

Jones, Rodney H. (2012). *Discourse Analysis: A Resource Book for Students*. London & New York: Routledge. 229 pages

Rodney Jones' *Discourse Analysis: A Resource Book for Students* is another in the Routledge English Language Introduction Series. Like other volumes in the series, this book assumes no prior knowledge of the topic and is built around four sections: Introduction, Development, Exploration, and Extension. Each section contains ten subsections, or strands, dealing with concepts central to the field of discourse analysis. Organized cyclically, these ten concepts recur in each of the four sections, taking students deeper and deeper into the various strands, until in Section Four, students are reading passages from seminal works in the study of discourse. This format allows for a versatile syllabus design that students can profit from when guided by a knowledgeable instructor.

In the first section, "Introduction: Key topics in the study of discourse analysis," Jones introduces key concepts such as discourse vs. discourses, discourse communities, text, texture and intertextuality, discourse and ideology, strategic interaction and face, the ethnography of communication, and mediated and multimodal discourse analysis. Each of these topics is dealt with briefly (3–4 pages) and in non-technical language. Together, they provide a brief overview of the field. However, in some cases, for example the section on mediated discourse analysis, the summary is so brief as to be without anything of substance for students to grasp on to.

Jones introduces the second section, "Development: Approaches to discourse analysis," by identifying three ways of looking at discourse: discourse as text, discourse as action, and discourse as ideology. In this section, he acquaints the reader with Halliday and Hasan's notion of cohesion, Gee's cultural models, Swales' genre and move analysis, Austin's theory of speech acts, Grice's cooperative principle, Schegloff's conversation analysis and returns to Hymes' *Ethnography of Communication*. He traces the evolution of cigarette warning labels to illustrate how texts can reflect and reinforce power relations and ideologies. A good part of this section is devoted to mediation and multimodality, leading to brief mentions of Kress and van Leeuwen's grammar of visual design and Scollon and Scollon's nexis analysis. The section ends with several pages devoted to procedures for corpus-assisted analysis of discourse.

Section Three, "Exploration: Analysing discourse," further develops each of the ten strands and includes ample examples to illustrate each topic. Useful activities follow each subsection, giving students hands-on experience using the various tools introduced. The final section, "Extension: Readings in discourse analysis," contains short excerpts from classics in the field of discourse analysis and related areas. There are passages from structural linguist Zellig Harris

and applied linguists Henry Widdowson and James Paul Gee. A section from Halliday and Hasan's *Cohesion in English* and one from psychologist David Rumelhart on story schema are included. Other classics in this section are from John Swales and Vijay K. Bhatia (genre analysis), Norman Fairclough (intertextuality), James Paul Gee (ideology), John Austin (speech acts), Emanuel Schegloff and Harvey Sacks (conversation analysis), Deborah Tannen and Cynthia Wallat (frame analysis), Dell Hymes and Muriel Saville-Troike (ethnography of communication), Ron Scollon (nexus analysis), Gunther Kress and Theo van Leeuwen (visual design), Sigrid Norris (multimodality) and Paul Baker and Tony McEnery (corpus-assisted discourse analysis). Students are guided through these short excerpts of original works with commentary from Jones and discussion questions after each piece.

The book also contains a list of further readings for each of the ten strands in addition to an extensive list of references. There are both an "Author Index" and a "Glossarial Index," but they appear to have been completed in haste and are not as thorough as one might desire. The book has a very useful companion website with extra resources for teachers and students. [https://routledgetextbooks.com/textbooks/\\_author/9780415610001-jones/](https://routledgetextbooks.com/textbooks/_author/9780415610001-jones/).

This book has many strengths, especially when used in the hands of an instructor conversant in the many approaches to the analysis of discourse who can guide students from the introductory section to the extended readings in the last section. The author's preferences for mediated discourse and especially for Scollon and Scollon's nexus analysis is apparent, though of all of the approaches covered in the book, this one is the least transparent. The unusual cyclical format allows the possibility to use the book in a non-linear fashion, and indeed, given the uneven coverage of the various strands, the sometimes unexpected ordering of strands within sections and the occasional lack of transitions between strands, the instructor may well choose to do so.

*Thom Huebner, Ph.D.*

Professor Emeritus, San Jose State University

*Thom.Huebner@sjsu.edu*