

Sancho Guinda, C. (ed.) (2019) *Engagement in Professional Genres*. Amsterdam: John Benjamins. 373 pp.

The reviewed volume is a focused collection of research on engagement in professional and academic genres seen as a crucial component of communication in the present times shaped by emerging competition for readers', listener's and/or viewer's attention. Focusing on communication across a plethora of professional communities, the volume introduces a variety of analytical perspectives to explore a wide range of engagement strategies across different work settings and practices, genres, discourses and disciplines. The volume complements the rapidly growing body of research into interpersonal functions of language in general, by highlighting the vital role of engagement, as an essential rhetorical tool for monitoring readers' understandings and responses to a text and managing how increasingly multifaceted audiences perceive the writer.

Ken Hyland opens the volume with a Foreword which provides a context for the studies of engagement in the realm of discourse analysis, and draws correlations with other more prominent terms, such as *stance* and *voice*. Drawing on Bakhtin (1982), Hyland argues that all verbal interaction always involves others and is thus impossible without engagement and claims that engagement is a crucial component of interaction in academic written texts. Paying tribute to most well-renowned scholars working in the field (Swales, Bazerman, Martin & White, Bakhtin, etc.), Hyland considers engagement as an essential rhetorical persuasive means.

As editor of the volume, Carmen Sancho Guinda provides a detailed overview of the studies done on metadiscursive engagement, revealing the keen scholarly interest in the exploration of the concept throughout the years. She explains the concept of engagement from the standpoint of the three key theoretical frameworks applied in the volume (i.e. the Appraisal System, the Hylandian Metadiscourse Model and Multimodality) and thus effectively sets the scene for the contributions that follow. Most importantly, by drawing links to the concept of distance between the author and the addressee, Carmen Sancho Guinda offers a thoughtful consideration of the scope of the term engagement and attempts to broaden the concept by referring to it as a means of *proximisation* or *detachment/distance*.

The volume is divided into two sections reflecting the range of semiotic modes participating in the interaction. The first section of the volume comprises seven chapters, each representative of the extensive research done on engagement in monomodal genres. The section begins with "Positioning and proximity of reader engagement: Authorial identity in professional and apprentice academic genres"

by Feng (Kevin) Jiang and Xiaohao Ma, which provides a detailed comparison of reader involvement in research articles and doctoral confirmation reports. Drawing on a large corpus of texts, this fine-grained analysis reveals that patterns and strategies of reader engagement correlate with different authorial identities: journal articles written by professional experts show a higher frequency of positioning devices, whereas PhD students express a higher degree of proximity.

In the next contribution “Authorial engagement in business emails: A cross-cultural analysis of attitude and engagement markers”, María Luisa Carrió-Pastor provides an insightful contrastive analysis of authorial engagement strategies employed by Spanish and Chinese writers in business communication conducted in English. Most importantly, the focus is laid on the impact of English on the use of attitude and engagement markers as rhetorical means in digital writing of authors representing oriental and western cultural backgrounds. The author convincingly proves that Spanish writers use more attitude and engagement markers in business emails than their Chinese counterparts. The study is a significant contribution to discourse studies, taken the scarcity of analyses on cross-cultural differences in the use of rhetorical devices in digital communication.

Drawing on Martin and White’s (2005) Appraisal framework, Anne McCabe and Isabel Alonso Belmonte’s contribution cogently navigates the reader through attitudinal meanings and engagement strategies employed in news stories that covered the Second Lebanon War. Throughout their analysis, the scholars offer a thoughtful consideration of ideological differences emerging from the divergent ways in which the Spanish and British media depict the conflict, thus effectively uncovering the issue of ideological subjectivities in journalism.

The next contribution by Yvonne McLaren-Hankin sheds light on the rhetorical strategies used in the banking sector to engage with clients and regain their trust. Undertaken from a diachronic perspective, McLaren-Hankin’s analysis reveals a stark contrast between the two data sets involved in the study, i.e. recordings of Barclays bank press releases prior to and following the publication of the Salz Review’s recommendations on rebuilding stakeholders’ trust. Drawing on the model of organisational trust proposed by Mayer et al. (1995), McLaren-Hankin convincingly demonstrates the adoption of strategies for the promotion of a display of benevolence and ability in the second data set.

The next chapter by Michele Sala describes various textual and pragmatic functions of interrogative questions. Focusing on the genre of the research article, the paper provides a detailed comparison of textual and pragmatic properties of questions as engagement resources across a diverse spectrum of disciplines, i.e. legal studies, applied linguistics, economics and medicine. Sala claims that legal studies, unlike other disciplines under investigation, utilize interrogative forms

in order to negotiate meaning, facilitate understanding and persuade the reader into adopting the writer's point of view.

The contribution by Robyn Woodward-Kron, Emily Wilson and Jane Gall stands out from the other chapters in the volume as it analyses oral spontaneous language used in healthcare communication. The chapter provides sound evidence that patients exhibit engagement in their speech via social talk, humour, laughter, reciprocity, i.e. aspects of engagement that are positively evaluated as helping to foster the idea of relationship-centred care. The practical value of the findings is evident: the results can be implemented in teaching communication in medical training, seeking to enlighten medical students of the possible strategies employed in doctor-patient interaction that contribute to collaboration in seeking for healthcare goals.

In the next chapter, Belinda Crawford Camiciottoli examines (dis)engagement markers utilized by company executives and financial analysts in conference calls recorded prior to and during the 2008 financial crisis. Despite an apparent idiosyncrasy emerging from the rather limited dataset, the findings suggest that (dis)engagement markers were employed more frequently in the corpus representing recordings of earnings calls taken during the financial crisis, thus throwing light on the potential strategic use of such rhetorical devices. Most importantly, the results might inspire new research avenues by setting forth new variables produced by apparent changes in the professional roles, goals and the economic climate.

The second section in the volume comprises ten chapters analysing intersemiotic genres. The first eight chapters of this section focus on a specific genre of professional discourse. The first contribution "Multiplying engagement: Visual-verbal intersemiosis in an online medical research article" by Daniel Lees Fryer adopts the systemic-functional, social-semiotic approach to explore the genre of online medical research article. Fryer guides the reader through the verbal, visual and intersemiotic means of engagement, arguing for the importance of medium and layout of the text.

Jan Engberg and Carmen Daniela Maier also consider the role engagement plays in the dissemination of scholarly thought via new intersemiotic genres used in publishing. Focusing on knowledge-building processes, the authors put forward a methodological framework for the analysis of contemporary academic knowledge communication from multimodal, hypermodal and interactional perspectives. Their analysis suggests that the generic nature of the video article promotes accurate experiment replication, thus revealing the symbiotic connection between the authors and the users of the published materials.

Following Martin and White's (2005) engagement framework, Ruth Breeze covers the engagement strategies employed in corporate culture. Drawing on the analysis of recruitment websites of twenty well-known UK-based firms the author suggests that various engagement devices (e.g. the use of inclusive we, imperatives, endorsements, etc.) are used to manage candidates' expectations and feelings about corporate entities and to enhance a company's image.

In the next chapter Mercedes Díez Prados guides the reader through the analysis of the interplay of verbal and nonverbal engagement strategies in entrepreneurial pitches delivered in the British TV program *Dragon's Den*. In her insightful analysis, the author argues that not only verbal, but also non-verbal persuasive means are employed in business persuasive discourse in order to acknowledge and direct the audience's perception of the product's worth. Despite the rather limited data-set analysed (only four pitches), the study is definitely a significant addition to the investigation of business persuasive discourse as the persuasion strategies outlined in the article could be implemented in business communication training.

In her contribution "Scifotainment: Evolving multimodal engagement in online science news", Yiqiong Zhang adopts a diachronic perspective to analyse how engagement strategies evolve in online science news discourse. Focusing on the science news website *Futurity*, the author uncovers power relations in science communication, thus stimulating further discussions and studies on multimodal engagement in light of the shifting nature of knowledge creation and transmission.

The next chapter "How much do U.S. patents disclose? A generic game of hide-and-seek" by Ismael Arinas Pellón sets out to investigate writer engagement in U.S. patents, a professional genre that typically does not exhibit frequent uses of engagement devices. Through the analysis of numerous examples provided in the chapter, the author effectively demonstrates the pragmatic uses of engagement devices (the use of directives, personal pronouns, possibility modals, etc.) detected in the rich dataset, thus revealing major inconsistencies that emerge between the prerequisites for the patents outlined in the legal documents and the actual language used in U.S. patents.

Chloë G. Fogarty-Bourget, Natasha Artemeva and Janna Fox's contribution "Gestural silence: An engagement device in the multimodal genre of the chalk talk lecture" provides a truly enlightening analysis of the multimodal engagement strategies implemented during chalk talk, a genre used by mathematician lecturers that includes providing explanations on the subject-matter while drawing on the board. The study stands out from the rest of the contributions in the volume as it draws on a rich corpus of video recordings of university lectures, comprising

seven recorded lectures delivered by six different lecturers. It throws light on such peculiar engagement strategies as gestural silence and argues that they are used to mark a shift in a mathematics instructor's role from that of a performer-doer to listener-verifier-supporter.

Mercedes Querol-Julián and Blanca Arteaga-Martínez's chapter "Silence and engagement in the multimodal genre of synchronous videoconferencing lectures: The case of Didactics in Mathematics" is a valuable addition to a rapidly emerging body of research into digital classroom communication. Drawing on synchronous videoconferencing lectures of didactics in mathematics (taught in Spanish), the authors suggest that lecturers mostly seek to promote engagement with students in the moments of silence that occur while interacting with the extralinguistic resources or raising audience-oriented questions that do not relate with the topic of a lecture.

The last two chapters of the volume take a contrastive perspective. "Organizational metadiscourse across lecturing styles: Engagement beyond language" by Edgar Bernad-Mechó and Inmaculada Fortanet-Gómez is a valuable addition to the rapidly growing body of work on metadiscourse in spoken academic discourse, focusing in particular on multimodal uses of metadiscourse across three distinct styles of lecturing (i.e. reading, conversational and rhetorical). The findings convincingly prove that lecturers use diverse multimodal means in their instruction that have direct impact on the different degrees of engagement.

The last contribution "Engagement of readers/customers in the discourse of e-tourism promotional genres" by Francisca Suau-Jiménez offers a contrastive analysis of engagement strategies in Spanish and English promotional e-tourist websites. The author comprehensively demonstrates the cross-linguistic differences in the dataset and convincingly aligns them with wider societal implications.

On the whole, the volume represents a very rich collection of valuable contributions to the growing body of research on engagement. The eighteen chapters provide the reader with illuminating findings on engagement strategies across a plethora of professional settings, genres, theoretical methods, semiotic modes, cultures and languages. Largely based on persuasive genres utilized in a truly diverse range of discourses (tourism, finance, healthcare, mathematics, etc.), the volume also sheds light on the peculiarities of digital classroom communication that is remarkably relevant for the current times, as we see educational institutions around the globe transitioning to online teaching and learning more and more.

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