

not and cannot give readers a profound understanding of the topic. Studies of institutional interactions in the Chinese context are undoubtedly important and necessary and certainly the title of this book will catch the eye of readers who work closely with China. Therefore, more studies in institutional interactions taking place in medium or large Western or joint-venture companies in China should be encouraged in order to shed light on the confusions and misunderstandings which can occur when East meets West.

[Ching-yi Amy JUAN]

BOWLES, Hugo / SEEDHOUSE, Paul (eds.), *Conversation Analysis and Language for Specific Purposes*, Peter Lang, Bern 2007 [Linguistic Insights 63], pp. 334, ISBN 3-03911-469-6 / US-ISBN 0-8204-8388-5, € 56,10.

This volume examines the relationship between Conversation Analysis (CA) and Language for Specific Purposes (LSP). It originates from a panel devoted to this topic during the LSP International Conference on 'New Trends in Specialised Discourse' held in Bergamo in 2005. Although academic interest in this area has intensified in recent years, spoken specialised texts are still under-researched in comparison with their written counterparts; this volume therefore aims to fill the gap by providing significant theoretical, methodological and practical insights.

The first section presents a useful introduction to CA and its applications, and includes contributions related to methods and approaches for applying CA to the study of LSP. Paul Seedhouse and Keith Richards focus on the relationship between an instance of spoken text and its context of production. Moreover, they present the concepts of institutional variety and sub-variety, and also expound their valuable multi-layered perspective on analysing the idea of context, which includes institutional context, sub-variety context and micro context. The model is also intended as a reference tool for analytical purposes.

In the following chapter Gabriele Pallotti offers an introduction to CA identifying its central issues, such as data collection, data transcription, participant viewpoint and generalisation. He then examines the role played by CA in specific interactional settings, as well as relevant theoretical and methodological issues related to this area of study.

The next contribution, by Keith Richards, focuses on the importance of analysing backstage talk in specific domains, and shows the extent to which this approach can offer useful insights into various professional worlds – always a valuable contribution to a better understanding of LSP.

The second section of the book discusses didactic perspectives. In particular, Steve Walsh and Anne O’Keeffe present a lucid argument highlighting the benefits of applying corpus linguistics and CA to the analysis of spoken academic discourse in the context of higher education. They also identify four modes within this type of discourse (defined as managerial mode, materials mode, skills and systems mode and classroom context mode), focusing in particular on the mode based on the classroom context. The pedagogic goals and the interactional features related to each mode are also outlined, showing how CA may be of particular significance for LSP teachers.

The following contribution is centred on dialogue interpretation in business contexts; Laura Gavioli and Nick Maxwell analyse the ways in which interpreters adopt multiple interactive roles within the interpretation process. The authors also reflect on the complexity of the various communicative and social skills that such processes and contexts require.

Anne Burns and Stephen Moore present an examination of the potential applications of CA to classroom-based simulations of professional discourses, in this case in the field of accountancy training (and, more specifically, in simulations of professional-client exchanges related to completing tax return documentation within the Australian system). Their aim is to incorporate these insights into the development of teaching material: in so doing, they also highlight some relevant pedagogic implications, making their analysis an important resource for teachers.

The concluding chapter of this section is by Cecilia Varcasia, who carries out a contrastive analysis of a multilingual corpus of retail service telephone call openings in English, German and Italian. This study describes cross-cultural similarities and differences in the use of response strategies and offers interesting results that are applicable to LSP teaching in the area of telephone talk.

The final section of the volume analyses the relationship between CA and LSP pedagogy in depth. Andrew Packett shows the benefits of applying CA to journalist interviews, while teaching this very institutionalised kind of speech. Packett’s study demonstrates how this process can raise both students’ and teachers’ awareness of the constitutive features of institutional talk and also improve students’ spoken performance in interviews.

Jean Wong analyses the kind of telephone conversation used in ESL teaching resources. In particular, she focuses on closings and shows how they can represent a problematic area for English learners dealing with telephone language. Furthermore, she argues for the need to use authentic material in LSP teaching in order to improve language pedagogy and thus help learners become more aware of the social and interactional elements that come into play in telephone conversations.

In the final chapter Hugo Bowles and Paul Seedhouse offer a useful model for applying CA to speech data investigation. The authors suggest that this approach can be used in a number of different areas, including research, preparation of

didactic materials and teacher training. Moreover, they argue for the development of a new branch of research combining CA and LSP with the objective of mediating between these two areas.

By analysing so many different facets of such a complex phenomenon, the volume represents one of the most comprehensive and innovative publications related to the application of CA to LSP, with particular reference to the LSP classroom. Its various chapters provide the reader with profound theoretical, practical and methodological insights, which could well prove to be fertile ground for the growth of further studies into this “small but expanding research area” (p. 327).

[Patrizia Anesa]

GUIDO, Maria Grazia, *English as a Lingua Franca in Cross-cultural Immigration Domains*, Peter Lang, Bern 2008 [Linguistic Insights 84], pp. 285, ISBN 978-3-03911-689-8, € 49,00.

The very first words in Maria Grazia Guido's introduction to her book subtly sets the key for her enquiry: 'It is a truth universally acknowledged that English is today's global 'lingua franca' for international communication.' Here we have a clear inter-textual echo of the familiar opening sentence of *Pride of Prejudice*: 'It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.' As with Jane Austen, there is the ironical implication that the truth so confidently asserted is really only a convenient assumption. English is acknowledged to be the global means for international communication, and of course it suits the native speakers of that language to suppose that this English is their English, extended in its use, a lingua franca but essentially still their own. But things are not so simple. The truth, not universally acknowledged, is that in using English as a lingua franca (ELF), people from different linguacultural backgrounds appropriate the language and exploit its virtual meaning potential without conforming to native speaker norms of usage. Research on the use of English as a lingua franca – like that, for example, of Barbara Seidlhofer and her colleagues on the VOICE project – provides compelling evidence of how ELF users draw on their linguistic resources in this way to achieve effective communication by online co-operative accommodation. What is of particular interest in Professor Guido's book is that it deals with cases of unequal encounter, where the conditions for achieving such accommodation are less than favourable and where the difference of linguacultural background proves to be problematic.

The cases that are explored here concern ELF encounters between supplicants