difficult to see a way forward for the multimodal resources of the student Lungile and her peers, as described in Stein’s paper, to be reshaped as valued educational capital.

Overall diversity is celebrated over unity or common ground in this collection of papers. Heterogeneity triumphs. Indeed, Pennycook draws on a word unfamiliar to me: heteropraxia. Yet, it is possible to argue that the hetero is overstated. For the marginalized life can look simpler, choices less complicated. The genres of power DO exist. It is taken for granted in several papers that rationalist, universalist positions equal paternalism and are antithetical to critical pedagogy. This position at least needs arguing through. Here poststructuralism and its close cousin, postmodernism, tend to be assumed as the default framework for critical pedagogy.

In conclusion, this is a fascinating, rather uneven collection, which I found provoking, infuriating, and absorbing—sometimes simultaneously. I personally would have welcomed more of a balance: less on identity and more on ideology. In terms of its readership, the book assumes a community more of fellow researchers or academics, than of teachers. Only a few of the papers, it must be said, are readily accessible to most classroom teachers. However the book will certainly be on the bookshelves of any teacher educator, not just those who self-identify as ‘critical’.

I should like to thank David Block and Melanie Cooke for their helpful comments on this review.

Final version received September 2005

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doi:10.1093/applin/ami028

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This collection of sixteen papers, originally presented at the 2002 Georgetown University Roundtable on Language and Linguistics (GURT), presents illuminating discussions on the multimodal nature of discourse.
Along with a number of other recent books (O’Halloran 2004; Scollon and Scollon 2003; Ventola et al. 2004), this volume can help launch a new area or even era in discourse studies. In their introductory chapter, the editors declare the intention of GURT 2002, and therefore the book, to be highlighting the recognition that ‘all discourse is multimodal’ (p. 1), although they admit that the ambiguity surrounding the concept of mode and modality has yet to be resolved. Another purpose in selecting this set of papers is that it opens up discussions on the twofold influence of new technologies on discourse analysis: the impact on dealing with data, and more importantly the impact on the very formation of discourses. The editors underline five general issues as the major themes covered in the contributions to this volume: reasons to study multimodal discourse analysis (MMDA), the role of the World Wide Web in discourse analysis, MMDA in social studies, MMDA in educational contexts, and MMDA of workplaces.

In addition to the editors’ brief sketch of what MMDA involves, a number of other chapters concentrate on theoretical dimensions and analytical frameworks. Frederick Erickson’s chapter, surprisingly appearing as the penultimate chapter of the book, briefly and informatively presents an overview of the development of MMDA and how it was contributed to by technological advancements in data collection. Sigrid Norris, drawing mainly on theoretical discussions rather than empirical documentation, presents a fairly comprehensive framework for MMDA so that it can account for various modalities, including material layout, gesture, posture, and gaze as well as spoken language. Theo van Leeuwen also relies mainly on theoretical argumentation and discusses the significance of visual mode in discourse analysis. Finally, Elaine Yakura in the shortest chapter of the book touches upon ethical concerns in videotaping. These four chapters represent the wide range of theoretical issues in MMDA and could actually have been grouped together as ‘the first part of the book’ (instead of appearing as disconnected chapters).

The first connotation that the word technology in the title of the book brings to mind is probably the computer and web technology but these are not the sole foci of the discussions in this book and not even the primary ones. However, some chapters do focus on modes of computer-mediated discourse and deal with various aspects in greater detail. Rodney Jones revisits the notion of context, Angela Goddard investigates emerging models of writing and speech, Boyd Davis and Peyton Mason explore interrogative patterns in ‘electronic discourse’ (p. 47), Hsi-Yao Su focuses on the creation of new language styles, and Carey Jewitt discusses the modal implications of the ‘move from page to screen’ (p. 185). As the number of these chapters hints—five papers in a collection of sixteen—the multimodalities which emerge particularly in the wake of developments in digital technology shape but one facet of MMDA.

Another group of chapters concentrates on organizational studies. Ingrid de Saint-Georges’s paper provides readers with a rich and thought-provoking
discussion on the interrelationships between physical settings and discursive and semiotic processes. Marilyn Whalen and Jack Whalen, in an analysis of ‘work spaces’ (p. 208), cover a wide range of multimodalities in workplace contexts. The role of technology in these two studies is restricted to a means of data collection and there is no direct link between technology and the modalities discussed. This reiterates the point that MMDA is too broad an area to be restricted to technology-mediated discourses. Similarly employing technology as a tool for research, three outstanding chapters in this collection address the issue of MMDA in novel ways: Laurent Filliettaz draws on data from service encounter interactions in a department store and elaborates on the discursive functioning of gestures; Elisa Everts presents a brilliant discussion of modes of interaction in blind–sighted communication; and Joel Kuipers focuses on video-assisted ethnographic studies of language.

Much expected but not enough attended to in this book is a critical perspective on the goals of MMDA. Only two papers adopt an explicit critical approach in their exploration of multimodalities in discourse. Alexandra Johnston investigates document layout and also gaze behaviour as a non-verbal interactional mode in the gatekeeping context of immigration interviews. Lilie Chouliairaki’s chapter attempts to uncover the meaning making functions of televisual mediation of ‘September 11’. The chapter focuses on ‘normative’ multimodal discursive practices within hegemonic political projects, such as the ‘war on terror’. What these two chapters highlight is that MMDA is a potentially wealthy area for critical discourse studies, especially for integrating ‘critical discourse analysis’ (Fairclough 1995) and ‘critical context studies’ (van Dijk 2004) into critical multimodal discourse studies.

As this brief overview depicts, the first intention of the editors in presenting this volume is obviously served throughout the book, that is, multimodality of discourse is greatly highlighted. The technology-related discussions, however, are not highly prominent. The impact of technology on gathering and handling data is evident but the discourse shaping functioning of technology is perhaps not represented extensively enough in these chapters to justify the use of the main title, ‘Discourse and Technology’. The subtitle of the book, ‘Multimodal Discourse Analysis’, seems to serve as a better title for the book as a whole. One further point regarding coverage is that, although a variety of discursive contexts are represented in these selected papers and the body of modalities dealt with is certainly rich enough for a single volume, there are other aspects of MMDA that do not feature in this collection of papers, for instance, acoustic features of spoken discourse, facial expressions, colour patterns as part of the physical context, music as a discursive practice, etc. Of course, the editors had to deal with the tough task of selecting a representative set of papers to cover various dimensions of MMDA. A couple of requirements, if met, could render the book more attractive to readers. The chapters could have been grouped into
parts or sections in ways which would have made it easier for the reader to establish conceptual links between the various papers. A second shortcoming is that readers looking for discussions on specific concepts and terms may be disappointed to find out that there is no subject or author index at the end of the book.

*Discourse and Technology: Multimodal Discourse Analysis* is a successful attempt at encouraging scholars involved in discourse studies to ‘burst the bounds of mere linguistics’ (p. 31) and to move beyond verbal data and mere ‘textual analysis for social research’ (Fairclough 2003). Reading the book is, therefore, recommended to those involved in research in the areas of linguistics, applied linguistics, (critical) discourse analysis, ethnographic research, or any other field of study concerned with any aspect of discourse studies.

*Final version received September 2005*

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doi:10.1093/applin/ami030

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Ron and Suzie Scollon have established a remarkable track record of creative publishing, investigating intercultural communication, child language acquisition and development, language shift, media discourse, computer-mediated communication, and literacy. Their work invariably stands out by its explorative, innovative character, its openness about methodological issues, and its attempt towards creative theorizing (Scollon and Scollon 2003 is a case in point), and the Scollons invariably offer their readers highly eclectic blends of classical and vanguard US, European, and Asian theoretical insights coupled with a rich empirical, ethnographic database. They also