El Análisis Crítico del Discurso y la Pedagogía Crítica. Explorando sus Relaciones y sus Aplicaciones Didácticas

As reflected in the title, in this work, María Martínez Lirola aims at emphasizing the importance of educating students to approach texts in a critical way since this helps raise their awareness of what goes on outside the classroom, in the real world. In addition, the author states that education is an indispensable tool to overcome some of the ills of the world and to make it a better place to live in, and she describes different theoretical frameworks and pedagogical approaches of great value in this respect. This book is directed towards teachers from any educational level who want to improve their teaching practices, students of social sciences, and people in general who are keen on learning about social issues, discourse analysis, and pedagogies that connect what students learn in the classroom with what goes on in the wider world (p. 4).

In the Introduction, Martínez Lirola mentions the major positive changes that higher education teaching has undergone in European universities in the twenty-first century due to the fact that the countries within the European Union (EU) adopted the principles of the European Space of Higher Education (ESHE) that emerged from the Bologna Process in 1999. In spite of these advances, it is also suggested that it is vital to continue working towards bringing the world issues into the classroom and leaving behind traditional teaching practices to make students more active and protagonists of their learning processes by developing their critical thinking and engaging them with social matters. In relation to this, the author advocates *integral education*, following Touriñán López's definition (2008, p. 7, as cited on p. 11). Besides, she mentions the approaches that she will develop later on in the book and that are in line with this educational model: *education for global citizenship, education based on human rights, intercultural education, education with a gender perspective, education for sustainable development* and *education for peace*. In order to carry out practices framed within these pedagogical approaches, she strongly recommends adopting a curriculum based on competencies and, due to the importance she attributes to integrating thinking with feeling and action, she emphasizes the need to include emotional competencies in the curriculum, something which does not receive adequate attention in higher education though being paramount for the integral development of students.

The body of the book is divided into two parts. The first part deals with *critical discourse analysis* (Fairclough, 1989), Freire's *critical pedagogy* (1970) and their interrelationships. For this purpose, this part is further subdivided into three chapters. In chapter one, Martínez Lirola approaches critical discourse analysis (CDA) by providing the most relevant definitions within the field of discourse studies and identifies its main characteristics, functions and objectives. This is followed by two subchapters: one deals with some concepts which are fundamental to carry out social research from the perspective of CDA, namely, *power, ideology*, and *hegemony*. In the first place, they are presented from a theoretical point of view, and then, they are exemplified through social situations including real-life discourse. Finally, a definition of the concept of *text* is included, as it is the unit of analysis in this perspective. The other subchapter shows how CDA has extended its scope of analysis by studying not only written texts but also texts expressed in other modes of communication, such as the visual one. This expansion arises from the fact that nowadays we are
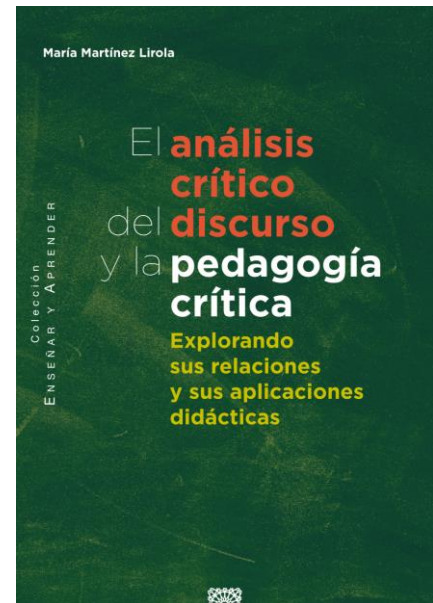
exposed to multiple modes because of the developments in digital and mobile technology, processes that have also reached the classroom. In turn, *multimodality* and *multimodal critical discourse analysis* (MCDA) are also addressed afterwards, and Kress and van Leeuwen's *visual grammar* (2021) is proposed by the author as a clear and effective theoretical framework to approach the analysis of multimodal texts. Chapter two is concerned with the main ideas in Paulo Freire's critical pedagogy, which is a model through which he highlights the importance of considering the context when we read a text and of including ethics in teaching practices, a value of paramount importance if we expect to transform reality through education. In this regard, Martínez Lirola cites Freire's masterpiece, *Pedagogy of the oppressed* (1970), which raises the need to educate people who dare to object to injustice and oppression, present in the traditional education system, where over many years teachers exerted their power and authority over passive students, who were mere receptacles for their teachers' knowledge. In chapter 3, she explicitly shows how CDA and Freire's critical pedagogy are interrelated since they are both concerned with helping students notice how discourse can be used to legitimate, reproduce or challenge the dominant ideologies. CDA and critical pedagogy advocate social justice and equity, and they suggest reconsidering discourse and pedagogy, respectively, in order to bring about social transformation.

The second part of the book gives a detailed description of the aforementioned pedagogical approaches, selected by the author because they apply the principles of CDA and critical pedagogy. Chapter four addresses the first approach: *education for global citizenship* or for *fifth generation development*. One of its main characteristics is its concern about making students active agents of change within a common and global community and sensitive to the noticeable social inequalities that globalization has caused in order to be able to revert them. Martínez Lirola points out that some authors include the rest of the approaches within this one, but she prefers to deal with each of them separately so as to highlight their specific characteristics (p. 6). Chapter five deals with *intercultural education*, which is a teaching proposal that encourages understanding among cultures and respect for and appreciation of their differences. In relation to this proposal, several authors defined *intercultural competence* and highlighted the importance of being able to establish and maintain relations across cultures (p. 79). In Chapter six, an approach aimed at preventing and eradicating gender inequality is presented by the author. She shows how this approach serves two main purposes: first, it aims to draw attention to women's and girls' inferiority to men and boys (pp. 83-84) in order to prevent gender violence. It also attempts to empower women and girls and to promote equal gender treatment through inclusive education (pp. 85-86). Another point that still needs recognition is human rights, and this is the reason why in chapter seven the author adds a pedagogical approach that intends to raise students' awareness of them so that they can claim for their respect and denounce their violation. Chapter eight focuses on sustainable development, which, according to Lirola, is a challenging task nowadays (p. 101), and education can help in this sense by bringing environmental issues to light. The author presents several studies which emphasise the need to develop competencies in students that contribute to building a more sustainable world. In chapter nine, the author expounds on an approach that attempts to counteract the effects of violence through peace. The beginning of the chapter focuses on defining violence and on classifying it under different kinds (p. 113), with a special emphasis on *symbolic violence*, since it can be so subtle that it takes time to raise people's awareness of its existence and make them able to fight it (p. 114). In the second part of the chapter, the author underlines that educating for peace is of great value to resolve conflicts and makes reference to its main principles and purposes. It is worth mentioning that Martínez Lirola refers to a wide number of authors, previous studies and international documents related to the issues addressed by this book to support the ideas she introduces in every chapter.

To show the application of CDA and critical pedagogy in the six pedagogical approaches dealt with, in chapter ten the author presents activities framed within these approaches and carried out with students from the undergraduate degree in English Studies at the University of Alicante

during 2020 and 2021. Through these activities, the author shows how to raise students' awareness of several social issues and elicited their discussion by making them reflect on how to contribute to tackling them. At the end of the chapter, the author provides a detailed explanation of the way in which the activities previously presented incorporate the key ideas of CDA and critical pedagogy, and also the competencies that are fostered through these activities.

Finally, at the end of the book, the author revisits some of the key ideas developed throughout the book: the need to establish connections between classroom teaching and learning with real social situations; the usefulness of introducing CDA in the classroom to develop critical thinking and to deconstruct texts and reveal what lies behind words in order to identify unfair situations both within and outside the education system; the value of connecting CDA with critical pedagogy and with the six pedagogical approaches developed in the book, and the importance of including activities of this kind, especially with students at the university level. As the author states it, a salient point of this book is that it integrates all these aspects and offers them to readers as tools that they can make use of in order to contribute to creating a better society. To conclude, this book is highly recommended to teachers willing to actively engage their students in social issues. Moreover, it is desirable that it should be included as reading material in teacher education programmes in Argentina.

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