Bringing together a set of studies on spoken and written discourse in Europe, Australia and the United States, this collection (edited by L. Grujicic-Alatriste) offers a multifaceted exploration of how research findings in discourse studies can be applied to solve problems in their places of practice. Linking academic studies to professional practice, this book is an important contribution to the field of discourse studies and a must-read book by analysts, researchers, academics and students in, but not limited to, applied linguistics, discourse studies and communication studies.

The book presents the materials in an introduction and other four sections. The Introduction (Chapter 1) defines the aim, the terminology and the framework for application of the research findings. Part 1 (Chapters 2–6) provides comprehensive coverage of five studies based on workplace and business settings; Part 2 (Chapters 7–9) is devoted to three studies positioned in educational settings; Part 3 (Chapters 10–11) contains two studies in private and public settings; and Part 4 (Chapters 12–14) includes three more studies situated in government and media settings.

The Introduction commences by stating the book’s aim of promoting studies with applicable findings to real-life world. The background of the book is that recommendations for practical applications in previous studies tend to be more theoretically-occupied rather than reality-oriented. Key terminology from applied linguistics is then defined, followed by the framework for practical application of research findings.

The five studies in Part 1 are located in the context of workplace and business settings. Drawing on conversation analysis (CA) and membership categorization analysis (MCA), and using categories relating to the nationality of university students, Hazel (in Chapter 2) examines how participants adopt different strategies to adjust their positioning in interactions and cope with challenges relating to normative expectations at an international office help desk. Findings in this study can be applied to training work staff and language policy development. Using CA, Suh (in Chapter 3) argues that for nonnative English speakers, repair management, i.e. how to locate and remedy the trouble and then move on, in English as a lingua franca business negotiation is central to success. Findings in this study are
applicable both in training and actual business contexts to improve professional practices. Wagner (Chapter 4) employs CA to examine the talk in a mediation session from the perspective of asymmetries of knowledge among disputants and mediators with a view to facilitating the solving of disputes. The research finding is of practical use in training sessions for mediation practitioners. Drawing on CA, Pochon-Berger, Doehler and König (in Chapter 5) examines dinner table conversational storytelling between an au-pair girl and the host mother, revealing the importance of storytelling mode of interaction, which is significant for informing and training within au-pair recruitment agencies and host families. Pälli and Lehtinen (in Chapter 6) discuss how practical genre knowledge benefits professional competence in managerial meetings to work up solutions to problems by presenting, accepting and rejecting proposals. The findings can be applied to teach students about real organizational practices and help them get a realistic picture of management communication.

Studies in Part 2 are positioned in educational settings. Grujicic-Alatriste (in Chapter 7) analyses how to help college entrance exam takers to produce an argumentation genre of writing by adopting interventions to raise student awareness of how to persuade a specific predetermined audience. The findings are highly practical for classrooms and in the real world. Drawing on notions of collaboration and imitation in the zone of proximal development (ZPD), Kahn’s Chapter 8 is set in second language contexts, focusing on one learner’s performance of a series of narrative-based tasks. It is found that open-ended activities benefit learners’ narrative writing, which significant for current and future teachers. Davitti’s Chapter 9 examines the oft-neglected role of interpreters in parent-teacher meetings in a school setting who handle not only language barriers, but also cultural and institutional norms, values and expectations. The finding is useful in training sessions for future interpreters.

Part 3 commences with Johnson’s Chapter 10 on tension in family discourse. Referring to CA and interactional sociolinguistics (IS), Johnson analyzes three excerpts to focus on two discursive practices adopted by the parents (posing ‘loaded questions’ and explicitly showing appreciation) and one strategy used by adult children (justifying choices). The findings, on the one hand, help family members communicate better with one another in the real-life setting; while on the other hand have great potential for family counsellors. Drawing on the model of positioning in narrative discourse, Cochrane (in Chapter 11) analyses identity construction in narratives told by physically disabled adults. Following three steps (1. tellers position the characters in the story; 2. tellers position themselves in relation to the other speakers; 3. tellers position themselves in relation to larger resources, Cochrane examines excerpts of narratives by three wheelchair users and identifies them respectively as “teacher”, “advocate” and “ambassador”. The findings not only
help communities of people with physical disabilities, they also can be dissemi-
nated to a wider, non-disabled audience to facilitate the communication process.

In Part 4, Farkas (Chapter 12) draws on critical discourse analysis (CDA) to ex-
amine a case study of citizen participation in council meetings. Using *texts, pro-
cesses* and *contexts*, citizen participation is found to be extremely limited, indi-
cating that participants need increased awareness of discursive practices to navi-
gate effective involvement. Xia and Wang’s study (in Chapter 13) focuses on the
Chinese translations of English news texts in a widely read Chinese daily, *Cankao
Xiaoshi*. Using an ethnographic approach to CDA, the study is conducted at three
levels: framing theory at the textual level for analysis of the news translation from
ST (source text) to TT (target text); at the discursive level, ethnographic content
analysis is used to investigate the news-making practice; and sociocultural practic-
es are analyzed from the perspective of the dominant ideology and the role of the
media in China. The research findings are a valuable resource for news agencies,
media professionals and current and future journalists reporting and dissemi-
ating translation versions of news. Frantz’s Chapter 14 is also a CDA-informed lan-
guage analysis of same-sex marriage reportages from a legal rights perspective (in
1993) and a personal perspective (in 2004). Analysis reveals the stance and bias of
news coverage, which further reflects the sociopolitical and sociocultural context
of the time of the reporting. Findings indicate the importance of collaboration
among journalists and editors and awareness by readers.

Overall, *Linking Discourse Studies to Professional Practice* is an excellent re-
source for its target readers of students, professionals and career scholars. This col-
lection is comprehensive in its coverage of the multifaceted analysis of discourse
in different professional contexts. The book succeeds in viably linking academic
research findings to actual practices in the real-world community by focusing on
on real world problems rather than ‘pure’ academic problems. A strength of this
collection is the incorporation of discourse analysis theories such as CA, CDA,
MCA and IS in order to provide readers with the theoretical models and method-
ologies which they can further develop in this growing field.

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