which seems fairly unavoidable. Throughout the book, but especially in introductory chapters (1 and 5) a lot of linguistic discussion lies behind almost every assertion. It is obvious that at the undergraduate level not everything could possibly be included; but the reader—even the inexperinced undergraduate reader—would benefit from finding a footnote with a reference to such discussions. Alternatively, primary sources could have been included in the Further Reading section, instead of other textbooks. Another criticism that could be made of this book is that there is no reference to some textual issues like *genre* or *register* theory, which have taught us so much about texts.

Methodologically, this book is very interesting, not only for the student, but also for the university teacher of linguistics, since it makes one reflect upon one's personal views, as well as upon one's underlying assumptions in text linguistics and discourse analysis, which are taken for granted in everyday teaching. In some respects, the book provokes the experienced reader, who would like to discuss some of the ideas presented (in this respect, this textbook is indeed conversational). Finally, the exercises are one of the best assets of the book. They constitute a good guide of the most important issues in every chapter. Sometimes the formulation of the questions is somewhat general, but the suggested answers, which are the most important addition made to this second edition of the book, supply the extra information required. With respect to the bibliography, some second editions are missing (Halliday's second edition of *Introduction to Functional Grammar*, 1994; and Downing and Locke's *A University Course in English Grammar*, 2002).

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Miguel Ángel Martínez-Cabeza 2003: The Study of Language beyond the Sentence: From Text Grammar to D Soledad Pérez de Ayala. This book is an introduction to the immense area of linguistics above the sentence level. The target reader is the undergraduate student who approaches textual, discursive and pragmatic issues for the first time. As Martínez Dueñas notes in the Preface, the scope of linguistics has changed enormously in the last forty years, pushing its limits beyond the sentence, and including the areas of text [Show full abstract] linguistics, discourse analysis and pragmatics. Discourse analysis is a research method for studying written or spoken language in relation to its social context. It aims to understand how language is used in real life situations. When you do discourse analysis, you might focus on Unlike linguistic approaches that focus only on the rules of language use, discourse analysis emphasizes the contextual meaning of language. It focuses on the social aspects of communication and the ways people use language to achieve specific effects (e.g. to build trust, to create doubt, to evoke emotions, or to manage conflict). Instead of focusing on smaller units of language, such as sounds, words or phrases, discourse analysis is used to study larger chunks of language, such as entire conversations, texts, or collections of texts. In fact, De Beaugrande's (2002) definition of Text Linguistics as "the study of real language in use" does not differ from many of the definitions of Discourse Analysis given by different authors adopting a functional approach to the study of language. Slembrouck is one of these authors, and he defines Discourse Analysis as "mainly the linguistic analysis of naturally occurring connected speech or written discourse" (2006: 1). He adds that it attempts to study the organization of larger linguistic units than the sentence or the clause, such as conversational exchanges Cambridge Core - English Language and Linguistics: General Interest - The Study of Language. Starting from the basics, it provides a solid foundation in all of the essential topics, and introduces the analysis of the key elements of language - sounds, words, structures and meanings. A wide range of fascinating questions are explored, such as how conversation works, how children learn language, why women and men speak differently, and how language varies between regions and social groups. This third edition has been extensively revised to include new sections on important contemporary issues in language study, including language and culture, African American English, sign language, and The study of discourse is called discourse analysis. Discourse analysis is about how sentences combine to form text. It observes whether a text makes sense or not. Text that makes sense should have unity with context surrounding it. The context can be other discourses (text), intention with the writer or speaker, setting, time, place, and other aspects of communicative context. There are two terms that are very fundamental in discourse analysis which studies the relation among a text within the other texts. The terms are cohesion and coherence. Cohesion is the use of language forms to indicate semantic relations between elements in a discourse. It is grammatical and lexical relationship within a text or sentence.