LA IMPORTANCIA DEL ANÁLISIS CRÍTICO DEL DISCURSO Y LA GRAMATICA VISUAL PARA ANALIZAR TEXTOS. Propuestas de actividades enmarcadas en la educación para el desarrollo, la educación con perspectiva de género y la educación para la paz.
[THE IMPORTANCE OF CRITICAL DISCOURSE ANALYSIS AND VISUAL GRAMMAR WHEN REVIEWING TEXTS. Proposals of activities within the scope of development education, education with a gender perspective and education for peace.]
María Martínez Lirola (Interlingua/ Editorial Comares, 2017)

I enjoy reading books that compel me to highlight their content and fill them with notes. This is case with the publication written by professor Martínez Lirola, primarily in the first part. It gives an overview of "critical discourse analysis" (CDA) and the possibilities it presents. Those of us who work in the field of global citizenship education have been aware of the importance of critical thinking for years. As the author states, critical thinking is not synonymous with negative thought, but is rather an indication that we are engaging in independent thinking. From this perspective, one might come to the conclusion that the book merely conveys something that has already been seen and assimilated. That said, CDA is set out here as a specific and concrete technique to develop critical thinking in a constructive manner.

This is an important step, at least in the context in which I write this review, one in which we are clear on the ideas (thinking critically is empowering and emancipating) yet when it comes to materialising them we hit a brick wall (our skills in this regard are somewhat lacking fruition). CDA offers a specific methodology that covers it all. After emerging in the academic world in the 1980s it has been under development ever since, and, despite its virtues, seems like a challenging approach to implement.

Several salient points that were prominent at the beginning and throughout could also help define CDA:
- "Los discursos no son solo formas de hablar sobre algo, también son maneras de pensar sobre algo" [Discourse is not only a way to speak about something, but also a way to think about it] (p. 15).
- "Presta atención a los distintos recursos que la lengua tiene para perpetuar situaciones de marginación, discriminación y desigualdad en el poder en contextos determinados"

[1] Realizada por **Miguel Ardanaz Ibáñez**.
Contacto: miguelardanaz@gmail.com

LA IMPORTANCIA DEL ANÁLISIS CRÍTICO DEL DISCURSO Y LA GRAMATICA VISUAL PARA ANALIZAR TEXTOS.
[THE IMPORTANCE OF CRITICAL DISCOURSE ANALYSIS AND VISUAL GRAMMAR WHEN REVIEWING TEXTS.]

[Pay attention to the different resources that language has to perpetuate situations of marginalisation, discrimination and inequality in power within certain contexts] (p. 15).
- "El ACD está orientado a desenmascarar problemas sociales y su naturaleza es interdisciplinaria y ecléctica" [CDA, interdisciplinary and eclectic in nature, seeks to expose social problems] (p. 16).

We are clearly presented with a view that considers that the dimensions of classic discourse analysis are more than purely linguistic, thus requiring support from other specialities. Therefore, CDA contemplates the ideology or views of the world, particularly the power relations. It emerged primarily through the notions of five authors: Norman Fairclough, Gunther Kress, Teun Van Dijk, Ruth Wodak and Theo Van Leeuwen. I mention their names because, quite typically, Spanish translations of their work are scarce (the most accessible is by Van Dijk in the publishing house Gedisa).

This first part of the book introduces CDA and outlines how it is based on Systemic Functional Grammar (SFG). Since the 1960s, the latter, which was conceived by Michael Halliday, has fostered the analysis of relationships between social structures, values and ideologies. Thus, SFG approaches language as a system of potential meaning. One of these potentialities may be harnessed to examine the cohesive function of language, a point that the author presents with its possibilities.

As the title of the book suggests, it also delves into visual grammar and in a broad sense into multimodality. This means that aside from written languages there are also other ways, including visual, oral or musical. That said, the author focuses on those with which she is most familiar, the linguistic and visual modes, which I will develop in the second half of the text. Before reaching this point, it is important to elaborate on the relationships that are forged within messages and communication using the abovementioned modes. Thus, the value of information, the salient features and the frameworks are elements to be considered from the perspective of CDA.

The second part of the book presents a practical application of CDA. Firstly, there is an introduction to development education (DE), education with a gender perspective and education for peace. The author explains DE using the classic generation model, which is striking considering that we are in the fifth generation of global citizenship, and this is something that, in my opinion, changes language and the classifications of education "for", which is more inherent to the fourth generation. That said, I am able to accept the difference between development education and other variations (gender, peace, and so forth), taking into account that the latter two are particularly susceptible to influence from powers (in this case the patriarchy), which lately can be observed notably in issues of micro-machismo or the reporting of suppressed conflicts.

In light of the above, we begin to use CDA with several examples. The author suggests examining several covers of the Oxfam Intermón magazine (which she surprisingly

The INTERNATIONAL JOURNAL for GLOBAL and DEVELOPMENT EDUCATION RESEARCH
REVISTA INTERNACIONAL sobre INVESTIGACIÓN en EDUCACIÓN GLOBAL y para el DESARROLLO

LA IMPORTANCIA DEL ANÁLISIS CRÍTICO DEL DISCURSO Y LA GRAMATICA VISUAL PARA ANALIZAR TEXTOS.
[THE IMPORTANCE OF CRITICAL DISCOURSE ANALYSIS AND VISUAL GRAMMAR WHEN REVIEWING TEXTS.]

does not include in the publication, although I assume this is due to technical issues), coordinating with co-operative groups in an activity carried out within the academic sphere. She also studies the possibilities of the speech by Nelson Mandela at his inauguration, as well as human rights in contrast with the life of Martin Luther King and once again Mandela (who the author studied in depth[2]).

This practical part, which in theory can be applied, draws attention to the effort required to truly implement multimodal CDA, and it is interesting to study the processes used to develop it. Certain objections, albeit mitigable, come to mind when reading the publication, which are loosely connected to my "fixations" with global citizenship learning. The most significant fixation concerns my intuition that professor Martínez Lirola is becoming increasingly more passionate about issues concerning DE and its other forms. We convey this passion through the choices we make when it comes to selecting the power relations and ideologies of texts. Thus, the associated examples, although significantly interesting, fall short in one of the crucial tasks of Global Citizenship Education, that which entails exposing the hidden power relations. Those of us engaged in these issues struggle with this task, unless they are particularly scandalous. However, CDA might be particularly useful in seemingly "innocent" multimodal expressions that are omnipresent through all sorts of disciplines: the language of teachers or that of my own students, the front cover of the New York Times, a certain family TV program, billboard advertising...I would say that it is not a matter of choosing obvious languages and images, but instead those which are more concealed and which have a more destructive effect on human dignity, precisely due to being suppressed and even normalised.

This reason concerns didactics, although there is another reason of a more strategic nature, which derives from contemplation of how we can "convince" colleagues of the need to use the model and the need for transformative education when they are not as clear on the process as us. To this end, we must demonstrate that the perspective of GCL is not intended for "fans", nor conscientious people, or critics, or do-gooders... By this I am not suggesting a "single mindset", considering that other models are viable as long as we recognise that language is much more than words and that it is also necessary to examine interrelations built by the culture and raison d'être of individuals. To this end, it is important to ensure that the model is used in as many disciplines or cases that concern the individuals. Perhaps then they will understand that it concerns them all and not only this or that teacher with a special awareness of these topics.

---

[2] MARTÍNEZ LIROLA, M. *The Relation of Meaning to Wording in Mandela's Speech of Inauguration as President: A Systemic Functional Analysis of Rhetorical Devices, Marked Syntax and Appraisal*. Journal of Modern Languages Vol. 22, (2012).
http://rua.ua.es/dspace/handle/10045/26275
MARTÍNEZ LIROLA, M. *Aproximación sistémico funcional del discurso de Martin Luther King 'I have a dream': relaciones entre la léxico-gramática y el significado.* Tonos Digital, 21, 1-26 (2011).
http://www.um.es/tonosdigital/znum21/secciones/estudios-19-mlkl.htm

LA IMPORTANCIA DEL ANÁLISIS CRÍTICO DEL DISCURSO Y LA GRAMATICA VISUAL PARA ANALIZAR TEXTOS.
[THE IMPORTANCE OF CRITICAL DISCOURSE ANALYSIS AND VISUAL GRAMMAR WHEN REVIEWING TEXTS.]

My penultimate objection concerns the use of cooperative learning for which I must make a slight observation. From what I read in the publication (although it might be a printing error), I get the impression that we are more inclined to use "cooperative dynamics" than we are to strive for full implementation. Perhaps this is just another obsession of mine concerning the deep respect and delicacy with which one must approach cooperative learning in order to avoid "wearing it out" as a learning strategy. However, this is merely a hard to discern nuance; it seems appropriate to apply cooperative techniques when approaching CDA in the classroom.

Despite my objections, I can only congratulate the author for this publication and for committing to multimodal CDA. The book is a pleasant read and encourages us to raise issues and learn. Personally, although it seems strange, one of its virtues constitutes a shortcoming (the last one). It concerns its brevity, which sees the author get straight to the point and present exactly what needs to be presented, frills-free. However, the topic was so interesting that the book seemed too short. It left me wanting to find out more and practise the empowering exercise of removing the "veil" from words to expose their ideologies and, at times, the human unworthiness they cause. I suppose the author will provide us with more opportunities in this regard. I shall wait patiently ☉