Kim McDonough & Alison Mackey (eds). 2013. *Second language Interaction in Diverse Educational Contexts: A Review.* Amsterdam: John Benjamins Publishing Company, pp. 332.

Second language Interaction in Diverse Educational Contexts is a book edited by Kim McDonough and Alison Mackey, divided into three main sections: "Interactions in L2 classrooms", "Interactions involving technology" and "Interactions in other educational settings". In the preface the editors explain that the book collect empirical research studies that analyze the topic of interaction in a wide range of educational settings. All these settings are of an authentic educational nature (classroom, conversation group, etc.) and not only established for research purposes. By doing that, the editors wanted to include contributions where at least one aspect of the research (context, design, etc.) was not typical of the interaction scene what made them, somehow, unique in the interaction field to date.

Within the first part, "Interactions in L2 classrooms", we find YouJin Kim´s contribution where the author investigates the impact of task repetition and procedural repetition in two different EFL all-girls junior high school classes in South Korea. The chapter reports on the relationship between task repetition, learners´ attention to linguistic forms and teachers´s and learners´ perceptions of task-based interaction. The study, undertaken in English as a foreign language classes in Korea, considers two kinds of classroom interactions: teacher-learner and learner-learner. After having tried different tasks with different groups, the author concludes that it is still unclear if repeating the same task content or using an identical task procedure is what makes the difference. At the same time, Kim´s points out that there is little research done on how teachers implement the result of task repetition in class. The author explains that she is conscious of the limitations this particular study had, for instance, the type of students involved (all-girls junior high school in South Korea) and the fact that only one task type was used, and points out that individual differences were not taken into consideration. The study shows that more research should be carried out regarding implementing instructional tasks in foreign and second language contexts and also on how to sequence tasks when organising task-based syllabi or larger curricula.

María Basterrechea and María del Pilar García Mayo´s "Language-related episodes during collaborative tasks", compares CLIL and EFL learners to explore

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how collaborative tasks affect CLIL learners´ attention to formal aspects of the target language. The study was carried out with 81 Basque-Spanish bilingual EFL learners (age 15 to 16) in their first year of post-compulsory secondary education, 41 of which had attended classes in schools that implemented a CLIC program while the rest, other 40, had had English as a school subject in traditional EFL classrooms. They all came from three different schools in the Basque country in Spain. All the students carried out a form-focused task with third person singular present morpheme –s as the focus under study but they were not aware of it. Instead, they were engaged in a meaning-focused task where they had to reconstruct the information from a passage dealing with a topic of interest. The result of the study indicates that the 3rd person singular present tense marker is a problematic form for Basque-Spanish bilinguals but that CLIL learners produced more LRE´s than EFL´s ones. Nevertheless, while performing the task there were many episodes in which all learners discussed 3rd singular forms, what suggests that the dictogloss was effective and promoted attention to form. The study seems to confirm previous similar studies that affirm that CLIL learners participate more frequently and more effectively than EFL learners. Limitations found: the data of the findings come just from one form-focused task, the use of post-tests would be beneficial to assess the impact of LREs on learners and the impact of learners´ roles and social factors should be considered in further research on the topic.

In Chapter 3, "The impact of increasing task complexity on L2 pragmatic moves", Roger Gilabert and Julia Barón bring together three areas within SLA to help us understand how learners use their L2: task complexity, interaction and interlanguage pragmatics, what had never be done before. Thirty-six 19-21 years old Catalan/Spanish bilinguals taking English as a foreign language grouped in eighteen pairs volunteered to participate in the study. As general conclusions, the authors believe that the small number of participants is one of the limitations of this research, and that the study of mitigation should be included and the role of proficiency clarified in further studies. Besides, more effort should be dedicated to see how task design can be coupled with pragmatic instruction in order to make the most of learners´s pragmatic moves to become competent learners of an L2.

In Chapter 4, "Task and traditional practice activities in a foreign language classroom context", Alison Mackey et al. compare the effectiveness of tasks and traditional practice activities at promoting second language development. The study was carried out in an authentic instructional context among 37 Japanese students at a private university in Tokyo. The age range was 18-20 and it was a homogenous group within the College of Liberal Arts that met twice a week to study English. The final goal was to check whether traditional activities that provided learners with opportunities for practice worked better than task-based activities within the context of meaningful interaction with an interlocutor in an EFL context. The results imply that one activity type is not meaningfully more effective than another and that both have a role to play in helping students improve their command of a second language. There were some limitations though: the students' number was small, the class period too tight so that little time was allocated to practice new forms, individual learner differences such as anxiety levels were not considered, etc. Future research should take notice of all those factors.

"Building explicit L2 Spanish knowledge through guided induction in small-group and whole-class interaction", by Elvis Wagner and Paul Toth, explores interactions among American high school learners of L2 Spanish to use the pronoun "se" and promote grammatical consciousness about its use. The study was conducted among 17 students ranged 15 to 18 years old all Caucasian, in a public suburban US high school. Students met every other day for about 90 minutes and the data were collected 8 weeks after the teacher who conducted the experiment began a full-time internship with the class. The interaction among the students was recorded and later on, analyzed but the sample class was small and the study took place in one class of learners with only one teacher for three consecutive class periods, what make the experience´s results limited. Besides, the students knew that the interactions were going to be audio and video-recorded, what may have affected the results slightly. In the end, the experience was found positive and the interaction originated through the tasks useful and meaningful.

Rob Batstone and Jenefer Philp´s "Classroom interaction and learning opportunities across time and space", Chapter 6 in the volume, reports on the results of an experience undertaken to 12 students, advanced proficiency learners of English who had studied the language for over seven years and had passed an IELTS test. Most of them spoke Mandarin (8) but others also Korean, Cantonese, French, Thai, and German/Czech. They had lived in New Zealand from a month to about one year. At the end of the study´s explanation the authors affirmed that perhaps the most clear limitation of the study had to do with introspective data and that more research on the role of teacher and peer interaction in L2 learning could benefit from the use of introspective techniques directed to explore the relationships between the students and their perceptions of other students´s contributions to learning as well and themselves.

Part II of the present volume starts with Shannon Sauro´s "The cyber language exchange. Cross-national computer-mediated interaction". The chapter deals with the text-chat interaction of second language learners and teacher trainees engaged in an online exchange linking classes in Sweden and the United States. Students participating met online 6 times during the semester by means of the program Live Messenger and each US student acted as a chat partner and a tutor of a Swedish student on four writing tasks. Sauro evaluates the language learning potential of the experience considering that chatscripts were generated as these can be used in synchronous interactions both outside of class meetings and during these ones. While the telecollaboration described was mainly form-focused the curiosity of participants motivated the discussion and comparison of cultural topics, what can be taken into account in future studies.

Chapter 8 deals with "Using eye tracking as a measure of foreign language learners´s noticing of recasts during computer-mediated writing conferences". Bryan Smith and Claire Renaud´s study uses eye tracking to explore the relationship between second-langue recasts, noticing and learning by means of computer-mediated communication. 16 intermediate learners of Spanish and German used chat conferences with their instructor and took posttests one week later. During the experience eye tracking was thought to be a useful tool in order to explore attention to form. One of the limitations of this study though, consists on using an existing technology in a different way in order to explore phenomena for which that technology was not created. At the same time, the small sample size used in the study would require the confirmation of any conclusion in further experiences.

Chapter 9 presents "A corpus approach to studying structural convergence in task-based Spanish L2 interactions" by Joseph Collentine and Karina Collentine, a study were 53 third year university level learners at a medium-sized university in the USA participated. They were enrolled in a course designed to revise grammatical structures and in another one to develop conversational skills. The tasks were integrated into two class periods of 1.5 hrs and no grades were awarded. Although the experience had certain limitations language professionals could benefit from it promoting certain aspects of learners´L2 development by means of similar interactive tasks.

In "Preemptive feedback in CALL" Trude Heift presents a study performed with 185 learners of German from two Canadian universities being their average age 20.2 years. Considering that both universities had no language requirements it seems clear that the students were highly motivated to learn German. They had to undertake a sentence completion task and afterwards feedback was provided. Differences regarding proficiency levels and error types were found very relevant since the beginner students performed much better than the early intermediate ones. Also, the access to feedback through technology was proved to be beneficial since learners usually feel uncomfortable when receiving feedback orally in group settings. In general, it was observed that the use of CALL programs reduced the students´s frustration while enhancing SLA.

Chapter 11, "Learner perceptions of clickers as a source of feedback in the classroom", by Ellen Johnson Serafini deals with the use of learner response systems or "clickers" with the aim of providing insight into the effectiveness of this system in foreign language classrooms. The participants were 63 students enrolled in beginning Spanish foreign language classrooms at a private East coast university belonging to seven classes. The students, native speakers of English with a mean age of 19.1 were asked to reflect on three different components: vocabulary, language awareness and practice/participation. The learner perceptions of clickers were, in general, very positive as they felt motivated and involved as the interaction provided opportunities for self-assessment and the possibility to compare their own performance and their peers´. Even if clicker use is quite broadly used in scientific and general education disciplines, its use is still limited in foreign language contexts. As a conclusion, the author points out that clicker activities should be paced according to students´ needs and used as a supplementary activity rather than as a replacement for oral communication exercises. In any case, its effectiveness indicates that further evaluation is worth.

Part III of the volume, "Interactions in other educational settings" starts with Chapter 12, "International engineering graduate students´ interactional patterns on a paired speaking test", by Talia Isaacs. The study took place among 84 international engineering graduate students in the province of Alberta, Canada, an oil-rich province that has suffered from a shortage of these types of professionals for the last decades. Although the government has made a considerable effort to attract foreign engineers, the communication challenges they have had to face are obvious and have caused them problems to integrate into major international engineering companies. Regarding the study, the content of the task consisted on organizing a business trip for a company, what is not a task that the engineers participating on the experience are likely to encounter in their workplace. Nevertheless, as the participants belong to different engineering fields it is difficult to design more adequate tasks. As one of the main challenges that international engineers face is engaging in interactions with members of the host community this study is meaningful and would require further development.

Chapter 13 reports on "The effectiveness of interactive group oral for placement testing", a study developed at the Department of Linguistics and Languages´ MA TESOL Program at Michigan State University, which offers free English classes for immigrants, refugees, and spouses of local graduate students and employees. Paula Winke, the author, describes how the placement test was redesigned to better adjust to the conversation classes´s final goals. During the redesigning the reading test was eliminated and a speaking test used instead. 128 people took the test. They belonged to 35 different countries, spoke 26 native languages and most of them were recent immigrants and/or refugees although there were also other types of participants. The tests were rated by 28 graduate students belonging to the Department mentioned above. As a result of the test given, only 4 out of 128 test takers wanted to move to a different class, what proves that the experience was a success. Still language testing programs that utilize group orals for different types of learners should develop a set of articulated tasks that can be administrated depending on the L2-speaking level of the students taking the test. Besides, the test-administrators should be allowed to intervene in those cases where one learner dominates, the test is not working, etc. etc., so that the final score assignments work properly.

Nicole Ziegler et al focus on the potential learning opportunities of interactions among eleven intermediate L2 German learners that participated in conversation groups where grammar and lexis were important but also social and interactional practices. "Interaction in conversation groups. The development of L2 conversational styles" proves that informal settings such as conversation groups provide less anxiety to introverted learners than formal ones. The environment tried to replicate authentic, real-world conversational contexts and nearly all learners found their participation in the conversational group positive and were willing to interact. Regarding the limitations of the study, its duration was short since students met only once per week during six consecutive weeks. Besides, it is not clear if the results of the experience would be the same in other social and educational contexts. Further research in naturalistic settings would need to explore such limitations.

Chapter 15, "Language production opportunities during whole-group interaction in conversation group settings", by Kim McDonough and Teresa Hernández González, describes the study undertaken at Concordia University between preservice teachers and ESL speakers during conversation groups in four different interactional contexts: communication, content, management and language. A total of 15 preservice teachers enrolled in a TESL methods course during a first year in a Bed TESL program participated in this experience. They ranged from 19 to 47, had very diverse backgrounds and the vast majority mastered two different languages. Regarding the ESL participants, they were enrolled in undergraduate or graduate degree programs at the same university as the preservice teachers and the group included permanent residents of Canada who had emigrated from diverse countries, international students in Canada and native Quebecers. Conversational classes were optional and the participants only paid a small fee to attend. The final dataset consisted on 15 conversation group sessions that were video-recorded and transcribed. The study proves that preservice teachers dominated the conversation groups with regard to total words. Nevertheless, conversations were not audio-recorded and this would have been beneficial to get precise information about the language production opportunities in these types of conversation group settings. Besides, adopting a longer-term perspective would be convenient in order to check the preservice teachers´s development over time since in this study they were only allowed two conversation group sessions and did not elicit large quantities of talk from the ESL participants. This fact proves that the teachers need help to create interaction among L2 students since these language production opportunities are very helpful for their language studies development.

"Second language interaction in diverse educational settings" is a book that reflects nowadays panorama in terms of the huge diversity of possible settings language teachers can find themselves in when developing their work. In that respect, the volume reflects the complexity and variety of our societies today and the urgent need of their individuals to communicate properly. In fact, the central word of all the studies presented in the book is "interaction", a key concept in language studies since it gives the students the occasion to communicate thoughts, needs, etc. What language students usually want is to be able to interact as soon as they can in the setting where they are by using what they have learned. This is the way they see progression as interacting helps them realize how far they are from their final goal when learning a language.

The volume is properly structured into three different parts although all the studies are equally conducted in authentic educational settings and either report their findings or describe the potential room for improvement. The first section of the volume presents more conventional settings in L2 classrooms, the second part deals with those studies where technology is an important component and finally, the third part refers to less conventional settings when teaching a second language. The only drawback I find is that some studies have been developed with quite a small number of participants what makes difficult the transference of final results to similar settings but with a much larger number of students.

Many ideas can be extracted from the book for future studies as the need for improvement or further research is clearly verbalized in all the chapters. Therefore, L2 teachers willing to take a further step in interaction issues will find the volume helpful as it will easily show them the gaps where further action is needed in order to help language students be more proficient in their career development and life by means of being able to communicate proficiently in their own settings.

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Ruth Breeze. 2013. *Corporate Discourse.* London: Bloomsbury, pp. 209.

Because of its monumental importance for our everyday lives –marked, from their onset, by the activity of trading of goods and services for other goods and services– the language of corporations has been the focus of some interest for applied linguists, discourse analysts and communication theorists over the years (Goodman, 2000; Bhatia 2004; Bhatia and Lung 2006; Orts, 2006; Gotti, 2011; Evangelisti Allori and Garzone, 2011). In the face of an increasingly critical and mistrustful public opinion, recent studies have further endeavoured to analyse how corporations seek to construct and promote their image through the deployment of their genres, discursive practices and communicative events, both to create a planned self-representation suiting their own interests and to exercise persuasion (Beder, 2012; Fox and Fox, 2004, among others). Even if it is somewhat in the line of what has been termed as "organizational discourse analysis", Breeze's work is not set to provide radical criticism of an economic or socio-political nature, but to investigate how companies interplay through language, not only with employees and stakeholders, but also with target markets, existing customers and the world at large, so as to shape the overall public perception that such companies have. In this sense, the author transcends the traditional, neutral envisaging of business genres and texts as the products of a discursive community to be mastered by newcomers, as it has been the practice of second-language scientists and practitioners in recent years. In contrast, she pushes us researchers and educators out of our comfort zone to tackle the analysis of those genres and texts as sets of social practices, which are not limited to those very genres and texts, but which include new complex realizations that are also conceived as part of the corporate discourse system, in all its complexity and power of reverberation and regeneration. In a scholarly account of what discourse is, and what corporate discursive studies represent, Breeze embraces classical philosophical works like those by Foucault and Bakhtin, but also revises the work of pragmatists like Grice, Beaugrande and Leech, ethnographers like Hall and Hofstede, applied linguists like Swales, Hyland, Biber and Bhatia, rhetoricists like Burke, Bazerman and Perelman, critical discourse analysts like Fairclough and systemic functional linguists like Halliday and Hasan, among many others. With such a theoretical framework as a background, the author aims to offer her own interpretation of discursive phenomena in corporate communication, for which

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she also draws upon her quantitative findings from several set of corpora and various in-depth studies of different corporate genres.

Corporate discourse is organized around seven chapters. The first one is introductory, as it puts together a theoretical framework for the exploration of corporate discourse. It is, thus, dedicated to define what corporations are today and what they were in their inception, discussing the status they hold in our world, and how their identity and image are constructed and revealed to internal and external audiences in the creation, propagation and maintenance of –basically– utilitarian values. These values, Breeze argues, are fostered through the same communicative, semiotic processes which nurture the selection, training and maintenance of company staff, brand creation and investors' persuasive techniques. Such processes take place in the frame of a discursive "dialogue" between the corporation and its intended audience, where a hierarchy of power between genres and texts exists, but where an unambiguous, uniform image of what the organization is meant to represent is conveyed to that audience.

The second chapter constitutes a discussion of what the different approaches to corporate discourse are, as undertaken by applied researchers to develop more effective practices, by theorists to dillucidate what the state of affairs in corporate discourse is, and by English-language trainers in order to supply non-natives with tools enabling them to take an active role in the international business world, dominated by the *lingua franca*. The author describes the different textual (i.e., corpus, genre and multimodal) approaches to corporate discourse, as well as the social ones (i.e. ethnographic and intercultural), the common ground underlying these approaches being that corporate discourse is increasingly understood as a powerful force in the late capitalist society, aimed both at special-interest groups and at public opinion at large, intended to depict the company in a positive light, dialogic in the constructing and projecting of particular types of reader, leaning on intercultural differences but dominated by English as the international tool of communication, and, finally, closely bound up by corporate practices, the discourse being the practice itself, and vice versa.

The next four chapters of the book form the nucleus of the author's hands-on analysis of her corpora, where she discusses her empirical findings in the light of her previous research from many different areas of discourse analysis. The first of these chapters, *Communicating with Employees*, attempts to explain how, in the ongoing communication between the corporation and its staff, their roles and their mutual relationships are moulded, and even constructed, through discourse. From job advertisements and interviews, to induction seminars and guides, the management seeks to shape the identity of employees, colonizing their subjectivity and transforming their values, as they are expected to get immersed into the corporate culture and actively contribute to the company's welfare. Job advertisements and postings, for example, argues Breeze, have a dual function, whereby some of their aspects go beyond recruitment purposes to promotional ones, aimed, as they are, at generating a positive corporate image or "brand image". The enhancement of such image plays a consequential role in the way corporations are perceived today, providing a mirror for candidates to see themselves in a positive light. Additionally, the company uses discourse in many areas in order to send messages to its employees, and particularly to those recently recruited, in an increasing desire to manage employer-employee relationships, to project a positive image and, at the same time, to wield power and control; among these, employee websites, orientation sessions, induction videos and testimonies, constitute techniques for an "employee branding" process that promotes the values of the company and fosters full participation of the staff in the corporation community.

Communicating with Investors, the following chapter, looks at such an aspect of corporate discourse through a classic tool: the Annual Report for shareholders. According to Breeze, the existence of a document that has to be made available to all shareholders provides an excellent chance to exercise what she calls "financial public relations": an array of activities used by the company to communicate its financial position to shareholders, prospective investors and the world at large. A hybrid text type, the Report reflects in its structure its status as both a reporting and a promotional genre, since its first part shows sections that are freely composed by the company, whereas the financial sections at the end have to be drafted by external auditors. Naturally, the first half displays a variety of self-promoting multimodal devices such as metaphor, iconicity, magazine design, highlighted key information, number displays and photographs, seemingly in an attempt to distract readers from the hard facts that the Report may contain. By means of corpus linguistics methods, the author shows that not only these devices, but also stance (the usage of the first person, or "solidarity" plural, to align the company with environmental and social responsibility values) and lexis (in the use of both a positive vocabulary to convey a confident, optimistic message about the company, and of a technical vocabulary to make its hard facts sufficiently opaque for its readers) positively frame the identity of the company for the benefit of its shareholders. Lastly, the author argues, the CEO letter at the beginning of the Report deploys the three methods of persuasion in Aristotelian rhetoric, *ethos* (a CEO needs to present a reliable, honest, ethical *persona*), *pathos* (the message should be warm, direct and sincere, befitting the style of a "personal" letter) and *logos* (the CEO makes a rational appeal making arguments seem plausible and logic). All in all, this text type is much prone to what is termed as "genre bending", since a naturally informative message often ends up misinforming or disinforming readers as to the facts in it purported.

Chapter five is devoted to advertising discourses as instances of corporate messages to the world. A complex genre by virtue of its own lack of definition and infinite variation, advertising vampirizes other discourses and genres to achieve its own, very obvious, purpose: product and company promotion. Three constant features are always present in this genre: maximum impact, immediate appeal and multifariousness in the usage of rhetorical figures, all of them being directed to send the audience a "culturally encoded" message about the merits of the product. The internationalization of production does not pre-empt for products to be culturally defined and for the resources used to create their promotion to be culturally embedded, since values and expectations differ from culture to culture. Nevertheless, and despite the fact that some adverts play with the appeal of strong local connotations, there are undeniably globalizing tendencies in advertising. Prototypical examples of this are the campaigns of Coca Cola and Shell, which instead of engaging in particular values and associations, send a common, simple and positive message to be understood and liked by everyone. In this chapter, the author discusses other interesting aspects of advertising, such as advocacy advertising (sometimes brought to mend damaged corporate images in the public eye, as in the case of companies which have created environmental disasters), hybrid genres like advertorials, which mimic the credibility of news media, as well as the creation, through advertising, of "brand communities", as people increasingly search for their own identity in consumption patterns. All in all, advertising presents challenges to the analyst and to the educator, since both must deconstruct its discourses, unveiling the distortions exerted in our system of values, aimed at changing our vision of the world. As we have already seen, such distortions, created for promotional purposes, are also pervading the rest of the genres in corporate discourse.

The second series of genres aimed at larger audiences to find out about the company's data and activities are described in chapter number six of the book, *Websites, Reviews, Sponsorship.* The website is a major PR means for companies to make the information they convey mirror the excellence of their image. Several different features are normally included in it, namely, product advertisement and information, career opportunities, investor information, customer support, and others, with different levels of interactivity with users, such interactivity depending on the kind of relationship –dialogic or monologic– that the company may choose to build with the company. Of special interest is the "About us" section of the website, which at some points bears a striking resemblance to the Annual Report, sharing with it an identical inclination to advocate for sustainability, good business practices, standards and codes, as the usual means of corporate legitimation pursued by companies in the Western world. Together with this, other features like the solidarity first person plural, a positive lexicon and multimodality, make this section of the site very similar to the Report. Corporate mission statements and Corporate Social Responsibility (CSR) Reports are also analyzed by the author. The former constitute the official discourse for the company to persuade employees and stakeholders to vouch for the company's value, muscle and proficiency. On the other hand, CSR Reports deal with similar topics, ie. the environment, social issues, efficiency and sustainability, doing so by means of personal testimonies and declarations from independent bodies to potential and existing stakeholders. Ostensibly similar to the Annual Report is the Annual Review, an emerging genre of which the goal is to persuade investors of the company's quality, efficiency and corporate responsibility. Finally, the author discusses sponsorship activities, closer to PR than to marketing, but related to both. As Breezes puts it, sponsorship is "advertising carried one stage further" and is crucial in the image-branding process of the company, linking it to meaningful events, sports and charitable bodies or causes, and creating an inevitable association with "good" values, such as health, youth, responsibility, and social concern.

The last chapter constitutes a sombre, fascinating wrapping up of the points made throughout the book about the discourse of corporations. All of the genres discussed, claims the author, belong to a common voice, an utmost power: that of corporate discourse, a type of Aristotelian epideixis that embraces utilitarian values and creates a sense of commonality among the members of the audience that this discourse is aimed at –employees, investors, and the public at large–, who subsequently become likely to accept and support the company's actions. The credibility of the company, the corporate *ethos*, is built through a combination of strategies, ideological mechanisms, which are designed to create self-enhancement (through the celebration of "established" or "accepted" values) and self-defence (to pre-empt and defuse criticism), thus perpetuating the combination of circumstances that allow companies to shirk a veritable rendering of accounts to its stakeholders and the world. The circumstances Breeze talks about, as she finally takes the angle of critical discourse analysis, are those that take place in a post-capitalist, globalized world with a dearth of real ethical, deep-down honourable values; where a soft, utilitarian morality has emerged, based upon healthy lifestyles, environmentalism and a blurred concept of global citizenship. In this panorama, genres are blended together with intentionally manipulative aims, and the audience –not human beings anymore, but just consumers and producers– is misled into believing that people and things are commodities, liable to be commercialized and substituted.

But there is still hope, Breeze assures us, and this is where educators and scientists are brought into play: we must help our future professionals to deconstruct discourse, so that they learn how to read between the lines, discovering false values and rejecting them when necessary. Only when the human being is invested with real meaning and taken again to the centre of the economy, will there be hope for reconstruction, employment and welfare.

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Annabelle Mooney. 2014. *Language and Law*. London: Palgrave Macmillan, pp. 224.

The book *Language and Law* by Annabelle Mooney is an interesting preamble for language students, that introduces the learner to the world of linguistics, specialized legal texts and semiotics, making use of very suggestive examples from reality.

As a Research Associate at the Centre for Language and Communication Research at Cardiff University and Reader in Sociolinguistics at the University of Roehampton, UK, Annabelle Mooney shows a great interest not only in language, linguistics and discourse analysis, but also in Human Rights, citizens, immigrants and their dialogue.

Tackling with different kinds of specialized texts from fields like law, medicine, religion and culture, she reflects her critical thinking about the importance of

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language and its peculiarities in specific domains, in her works that are worth mentioning: *Language, Society and Power Reader* (2011), *The Rhetoric of Religious Cults: terms of use and abuse* (2005) or *Citizens, Immigrants, Anarchist and other Animals* (2005). The main stress of her projects, as it happens also with the book *Language and Law* (2014), falls, more than on a theoretical aspect, on the changes in meaning and results that occur in language, when used in dissimilar sociolinguistic contexts.

At the sight of the title *Language and Law*, the reader may regard the book as a typical linguistic one that exposes, in tedious terms, the special vocabulary used in the legal field, together with different and complex linguistic theories discussed by experts of the discipline using the traditional methodology. But, a glance at the contents of the book shows ten chapters that have as titles, distinct exclamations that can be interpreted as orders (e.g. chapter 3: *Don´t do it!*) or questions and statements that are not necessarily related to legal settings. These headings convince the person of learning that the edition is different from the textbooks that tackle the same topic and the tone used is definitely a more familiar one.

Moreover, trying to find out what each chapter is about and coming across sentences like *Twittering away, Read this!, Happy yet?*, etc., the curiosity of the reader arises even more, especially of young scholars who have an interest in the linguistics, semiotics or media domains, but find the process of learning theories very demanding.

I consider that the work would be especially attractive to young students because the textbook can serve as a useful introduction to the most important linguistic concepts, explained by several famous linguists as Jakobson, de Saussure, Halliday, just to name some of them. The explanations of the ideas are presented in an approachable way, using an informal style characterized by an easy and comprehensible vocabulary. The phrases are not complex, composed of short sentences and an informal tone.

On the other hand, the author not only explains those theories, but also offers very suggestive examples to support her arguments and to make scholars understand legal language and its consequences from a more natural and accessible viewpoint, from the people's own experiences. As the author points out, legal language is present not only in the courtroom or at the police station, but also in our everyday routines, like commuting using public transport, renting an apartment or buying a product or a service. In these situations, the language used, which seems normal, can hide different meanings that are discovered only if something wrong happens and the case is transferred to a juridical context.

Annabelle Mooney, using the experience of teaching forensic linguistics, and being aware of the difficulties that students can find when dealing with this kind of concepts, introduces the ideas from a theoretical perspective, after which she proposes examples that show situations that we have to deal with on a daily basis and that almost always involve statutory contexts. Then, she continues suggesting some practical activities that invite readers to enlarge their horizons and to improve their critical thinking. For these exercises there are also given some clues for the best problem-solving methodology and further resources. Other issues that are provided in order to help learners for a better understanding of the notions discussed are the summaries and the conclusions submitted at the end of each section.

Both, the examples and the activities proposed refer to legal language, but in different contexts. For example, posters on public transport that present different rules as part of the terms and conditions of the contract between the company that offer the service and the user, messages on social networking, such as Twitter that can imply legal consequences, road signs to support semiotics principles, courtroom or police interviews to assess the validity of the legal language code, are ingeniously introduced in the textbook to explain the linguistic and jurisprudence concepts and the relationships between them. These original and common illustrations represent some topics that in the current society, dominated by TV dramas related to criminal issues, catch the learner´s attention and enhance their imagination. For example, she talks from an objective point of view about the influence that people get from criminal series like *CSI* (*Criminal Scene Investigation*) and how their perception of evidence has changed after watching this series. The problem that Annabelle Mooney brings up is that not only the normal people are affected by these "false" images, but also juries in the courtroom, who, doubting more the experts, will expect the type of evidence that they had seen in the film. All the same, the criminals will become more aware of the police methodology and they will eventually be better at removing proofs.

This is not the first time that the author refers to famous films that may influence people's expectations in legal settings. In her article, *The Drama of the Courtroom* (2006), she makes reference to another well-known series, in this case about lawyers, *Ally McBeal*, discussing the wrong perceptions the people receive from the audiovisual.

Using examples from different circumstances, she also convinces the readers that in order to understand the meaning and the intention of a message, apart from the context, it is not enough to know the linguistic rules that govern the process of communicating, but also some other significant elements, like the paralinguistic, sociolinguistic and cultural factors.

It is also true that sometimes legal language is not obviously used and we understand the details implied in communication because of the common sense, but many times a message can have multiple interpretations. To maintain her theory, Annabelle Mooney places a good example referring to the language used in social networking, where threats or warnings can be interpreted literally and result in legal matters. The case in point gives the readers the opportunity to see some of the consequences of their verbal acts and invites them to a deeper reflection about the people's freedom of speech right and its multiple interpretations.

Even if it is widely known that legal language tends to be objective, concise and precise, the writer suggests also the existence in specialized texts of a poetic function and creativity. Using imagination is essential for a perfect choice of the vocabulary needed, as a good structural order of words is crucial for a good definition, for the lawyers' ingenuity or for a good advertising.

In speaking we use different acts to infer distinct speech acts as affirmations, questions, threatens, warning, promises or intentions, so we need to be creative and to understand the language in order to infer also the speaker's intentions. In written legal language there are also different discourses, but it is more complex than the verbal speech because of a specific syntactic structure which needs to assure precision, appropriateness and concision. Anyway, the long sequences used in written language are quite easy to understand because they are composed of strings of simple sentences.

On the other hand, even if the writer gives some insights into linguistics, talking about the functions and the principles that represent the foundation of language, semiotics and specialized terminology texts, she tends to emphasize more the "extra" aspects that can seriously affect not only the communication process, but also the understanding of the message, the speaker's intentions and implicitly, the consequences of the speech acts.

For instance, she mentions factors like different legal systems of distinct countries or communities, discordant varieties of a language, giving as example the Australian Aboriginal English (AAE) that reflects many different pragmatic aspects that Standard English does not possess and makes rules of interaction clash, involving a greater level of discrimination or injustice. As an example, in this specific English version, silence is seen as a form of respect before answering a question. Contrary to the significance that it has in Standard English or other languages, silence in this illustration shows that the interviewee considers the question seriously and not that the person is not willing to answer or that lies. This is only one of the many examples of pragmatic differences that may appear between different versions of the same language or different ones.

All the same, the context where the act of speech is performed is essential because legal communication may be functioning according to the normal communication rules, but there can also be applied some particular guidelines. For instance, the maximums of quantity and relevance when speaking with the police are not relevant, affecting the peoples' defense when *Miranda warning* is implied.

Another case is represented by the terminology and techniques of conversation in a courtroom, where the closed questions are more useful than the open interrogations and the differences between systems when it is applied the common law or the civil one. The norm in a tribunal is that the lawyers, being the experts of language, are the ones in charge to ask questions and the witness to answer them.

In addition, translation and interpreting are also considered elements that can influence the reception of a message and that may affect the results of the speech, with special emphasis in legal settings. The author argues, with reason I would say, that a translator specialized in legal field should be also a law professional, not only a bilingual person because for a good communication, it is necessary first to understand how and why a text was produced. I totally agree with the writer and the evidence that she offers as examples of misunderstandings due to translators' omissions or their ignorance about the subject. In these cases, the responsibilities of the translators / interpreters are more considerable because the life of a person is at stake.

It is also important that the interpreter be a professional and not an amateur because of the rules and the routines of the court, where the interpreter cannot ask for clarifications, being it in-person or telephone interpreting.

Apart from the translational difficulties in legal context, problems arise also from the style of the interpreter, who tends, regardless of the original manner of speaking, to use formal English and to raise hesitations due to the hardness of finding an appropriate formulation. These techniques can affect the conception that the court makes about the speaker's character and eventually influence the whole trial.

Once again, the writer's purpose is to make learners aware of the jobs' complexity in legal field. It reflects that the translator / interpreter is not a machine, but has many responsibilities, as the linguist experts are not only concerned about language, but also need to have training and expertise to help judicial professionals in evaluating evidence and contribute to investigations and trials.

In the same way that translators need to be specialized in legal translations, linguists need to be experts in Auditory Phonetics, written communication or Geosemiotics. Furthermore, normal people need to know the code, the conventions of the communicating process, in order to give words or signs a meaning and to understand the world they live in.

Annabelle Mooney does not overlook the fact that even if legal language seems in many cases a normal speech, without essential law knowledge, it can result, actually in a quite opaque code of transmitting and receiving information. While it can be effective and comprehensible for professional authorities, for normal people with no training in the forensic domain, it can look like a completely different world.

The book *Language and Law* by Annabelle Mooney invites us to reflect on the differences that take place in the process of communicating when the context is of legal concern and on how a person can manipulate or change a person's life just juggling with the appropriate words.

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