

which, if on the one hand convey a symbolic sense of ‘factuality’ confirming the ‘truth’ of the news, on the other are often inconsistently associated with verbal texts referred to human victims and casualties of the war, which the machines iconically stand for. Another use of images analysed by means of the Appraisal framework regards the evaluation of a positive ingroup (i.e., the professional coalition and Kurdish forces) and a negative outgroup (i.e., the emotional and undisciplined Iraqi Guard and population). Finally, Ira Torresi explores two stereotypes associated with Italian-American characters in a corpus of five American movies of the nineties – i.e., the use of foul language and non-negotiating aggressiveness as conversation strategies. She identifies, through a multi-modal analytical method, a number of swearwords used as discourse fillers deprived of any lexical value – a strategy employed for comic effect in comedy, and for threatening receivers’ values and territory defence in drama: in both ways Italian-Americans are represented as an ethnic group separated from the mainstream American society.

In conclusion, all the studies presented in this volume provide principled directions as to how a text is to be interpreted as discourse. The rigour of the linguistic and content analyses demonstrates how they can point to a better-founded basis for a critical investigation of discourse in an age of rapid social change.

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CAMPOY, Mari Carmen / LUZÓN, María José (eds.), *Spoken Corpora in Applied Linguistic*, Peter Lang, Bern 2007 [Linguistic Insights 51], pp. 264, ISBN 978-3-03911-275-3, € 47,70.

This volume deals with the opportunities and the issues related to the use of spoken corpora both in linguistic research and in language teaching and learning. In the introductory chapter María José Luzón, Mari Carmen Campoy, María Del Mar Sánchez and Patricia Salazar present a selection of different typologies of spoken

corpora and their potential applications, and discuss new perspectives in oral language use and teaching. They also offer an overview of corpus-based research in the area of professional and academic discourse, as well as in the field of language learning. The use of spoken corpora in interpreting is also presented, considering the importance that corpus linguistics has recently acquired in disciplines such as translation and interpretation.

The second section of the volume is devoted to the use of spoken corpora in language research. Anna Mauranen investigates English as a Lingua Franca with the use of a spoken corpus. After describing the use of English as an international language, she presents ELFA (English as a Lingua Franca in Academic Settings), a speech corpus focusing on English spoken by non-native speakers, unlike most spoken English corpora that instead collect native speaker data. ELFA represents a speaker (and not a learner) corpus and can be defined as domain-specific as it is based on academic discourse.

The following chapter, by Viviana Cortes and Eniko Csomay, also examines spoken academic discourse with particular reference to university classroom talk. The study analyses a specific type of recurrent word combinations, lexical bundles, and describes their position and their function in academic discourse. The use of spoken language in academic contexts is then explored by Nancy Drescher, who offers a multi-dimensional examination of spoken language in U.S. universities. More specifically, she uses a set of sex-related linguistic and pragmatic variables to analyse differences in the speakers' linguistic behaviour. Paula García continues the exploration of academic discourse discussing how language is used pragmatically by native English speakers in different situation types. The variables taken into consideration are both linguistic (e.g. stance markers, syntactic structure, agency and length of utterances) and contextual (e.g. situation types and speaker roles). The analysis shows the role played by these variables in the realisation of pragmatic functions.

A corpus-based study of linguistic complexity in spoken and written present-day English is the topic of the chapter by Javier Pérez Guerra, who tackles the apparently simple question 'Am I more complex when I speak or when I write?'. The study is based on the measurement of the structural and syntactic complexity of the subjects in different text types. In order to carry out this evaluation a set of quantitative analyses is used, taking into considerations various aspects such as size, syntactic density, syntactic depth and syntactic efficiency. This section is concluded by Amalia Mendes and Maria Fernanda Bacelar Do Nascimento's contribution, which is based on the description of a spoken Portuguese corpus and, in particular, on the analysis of grammaticalization processes undergone by the word *daí* ('from here'). In particular, the study shows how it has moved from a deictic form to a discourse marker.

The final section of the volume comprises studies based on the role played by spoken corpora in the teaching and in the learning process. Yukio Tono discusses

the roles of oral L2 learner corpora in language teaching and describes the case of the NICT JLE corpus, an oral learner corpus comprising Japanese-speaking learners of English, based on transcripts of examinees' interview tests. The author also discusses the pedagogical implications of this project, as regards, for instance, the need to modify the learning environment according to the learning level, and the possibility of employing oral corpora in the classroom. Moreover, Tono argues in favour of the use of oral learner corpora in conjunction with their corrected versions.

Oral learner corpora are also used by John Osborne to investigate fluency in spoken L2 production. The author shows how the analysis of these corpora can contribute to the identification of the main elements that affect L2 Fluency. Osborne analyses some factors that can potentially represent disfluency markers, such as speech rate and pauses, retracing and length of run, by comparing oral production in language learners with different levels of competence and native speakers. The study also highlights the practical applications of oral learner corpora in the assessment of speaking skills in L2 learners. The following paper, by Winnie Cheng, deals with the pedagogical implications of a spoken corpus. The study is based on the analysis of interruption techniques and offers a comparison between interruption realisations in real life communication (based on the Hong Kong Corpus of Spoken English, HKCSE) and in English language textbooks used in Hong Kong schools.

The contribution by Sylvie De Cock focuses on routinized building blocks in native speaker and learner speech. She analyses a corpus composed of informal interviews with English language learners and a native speaker corpus, examining the differences in preferred clausal sequences used in the two corpora; some practical implications for English language teaching are also described. In the final chapter Fiona Farr discusses the role of spoken language analysis as an aid to reflective practice in the context of language teacher education. The author presents a specialised spoken language corpus (POTTI) composed of post-observation teaching practice feedback sessions, where the participants are tutors and student teachers. This corpus represents a useful tool not only for increasing teachers' discourse or pedagogical awareness, but also for enhancing their continued professional development.

The volume may result very useful for both researchers and teachers, as it offers both theoretical and practical insights and shows how spoken corpora can make a significant contribution to language analysis and language pedagogy. This comprehensive collection thus provides a useful foundation for future studies and practice in this developing research area.

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