

Jesús Romero Trillo, ed. 2013. *Yearbook of Corpus Linguistics and Pragmatics. New Domains and Methodologies*. Amsterdam: Springer. 296 pp. ISBN: 978-94-007-6249-7 (Print); 978-94-007-6250-3 (Online).

ELENA DEL OLMO BAÑUELOS

Les Roches Marbella International School of Hotel Management

eolmo@lesroches.es

As stated in the Introduction, this book series “intends to address the interface between Corpus Linguistics and Pragmatics and is conceived to offer a platform to scholars who combine both disciplines” (1). A previous volume by the same editor had already convened linguistic scholars who promoted the idea that a true understanding of pragmatic meaning in interaction could be achieved solely by contrasting pragmatic theory with representative language data (Romero-Trillo 2008, 1). Pragmatics has been a controversial and complex branch of Linguistics; Corpus Linguistics (CL) has proven to be a rigorous and representative method to respond to this controversy. The present volume takes one step further in creating a space that welcomes studies combining “the delicacy of pragmatics analysis with the guaranteed representativeness of corpus linguistics” (2). Furthermore, it calls attention to the phenomenon of Computer-Mediated Communication (CMC) as well as the still neglected spoken mode in language, which serves as the basis for Romero-Trillo’s Corpus of Language and Nature (CLAN Project)*, presented in this volume, and which focuses on how cultural factors may influence the emotional aspect of responses to visual information. Romero-Trillo has also recently co-edited a volume on current issues in Interlanguage Pragmatics (ILP) and the primary application of intercultural interaction (Kecskes and Romero-Trillo 2013). Structurally, this volume is divided into four parts, each contributing to an understanding of the research potential that the aforementioned synergy can offer. Part one, “Current Theoretical Issues in Pragmatics and Corpus Linguistics Research,” draws attention to current gaps in each field and how these may be filled adopting a joint approach. Part two, “New Domains for Corpus Linguistics and Pragmatics,” brings to the fore new communicative settings and how their study requires a new approach. Part three, “New Methodologies for the Pragmatic Analysis of Speech through Corpora,” focuses on spoken language and proposes corpus-based methodologies for pragmatic analysis. Lastly, part four, “Book Reviews,” includes appraisals of two books that cover the core topics of the present edition: the potential of corpus-based studies, and the impact of social and online networks on language and communication.

In the first chapter of part one, Callies stresses the need to widen the scope of ILP beyond politeness phenomena (Kasper and Blum-Kulka 1993; Trosborg 1995), usually conveyed

in language through the use of speech acts. This overextended focus on illocutionary acts has narrowed down the scope of pragmatic knowledge to sociopragmatics. Drawing on Barron's (2003) proposal and the current need to distinguish between pragmalinguistic and sociopragmatic knowledge, Callies provides his own definition for Second Language (L2) Pragmatic Knowledge (14). Furthermore, this study responds to the scarcity of corpus studies on emphatic *do* and cleft constructions in spoken learner language, which is surprising considering their rate of occurrence when compared to written language (Collins 1991; Oberlander and Delin 1996; Weinert and Miller 1996). This study broadens our pragmalinguistic understanding of information highlighting in English learner discourse.

Without leaving the domain of learner language, the second chapter, by Steve Walsh, adopts Conversation Analysis (CA) as an approach to Second Language Acquisition (SLA), a combination that has resulted in the field known as CA-SLA or CA-for-SLA. Even though this could be viewed as a challenge to the traditional focus of CA on informal spontaneous conversation, spoken interaction in a formal setting is based on the same procedures of ordinary conversation (Edwards and Westgate 1994: 42); moreover, it allows for research fields such as SLA or Foreign Language Teaching (FLT) being of a descriptive, as opposed to prescriptive, nature. Walsh's study reflects the potential of a corpus-based CA approach by identifying four speech exchange systems in the context of small group teaching (SGT).

The third chapter, by Vaughan and Clancy, compares the phenomenon of deixis in the family and working contexts on the basis of the exclusive or inclusive use of the pronoun *we*. The relevance of examining *we* resides in its ability to help define speaker identities and relationships, which is crucial in the understanding of context to avoid pragmatic "failure" (Thomas 1983). The findings seem to coincide with those of previous studies focusing on the complexity of an item's referential potential; in this case, the complexity of *we* has shown to be of a higher degree in the workplace setting as opposed to the family context. Furthermore, Vaughan and Clancy address the unfortunate scarcity of spoken corpora, a theoretical gap stressed throughout the volume, given the context-dependent nature of spoken language. The scarcity of spoken corpora is usually attributed to the amount of manual work required in its compilation as opposed to written corpora compilation; it has been estimated that forty hours of work are required for one hour of recording (Moreno Sandoval et al. 2008). Furthermore, spoken utterances require strict control of variables, which usually entails having to downsize the database; something that has often led to the results yielded being deemed inconclusive.

The first chapter in part two is an unprecedented study where two methods are applied to the same data. Following a thorough comparison of the phraseological, lexical bundle and comprehensive methods in terms of time-economy and quality, the two latter are applied to the spoken production of four groups: advanced Swedish learners of English and Spanish as L2s and their native counterparts. As opposed to previous studies of a similar nature, topic of conversation was controlled for by applying the same task to the four groups. Such an innovative approach allows for a comprehensive description of native-like

features: word combinations in context, topic, co-text and L2 usage are the ideal target for the comprehensive method, whereas the lexical bundle method proves more effective for “frequent building blocks in the construction of discourse” (87). The fine-tuning of native-like features in spoken language is certainly a step forward in defining a target level for second/foreign language teaching and learning.

CMC represents the backdrop for the remaining chapters of part two, which examine the different modes of e-language (e.g., e-mails, instant messaging, chat rooms) in various contexts and for different purposes. The second chapter focuses on the use of multi-word sequences (MWS) by Taiwanese L2 English speakers and British native English speakers in CMC and Face-to-Face (FTF) communication. Drawing on Nattinger and DeCarrico’s (1992) taxonomy of lexical phrase functions (social interaction, necessary topics and discourse devices), it furthers our understanding of the phrasal nature of English (105). Based on the frequency of use, the author of this chapter demonstrates the highly interactional nature of FTF communication and how an increase in three-word MWS in social interaction in CMC parallels the growth of the relationship between participants. The third chapter, by Knight et al., uses Crystal’s notion of the continuum of formality (2008) to classify e-language modes; achieved through the establishment of a comparison between the various modes of e-language, spoken language (placed at the informal end of the continuum) and written language (placed at the formal end of the continuum) based on the frequency and functions of hedging. Initial findings point to hedging similarities between e-language modes and the spoken mode; however, when compared separately, fewer occurrences of hedging were observed in e-language when compared to the spoken mode and a higher occurrence compared to the written. This evidence is used by the authors to support the argument for classifying e-language as an independent genre (147). The fourth and final chapter of part two attempts to redefine and expand on the current notion of commitment in email business communication; given the lack of participant-related information usually available in such a domain, empirical data is stripped down to linguistic forms. Nonetheless, it proves to be sufficient to provide findings which challenge current associations between linguistic forms and pragmatic functions, such as the absence of prototypical performative verbs (i.e., *I promise*) for commitments.

Part three proposes new methodologies combining Pragmatics and CL for the study of spoken language, a timely response given the theoretical gaps addressed earlier in the volume. The first chapter broadens Tannen’s (1984) notion of *listenership*, i.e., engaged participation in conversation, to embrace the view of good listeners as enablers of a flowing discourse “in a manner satisfactory to all participants” (179). Since response tokens are viewed as the linguistic means to achieve this conversational continuity and flow, Amador-Moreno et al. developed a frequency-based framework of English response tokens. The authors conclude that such a framework can be successfully transferred to Spanish, although taking account of linguistic and cultural differences. The second chapter, by Romero-Trillo, presents the CLAN Project®. This project studies the extent to which culture influences emotionally-charged responses when observing natural

landscapes in photographs. Drawing on Natural Semantic Metalanguage (NSM) theory (Goddard and Wierzbicka 2002), a set of landscape universals of evolutionary ecology, and a comprehensive background knowledge of participants (as of November 2012, a total of 597 participants from 20 countries), this project is a promising move forward in designing a cognitive map reflecting humans' relationship with nature.

The third chapter of part three returns to the EFL setting to analyze the regulatory functions in authentic classroom interaction; to do so, the author developed a network using Michael O'Donnell's *Systemic Coder* (1995). As expressed by Riesco-Bernier, the innovative component of this study results from understanding L2 language as a type of "goods and services" in the classroom context such that, the teacher is (often) performing a "request of verbal production" rather than a "demand for information" (235). In line with the role of culture and also drawing on NSM theory, the fourth and final chapter of part three, by Gladkova, first explores the semantics of the Russian praise words *molodec* and *umnica* then relates them to important themes in Russian culture and, finally, compares them to similar expressions in English and Chinese. This comparison offers interesting findings in relation to Russian cultural scripts which seem to contradict existing stereotypes (Lewis 1999).

Part four comprises two chapters, each reviewing a seminal work related to the main topics of interest of the present volume: the potential of corpora as a research method and CMC as an unexplored domain for Pragmatics. The first chapter is a review on McEnery and Hardie's volume (2011); Knight describes it as a critical and reflective reading of corpus linguistics as a research field, as opposed to a mere corpus compilation manual (275). After providing an account of the past and present of CL, readers are encouraged to think about the potential offered by applications of CL. This critical approach to CL falls into line with the present volume's approach with regard to corpus size. Contrary to the American-based Linguistic Data Consortium's motto "there is no data like more data" (Sinclair 2001: ix), corpus-based studies are now turning towards Godin's business metaphor "small is the new big" (Meunier 2010). The potential and reliability of smaller databases are in part due to the revisited notions of representativeness and balance; the former was defined by Biber as "the extent to which a sample includes the full range of variability in a population" in terms of register and mode (1993, 243; 56). Although the notion of a balanced corpus has been regarded as vague (Sinclair 2005) and as relying heavily on intuition and best estimates (Atkins et al. 1992; McEnery et al. 2006), the *Longman Spoken and Written English Corpus* (LSWE) is provided as an example of such, given that it contains "a manageable number of distinctions while covering much of the range of variation in English" (Biber et al. 1999, 25; 56). In the closing chapter of the book, Díaz-Pérez provides a chapter-by-chapter summary of Yus's contribution (2011) to the study of Internet-mediated communication through a pragmatics lens; this review will surely help readers of the present volume acknowledge the potential and topic range of Cyberpragmatics and question the traditional approaches to the study of language and communication.

The first volume of the series *Yearbook of Corpus Linguistics and Pragmatics* will definitely appeal to newcomers in either field, considering the book's emphasis on current issues and gaps in both CL and Pragmatics. Furthermore, experienced researchers will benefit from the wide range of topics and domains covered that challenge the current approaches to the study of language and communication.

WORKS CITED

- ATKINS, Sue, Jeremy Clear and Nicholas Ostler. 1992. "Corpus Design Criteria." *Literary and Linguist Computing* 7 (1): 1-16.
- BARRON, Anne. 2003. *Acquisition in Interlanguage Pragmatics*. Amsterdam: John Benjamins.
- BIBER, Douglas. 1993. "Representativeness in Corpus Design." *Literary and Linguistic Computing* 8 (4): 243-57.
- BIBER, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad and Edward Finnegan. 1999. *Longman Grammar of Spoken and Written English*. Harlow: Longman.
- COLLINS, Peter C. 1991. *Cleft and Pseudo-cleft Constructions in English*. London: Routledge.
- CRYSTAL, David. 2008. "The Joy of Text." *Spotlight Magazine*, November: 16-17.
- EDWARDS, Tony and David Westgate. 1994. *Investigating Classroom Talk*. London: Falmer.
- GODDARD, Cliff and Anna Wierzbicka, eds. 2002. *Meaning and Universal Grammar: Theory and Empirical Findings*. 2 vols. Amsterdam: John Benjamins.
- GODIN, Seth. 2006. *Small Is the New Big: And 183 Other Riffs, Rants, and Remarkable Business Ideas*. New York: Portfolio.
- KASPER, Gabriele and Shoshana Blum-Kulka, eds. 1993. *Interlanguage Pragmatics*. Oxford: Oxford UP.
- KECSKES, Istvan and Jesús Romero-Trillo, eds. 2013. *Research Trends in Intercultural Pragmatics*. Berlin: Mouton de Gruyter.
- LEWIS, Richard D. 1999. *When Cultures Collide: Managing Successfully across Cultures*. London: Nicholas Brealey.
- MCENERY, Tony, Richard Z. Xiao and Yukio Tono. 2006. *Corpus-based Language Studies: An Advanced Resource Book*. London: Routledge.
- MCENERY, Tony and Andrew Hardie. 2011. *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge UP.
- MEUNIER, Fanny. 2010. "Learner Corpora and English Language Teaching: Checkup Time." *Anglistik: International Journal of English Studies* 21 (1): 209-20.
- MORENO SANDOVAL, Antonio, José María Guirao Miras and Doroteo Torre Toledano. 2008. "Herramientas de anotación de corpus de habla espontánea del Laboratorio de Lingüística Informática de la UAM." *Procesamiento del lenguaje natural* 41: 301-02.
- NATTINGER, James R. and Jeanette S. DeCarrico. 1992. *Lexical Phrases and Language Teaching*. Oxford: Oxford UP.

- OBERLANDER, Jon and Judy Delin. 1996. "The Function and Interpretation of Reverse *wh*-Clefts in Spoken Discourse." *Language and Speech* 39 (2-3): 185-227.
- O'DONNELL, Michael. 1995. "From Corpus to Codings: Semi-Automating the Acquisition of Linguistic Features." In *Proceedings of the AAAI Spring Symposium on Empirical Methods in Discourse Interpretation and Generation*, edited by Johanna Moore and Marilyn Walker, 120-25. Stanford: Stanford UP.
- ROMERO-TRILLO, Jesús, ed. 2008. *Pragmatics and Corpus Linguistics, a Mutualistic Entente*. Berlin: Mouton de Gruyter.
- SINCLAIR, John. 2001. "Preface." In *Small Corpus Studies and ELT: Theory and Practice*, edited by Mohsen Ghadessy, Alex Henry and Robert L. Roseberry, vii-xvii. Amsterdam: John Benjamins.
- . 2005. "Corpus and Text—Basic Principles." In *Developing Linguistic Corpora: A Guide to Good Practice*, edited by Martin Wynne, 1-16. Oxford: Oxbow.
- TANNEN, Deborah. 1984. *Conversational Style: Analyzing Talk among Friends*. Norwood: Ablex.
- THOMAS, Jenny. 1983. "Cross-cultural Pragmatic Failure." *Applied Linguistics* 4 (2): 91-112.
- TROSBORG, Anna. 1995. *Interlanguage Pragmatics: Requests, Complaints, and Apologies*. Berlin: Mouton de Gruyter.
- WEINERT, Regina and Jim Miller. 1996. "Cleft Constructions in Spoken Language." *Journal of Pragmatics* 25: 173-206.
- YUS, Francisco. 2011. *Cyberpragmatics: Internet-mediated Communication in Context*. Amsterdam: John Benjamins.

Received 3 September 2013

Revised version accepted 13 January 2014

Elena del Olmo holds a Bachelor's Degree in English Philology (2009) and a Master's Degree in English Studies and Multilingual and Intercultural Communication (2010) from the University of Málaga. She is currently writing her PhD thesis within the field studies of Corpus Linguistics and Teaching English as a Foreign Language; specifically it is aimed at developing corpus-based material for Higher Education teachers using English as the medium of instruction. She also teaches Effective Communication and Introduction to Social Media Communication at the Les Roches International School of Hotel Management in Marbella.

Address: Les Roches Marbella International School of Hotel Management. Tel.: +34 952 764145.