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RHETORICAL FEATURES AND DISCIPLINARY CULTURES:
A GENRE-BASED STUDY OF ACADEMIC BOOK REVIEWS
IN LINGUISTICS, CHEMISTRY, AND ECONOMICS

por

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ABSTRACT

RHETORICAL FEATURES AND DISCIPLINARY CULTURES: A GENRE-BASED STUDY OF ACADEMIC BOOK REVIEWS IN LINGUISTICS, CHEMISTRY, AND ECONOMICS

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Researchers in the interdisciplinary area of Applied Linguistics (and, more specifically, in the field of Language for Academic Purposes) have often called attention to the rhetorical aspects of language patterns in recurrent situations, stressing the importance of considering, along the process of analyzing discourse, the goals and particularities of different communities. The main argument of this study is that closer examination of the interplay between text and context can contribute to the understanding of different realizations of the same academic genre across three disciplines, namely, chemistry, linguistics, and economics. With the objective of investigating existing connections between rhetoric and disciplinary discourses, one hundred and eighty exemplars of the genre academic book review in English (divided evenly among the three disciplines) are analyzed for rhetorical moves and terms of praise and blame. The analysis is informed by interviews with book review editors of reviewing journals in the chosen disciplines. The hypothesis in the study is two-fold: First, that the exemplars in the corpus present certain general invariable features of rhetorical organization in content and form that allow writers and readers to recognize them as belonging to the same genre. Secondly, that some variation will be verified in features most closely associated with the traditions and conventions of the discipline. At the same time that the results point to the systematicity of text structure across disciplines, they indicate the existence of some variation in description and evaluation. Thus different characteristics are emphasized in different disciplines, such as, mathematicisation in economics, creativity in theoretical elaboration in linguistics, and speed in knowledge production in chemistry. This variability, in turn, suggests that textual features respond to the characteristic culture of each field, indicating that research and teaching activities concerning academic written genres should take into account the specificities of the target discipline. These results may contribute to a more complete description of the current repertoire of academic genres and to a more precise definition of generic textual boundaries. It is suggested that disciplinary evaluative practices, as proposed in this study, should be taken into account in the teaching of Language for Academic Purposes.

RESUMO

RHETORICAL FEATURES AND DISCIPLINARY CULTURES: A GENRE-BASED STUDY OF ACADEMIC BOOK REVIEWS IN LINGUISTICS, CHEMISTRY, AND ECONOMICS

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Cada vez mais, evidencia-se em Lingüística Aplicada e, mais especificamente, no Ensino de Línguas para Fins Acadêmicos, o interesse pela interação entre texto e contexto. Partindo dessa visão, o ensino de leitura e produção do texto acadêmico em inglês tem se apoiado em estudos sobre práticas discursivas adotadas em contextos disciplinares específicos. Assim, com o objetivo de investigar as conexões existentes entre retórica e discursos disciplinares, desenvolveu-se uma análise textual do gênero acadêmico resenha crítica em inglês, enfocando-se movimentos retóricos e termos de elogio e crítica presentes em cento e oitenta exemplares coletados em revistas acadêmicas em lingüística, economia e química. A análise, alimentando-se de informações obtidas em entrevistas com um editor de resenhas de revistas acadêmicas em cada área, apóia-se sobre duas hipóteses básicas. Em primeiro lugar, que os exemplares no corpus apresentam certos traços retóricos invariáveis que possibilitam a escritor e leitor reconhecerem esses textos como pertencentes a um mesmo gênero discursivo. Em segundo lugar, que há alguma variação em traços mais estritamente relacionados às tradições e convenções da disciplina. Ao mesmo tempo que regularidades de função, conteúdo e forma da informação, apontam para a existência de um mesmo gênero textual, a análise demonstrou que, em Economia, maior ênfase é dada à matematicidade dos modelos usados, em Lingüística, à criatividade da elaboração teórica e, em Química, à rapidez no avanço do conhecimento, na avaliação e descrição de novas publicações. Essas variações específicas na maneira como resenhadores de cada disciplina realizam avaliação e descrição indicam a necessidade de se explorar, no ensino de línguas, as características macroestruturais de gêneros acadêmicos, sem deixar de considerar as idiosincrasias das práticas discursivas em cada disciplina. Concluiu-se que a apropriação do mesmo gênero textual em cada disciplina responde à organização epistemológica da área de conhecimento, evidenciando-se assim as conexões entre texto e contexto de produção. A exploração da diversidade de valores e recortes epistemológicos de culturas disciplinares pode contribuir para a formação de leitores e escritores mais críticos em relação às práticas discursivas encontradas em textos acadêmicos em suas respectivas disciplinas.

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CHAPTER 1

INTRODUCTION

1.0 Background of the study

As a language with 315 million native speakers and 400 million nonnative speakers all over the world (Phillipson, 1992:24), English has become the *lingua franca* of the international academic community (Swales, 1985:3). In the mainstream academic environment of today, knowledge is primarily produced in English, the chosen language in which researchers from all nationalities are advised to write in order to reach a large audience. As a result, over half of recent scientific publications all over the world are in English (Phillipson, 1992:149), a figure that has steadily increased since the 60's (Swales, 1986:42)ⁱ.

Current mainstream scientific publications also tend to have a specific format. Reference books — once the most prestigious media for scientific communication — have been losing ground for shorter publications in journals as a result of the increasing speed of scientific advances. Against this scientific scenario of prevailing academic texts published at great speed, researchers all over the world have to cope with the overload of literature in English in their respective fields, not only to read and learn about current research in the area, but also to write and produce disciplinaryⁱⁱ knowledge.

In view of the need for writing and reading competencies in English in academic settings, non-English-speaking scholars are faced with the problem of being affected negatively by their lack of adequate linguistic skills in the foreign language. Both

junior scholars (graduate students, new professionals) and senior scholars (experienced researchers, teachers, practitioners) strive to publish their findings in international journals in English as a way to obtain academic recognition, research funding, and career progression. However, when submitting written work to international journals, nonnative academic writers constantly have to struggle to produce texts that can be regarded as publishable material in terms of content and form.

Genre Analysts have been concerned with the problem of how to provide inexperienced academic writers (with little or no academic literacy in English) with the information they need to participate in academia. As a community that has its own culture in terms of knowledge production and discursive practices (i.e., social practices expressed in language form and content), academia has a set of genres that, to a certain extent, maintain conventionalized forms and functions. Newcomers find it difficult to accomplish their communicative objectives due to the lack of knowledge of these generic conventions. In that respect, Genre Analysis pedagogy aims to investigate how discourse varieties function as academic genres, what their textual and rhetorical characteristics are, who writes to whom, in what situations, to what purpose and effect. Therefore, in this study, 'discourse' is considered a multifaceted social phenomenon as defined by Fairclough (1989; 1992b). This phenomenon encompasses three dimensions: an oral or written text, an interaction between people and the processes of producing and interpreting text, and the social actions that result from the interplay between text and social interaction (Fairclough, 1992b:10).

Availability of information about how people interact using language in specific situations is expected to democratize the paths to access cultural and social resources and benefits of a literate, technologically developed society (Kress, 1993). This access is realized by the use of the most powerful forms of writing in a given community. Powerful forms of writing are inscribed in texts that are rhetorically efficient to attain the established objectives. Hence genre theories accentuate cultural and social dimensions of text. By stressing the importance of understanding the role language plays in a social interaction in specific situations, involving social needs and cultural values, genre theories propose a view of text as a socially and contextually complete unit of language (ibid.). This unit of language is recognized by its linguistic stability and repeatability in social interaction, leading to a recognized conventionality of use. Genre Analysts working with academic genres thus try to explore the need and the possibility of dealing with this textual conventionality: by having control over communicative conventions, participants can effectively take part in society (and go on to maintain or change these conventions).

In order to investigate conventions in the relationship between text and context as elements that give life to genres, this study attempts to analyze one specific type of academic text (the book review), produced in a specific rhetorical context (a member of a given disciplinary community publishes in an academic journal the critique of a new publication in the field). More specifically, this study is devised having in mind the large university population in developing countries such as Brazil that can profit from detailed descriptions of the repertoire of genres used in international scientific communication.

The assumption is that such a description can contribute to form nonnative writers with more appropriate academic skills to participate in the international forum of humanistic, scientific, and technological debate. Such information can also contribute to foster instructors' better understanding and use of the system of genres adopted in the mainstream academia resulting in more appropriate pedagogies in English for Academic or Specific Purposes (EAP or ESP) courses. The relevance of a study such as the present one becomes evident if we consider that participants of a communicative event in English as a Foreign or Second Language (EFL or ESL) cannot successfully take part in it, unless they understand the aims that are being instantiated (Cunha 1991:61). Generic analysis of texts in English in specific disciplines is believed to contribute to making such aims evident to learners.

1.1 Purpose of the study

Texts are seen here rhetorically, i.e., writers use language to realize goals and carry out activities (Bazerman, 1988:6) within a complex set of social relationships constrained by the goals sanctioned by the disciplinary community (Haas, 1994:44). To study the rhetoric of texts means to examine how language is put to use in the human activity type being considered. Activity type is here conceived as a culturally (in the sense of an academic discipline) recognized activity, 'a goal-defined, socially constituted, bounded, event with *constraints* on participants, setting, and so on, but above all on the kinds of allowable contributions' (Levinson, 1979:368).

The purpose of this study is to consider the activity of book reviewing which involves a set of elements such as context, the purposes and roles of writers and readers

in the text, and to analyze and describe how these elements are realized in texts produced within different disciplinary traditions. By developing rhetorical studies of academic genres, we may provide researchers, instructors, and prospective EFL academic writers with helpful information about specific written genres: ‘the kinds of allowable contributions’ expert writers can include in their texts, the type of information expert readers expect to find in exemplars of the genre, the linguistic choices writers make to convey this information, and how all these elements result from the complex set of (social, epistemological, etc.) interrelations that exist within specific disciplines.

1.1.1 The choice of texts for the study

The choice of book reviews for the present research results from the fact that, to the present state of my knowledge, there is no detailed text analysis study focused on this academic genre. If we consider the fact that there has been a growing interest in the area of discourse studies in general — and in genre studies in particular — in the last decade, and that, in surveying the literature on the topic, I have realized that the most extensive study on book reviewing is about 20 years old (Chen, 1976), it is fair to conclude that the systematization of book review as an academic genre is still in need of a comprehensive study.

So far genre analysts have tended to concentrate on key short academic genres (see, for example, Dudley-Evans and Henderson, 1993; Swales, 1990; Bazerman, 1981; 1983a; 1983b; 1988, on the research article; and Kaplan et al, 1994; Salager-Meyer, 1990, on the conference abstract). As a result, the book review as a highly common short

genre has been greatly neglected for research purposes resulting in an important gap in our knowledge of the academic genre system.

Three aspects in book reviews suggest their possibilities as object of study. The first aspect is an apparent paradox. To a certain extent, book reviews are recognized as unremarkable because they are rarely cited as references in articles or books. At the same time — and exactly because of this ‘unremarkable’ character — they can be written by a wider range of academic staff that would not be in a position of writing *higher-status* texts such as the research article for refereed journals. Therefore, book reviews open the door to junior scholars, to the non-elite, while also offering opportunities to academics in off-center places who are nonnative — and often inexperiencedⁱⁱⁱ— writers to take part in and give their contribution to the mainstream of academia. These researchers can contribute to book review sections in international journals to criticize and/or praise other authors' texts, helping to shape their discipline through critical analysis of the theories and research reports that are being presented in book-form. Consequently, a study that aims to explore and define the essential content (i.e., what kind of information about the book, the author, the audience, is usually found in the genre) and the formal features (i.e., how this information is organized along the text) in their linguistic realizations (i.e., what kind of linguistic constructions convey content and form) in book reviews can help inform the academic writing practices of EFL writers.

Secondly, in EAP classes, the study and comprehension of how book reviews in English operate can contribute, not only to writing classes, but also to the development

of more effective reading skills. Hence a schematic description of the information organization of a genre can be used as a teaching device to develop textual metaawareness in EFL learners. This awareness of the generic textual structure can help the advanced reader use book reviews as a tool for a more critical and effective selection among the overload of reading material in university courses.

A third reason is that, by definition, the main feature of the genre is evaluation, therefore the study of book reviews can cast light on the evaluative practices of disciplines, revealing the values and traditions in certain fields (see, for example, Becher, 1981, 1987). Such knowledge about disciplines may prove a relevant tool in informed ESP reading and writing practices, helping learners develop a more appropriate and contextualized understanding of how academic genres function.

In view of what has been stated above in relation to the possibilities offered by academic book reviews as object of study, one observation is due at this point. What is being favored here is not a strong version of genre as *form*, which emphasizes the role of genre parameters as ‘a set of forms that constrain the individual’ (Devitt 1993:574). Although one cannot ignore that academic discourse is highly standardized, leaving little room for individual style and reflecting little of the individuality of the speaker/writer (Bakhtin 1986:63), the present study attempts to avoid a formulaic conception of particular texts that leaves no space for autonomy in the writing act, or a conception of genres as frozen linguistic forms above and beyond novice writers’ reach. Kress (1993) calls attention to the danger of teaching the powerful genres of the mainstream groups in an ideological fashion, i.e., uncritically, offering a homogenized view of powerful

genres as commonsensical truth, not as dynamic forms of discourse that serve social and cultural purposes.

A preferable view of Genre Analysis is that of an area of investigation about discourse that aims to make evident the ways that individuals, by way of using conventionality and stability, can offer their particular worldviews. Therefore, this study attempts to foster the awareness of the communicative function of texts in its context of production, i.e., the discipline in which book reviews are being used to communicate. Model following alone without appropriate and holistic understanding of the rhetorical context pertaining the genre cannot guarantee EFL writers' success:

Although genre may help stabilize the multiform rhetorical situation of scientific writing and may simplify the many rhetorical choices to be made, the writer loses control of the writing when he or she does not understand the genre. (Bazerman, 1988:8)

Likewise, in the tradition of philosophers of language such as Wittgenstein and Austin, rhetoric, as the ultimate basis of the meaning of linguistic expression (Garver, 1973:xxi), studies the role linguistic expression plays in human activity. Hence to understand linguistic expression, one must understand the activity in which the use of language is embedded, the rules involving when and how to use language, and finally one must know how to follow the rules, which in turn depends on practice, on being initiated into that activity (Garver, 1973:xxi).

1.1.2 The choice of the disciplines

A closer look at the context of each discipline is likely to provide valuable information about how book reviews are constructed and construed and how the context of each discipline is mirrored in the genre. Awareness of how book reviews function in the context of specific disciplines can contribute to learners' better understanding and adherence to generic conventions, but more importantly, this understanding empowers learners to respond appropriately to given situations (Devitt 1993:577).

The choice of linguistics, chemistry and economics as representative fields of academia results from a few practical as well as epistemological reasons. The practical reason is that these were the three fields in which editors in established journals confirmed their willingness to be interviewed about what they understood to be the practices in book reviewing in their disciplines. The inclusion of interviews with book review editors in the study stems from the need for a contextualized study of genres. In Genre Analysis studies, there is a general belief that the decontextualized analysis of text features, i.e., in isolation from the context in which text serves as interaction between members of a community, will always miss the significance of human communication (Johns, 1993). Thus, the underlying assumption in the present study is that, when analyzing text, one 'should look further into the community of readers and its values' (ibid.:7). Interviews with experienced readers of book reviews are expected to provide valuable insights about the disciplinary communities that use the genre of book reviews as an instance of communication. As experienced readers, book review editors are used

to reflecting about how these texts are structured and how appropriately to the journal audience the argumentation is built. As stated by Johns (1993:7):

For those of us who are Social Constructionists, i.e., who believe that the community of readers forces the writers, particularly the novice writers, into particular discourse forms and writing styles, we must look further into the community of readers and its values and ask: what purposes do a genre's form, style and other features serve for this community? Or, why do the experts write a text in this way?

The assumption in the present study, therefore, is that these editors can provide further information about contextual features such as what kind of information is important, what is the expected form, function, and content of the genre for the members of that community. These contextual features are then compared, in the text analysis proper, with text features in order to draw some generalizations regarding how one set of features responds to the other.

The choice of linguistics in the study is essentially related to the obvious interest of the author in her area of study. The choice of two more disciplines relates to the need for evidence or parameters when discussing how book reviews reflect the fields to which they belong. The consideration of three disciplines dismisses the pure opposition between extremes, since, by comparison, results obtained in the analysis of specific textual features in a third discipline may help clarify the role of the same features in reviews in the other two fields.

Chemistry and economics were chosen for what could be called epistemological reasons. Chemistry is usually classified as a hard science and economics as a social

science, consequently this classification seems to place them sufficiently apart from linguistics in the humanities for their texts to provide evidence of contrastive disciplinary cultures. The argument here is that two disciplines which are usually placed in the same area of academia as, for example, sociology and anthropology in the social sciences, can be expected to present greater similarities or common points concerning body of knowledge, object of study, and values, than two others such as chemistry and economics, which are placed in two different fields.

Foucault (1973) has developed a comparative study of the disciplinary body of knowledge and discourses of three different academic fields — linguistics, biology, and economics — between the seventeenth and nineteenth centuries. He argues that through the study of knowledge and discourse organizations of three unrelated fields it is possible to redraw frontiers and bring closer features that are usually far apart (and vice-versa). On one hand, he recognizes that the specificity of the object of study to each discipline helps define each area as a different subset of a broader scientific culture. On the other hand, language, as used by naturalists, economists, and grammarians to delimit their fields (object of study, concepts, and theories), is constrained by the formal structures used by the overall academic culture and therefore presents some kinds of similarities across fields^{iv}.

To discuss the connection between disciplinary cultures and book reviews, I will attempt to focus on the first aspect of disciplinary identity, i.e., that the specificity of the object of study helps define each discipline as a subset of a broader system of interrelated sciences. Information for the study will be drawn from three basic sources.

Firstly, I will draw on topics related to the current literature on genre analysis, and related disciplines including rhetoric, philosophy, and sociology of the sciences. Secondly, I will resort to the information collected in the interviews with book review editors of academic journals and in the texts in the corpus. And finally, I will use the information obtained in a survey of the practices usually adopted in book reviewing in the three fields. This last survey was developed to collect data about who writes reviews and when or in what languages and which countries books are published, and so on, as a way to gain insight on the ways the genre is adopted across disciplines.

In the traditional division of academic fields, the Humanities (as represented by linguistics), the Natural Sciences (chemistry), and the Social Sciences (economics) are seen as responding to different epistemological needs and constraints and so are likely to have different characteristics regarding values and knowledge structures. Thus, an analysis of these two sets of features, i.e., field-invariant and field-dependent features, is expected to help delineate a common framework for the genre of book reviews and, at the same time, detect connections between text variation and context. It seems that both perspectives — invariant and dependent features — should be taken into account if we want to have an encompassing account of how the genre of academic book reviews work.

The underlying assumption here is that disciplinary groups observe generic conventions but also construct variations in genre in response to specific epistemic conditions in their fields, involving object of study, methodology and values of the discipline. The book review will be analyzed here across disciplinary boundaries as a

way to verify the existence of variations in the basic schematic textual structure in response to variations in context.

Different genres of written discourse are considered to have different patterns of rhetorical structure, i.e., how the writer uses language to attain certain communicative purposes in specific parts of the text. The conference abstract, for example, displays a pattern of organization in functional sections that usually includes Introduction > Methods > Results > Conclusions (Kaplan et al., 1994). Such explorations into text structure have been used for teaching purposes in academic writing courses (see, for example, Swales and Feak, 1994). In addition to macro-structural features, genres are considered to have patterns of organization on a micro-level. Researchers have investigated how the form and the meaning of different functional sections in written genres are realized by evaluative language (Hunston, 1994) or by unanalyzed linguistic constructions such as lexical phrases (Nattinger and DeCarrico, 1992).

I will adopt a combined approach to macro- and micro-structural features in order to carry out a comparative study of generic features across the three selected disciplines. Genres have recurring form and style features that allow initiated members of academic communities to identify texts as exemplars of specific genres, i.e., engineers recognize grants, scientists recognize lab reports, scholars recognize a research article. Based on this property, one may be able to draw generalizations about such style and form features in book reviews in the form of a schematic description of the genre. Such description may be used by writing instructors and students in developing academic skills.

This study thus seeks to obtain a detailed description and a definition of an academic genre, focusing on the relationship between the configurations assumed by textual and contextual features. By textual features, I mean the way information is organized along the text through specific linguistic structures that perform rhetorical moves. By context features, I mean the existing characteristic epistemological organization within disciplines, as we move along the academic continuum between the harder sciences (represented by chemistry) and the softer sciences (represented by linguistics). In sum, the purpose of the present study is to compare three disciplinary realizations of the same genre with the intention of determining the invariable schematic organization of rhetorical moves and lexical phrases, and of defining the variation in evaluative practices across disciplines.

1.2 Basic hypotheses of the study

1) The initial hypothesis is that the texts that comprehend the corpus will present certain general invariable features of rhetorical organization (content, form, linguistic choices) that will not vary across disciplines. At the same time, some variation will be verified in those features more closely associated with the traditions and conventions of the discipline. The results obtained may contribute to the debate about the definition of generic textual boundaries currently held amid Genre Analysts (see, for example, Swales, 1993).

2) The second basic hypothesis concerns the rhetorical definition of the genre of book reviews. According to Aristotle (1991), there are three types of rhetoric, Deliberative (involving deliberation about the future action in the best interests of the

state), Forensic (involving speeches of prosecution or defense in a court of law of past actions), and Epideitic (speeches that do not call for any immediate action by the audience, but that characteristically praise or blame some person or thing, influencing the audience's judgment of the person or thing being talked about). The hypothesis is that the book review involves an evaluative verbal action, so that the book reviewer will use, in Aristotle's terms, words of 'praise and blame' to convey evaluation to the reader so as to influence the potential readership's judgment of the book. The assumption is that within the disciplinary community, the group shares forms of argument and lexicon that convey common knowledge and constitute rhetorical devices (Leff, 1987:33).

3) The third basic hypothesis of this study is that evaluation — the main function of the genre book review — will be realized differently in each disciplinary culture, emphasizing differences in object of study, epistemological organization and values. This variation will serve as evidence that textual features respond to the characteristic culture of each field and, therefore, any suggestions for research or teaching of academic writing should take into account differences in disciplinary contexts.

1.3 Design of the study

For the purposes stated above, I will develop a genre analysis of academic book reviews across fields.

Such a general schematic description will allow for a distinction between field-invariant features, i.e., features that are regularly present in the genre, and those that are field-dependent, i.e., found to be specific to chemistry, linguistics, and economics.

For the investigation of generic parameters, I will rely primarily on the literature on genre studies and the sociology of science, as well as on the information obtained in interviews with expert members of the three disciplines, and, in the text analysis proper, I will try to detect the rhetorical **moves** commonly found in the book reviews in the corpus.

The concept of move usually adopted in Genre Analysis (commonly associated with the work of Swales, 1981, 1990) relates to a given schematic structure found in the text which has specific rules for form and context of use in relation to the function that it performs in the genre. In research article introductions, for example, writers usually adopt a three-move structure: they establish the field in which their research paper will be contextualized, then they point out to the reader a gap in current research, and finally show how their research will fill this gap in the current state of knowledge (Swales, 1990:140). Similarly to research articles, book reviews are expected to present a certain set of invariable rhetorical moves.

To elaborate the schematic description of the rhetorical moves in the texts in the corpus, I will adopt the genre-analytical approach put forth by Swales (1981, 1990) with each text being analyzed for content and form. Specifically in relation to the latter, the analysis will concentrate on metadiscourse markers: linguistic choices made by reviewers to construct text into a cohesive sequence that function as guideposts for the writer's argumentation and the reader's interpretation of text content (Vande-Kopple, 1985).

Specifically, I will:

- a) Draw generalizations about the rhetorical organization of the texts in the corpus;
- b) Elaborate a schematic description of the characteristic and necessary textual elements of the genre.

After developing the genre analysis of the texts in the corpus, I will investigate field-dependent features of the genre, focusing on how differences in textual organization respond to different epistemic organizations of each field. Besides differences in the distribution of rhetorical moves across fields, the texts will be analyzed for the evaluative terms of praise and blame used by reviewers to make a critique of new publications in their respective fields, i.e., the vocabulary used to refer positively or negatively to what is being evaluated (Aristotle, 1991). In the analysis of field-dependent features, I will adopt the perspective that genres act as constraining forces over new texts in the discipline:

Writers find in existing models the solution to the recurring rhetorical problems of writing science. As these solutions become familiar, accepted, and molded through repeated use, they gain institutional force. (Bazerman, 1988:8)

Therefore, I will take an approach to academic text studies that emphasizes the connection between text and the context that produces these texts.

1.4 Outline of chapter content

In Chapter 2, I will present a review of the literature in Genre Analysis, concentrating on studies of academic genres. In Chapter 3, I will report on the interviews carried out with three book review editors of well-known journals, working in each one

of the three selected academic disciplines. The procedures followed to elicit information, the results obtained, and, whenever possible, some of the relevant literature for the specific issue under discussion will also appear in this chapter.

In Chapter 4, I will present the methods adopted in the genre analysis portion of the study. In Chapter 5, I will discuss textual features of the genre, presenting a move analysis of book reviews in chemistry, linguistics, and economics, as well as a description of the most typical linguistic choices associated with these moves. In Chapter 6, I will discuss the results obtained in the text analysis in terms of features in the rhetorical organization of texts, focusing on how this organization varies across fields, and in terms of contextual features of the genre, focusing on specific evaluative practices used by reviewers in the three disciplinary cultures examined here.

Finally, in Chapter 7, I will present the conclusions of the study and will attempt to make suggestions for pedagogical applications and future research.

In an interdisciplinary study such as this, description and evaluation of current literature of different disciplines (e.g., genre analysis and sociology of science) along the whole text is unavoidable. Also in the writing of this dissertation, it became clear that the planning of each chapter could not altogether avoid reference to the literature and to the methodological procedures adopted at different points of the study. As a result, references to the interviews with book review editors, to the survey of book reviewing practices, and to methodological procedures may recur, at different points of the discussion, as sources of information about how genre variations occur across disciplines.

CHAPTER 2

GENRE STUDIES AND ACADEMIC DISCOURSE

2.0 Introduction

Chapter 1 presented the purpose and organization of this study. It was pointed out that the study is concerned with the comparative analysis of book reviews in the contexts of three disciplinary cultures in the academy, namely, linguistics, chemistry, and economics. Thus this is an attempt to define the abstract representation of text structure of the genre and to verify if and how it responds to variation in context, connecting text and context through the study of how book reviewers use the same genre in each discipline.

As the present analysis is basically a theoretical and descriptive discussion, concentrated on the relationship between the academic context of production and the text itself, it does not aim to explore in depth the pedagogical or the psycholinguistic considerations of writing and reading tasks or processes. However, the present chapter will begin by setting the scene where the study of academic genres gained prominence as an approach to writing scholarship and instruction that resorted to other areas such as English for Specific Purposes (ESP), Applied Linguistics, Rhetoric, and Discourse Analysis. The remaining of the chapter will review the literature on genre theories and to further explain the basic concepts used in the genre-analytical tradition that this study purports to follow.

2.1 Origins of Genre Analysis in English for Specific Purposes

The controversy between those who see a dichotomy between form vs. function has divided researchers into opposing camps concerning approaches to the study of academic discourse in English. It is relevant to discuss these long-term controversies because they are situated at the basis of Genre Analysis (GA) and because currently adopted views of genre attempt to and, to a certain extent, succeed in accommodating these and other seemingly opposing dichotomies into a framework that analyzes discourse in academic settings in a composite manner.

2.1.1 Process vs. product approaches to writing instruction

ESP teaching has been centralized on the academic acculturation of nonnative learners into university systems of English-speaking countries. ESP researchers have traditionally studied textual features of discourse associated with specific academic and professional activities, using a particularly form-focused approach to written discourse that gained projection and that can be traced back to the Discourse Analysis movement (Hyon, 1994).

Whereas syntactic approaches to language studies had claimed that the sentence was the highest level of analysis in the linguistic structure (Chomsky, 1980), and that linguistic analysis could not go beyond that level due to lack of linguistic patterns beyond sentence boundaries (Benveniste, 1974), authors favoring discursive perspectives have tried to systematize the regularities present above sentence level. After the heyday of syntactic approaches in linguistic studies in the 70's, discourse researchers have explored different types of text in terms of the information they convey and the patterns of coherence displayed in these texts (see, for example, van Dijk & Kintsch

(1983) in *Cognitive Psychology*; de Beaugrande & Dressler (1981) in *Text Linguistics*; Charolles (1983), Halliday & Hasan (1976, 1985), and Coulthard (1985) in *Discourse Analysis*; Dudley-Evans (1986), Swales (1981) in *GA*).

Evolving at about the same time as Discourse Analysis research programs, ESP approaches concentrated on the explanation of structural features of texts to nonnative academic writers and readers, describing the connection between the structure and purpose of different types of academic texts (Hyon, 1994). Emphasis was put on the formation of science and technology international students proficient in English, with the assumption that nonnative learners need to learn about the kind of language used in their disciplines to be able to function as full-fledged members of the academic community (Spack, 1988a:36). Furthermore, with its focus on text structure, ESP offered a shift away from the practice usually adopted in the 70's that concentrated almost exclusively on the writer's psycholinguistic processes involved in text production (Raimes, 1991:409).

In the writer-centered process approach, students should focus on meaning, finding their way out of a written assignment through the use of thinking and rewriting skills in the elaboration of multiple drafts. Writing was considered a vehicle for reflection and self-expression and writing tasks usually involved personal self-generating essay topics (Spack, 1988a:32). The process approach was itself a reaction against traditional prescriptive approaches to writing instruction adopted in the 60's (Raimes, 1991:409), with its emphasis on the encoding of previously conceived thoughts into syntactically

correct sentences arranged in appropriate, static forms or text types, such as comparison/contrast, description, narration, process, etc. (Martin, 1992:27).

ESP critics of the cognitive process approach argued that writing instruction that tended to concentrate on the process of text production did not in fact prepare students to function appropriately in what is a social environment that has relatively rigid rules for acceptable scientific communication. Therefore, focus upon the individual (the author's voice and purpose) instead of the social (the author's awareness of argumentation practices in the discipline and of audience and community), and on 'developing students as authors when they aren't yet ready to be writers' (Johns, 1994:1), caused a general failure in process-oriented academic writing programs.

Aligned with ESP practitioners' view on the role of form constraints over responses to context, Jamieson (1975:414) takes a step further toward a socially-oriented view of writing, i.e. discourse form and meaning are socially constructed, and argues for a more encompassing view of the importance of established traditions presiding written communication:

To hold that "the rhetor is personally responsible for his rhetoric regardless of 'genres'," is, at least in [some] cases..., to become mired in paradoxes.

For Jamieson, rhetorical choices are not freely made but, besides and above the demands posed by immediate circumstance, they obey constraints imposed by literary tradition (p.415) (and other established traditions for that matter).

With its exclusive attention to psycholinguistic aspects and lack of attention to form, the process approach, as viewed by ESP critics, avoided other important concerns in relation to the social and cultural aspects of academic writing in the disciplines (Horowitz, 1986:446) and thus could not effectively prepare students for the writing needs of academic settings (Hyon, 1994:89).

In opposition, ESP practitioners concentrated on written genres, viewing them as products of an established academic community that imposes certain parameters to writing tasks (e.g., essay paper, research paper, etc.) so that students' writing and reading abilities should respond to them within their respective fields (Silva, 1990:17). One of the main arguments in favor of the product approach is that international students demonstrated special attention to form and style of academic texts, indicating the facilitative role played by stability in second language reading and writing. Stability in form is believed to provide more predictability in second language situations, thus second language writers tend to 'follow more closely the "model texts" already published in the international journals' as a way to attain consistency with the academic community conventions and decrease the probability of getting their paper rejected (Johns, 1993:10-11).

From the beginning of the 80's, even though the process approach was still well established in writing classrooms (Hairston, 1982), researchers began to pay attention to the role of teaching text structure to international university students in fostering more critical and faster reading and writing skills (Hill et al., 1982) and also as a way to empower these nonnative students to function in English in the international sphere. In

ESL reading, learners that possessed and activated the appropriate background knowledge or *schemata* (Rumelhart, 1980:34) when processing text structure were found to retrieve more information (Carrel, 1984:464-65). In ESL writing, students using text structure were found to develop a faster and more accurate understanding of the hierarchical relationship between the ideas in the text, while citing more coherently and clearly, in their own writing assignments, information from the literature in their disciplines (Carrell, 1985; Graetz, 1985; Edge, 1985).

2.1.2 A reader-oriented approach to writing instruction

In an attempt to foster students' critical thinking, without leaving aside the importance of discourse form, ESP researchers (e.g., Swales, 1981; Dudley-Evans, 1986) have resorted to a social-contextual approach to academic discourse, becoming the precursors in GA investigations of key academic genres (Spack, 1988a:33). In the socio-contextual approach, the institutional structure of knowledge is 'demystified' (Bizzel, 1982:196; Dudley-Evans, 1994:228) through the study of academic discourse conventions and the interconnections between discourse and community. The recent publication of books on academic writing in disciplinary contexts (Swales and Feak, 1994; Berkenkotter and Huckin, 1995; Peck MacDonald, 1994) serves as example of the effort made by genre analysts in the direction of explicating academic genre conventions .

With its origin closely associated to ESP research, and later incorporating concepts of rhetoric, GA has provided a framework for the study of academic and professional discourse patterns through the description of the rhetorical organization of different

genres commonly used in academic writing/reading instruction (see, for example, Swales and Feak, 1994; Dudley-Evans & Henderson, 1993; Bhatia, 1993). Such descriptive studies aim to provide writers (especially novice ones) with knowledge about the form, content, function, and contextual features displayed by texts that are accepted as exemplars of a given academic genre by expert readers in each field (e.g., refereed journal editors, dissertation committee members).

Process-approachers have criticized genre-oriented approaches to ESL writing in academic settings for being too form-focused and enforcing a reader-centered view of writing with the idea that text must match an ideal academic discourse community's expectations. One note of caution has to be given here regarding the word *form*. GA does not argue for strict attention to form as syntactically correct sentences as was the concern of late sixties writing pedagogies, with topics assigned by the teacher and emphasis on well written paragraphs. Instead, GA approaches aim at what is being expressed in the text as a whole. The focus is on the reader and on the rhetorically structured unit of language functioning in a given context. Teachers aim to develop students' awareness of how to respond to academic disciplines, with their arguments and values, so that what students learn is a 'socialization into the academic community' (Raimes, 1991:412).

The conceptualization of an audience as an academic discourse community implies that each potential reader for whom the text is written represents a member of a group with its own socially constructed culture, set of values, interests in terms of object of study and theories. The reader is projected as 'an initiated expert who represents a

faculty audience' (ibid.), i.e., the reader is a professional that belongs to and at the same time represents a given disciplinary community.

Criticism to this view of a constraining audience with an imposing set of values over the individual autonomy are made by process-approachers who argue that this is just a 'come-back' of previous form-oriented, regulatory, approaches to ESL writing (ibid.). On the other hand, GA practitioners tend to think that, without systematized and in-depth knowledge about the rhetoric traditions of academic fields, novice writers are left with the task of learning implicitly through experience how to use academic genres (Devitt, 1993:583).

In addition, stress on the representation of rhetorical organization of texts can contribute to the improvement of students' metaawareness of scientific texts (Haas, 1994:68) in terms of the kind of information to be included and the types of goals aimed at in a given text, and how these can be organized cohesively and coherently. Such metaawareness can guide students' writing tasks and help socialize these newcomers into the academic community through the filling of the 'large gap between what students bring to the academic community and what the academic community expects of them' (Spack, 1988a:30). It is important that we realize the role of teaching the rhetorical traditions of disciplines in empowering international students in academic life, where students need to learn 'some of the secrets of genres and communities' to develop 'a literacy repertoire that will assist them to appropriate texts and tasks within academic communities' (Johns, 1994:14).

It is also important, however, that teachers and learners maintain a critical distance all along the process of acculturation into the disciplinary community. In that respect, a mid-way, conciliatory position is advisable regarding the development of international students' academic skills in English. Thus, at the same time that they must be aware of the conforming tendency that discourse communities have to conventionalize discourse according to the social forces that are considered most powerful in the group, and while these learners have to interpret the community values to be able to communicate with other members, they have to consciously attempt to influence, to contribute to, even to change the values and course of development of this target community for whom they write so that a more pluralistic position towards discourse is attained.

Calling for this conciliatory view of writing, scholars and instructors supporting a genre-oriented approach argue for an integration between product and process. Besides viewing texts as conveyers of disciplinary knowledge, students become aware of academic discourse as accomplishments of scientific action. Therefore, process and form are seen as relevant elements, in that writers attain adequacy in text through a revising/rewriting process of approximation to the socially constructed representation of a genre. Learners need to understand how they make choices in composing their texts in order to represent their goals, their choice of an intended audience, the rhetorical tradition in their respective fields, all in accordance with the genre. Later writers can activate their revising skills as they recognize mismatches between their text and the schemata of the genre.

In the remaining of the chapter, the concepts of text and context will be further discussed in an attempt to relate the present research to current views on GA.

2.2 Genre studies

The use of the term *genre* for the first time in ESP teaching is credited to two different works published in 1981: Swales' monograph on the rhetoric of article introductions (Nwogu, 1990:45) and Tarone *et al.*'s article on the use of active and passive forms in astrophysics journal articles (Dudley-Evans, 1994:219). Both works state the principle that the writer's communicative purpose within the conventions of the genre constrains the grammatical and lexical choices in the text.

Besides the afore mentioned relationship with ESP, GA as an area of text study bears relationship with earlier works such as those by Tzvetan Todorov and Mikhail Bakhtin in literary studies, and with Carolyn Miller's and Kathleen Jamieson's contributions in rhetoric. Nowadays in ESP teaching, the term GA is mostly associated with the work of John Swales in the US and Tony Dudley-Evans in England (although in elementary education the names of J. R. Martin and Gunther Kress working in Australia are often cited). The concepts of *function* and *text* and the existing relationship between both have frequently permeated discussions on genre with theorists often arguing in favor of a more embedded view of text in the rhetorical action being performed by language (Johns, 1994; Swales, 1990; Bazerman, 1988). Text is then defined not only as 'the form into which content is put' (Devitt, 1993:574), but as essentially associated with discourse function.

2.2.1 Patterns in discourse

Theorists have criticized ESP practitioners' former initiatives in GA that either studied text form in a decontextualized mode or those that focused on discursive formations without regard for linguistic features (Fairclough, 1992a). The first ones have been blamed for missing the sociolinguistic implications in the use of language (Johns, 1993), the latter, for not being able to analyze discourse at all (Halliday, 1985:xvii). Thus new conceptions of genre have attempted to propose a more holistic view of discourse as the language used in association with recurring contexts and functions.

In the origin of the discussion about genre, scholars have pointed out the constraining character of genre over reading and writing activities, as a literary institution that functions as 'horizons of expectation' for readers, and as 'models of writing' for authors (Todorov, 1976:163). In that sense, the very existence of a precedent genre is seen as a patterning constraint to other textual exemplars to be defined as belonging to a given class. Different genres are considered to have patterns of textual and contextual features, i.e., patterns in terms of the use that writers make of language to attain certain communicative purposes and in terms of the situation with which genres are associated.

Jamieson (1975) clearly stresses the rhetorical constraints of antecedent genres in modeling rhetorical communication, discussing how, in facing unprecedented situations, writers model their response on precedent, traditional genre forms. As an example, she cites the papal encyclical of 1978 which, she argues, is modeled after a protocol used in written communication during the roman empire. The historical reason given by

Jamieson is that, after the fall of the roman empire, the catholic church occupied the niche left empty by the roman rulers and, although the context had changed from a political to a religious unit of the empire, the generic form used by both the emperor and the pope to communicate with their followers were similar: use of classical Latin, syntactic complexity, loaded with imperial protocols and exhortations to audience (ibid.:410).

The author argues that though immediate circumstance does affect the choice of rhetorical form, 'it is sometimes rhetorical genres... that are decisively formative' so that a traditional form tends to constrain the potential new responses (ibid.:405). The second example given by Jamieson is even more illustrative of the power exercised by genre in maintaining similar forms in different rhetorical situations. The first American state of the union addresses (written documents issued by the president from time to time as reports to Congress on the state of the union and recommendations for further legislative actions) could be traced back to the speeches delivered by British monarchs from the throne. Clearly opposing situations like that of the newly freed American state from the British empire bear similar generic forms of political address attesting that tradition in generic form have strong 'umbilical ties' (ibid.:411).

Jamieson's debate is important as it makes evident the patterning principle in discourse. Her approach to written discourse brings forth relationships between text and context that would not be noticed if text was viewed in separate, as a linguistic manifestation in itself.

2.2.2 Patterning of contextual features

Contexts or rhetorical situations can be said to consist ‘of all the contextual factors shaping a moment in which a person feels called upon to make a symbolic statement’ (Bazerman, 1988:8). Bakhtin (1986) argues that texts get organized into specific genres because writers/speakers attain specific goals through these texts in different sets of recurring situations:

A human act is a potential text and can be understood (as a human act and not a physical action) only in the dialogic context of its time (as a rejoinder, as a semantic position, as a system of motives) (ibid.:107).

Bakhtin foregrounds the communicative function of language in that people act and react to and through language, with each act of communication building over all the preceding speech instances of the same nature (ibid.:67-9). His definition of genres emphasize the patterning of discourse in terms of the rhetorical acts or speech acts performed by discourse in specific circumstances. More recently, a similar concept of genre with its emphasis on the recurrent characteristic of rhetorical situations has been employed by researchers from other areas such as the sociology of science and rhetoric. These researchers have tended to adopt a function-oriented approach to genre, giving emphasis to the specific situations in which text is used (Hyon, 1994).

Bazerman, working in the sociology of science, and Miller, working in rhetoric, have seen the rhetorical action accomplished with the use of the genre as the generic defining feature:

I found that I could not understand what constituted an appropriate text in any discipline without considering the social and intellectual activity which the text was part in. (Bazerman, 1988:4)

In that sense, investigation into academic genres essentially depends on the consideration of the set of rhetorical actions reoccurring in the discipline. It is the typification of these rhetorical actions that evoke the classes of texts characterized by regularities in formal elements.

For Miller (1984:159), different genres are used to accomplish 'typified rhetorical actions based in recurrent situations', therefore people recognize similarities among recurring situations and thus elaborate representations of typified actions. This representation is a social, intersubjective construct based on schemata of situations people build, based on social experience, in terms of pertinent events, participants, and language. This typification of situations calls for typified rhetorical responses thus becoming what can be called a genre (ibid.:156-57).

In his definition of genre as a class of texts, Todorov (1976:162) aggregates formal and functional aspects. He identifies 'text' and 'discourse' as synonymous terms to refer to 'a set of enunciations' whose interpretation is determined grammatically (by the sentence of the enunciation) and pragmatically (by the speech of the sentence itself).

Accordingly GA researchers and teachers have often argued that besides analyzing context (i.e., the recurrent rhetorical situation in which a genre is used), genre theorists must study text (i.e., characteristic forms these utterances assume in specific genres) taking into account that both aspects are interconnected in producing meaning and that

the study of the patterns of text organization can offer valuable insights about the communicative functions of genres.

2.2.3 Patterning of rhetorical structure

Contrary to the more traditional view of the creative character of language production as an unlimited number of new utterances produced out of a limited set of linguistic rules, Bakhtin sees genres as highly structured forms of discourse to the extent that, unless speech genres are observed, we would not be able to communicate. If we had to create discourse form, function, content, and context anew, every time we took part in the speech process, communication would be virtually impossible. This view on genre as a discursive form accentuates its culturally institutionalized character and its intertextuality.

In Discourse Analysis, researchers such as Labov and Waletzky (1967) had already proposed a systematization of the regularities above sentence level in their investigation of the discursive structure of personal narratives. They defined certain regularities considered to allow a text to be produced and recognized by participants of an interaction as an adequate instance of language use for that context. Working with oral narratives in English, they defined the rhetorical progression of the information in the text in terms of six sections: abstract, orientation, complication, evaluation, resolution, and coda. This pattern of narrative discourse and the rhetorical sections of complication and evaluation are predominant features in the characterization of the genre for native speakers of English.

Further research in English (Wolfson, 1978, 1979) and in other languages (e.g., Spanish (Silva-Corvalán, 1983); Samaná (Tagliamonte & Poplack, 1988); Portuguese (Motta-Roth, 1990)) have tried to demonstrate how this structure holds for the genre across languages and how the progression of the narrative towards the complication section correlates with variation at the microstructural level. Patterning in the use of alternation of verb tense between the simple past and the historical present (i.e., present tense referring to past action) in the complication section of the narrative was found to be a discursive strategy to signal that the narrator had reached the crucial point in discourse. The patterning of rhetorical sections along with patterning of tense alternation in the complication section was seen as defining features of the genre of oral narrative.

In the 70's, Sinclair and Coulthard developed the structural analysis of another genre, namely that of classroom interactions (Coulthard, [1977]1985). They recognized recurrent features in teacher-student conversations in terms of exchanges and determined that these exchanges consist of up to three moves — Initiation, Response, and Follow-Up — occurring more or less in a fixed order (i.e., the third element being optional in some contexts). These elements are arranged in a structure of anticipation that define each speaker's next contribution and that can be studied by the discourse analyst in its recursiveness in classroom context.

More recently, Hoey (1983;1994)^v has argued that prevalence of any recurring patterns of discourse ought to be explained in view of the infinity of discourse pattern possibilities. Patterns of texts such as problem-solution, general-specific, are reflections of cultural patterns of the group that creates and adopts it in recurring situations. What

these language studies that follow a discursive orientation have in common is a tacit recognition of the significant patterning principle that language has in similar or comparable contexts. This patterning of textual features of genres has been seen in terms of what combinations of utterances are typical in specific spheres of language and how speakers develop **relatively stable types of utterances** that reflect the specific conditions and goals of the interaction they are taking part in (Bakhtin, 1986:60).

Although approaches to genre as social action play down the importance of form in understanding and responding to generic situations, they still tend to include in their framework of analysis the role of preconceived patterns of discourse as a facilitative element in the appropriate production of and response to genres. In that sense, form of discourse in a genre becomes meaningful meta-information to the participants about the expected responses in that context. For example, the commonly adopted division of the research article in sections referring to introduction, methods, results, discussion and conclusion is a meaningful device as it provides a sense of the temporal organization of the study (what happened first), it also adds an idea of coherence with the given information coming first (introduction sets the scene usually resorting to citation of previous work) before new information (the results of the study), it also drives the attention to sections of special interest for the reader.

Whereas authors in the sociology of science (Bazerman, 1988) and in rhetoric (Miller, 1984, 1992) emphasize the role of typified social action in defining genre, other authors favoring a more form-oriented perspective, as for example Hasan (1985), tend to analyze genres in terms of the rhetorical pattern of language in response to a context.

2.2.3.1 *The Generic Structure Potential of discourse*

In her well known framework, Hasan (1985) incorporates text and context into the definition of genre as the verbal expression of the on-going social activity in a given context. The configuration of the context can be defined through the analysis of the contextual variables of Field, Tenor, and Mode, as seen in Figure 2.1.

Field of discourse - the kind of act that is being carried out and its goals (praising, blaming, informing, etc.)

Tenor of discourse - the agent roles: the participants (parent and child, author and reader, etc.); degree of control of one participant over another: hierarchical or non-hierarchical (friend to friend, specialist to audience, etc.); social distance: minimal or maximal (participants have infrequent encounters, participants are known to each other outside that particular context, etc.)

Mode of discourse: the role language is playing (constitutive or ancillary); process sharing (dialogic or monologic); channel (graphic or phonic); medium (spoken - with or without visual contact; or written)

Figure 2-1 Contextual Configuration Variables (Halliday, 1985:12)

Hasan argues that the specific features of a context allow us to make predictions about the sequence and recurrence of obligatory and optional elements in text structure (ibid.:55). She provides a circular or tautological definition of text and context where *text* is language doing some job in some context and *context* is the specific situation in which language is functioning (ibid.:56). Thus while texts can be predicted from contextual clues, context is construed by the set of texts produced within a specific situation in a community. Once the *Contextual Configuration* (CC) is established, it is

possible to make predictions about the structure of any text appropriate to a given context, i.e., any text that can be regarded as a 'potential' exemplar of that specific genre. The CC determines a class of situations and *genre* is the language doing the job appropriate to that class of social happenings.

Thus the contextual variables of Field, Tenor and Mode correlate with the optional and obligatory textual elements of the genre. The Generic Structure Potential (GSP) is the verbal expression of a CC and as such, depends on the possible combinations of the values associated with Field, Tenor, and Mode. For illustrative purposes, Hasan defines the GSP of a 'service encounter' (customer buying fruit from a vendor) based on the CC shown in Figure 2.2.

Field - social activity involved: economic transaction: purchase of retail goods; perishable food

Tenor- agents of transaction: hierarchic: customer superordinate and vendor subordinate; social distance: near maximum

Mode - language role: ancillary; channel: phonic; medium: spoken with visual contact

Figure 2-2 Contextual Configuration of Service Encounters (Hasan, 1985:59)

Contextual elements correspond to certain textual elements which in turn can be obligatory or optional. *Obligatory* elements are the essential components to any complete text embedded in a given CC. They appear in a specific order and their occurrence is predicted by contextual elements that are defining for the genre.

Optional elements, on the other hand, belong to that variable portion that is commonly associated with a given genre but which does not have to be present in every text that typically accompanies that specific social activity. The occurrence of optional elements is not a necessary condition, and is predicted by a contextual element that is non-defining for that genre. A third kind of textual element is called *Iterative* and encompasses those recursive elements that appear more than once in a communicative event, without following any strict order.

The resulting genre for the CC of service encounters is the 'genre of buying and selling perishable food in face to face interaction', with the GSP in Figure 2.3, where optional elements are Greetings ('saying hello') and Finis ('saying good-bye').

Sale Request > Sale Compliance > Sale > Purchase > Purchase Closure

Figure 2-3 Generic Structure Potential of Service Encounters (Hasan, 1985:64)

For Hasan, the rhetorical situation in which a genre is used (context) and the structured discourse that goes along with the social activity in that situation (text) are essentially connected. A CC is crucial in providing clues to the understanding of text meaning and function so that specific features in context correspond to elements in text configuring a GSP: the total range of optional and most basic obligatory textual elements of a genre and the order in which they appear, applying to any text that is appropriate for a given context.

In an attempt to define the contextual features of the genre, Hasan's framework has been applied to BRs (Motta-Roth, 1993) and questions related to the three contextual variables of Field, Tenor, and Mode came into consideration:

What is the social activity being carried out in the genre? What's the content of a BR? What is the goal being instantiated in the BR? (**Field**)

Who are the participants in the genre? What is the relationship between the participants? (**Tenor**)

What role is language playing in this context? How does the text organize itself around the communicative goals of BRs? What are the channel and the medium used? (**Mode**)

The resulting CC variables corresponding to BRs are represented in Figure 2.4:

Field: evaluation and description of a newly published academic book considering the current system of values and knowledge in the discipline; participants share a convergent aim: to search for and to provide critical opinion about the book.

Tenor: the reader and the writer; specialist writer (authority) to reader (member of the academic community); unseen and unknown readership; maximum social distance (relationship institutionalized by the configuration of disciplinary communities in academia and by the review section in the specialized journal).

Mode: constitutive language role (text is the whole of the communicative instance, consisting of persuasive writing to influence the audience to read/not to read the reviewed book); channel: graphic; medium: written; composed to be read in silence; monologue; public act (potentially anyone can have access to the published text).

Figure 2-4 Contextual Configuration of BRs (Motta-Roth, 1993)

This calibration of the contextual variables can be determined based on reading BRs and on having some experience as a member of the academic community. The above Contextual Configuration results in a genre defined as follows:

Academic book review is the genre used in an apart interaction (in opposition to *face to face interaction*) through a written text, when discipline members provide or search for evaluation and description of a given book within a specific field. (Motta-Roth, 1993)

Although the generality of this brief definition of the genre can account for exemplars of the genre appearing in different academic journals, it does not account for subtextual complexities of BRs such as the reviewer's worries about the author's or the publisher's reactions, or how BRs in fact make a reader buy or at least read a book, or still how members of different disciplines use the genre in diverse ways as a result of different context configurations (e.g., in knowledge production and social practices). In other words, this definition does not totally account for the complex set of participants in the genre and the relationships they bear within specific disciplines.

If we think of the universe in which academic BRs exist as a genre, we can devise a set of elements coexisting and interacting in disciplinary nets constructed around areas of academic knowledge. In chemistry, for example, these elements are the book, the book reviewer, the text of the BR, the author, the reader (probably chemists and students), the journal, the review editor, the institution where the book reviewer works, the publishing company (If we argue further, we may even have to consider the importance of a topic for the chemistry industry and the materials produced by this

industry and how these can ultimately influence the perceived relevance of the book). These contextual elements revolve around, taking part in the main body of knowledge production practices (research, teaching, publishing) that consolidate chemistry as a recognizable discipline, as represented in Figure 2-5, where contextual elements gravitate around the disciplinary nucleus of knowledge production.

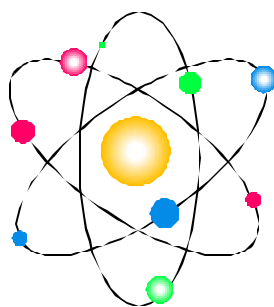


Figure 2-5 Contextual elements involved in the genre of BRs

These are complex issues that surface in academic texts with variable intensity. In studies of disciplinary contexts (for example, Bazerman, 1988; Myers, 1990), researchers tend to emphasize what can be called ‘accordance with the existing discipline’ (Myers, 1990:59), i.e., that academic texts must reflect the writer’s understanding of disciplinary values and body of knowledge. The definition given above for the genre states that BRs constitute a ‘genre used in an apart interaction...when members provide or search for evaluation and description of a given book within a specific field’ (Motta-Roth, 1993). In that respect, the GSP predicted to (loosely)

correspond to the above definition can be expected to have at least one additional element besides evaluation and description of the book, showing how the book conforms with disciplinary context, as indicated in Figure 2.6:

Introduction>Relation to Discipline>Description>Evaluation>Review Closure

Figure 2-6 Generic Structure Potential of BRs (Motta-Roth, 1993)

‘Relation to the Discipline’ describes how the new book fits the tradition in the field and/or the current state of knowledge. This element sets the scenery against which the main goal of the genre is attained which is to describe (‘Description’) and principally evaluate (‘Evaluation’) the book. In addition, ‘Introduction’ as the initial element of the GSP of BRs is expected to have linguistic and rhetorical devices that call the reader’s attention to the book as a new publication in the discipline. ‘Review Closure’ signals to the reader that the reviewing activity is finished referring the reader back to the disciplinary world.

Hasan’s framework is useful in allowing a detailed analysis of the complex set of elements — Field, Tenor, and Mode — that are at work whenever participants of an interaction use specific language to attain specific objectives. She applies her framework to what can be called ‘a real-life genre of service encounters’, but does not offer specific applications to academic discourse genres. In addition, the categories of analysis used by Hasan are too ample and would need to be divided into subcategories to allow for more

precise representation of the rhetorical structure of academic genres. Such general categories may not be able to account for the total range of variation within the same genre.

The form of discourse is an additional question that is not fully developed by Hasan, but which needs to be accounted for in approaching a highly conventionalized system of texts such as that representing academia's repertoire of genres.

2.3 A move-analytical approach to academic discourse

Work in GA can be thought of as a developing tradition in the study of academic discourse: in the process of investigating how academy members use genres to communicate, researchers still need a complete inventory of the system of academic genres. The fact that the academic BR has not been studied from a genre-analytical approach is evidence of this on-going status of academic discourse research. In this study, I will offer an adaptation of Swales' model of article introductions to BRs in order to define the rhetorical structure of a yet little investigated genre. The model will be discussed in the next sections in relation to the genre to which it was originally conceived, the Research Article, and to two other genres to which the model was adapted, Abstracts and Dissertations.

2.3.1 Move analysis of research article introductions

In his seminal work on the rhetorical organization of article introductions, Swales (1981) demonstrates how a number of texts considered as exemplars of the same genre display a typified rhetorical structure in response to a consistent communicative purpose

of the genre. Typification of the language used with consistency of communicative purpose in recurrent situations is seen as the defining feature of the genre:

By genre I mean a more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that event ...(p. 10)

Studying the recursive rhetorical pattern found in different exemplars of research article introductions, Swales elaborates a schematic description of the sequence of rhetorical moves, each realizing a different communicative function. This schematic description consists of generalizations made about how information is organized in a group of related categories, cases, or events. These categories may differ in regards to the specific instances in which they are realized (Rumelhart, 1980; Nwogu, 1990).

In a later development of his work, Swales (1990) postulates that a communicative event encompasses a set of relationships between people that are acting in a certain social context, and performing certain roles characteristic to that occasion, in which language plays an indispensable part. A series of communicative events form a genre if they share a set of communicative purposes. Thus, genres are “communicative vehicles for the achievement of goals” (ibid.:46) that operate upon the discourse structure, offering constraints for the beginning, the development, and the ending of a text (ibid.:41).

Genre-type communicative events include the texts embedded in the event, plus the processing procedures of encoding and decoding these texts in view of previous knowledge of the world (content schemata), knowledge of previous texts (formal

schemata), and experience with appropriate processing procedures. These communicative processing procedures are called *tasks*.

Swales establishes a set of criteria to classify genre (ibid.:58):

a) Genre comprises a set of communicative events with a number of common communicative purposes;

b) Such purposes can be recognized by the expert members of the discourse community and thus constitute the rationale for the genre;

c) This rationale shapes formal and content schemata associated with the genre;

d) Instances of a genre have similar patterns in terms of structure, style, content and intended audience;

e) Should all probability expectations be matched, the instance will be considered prototypical by the discourse community.

A description of patterns of language use associated with specific contexts and particular purposes is obtained as a result from these criteria. Such standardized language use is part of a strategy aimed at attaining a specific goal in a given communicative context .

2.3.1.1 Swales' model of article introductions

Swales' largely cited CARS^{vi} model comprises a form of standardized description of the language used by the writer to establish a territory for the work presented in the research article (RA). In the CARS model, shown in Figure 2.7, rhetorical *moves* and their component *steps* are used as categories for the analysis of the information organization of RA introductions.

Move 1	Establishing a territory
Step 1	Claiming centrality
	and/or
Step 2	Making topic generalization(s)
	and/or
Step 3	Reviewing items of previous research
Move 2	Establishing a niche
Step 1A	Counter-claiming
	or
Step 1B	Indicating a gap
	or
Step 1C	Question-raising
	or
Step 1D	Continuing a tradition
Move 3	Occupying the niche
Step 1A	Outlining purposes
	or
Step 1B	Announcing present research
Step 2	Announcing principal findings
Step 3	Indicating RA structure

Figure 2-7 CARS model for RA introductions (Swales, 1990:141)

Swales' is a schema-theoretic model of 'hierarchical schematic units of information' (Nwogu, 1990:98). Each schematic unit is rhetorical in that it realizes or adds an information piece to the totality of the text configured as a *move*. Each move can be defined as 'a unit of discourse structure which presents a uniform orientation, has specific structural characteristics and has clearly defined functions' (Nwogu, 1990:127).

Each move, in turn, includes a number of *steps* defined as constituent elements that combine to form the information which makes up a move.

In Swales' framework, moves and their respective steps are part of the genre involving the activity of reporting a research in a research paper (ibid.: 98). Moves and steps refer to strategies used by an author to achieve her goal in a given passage of a text.

Move 1 - Establishing a territory: With Move 1 (Swales, 1990:144), the writer makes the 'centrality claims', establishing the rationale against which her article can be understood as an important element along a chain of research in the field (Step 1):

Step 1 - Claiming centrality:

In recent years, applied researchers have become increasingly interested in...

Besides showing the relevance of the topic of research by calling attention to the importance of the academic field itself, in Move 1 the writer can establish background knowledge by "making topic generalizations". In other words, the writer can make statements that illustrate the current state of knowledge in the field (ibid.):

Step 2 - Making topic generalization(s):

There is now much evidence to support the hypothesis that...

Finally, in her effort to define the territory within which her research can be recognized, the writer can review previous research in the field (Step 3). Again Swales

(ibid.) finds that certain linguistic constructions (e.g., sentence-connectors, negation, lexical phrases) are signals of the rhetorical function of each move in the RA:

Step 3 - Reviewing items of previous research:

Recent studies have begun to explore these questions at an undergraduate level.

In Step 3, the writer acknowledges the work of other researchers and by doing that defines the line of research that she chooses to follow/avoid, preparing the stance, i.e., the position from which her own work and thus the results to be obtained can be examined.

Move 2 - Establishing a niche: After establishing the territory in Move 1, the writer goes on to Move 2 (ibid.:154), where she establishes a niche for her work within the broader disciplinary field. The writer's main argument to establish a niche for the work being reported is that of the missing link, stating that, despite all the previous research already reported, there are questions that remain unresolved in the current state of knowledge in the field. The writer can do that either by counter-claiming results found in previous research (Step 1A), by detecting a gap in the current state of knowledge about the topic (Step 1B), by raising questions that remain unanswered (Step 1C), or still by presenting her research as a contribution to a tradition in researching the topic (Step 1D). Linguistic signaling for move 2 includes adversative sentence connectors (*however, but*) and constructions with negative meaning (*cannot, limited*):

Step 1A - Counter-claiming:

The first group ...cannot treat...and is limited to...

or

Step 1B - Indicating a gap:

However, the previously mentioned methods suffer from some limitations...;

or

Step 1C - Question-raising:

A question remains whether...;

or

Step 1D - Step 1D - Continuing a tradition:

One would intuitively expect...

Move 3 - Occupying the niche: After establishing the territory and indicating a gap in the field, in Move 3 the writer explains how the niche will be occupied and defended in her research. It can be initially realized by either one of the alternative forms: by outlining the purposes of the present research (Step 1A) or by announcing its main features (Step 1B). Move 3 characteristically shifts the focus back to the author(s) of the research or to the article itself through the use of deictic terms such as *this/the present, we, I, herein*:

Step 1A - Outlining purposes:

The purpose of this investigation is to...;

or

Step 1B - Announcing present research:

This paper reports on the results obtained...;

Steps 2 and 3 in Move 3 usually summarize the principal findings of the research:

Step 2 - Announcing principal findings:

The results...show that...

and indicate the structure of the research article:

Step 3 - Indicating RA structure:
This paper is structured as follows...

Although the model commented above was found to be a productive one, some variation must be allowed for these moves in the sense that this is not the only order, but a typical one followed in research article introductions (Swales, 1990:159).

Swales' earlier work (1981) started a tradition in the investigation of structural properties of academic texts. The use of moves and steps as categories of analysis and the focus on microstructural elements that help convey the rhetorical function of stretches of discourse called attention to the need of understanding the complexity of academic written communication.

2.3.2 Application of move analysis to other academic genres

The CARS model has been seen as an appropriate approach to the investigation of academic genres due to the fact that the model 'can be readily adapted' and has 'considerable potential' for the analysis of other types of academic writing (Blanger, cited in Dudley-Evans, 1986:133). Swales seems to propose a higher-level analysis of generic conventions while avoiding the mere statistical survey of linguistic elements or the pure discussion of sociological matters in academic communication. At the same time, he succeeds in combining the examination of superstructural organization and more localized microstructural features with a reflection on the traditions of academic discourse communities. (For instance, knowledge about the scholarship tradition of

acknowledging and exchanging information on former research provides insight about the identification of Move 1 in the CARS model, and vice versa.) As a result, the productivity of Swales' model has been evidenced by the work of other genre analysts in their efforts to map the repertoire of academic genres as, for example, Salager-Mayer, 1990, 1992, on the article abstract; and Dudley-Evans, 1986, 1994, on MSc dissertation discussion sections. I will concentrate my comments on the latter.

In his analysis of Plant Biology dissertations, for example, Dudley-Evans (1994:224) detects three general parts in the discussion sections which appear in a sequence that can be represented as Introduction>Evaluation>Conclusion. In the Introduction, the writer states the aim of the research and in the Conclusion, the writer summarizes the central issues in the work and offers suggestions for future research (Dudley-Evans, 1986:141).

The main body of the texts in the corpus is devoted to Evaluation, where the writer provides a detailed comment on the main results and claims of the work (Dudley-Evans, 1994:225). The opening move in Evaluation can be either Statement of Results or Findings. They are functionally the same, the difference consisting in that Statement of Results presents a numerical value or refers to a graph or table of results, and Findings does not present actual figures. In the sequence, there may appear Reference to Previous Research that can be preceded or not by the move Claim in which the writer presents generalizations based on the results obtained, which offers contributions to the current state of knowledge on the topic.

Dudley-Evans acknowledges the presence of key move *cycles*, a combination of at least two moves in a predictable order that commonly appears in Evaluation, usually involving Statement of Results, Finding, Reference to Previous Research, and Claim. Evaluation can encompass either a two-move cycle of Statement of Results (or Finding) and Reference to Previous Research, or it can have a three-move cycle of Statement of Results or Finding, Claim, and Reference to Previous Research

To stress the importance of linguistic features in textual staging, i.e., the determination of moves in the rhetorical structure of the genre, Dudley-Evans states that 'it is possible to classify the moves on the basis of linguistic evidence' (1994:226) such as citations (Reference to Previous Research) and hedging (Claim). A main point in Dudley-Evans' work is that it calls attention to the importance of defining rhetorical moves of other genres besides the research article, and of understanding the expectations that members of particular disciplines have in relation to exemplars of a given genre.

2.4 Using Swales' genre-analytical approach to study book reviews

As seen in this chapter, there is no unified view on how to capture genre boundaries, and in trying to do so, authors (e.g., Swales, Hasan) have produced a number of differing frameworks of analysis, with different conceptualizations of the very term *genre*. In the present study, I have opted for Swales' genre-analytical approach which is believed to best capture the purpose of the study, namely to investigate rhetorical structure of a genre contextualized in different discourse communities. Genres will be considered here as abstractions of systems of texts that recur in comparable rhetorical situations (Swales, 1993a; Devitt, 1993; Miller, 1984).

2.4.1 Book review as an academic genre

The definition of genre given by Swales (1993a:46) can be said to apply to the texts analyzed here. Firstly, as a genre, BRs comprise a set of communicative events. As a communicative event, a BR encompasses a set of relationships between people that are acting in a certain social context (a scientific journal), and performing certain roles commonly associated with that occasion and with certain goals (to introduce and evaluate new publications in the field).

Secondly, these communicative purposes are recognized by the expert members of the discourse community. Expert reviewers and readers recognize exemplars of the genre using their *schemata* or the previous knowledge that guides their expectations about texts (Carrell and Eisterhold, 1983; Rumelhart, 1984). They approach BRs using previous knowledge of academia in general and of disciplinary culture in particular (content schemata), and previous knowledge about generic textual features of BRs (formal schemata). In addition, appropriate reading and writing skills enable these expert members to bring to the text adequate expectations about the potential content and form.

Finally, the communicative purposes of introducing and evaluating new publications constrain the rhetoric of the genre: readers seek description and evaluation of recent publications in the field and reviewers tend to produce texts that respond to these expectations. Consequently, instances of BRs are expected to present similar patterns in structure, style, content and intended audience that help define the genre.

2.4.2 Evaluation in book review

As mentioned before, most of previous research on academic genres has focused on research articles. This genre has been conventionally known for its objective language and lack of author's subjective or evaluative comments. In investigating research articles, however, text analysts have found interesting results concerning, for example, the amount of built-in politeness present in hedging (Myers 1989) or the way in which authors' comments are conveyed by modality and attitudinal markers in medical discourse (Adams Smith 1984), and the presence of subjectivity (Coracini, 1991).

In the specific case of BRs, there are two central rhetorical functions: to evaluate and describe (the content of the book). Evaluative comments, being central to BRs, are supposed to appear in an explicit manner. Evaluative language thus is the rule, not the exception, in this genre.

In the study of evaluation, two concepts used by Kuhn to define "disciplinary matrix", are pertinent: *Symbolic Generalizations* and *Values*. For Kuhn ([1962] 1970:182), a disciplinary matrix is that which specialists of a particular academic community share. It accounts for the relative sufficiency in their professional communication and for the unanimity of their professional judgment^{vii}. The concept of symbolic generalization can relate to citation practices in terms of how reviewers from different areas relate the new book to the body of knowledge in their respective disciplinary matrices, using linguistic devices such as reference to literature, to concepts or to authors. Citation has been seen as an evaluative device in terms of the choices of

citation verbs (Swales 1986; Thompson and Yiyun, 1991). Here citation will be examined in terms of the form it assumes (e.g., if dates are given).

The idea of disciplinary value can relate to characteristic ways of arguing in the disciplinary matrix for the acceptance of new published material, taking into account what is considered to be important/unimportant or desirable/undesirable in the intellectual apparatus of the field. In BRs, values will be studied in the form of particular linguistic devices called ‘terms of praise and blame’. These linguistic devices used in evaluation are further elaborated in Chapter 4, but for now it suffices to say that they are used in rhetoric to demonstrate the merit of a given person or thing (Aristotle, 1991:48).

2.5 Further comments on genre-related issues

Some further considerations about genre are due at this point. Amid a proliferation of genre approaches, there are at least three basic issues in contention among practitioners: 1) the ways in which one can determine genre-boundaries; 2) the ways the concepts of genre and register interrelate; and 3) the status of GA as a text-bound study or as a study that involves, to a great extent, an analysis of an ethnographic type (Swales 1993a:687-8.)

2.5.1 Structural boundaries

In relation to the first point, structural approaches to GA in terms of moves and steps have received criticism both from genre theorists that tend to focus on the rhetorical action performed by genres and writing instructors that support process-oriented approaches. Criticism specially attacks a very sensible point in GA, namely,

that of establishing the criteria to be followed in defining textual staging or boundaries between structural sections in exemplars of one genre.

Although the terms have been widely used by Swales and many other researchers in GA, the status of ‘moves’ and ‘steps’ is not clearly stated in the literature. Dudley-Evans (1986) points out that ‘moves’ seem to resist clear definition as to their exact linguistic configuration. According to him, in Swales’ framework, ‘move’ is a semantic unit that lies between the sentence and the paragraph (ibid.:131).

On account of researchers having pointed out difficulties in delimiting boundaries between moves 1 and 2 (Dudley-Evans, 1986:131; Nwogu, 1990:58), Swales has reformulated his earlier (1981) four-move model (Establishing the Field - Summarizing Previous Research - Preparing for Present Research - Introducing Present Research) into the currently accepted three-move CARS model (1990). The model has also been criticized for not predicting the cyclical patterns of occurrence of moves and the absence of a given move actually found in similar data analysis (Crookes, cited in Dudley-Evans, 1986:131).

More recently, Paltridge (1994:288) has criticized genre analysts from ESP and systemic-functional traditions for their insistence in employing linguistic criteria to define what for him is a non-linguistic, pragmatic category:

...one should look for cognitive boundaries in terms of convention, appropriacy, and content, rather than (...) search for linguistically defined boundaries...

For Paltridge, work by well-known text analysts such as Swales and Hasan represent consistent contributions to the study of discourse but still lack a complete

definition of how discourse and grammatical features systematically interact. Even though these authors have isolated various levels of discourse structure, using constructs such as 'generic structural potential' (Hasan) and 'moves and steps' (Swales), they have not fully explained how they reached those definitions.

In the specific case of Hasan, patterns of cohesion^{viii} and reference, according to Paltridge (*ibid.*:289), have revealed themselves insufficient criteria. For one reason, cohesive devices such as conjunctions were found to be ineffective in defining structural elements such as moves, and lexical chain was found to reach beyond structural element boundaries (also corroborated by the work of Bhatia (1993)).

In relation to Swales (1990), Paltridge (*ibid.*:295) finds the definition of moves and steps of research article introductions to be done intuitively, also based on the content of propositions. He contends that frameworks for the analysis of structural elements are not able to account for the grammatical explanation of textual aspects. He follows Leech's (1983) criticism towards the attempt made by some authors in giving grammatical and rhetorical aspects of language the same status and viewing them as integrated. For Leech, grammar involves rules and categories (*ibid.*:58), while pragmatics is non-categorical and thus is constrained by indeterminacy (*ibid.*:73). Paltridge argues that any attempt to associate regularities of grammatical aspects with patterning of texts is bound to failure due to the inadequacy of dealing with features that belong to the realm of pragmatics with a grammatical treatment.

However, as pointed out before, some discourse analysts have tended to view linguistic analysis as a process involving a complex interconnection of features

pertaining to linguistic and discursive levels (see, for example, Dudley-Evans, 1994; Halliday, 1985; Fairclough, 1992) that indicate the inadequacy of studying discursive features apart from their linguistic realizations (and vice-versa). To classify moves and steps the analyst has to examine the rhetorical character of language, i.e. what language is doing as the text progresses, detecting the role (or speech act) performed by language. But deciding whether the writer is describing or evaluating, or whether the writer's or reader's persona is constructed as an expert or a novice member of the discourse community, is indeed a matter of interpreting language in terms of what it displays as linguistic form, content, and rhetorical function in a given context, as a given genre.

As indicated by Todorov (1976:168), the 'identity of the genre is entirely determined by that of the speech act; the two, however, are not identical.' Thus, to determine the genre (and, by implication, to determine the elements of the genre), analysts must identify the speech act and the linguistic features through the use of which the writer attains the rhetorical goals that rest on the basis of the genre and which has evolved through transformations and amplifications to a historically constituted genre.

As we learn from Chaudron (1988:14): 'Early work by Bellack et al. (1966), which derived from Wittgenstein's (1953) notion of language use as a "game," analyzed classroom interaction as a sequence of "moves," each with its own rules for form and context of use'. Differently from Wittgenstein ([1953] 1958:10, §22) who conceives 'move' as synonym to 'act' and 'function', Coulthard (1985:125) states that moves can consist of one or more 'acts' that constitute the minimal contribution a speaker can make to an exchange. Thus Coulthard sees moves in terms of sets, i.e., moves are sets of acts

which constitute minimal contributions made by a speaker to an exchange. In Swales' terms, these minimal contributions referred to by Coulthard as 'acts' receive the name of 'steps' of each move.

Todorov (1976:162) stresses the importance of viewing text as discourse, i.e., a speech act (as the concept was formulated in the tradition set forth by Wittgenstein (1953) and Austin (1962)), but at the same time, he contends that the study of genres must rely on the establishment of common properties pertaining to a class of discourses. The analyst must therefore allow for an interaction among the various aspects of discourse, i.e. the semantic aspect, the pragmatic aspects (relation between users), the formal aspects (the materiality of signs), and the syntactic aspects (the relation of the parts among themselves), making any aspect of the discourse obligatory for the purpose of studying that specific genre:

The difference between one speech act and another, and thus between one genre and another, can be situated at any one of these levels of the discourse (ibid.:163).

Hence the criteria to establish structural boundaries within specific genres must be formal, semantic and functional, just like any linguistic analysis focused on real language should be. Only by using a combined view of language, can one attempt to define textual cohesion. However, there is a point in Paltridge's criticism concerning the question of where to draw the line along the continuum that stretches between moves, and between moves and steps (e.g., in BRs, where does 'describing' stops and

‘evaluating’ starts). If, however, that can ever be answered thoroughly, the safest way to do it seems to be through encompassing and detailed text studies.

Due to the difficulty in attaining consensus as to the definition of move and step, for the purposes of analysis, *move* is defined here as a text block, a stretch of discourse that can extend for one or more sentences, that realizes a specific communicative function, and that together with other moves constitute the whole information structure that must be present in the text to allow it to be recognized as an exemplar of a given genre. Each move represents a stage in the development of an overall structure of information that is commonly associated with the genre as a pattern of discourse.

A move encompasses a series of smaller functional units or speech acts, such as reporting or questioning, that realize the writer's intentions in accordance with the constraints imposed by the genre, which I will simply call *sub-function* of each move (instead of other term as, for instance, ‘step’, in Swales’ terminology).

Moves are here defined in terms of the function that they play in the genre, ‘the part which uttering [or writing] these words plays in the language-game...(the function utterances have in the technique of using language.)’ (Wittgenstein, [1953]1958:10, §21). Language-games, as seen in the light of the Austrian philosopher’s tradition, refer to the necessary connection that language and human activities bear, so that language **is** part of an activity, or of a form of life (ibid.:88, § 241).

Specifically in the case of BRs, each move is a stretch of text that advances the reviewer's intentions, contributing to the development of the overall text that presents a new publication to the journal readership. Sub-functions are smaller parts of moves that

alone or together with other sub-functions advance the text in the direction established by each move. Thus, in Move 1, for example, the reviewer can describe the book to the reader by stating its theme (and to use Swales' notation (1990:141)) and/or defining its intended readership:

[L#7]^{ix} *Academic Writing: Techniques and Tasks* by Ilona Leki is a writing textbook for the advanced ESL student who is collegebound.

and/or by informing about the author's previous work or career:

[E#1] First, disclosure. Greg Davidson once worked under my supervision. Both he and Paul Davidson are friends. An endorsement from my father graces the jacket of this book. And there is much between the covers with which I agree. *Economics for a Civilized Society* is an essay on the theme that civic values must (in Etzioni's phrase) "encapsulate" competition, restricting the play of self-interest and the "war of all against all."

and/or, finally by relating the book to other literature on the same topic or in the same field:

[C#5] More than 10 years has passed since the publication of the first papers on flow injection analysis (FIA) and the technique has now been clearly shown to have many widespread applications in analytical chemistry.

One last word is due here concerning the order in which moves (and their corresponding steps) appear. To be defined as such, moves (and steps) have to obey or have to occur in a given order (Swales, personal communication). At the same time,

there have been studies that have relativized this characteristic as a typical but not necessary feature (Nwogu, 1990:138; Dudley-Evans, 1994:225). Therefore, I will opt for the typicality of order, so that some variation in the order and even repetition of BR moves and sub-functions are allowed (as will be seen in the following chapter about the text analysis proper).

2.5.2 Genre and register

Concerning the second issue of relationship between register and genre, there seems to be some overlapping between both terms. Halliday (1985) states that different *registers* are associated with different contexts in which language is functioning, varying according to the use of the language and to the kind of activity the user is involved with. Registers are used for different purposes, to convey different meanings in different contexts, as for example, doctor/patient register in opposition to classroom register.

As it is proposed, this conceptualization of register seems closely related to that of *genre* in Swales' approach (1990). For Halliday, register corresponds to:

‘a variety of language, corresponding to a variety of situations: (...)the kind of variation in language that goes with variation in the context of situation. (...) A register is (...) a configuration of meanings that are typically associated with a particular situational configuration of field, tenor, and mode,(...) a register must also, of course, include the expressions, the lexico-grammatical and phonological features, that typically accompany or REALISE these meanings.’ (1985:38-39) (emphasis in the original)

Discourse Analysts have a difficult time in stating clear cut boundaries for the concept of ‘genre’ in opposition to other affiliated concepts such as ‘register’ (Swales 1993a:689) and, at times, the limiting borders between approaches can hardly be seen.

Register for Halliday (1985), Genre for Swales (1990), and GSP for Hasan (1985), for example, all refer to the same general concept of language variation according to the context, the purposes, and the people involved. Common points of intersection among approaches to genre (e.g., Kress, 1993; Martin, 1992; Swales, 1990; Miller, 1984; Hasan, 1985) account for the well-known image of the impossibilities of defining genre due to the fluidity of text typologies, defined as ‘blurred genres’ (Todorov, 1976; Geertz, 1983).

In the present study, genre is conceived as a schema, a prototypical representation of the patterns for communicative utterances in a given context which is put to use by the production and interpretation of utterances in concrete situations (Ongstad, 1992). In analyzing the texts in the corpus, I will try to define a schematic description of the moves (along a continuum between more or less typical moves) that are present in concrete examples of BRs. The prototype defined here, however, points towards propensities in the genre, not to absolute accountability of rhetorical moves (Swales, personal communication).

2.5.3 The status of Genre Analysis

Finally, perhaps in discussing the third question regarding the status of GA as a text-bound or an ethnographic study, we can bring up Leech’s discussion on pragmatics in which he states that text and rhetoric belong to the realm of pragmatics and that pragmatics is the study of how utterances have meanings in situations. Following from this definition, context is obviously greatly important for the study of text (‘text acquires

meaning only in terms of communicative goals', Leech, 1983:5). On the other hand, genre is text associated with the human activity in which it is used, and the textual artifacts investigated in GA are considered to represent not only personal but cultural activity (Berkenkotter and Huckin, 1995:150). But text alone may not be sufficient in the investigation of a genre (Swales, 1990:6) and, as a result, we have to make an ethnographic type of inquiry into language if we want to study genre.

Authors, however, define ethnographic research in slightly different ways: as an essentially qualitative approach 'which attempts to interpret behaviors from the perspective of the participants' different understandings rather than from the observer's or analyst's supposedly "objective" analysis' (Chaudron, 1988:14); as a research in which the observer does not know the nature of the society under study and thus has to learn from the social and discursive practices of that society and make 'detailed empirical observations and field notes, especially where these include information about...the career backgrounds of participants, the citation patterns in the relevant literature' (Latour and Woolgar, [1979] 1986:278); or still as a research in which the researcher must develop 'sets of a posteriori categories' based on the community's category-labels' (Swales, 1990:39).

GA, then, seems to be about form **and** ethnography: the contextualized study of discursive and cultural practices of discourse communities as they are represented in text and by textual patterns (e.g., rhetorical movement, citations, evaluation, exemplification). And genre studies can be said to range along a continuum from [+textual], to [textual + informants], to [+ ethnographic].

In that respect, the present study attempts to define the genre of BRs as a pattern of discourse that is recognized by writers and readers as belonging to the same discourse community. Discourse Communities and Disciplines are considered synonyms because both are sociorhetorical networks that organize their members around common disciplinary goals (Swales 1990:24-26). Thus the term *context* will apply to the disciplines of chemistry, linguistics, and economics.

The following chapter will present the procedures adopted and the results obtained in the interviews with BR editors from each one of the disciplinary communities considered in the study.

Notes

ⁱJohn Maddox, the editor of *Nature*, in a recent congress on scientific journalism in Brazil has stated that this proportion is usually associated with the fact that approximately 75% of the world research today is developed in the US (*FOLHA DE SÃO PAULO*, 26.09.94).

ⁱⁱI will use the term ‘disciplinary’ to refer to ‘the common possession of the practitioners of a particular [academic] discipline’ (Kuhn, 1970 [1962]:182).

ⁱⁱⁱInexperienced writers often find themselves constrained by the common belief that while expert writers are allowed to introduce innovations in their texts, the same, as a rule, is forbidden to novice writers. As Johns (1993:14) puts it: experts critique and question; novices repeat.

^{iv}To a certain extent, analogous to what Bakhtin (1986) has called ‘centripetal force’ and ‘centrifugal force’.

Notes

^vBased on the work of the British linguist Eugene Winter (see, for example, 1977; 1982; 1992).

^{vi}Creating A Research Space

^{vii}See Chapter 1, Endnote 2 on page 18.

^{viii}The grammatical and/or lexical relationships between the different elements of a text' (Richards, Platt, and Weber, 1985:45).

^{ix}For organizational purposes, all book reviews in the corpus of the present research received a capital letter **C**, **L** or **E** (chemistry, linguistics, or economics), corresponding to the discipline they belong to, followed by a pound sign, and a serial number in the corpus. Hence '[L#1]' corresponds to text number 1 in the linguistics corpus.

CHAPTER 3

SEEKING FOR AN INSIDER'S VIEW ON GENRE

3.0 Introduction

After reviewing some of the literature on genre studies in Chapter 2, in the present chapter I will discuss book reviewing in the light of the information obtained in interviews with BR editors and of the limited literature produced about the topic. Considering the underlying assumption of this study that genre comprises an interconnection of text and context features, the purpose of this chapter is to discuss how the genre of BRs functions in the disciplinary contexts of linguistics, chemistry, and economics. As a way to provide groundwork for the chapters that zoom into text features of BRs in these three disciplines, I will start the discussion by describing the procedures adopted in eliciting the editor's opinions about book reviewing. Then I will try to present their views without losing sight of the background information provided by the few theoretical texts I was able to find on the genre.

To my present knowledge, it seems that only a small number of books (Drewry, 1966; Steiner, 1981) and articles (Wiley, 1993; Retting, 1986; Sweetland, 1986; Grefrath, 1986; Stevens, 1986) have focused on reviewing practices of academic books. Most of the available literature on book reviewing is written *by* and *for* librarians in an attempt to provide general advice on the kind of information to include in a review of reference books. Nevertheless, the information contained in this material is relevant for

the discussion that follows because it shows how editors' intuitions correspond to what other scholars investigating the genre have to say.

3.1 Interviews with book review editors

3.1.1 Objectives

Three journal editors were interviewed (each working in one of the selected disciplines for the study), with the objective of eliciting information on how BR editing and publishing occur and how expert members of these disciplinary communities see BRs and reviewers.

As already mentioned in Chapter 2, this ethnographic approach to the data was expected to elicit relevant information about book reviewing practices adopted in linguistics, chemistry, and economics. This, in turn, was expected to help me draw a profile of the communication practices adopted in each discipline as far as BRs are concerned.

The interviews provided information about the role played by BRs in the repertoire of academic genres. Among other things, the editors were asked how they saw their own field and which features of the disciplinary context should be taken into account in evaluating a book. Also, questions about who writes BRs, their significance to the field, and the kind of information expected to be conveyed by the genre were discussed. The interviews also served to inform the researcher about the fields of chemistry and economics to which applied linguists are commonly alien.

3.1.2 Interviewees

The three specialized informants were university professors working in the US at the time of the interviews (1994). They are: the BR editor of the *Journal of the American Chemical Society (JACS)* for 20 years, who has recently retired from the University of Michigan; the BR editor of *Studies in Second Language Acquisition (SSLA)*, who works as a professor of linguistics at Michigan State University; and the editor of the *Journal of Economic Literature (JEL)*, who works as an economics professor at Stanford University.

3.1.3 Procedures

The procedures adopted to carry out the interviews varied according to the geographical location of each editor and to their preferences as to the mode of communication. The chemist lives in Ann Arbor where the initial part of the research was done, therefore I met him personally and tape-recorded all three sessions of approximate 90 minutes each. Afterwards, the tapes resulting from these sessions were transcribed and analyzed.

The interviews with the economist happened in three shorter sessions totaling 60 minutes. These sessions were also taped and later transcribed and analyzed, with the difference that the economist was interviewed over the telephone since he lived in California, and for practical reasons, was unable to be reached personally.

Also for practical reasons, the linguist chose to be interviewed through the electronic mail. In observation of e-mail restrictions of time and space, each morning for

two weeks, the linguistics editor answered one or two questions of the questionnaire through the computer. I then retrieved her daily message, printed it, and analyzed it.

At the end of the interviewing process with the three editors, I was able to gather interesting information on the three disciplinary fields which will be reported and discussed in the remaining of this chapter.

3.2 Book reviewing as seen by book review editors

In my attempt to capture an insider's view on the topic, I have asked the three editors a variety of questions about the type, the amount, the organization, and the form of information they expect to see in a typical BR and what they think the readership of their journals expect from the reviewer^{ix}. Their answers are systematized by topics and as I discuss them I will draw on information from the scarce literature on this specific genre.

Based on the analysis of the interviews, I elaborated a set of generalizations about topics discussed with the BR editor in chemistry, economics, and linguistics (hereafter referred to as [C], [E], and [L] respectively). Each one of these generalizations about the editors' opinions on features of the genre appears in bold at the beginning of each section of the remaining of the chapter, acting as a summarizing statement for the discussion that follows.

3.2.1 Book review editing

The book review editor is responsible for choosing the kind of material that will receive a specialized criticism and for assigning this task to a member of the disciplinary community.

These editors are specifically designated to work with publishing houses, books, reviewers, length, amount, and style of BRs, in sum all the apparatus that the genre entails:

[C]

In the editing process of book reviews, the ultimate authority on all the policy of the journal is the (general) editor. Usually this person is concerned with other parts of the journal so the simplest way to go is just leave the book review editor alone to decide about the book reviews. If later on the chief editor does not like the policy established — too many book reviews or too long — that can be changed.

Since *JACS*, *SSLA*, and *JEL* are important journals in their respective fields, I assume that the very act of deciding which book is going to get reviewed and by whom, already produces effects on the disciplinary community:

[L]

The review editor is appointed by the general editor and is supposed to get the reviews done, i.e., choose books, assign reviews, remind reviewers of late reviews, make sure the review is OK, etc., with the help of the editorial office which does a lot of proofing and actually puts each issue together.

In choosing the right reviewer for the right book, editors follow different strategies:

[L]

The normal procedure in publishing a review in *SSLA* is by invitation. Unsolicited reviews will be published only if a reviewer has not been already assigned to review that specific book (...) Usually publishers send review copies

to the journal. Less frequently, the editor looks for new books through publishers' advertisements, and have them ordered.

In chemistry, specifically in the case of *JACS*, the editor himself sometimes functions as a reviewer, too:

[C]

In many cases the review editor ends up reviewing the book to get it out of the way.

This additional attribution may be due to the fact that in chemistry, scholars very often publish papers and books, making it very hard for editors to find a person available or willing to dedicate time to writing a criticism on someone else's book. However, the chemistry editor tends to seek (according to him, without much success) for top names in the field, despite being aware of the difficulty. C indeed defines the task of determining who is going to review what as 'a matter of desperation':

[C]

You use every possible source: knowledge of who is an expert in which area, colleagues, friends, any source. The preface and the introduction [of the book] may give a clue about who might be the experts in that field. Also announcements from the NSF (National Science Foundation) about who got research grants provide clues about who is an expert in which field. The editor then matches the list of names with the list of titles awaiting for being reviewed (generally 700 books a year). A lot of reviews in *JACS* were done that way.

Data banks are specially helpful in BR editing. Filled with names of scholars who have expertise in specific areas, these data banks provide editors with additional

information about who among these scholars have previously been requested to review books for the journal and what the outcome was:

[C]

We have a data bank with names of potential reviewers. The publisher sends a book to the review editor to look at it and determine the reviewer; a (form) letter is written to request that the person review the book; then the editor waits, hoping for a quick response. One may get no response at all or a flagrant no. Maybe the editor will have to bounce from one reviewer to another.

[E]

To determine who is going to be the reviewer for a specific book requires us getting some information about who are the people who are out there doing work, or who are knowledgeable in these areas. I know some areas of economics pretty well, so I can look at a book and provide an assessment of who might be a good reviewer. And my colleague who handles it on a day to day basis has strength in other fields and can do the same thing. But sometimes we might look at the bibliography of a book and try to determine from that which people have written extensively on these topics. If we invite a reviewer and he/she says no, we might ask the reviewer to suggest somebody else. A natural data bank is the membership of the [American Economic] Association.

[L]

The editor tries to look for reviewers who have some expertise in the area of the book that they are reviewing. She has a list of professionals in the area and their interests which she often consults. Also, she relies upon her own knowledge of people in the field. Previous experience with reviewers also counts, i.e., if they are reliable, if they get the review done, etc.

3.2.2 The role of book reviews

A book review serves the purpose of providing disciplinary members with information about newly produced knowledge according to discipline-specific criteria.

Book reviewing can be said to affect a complex network of relationships involving writer, reader, publisher, journal readership, etc. The answers given by C, E, L present

different perspectives on the role played by BRs in each disciplinary community. If we take the 22,000 members of the American Economic Association who receive the *Journal of Economic Literature*, for example, we are considering a very large audience that can be affected in ways that may be underrated. In chemistry, BRs apparently serve the purpose of informing practitioners about new publications more objectively than in the other two disciplines:

[C]

The purpose of a review is to inform the fellow chemists of the content and value of the book. The reviewer's main role is that of a good reader, giving an accurate and critical idea about what is inside the book, pre-digesting the book for the readership of that specific journal.

By 'value of the book', C means the practical value that the content of a book has in terms of interest for the readership and not specifically the theoretical value that the reviewer thinks the book has for the disciplinary body of knowledge:

[C]

[the role of book reviews is] to alert people to the existence of a new book; to inform about the book's scope, level of presentation (beginners, advanced, etc.), level of the expected audience.

For L, on the other hand, the role of BRs is more like a regulatory device that can influence the oscillatory movement of the disciplinary pendulum in favor of one or other author, theory, or tendency:

[L]

For *SSLA*, reviews are an important addition to the field. They are a way of establishing some sort of checks and balances. Other journals may not have the staff or the inclination to do it, primarily because reviews are not the central focus of the journal. Book reviews are valuable to the field and to individual scholars in a somewhat different way than scholarly articles. Book reviews are extremely valuable in informing the academic community about new publications and how they may relate to an individual's work.

Finally, when asked the same question, E had an intermediate position:

[E]

There are really two main purposes of these book reviews. The first purpose is to tell the reader exactly what they will find inside the covers of the book. In other words, the purpose is to describe the major lines of argument or the major findings in a book. The second purpose of the review is to offer some sort of evaluation of it. So there are two main goals and the purpose of the reviewer is to try and pack both a description and an evaluation in 900 or 1000 words or less.

Thus, it seems that in economics, at the same time that BRs are informative devices (more like chemistry), they serve the purpose of evaluating new contributions made to the wider body of knowledge of the discipline (more like linguistics). In respect to this last issue, it is interesting to note how E's concept of 'what is inside the covers' differs from that of the chemistry editor. While in chemistry it means the book's scope and level of presentation, in economics, the inside of a book is seen in terms of 'the major lines of argument or the major findings in a book', more similar to the way it is seen by the linguistics editor: 'a way of establishing some sort of checks and balances.'

Although their main role is to enhance scholarly interaction between researchers, BRs have at least one secondary role which is to provide librarians with accessible and synthetic evaluation of reference books (Chen, 1976:2). These librarians would represent non-expert readers and potential buyers of books that seek for highly qualified advice on what is relevant for the body of disciplinary knowledge at that point of the development of the research program. But aiming at this secondary objective can be negatively affected by delays in publishing BRs of new material, especially in fields that advances are measured at short intervals:

[C]

Reviewers have to work fast, but unfortunately, sometimes that is not what happens. A reviewer might take two years to hand his/her text back to the journal, after accepting the invitation to produce the review, in spite of letters and telephone calls.

Some books, for example, will be reviewed soon after being released and thus will have greater impact than others which may receive attention much later (sometimes so late that in fact other more up-to-date or better books would appear, making the very act of reviewing or buying the book a less important or even worthless action).

3.2.3 Reasons for reviewing books

For a junior scholar, it is an opportunity to get published and thus get started in the disciplinary debate that is fostered by journals. Although according to the editors, senior scholars do not do it on regular basis for lack of time and interest, book reviews can still serve them the special social function of acknowledging other senior colleagues' work. Finally, for less

active members, book reviewing is an opportunity to make a small, but perhaps frequent contribution to the disciplinary community.

According to C, E, and L, junior scholars are usually much more willing to review a book than a senior scholar. For a junior scholar, a BR can mean a way to participate in the disciplinary debate^{ix} with a less demanding task than, for example, a research article, which requires more time for reading and research procedures.

As recently pointed out by Wiley (1993), the editors emphasize that BRs have an ‘unremarkable’ character. Experienced and very active scholars are interested in the projection that a publication can bring and a BR is not important for enlarging a curriculum vitae (CV) or for getting career promotion:

[E]

Usually both senior and junior scholars are asked to review books. It is probably easier to get a junior person than a senior person. ...usually people refuse to write book reviews because they don't count very much for tenure... Junior scholars see this as an opportunity to get their name in print. A senior person has often been in print a lot and the novelty of that is worn off. Senior persons have often got more administrative duties, too, and therefore less time, but we are able to get senior people, too. Generally the junior person has not done this before or has done infrequently and likes the idea of trying his hand on it.

[L]

Senior scholars in the field are less likely to do reviews. They are usually too busy to write texts that do not count for much in their careers and therefore are less inclined to do them. Junior scholars with no/few publications are much more interested in getting something on their CVs.

[C]

Senior scholars in the field are less likely to do reviews. A lot of chemistry professionals never write reviews, and there are not many willing to act as reviewers because it is just not important enough.

The willingness to write BRs also depends on the institution in which the scholar works:

[C]

...a teacher working in a small college in which she has no real opportunity to do scientific research, but at the same time would like to give some kind of contribution to science. By writing a lot of book reviews, especially about books others will not want to spend time on, their contribution is made. Although reviews count very little as publications, in a very small institution, where there is little or no other source of publication, they may count as publications. At the University of Michigan, it is nothing.

In some cases, the unremarkable character of the genre is simply due to the low status that books have relative to other communication media in the discipline. As she investigated astronomy and geology titles, Chen (1976) found that these journals do not carry BRs consistently, suggesting that, in these disciplines, books may not be the preferred mode of dissemination of disciplinary information. This assumption finds support in the economics editor's words:

[E]

What has happened over time in economics is that the role of books as a whole, their importance, has fallen relative to the role of articles. So somebody who has professional interest will devote his efforts towards writing an article, rather than preparing the review of a book that may have questionable importance to start with.

L and E point out that book reviewing depends on personal preference or talent:

[L]

Some people are better at producing work, while others are better at evaluating or critiquing work, and some people can do both. Those who make their contribution to the development of science in a more creative way seem to be regarded as more significant professionals, although the reviewers are not to be seen as unimportant.

[E]

There are some people who always write reviews in opposition to others that never write them. Some people are quite willing and do it a lot. Other people, never.

Reviewers also seem to have ‘social’ reasons for reviewing books such as maintaining good terms with other discipline members, as illustrated by C:

[C]

Usually there is no personal interest in publishing a review except for putting your own opinions out in the public sphere. (1) A special case is when you think highly of somebody who has written a book and would like to review the book in order to give it a good review because you are convinced it is a good book. (2) At the same time you do not want it to get a weak or inappropriate review, and by writing the review yourself you make sure that this important book is reviewed properly. Emphasizing the good points and giving the bad points an appropriate perspective. (3) There is finally the situation in which having a book that needs to be reviewed, one contacts a colleague, saying that she needs to get that book reviewed and preferably by someone who really understands the subject. As a personal favor to that person, the colleague may agree to do it.

C’s statement can be seen as an illustration of existing social norms and power relations in chemistry that are exercised through book reviewing. A social norm of peer

manifestation of agreement (1), a sort of power relationship that can be established among members that support a certain approach to the discipline (2), or still a social norm and power relationship among peers of maintaining a closely linked ring of exponential members who control and orient the disciplinary debate (3). The picture that is drawn of chemistry is that of a tightly woven disciplinary matrix where editors contact expert members and ask them for ‘personal favors’.

C, however, also emphasizes the ‘scientific responsibility’ that academics have and that are observed through book reviewing practices:

[C]

...anyone who writes a book wants it to receive an appropriate review, therefore one should have scientific responsibility. Some people are responsible in that sense. Somebody has got to do it.

Still less noble reasons were recalled such as to get a book for free or just to kill time while waiting to get published in a more prestigious section of the journal:

[L]

Reviewers do it to stay active in the field, to get a free book, to publish something while finishing a paper to submit, or out of professional duty, although the value that a university/college will give to a published review may depend on the institution.

[C]

Professional duty or individualistic aims. It is not that by writing a review you get started in the academic scene, but it is basically what it does for the reviewer, increasing your awareness and understanding of the subject. To get a free copy of the book. To make own opinion public. Especially if it differs from that in the book.

Hence, there is a variety of reasons for writing BRs. In mainstream academia, it is certainly not for projection or career progression but, to a certain extent, for socializing with peers, maintaining contact among colleagues and for maintaining a powerful position evaluating advances in the discipline. Besides serving these purposes, BRs also provide a way to novice or less known members to use journals as a forum to present themselves to colleagues as active participants in the disciplinary debate.

3.2.4 Reasons for reading book reviews

Contextual factors such as the high costs of books for personal purchase and the need for efficient information on new material are the main reasons for reading book reviews.

Contextual factors can indeed affect the use of a genre. The cost of books is generally appointed as the main reason for people to read a BR. For C, the high prices that chemistry books usually have persuade readers to consult BR sections first. It seems that book prices can affect the use of the genre: the more expensive the book, the more people read BRs to make a decision on the worth of the purchase:

[C]

Specialists learn that the book exists and readers can make a decision about personal purchase or can recommend that the university library buy it if it is too expensive.

The chemistry reviewer seems the most concerned about the expenses involved in the whole academic activity when he calls attention to subscription prices:

[C]

Most journals are expensive in terms of individual purchases. Usually institutions like universities or industries will subscribe for them.

He also mentions that in *JACS*, although reviewers are contributing for the journal with a text that was requested by the editor, they do not get any form of payment while in other chemistry journals the reviewer gets some financial compensation for his contribution (in this case, journals offer something around US\$ 100 for a three-page double-space text). It is interesting to notice also that in chemistry, authors often pay journals to publish their research articles:

[C]

For book reviews there is no payment at all in either direction. For a research paper, it is somewhere between \$50 and \$100 per page but some journals have no page charges.

To my present knowledge, in linguistics, the usual procedure in getting a research article published does not include payment on the part of the author.

C mentioned that chemistry is an area directly linked to the industry and therefore involves application of greater amounts of financial resources on research. This idea of chemistry as a 'financially' sophisticated field may pass through different layers and aspects of the disciplinary culture. This may result in a special concern over costs in the discipline in general and in relation to publication fees in journals in particular. Less

'material' areas such as linguistics are not industrially bound and have been historically linked to classrooms, which so far do not constitute 'exchangeable goods' and thus may be less connected with the financial aspect of journal publications.

Another reason for journals to have a publication fee is that it may be an additional criteria to use in choosing who is getting published (on top of the usual factors such as relevance, importance, quality, etc., of the study being reported), as C explains:

[C]

There is a provision for poverty in case a research paper author cannot pay the page charge and has no available research grant for that area of research.

Thus chemistry researchers that have grants or any kind of financial resources are closer to be published than those that do not. In linguistics, not only book prices but also time affect BR reading:

[L]

People do not have the time/money to read/buy all the books available.

For E, buying books seems to be out of the question, therefore he concentrates on informative reasons for reading BRs:

[E]

Pretty much to find out what somebody is claiming or arguing or what results will be contained in a book. And also what people think of it. After reading the review, I'm not likely to buy the book, but I may well take it out of the library

In general, then, BRs have a far reaching function besides the regulatory activity of checking new tendencies in the discipline as pointed out by the linguist. They also help selling books, influencing people in the selection of which books they are going to check out of the library, buy for themselves, or advise the university library to buy as an institutional purchase.

3.2.5 Type of information associated with the genre

As a general rule, a book review provides description and evaluation of a new book, but the nature of this description and evaluation varies according to the disciplinary culture.

In a book written almost thirty years ago, Drewry (1966:57) states that the primary goal of an academic BR is to answer basic questions about a given book: who wrote it, what the book is about, how it compares with books by the same author, on the same subject, or in the same field. More recently, Steiner (1981) has postulated that the reviewer of any academic book should cover basic points involving a variety of aspects such as the extent to which the author has successfully attained the goals laid down for the book, including the accuracy in references or spelling.

According to both authors, two main types of information appear to be necessary in BRs:

1. description of the book - something about the author; information about how the book fits in the context of the discipline (e.g., a comparison of the book to others by the same author and in the same field); utility to readership;

2. evaluation of strong and weak points in the book - modifications and significance of revised edition; spot-checking for accuracy (e.g., in bibliographic reference or physical appearance); an exposition of the aims and purposes of the author.

According to the editors, a balanced view between description and evaluation is indeed desirable but hard to obtain:

[L]

It is desirable to maintain a balance between descriptive and evaluative language, with some people focusing on one over another. It is hard to separate evaluation from description since choosing to describe some parts and not others is already an evaluation.

Although all three editors can be said to agree with the descriptive-evaluative dimension of the genre, their answers to the question of what kind of information is expected in a BR revealed different perspectives on the reviewer-reader relationship. The chemist was little demanding on reviewers, expecting more objectivity in the information provided:

[C]

A balanced review will describe the content of the book and will provide some additional interpretation of it.

L, however, expects an in-depth analysis of the book, a highly critical evaluation of the existing connections among different topics within a disciplinary field. Such evaluation, differently from that expected by C, puts a lot of responsibility on the reviewers' part:

[L]

Information about the topic of the book and the range of ideas, the main thesis, some assessment of the contents and an evaluation of the coherence of argument. In case it is an edited book, it is important that the review brings the range of the articles and the interconnection among them.

Finally, the economist explicitly demonstrated concern for an essentially argumentative text in which the reviewer 'instructs' the reader about the book:

[E]

The idea is try and put the book in some sort of context. That's the purpose of that introductory contextual material: to put the book in context. And I think that sort of helps people who don't know the field, helps them place the role of this particular book that is under review.

Maybe we can find here indications of different types of reader-reviewer relationship. In economics, where the reader is referred to as 'people who don't know the field', this relationship seems less symmetrical than in chemistry, where the reader is 'the fellow chemist'. In discussing the ethics of book reviewing, Wiley (1993) examines

this issue in relation to variations of scientific status across disciplines. He states that in ‘not so well-established disciplines where members do not amply share a complex of theories such as in the humanities’ (ibid.:483), reviewers face the challenge of writing BRs, constructing a disciplinary context to frame the new book for the reader. Wiley emphasizes an asymmetrical perspective between linguistics writers and readers. His advice is that reviewers should not assume too much common knowledge with the readership, having in mind that readers may lack relevant information on the topic of the book, on research methodologies commonly adopted in the treatment of the topic, or still lack knowledge of the literature evoked by the reviewer (ibid.:482).

In fact, L points out that although the readership for her journal can be seen as ‘sophisticated’, the material she publishes will pose a variable amount of difficulties according to the reader’s expertise in the field:

[L]

Readership of the journal: people interested in second language acquisition. Less often, though, *SSLA* also publishes book reviews on discourse, bilingualism, teaching, child language acquisition, linguistics, etc. *SSLA* is aimed at a sophisticated audience, with no articles/reviews designed for specific backgrounds, although clearly some articles/reviews will presuppose more or less knowledge than others, and therefore will be harder or easier to understand than others.

E sees his readership as a large group of people with variable expertise, from senior scholars (like himself) to graduate students:

[E]

We are published by the American Economic Association so it goes to every person who pays his dues for membership in the association. So it goes to about 22,000 people. They are not simply subscribing to the journal. They are joining the association and, as one of the returns to joining, they are getting this as well as two other journals. Grad students also read the journal.

Although information and evaluation contents are expected to be common to all exemplars of the genre, Drewry (1966:7-9) asserts that there are different types of BRs and provides four dimensions to classify them:

a) *Objective vs. Subjective* BRs: An *objective* review is ‘book-bound’, i.e., it is focused on the book content and the author’s previous experience in the subject. In contrast, a *subjective* review is more ‘reviewer-bound’, concentrating on the reviewer’s own impressions at the book and on how the book relates to the reviewer’s own knowledge of the subject.

b) *Impressionistic vs. Judicial* BRs: The *impressionistic* review reports on the contents and aims of the book and states to what degree the author has attained these aims. The *judicial* review, on the other hand, is characterized by a scholarly critique of the book against the current state of knowledge in the field. As Drewry points out ‘scholarly, technical, and professional periodicals, making a specialized appeal and entrusting their BRs to experts, are most interested in judicial BRs’ (ibid.:8).

It seems that both the Objective vs. Subjective and the Impressionistic vs. Judicial categorizations can be viewed as involving a continuum between description and evaluation, with BRs located along this continuum, tending towards one extreme or the

other. Objective and impressionistic BRs, for example, can be represented by more descriptive texts that report on the contents of the book, with less explicit, subjective evaluation from the reviewer's point of view, with the content of the book being related to the field in a general way. This kind of text seems to correspond more to C's view on the genre.

BRs that are more subjective and/or judicial are those in which the reviewer expresses her personal views and explicitly assesses the value of the publication for the field. Considering E's and L's interviews, their idea is that economics and linguistics BRs tend in the direction of the subjective-judicial extreme of the continuum, where the reviewer is an expert that draws on his own professional knowledge and experience to criticize how relevant the book is for the discipline. Although rare, this kind of BR occurs in chemistry, and may convey very negative criticism as explained by C:

[C]

...Sometimes you recognize an author might have been a very competent author years ago but now she is outdated. This might result in the reviewer attacking the editor for allowing such an outdated material to be published.

For Drewry (1966:9), in order to fulfill its main function of critically informing disciplinary members about new books, BRs should combine aspects of the opposing dimensions so that the ideal text has qualities of both the judicial-critique and the impressionistic-descriptive continua. A book reviewer then has to balance the tendency

to offer the reader his views on the book and the opportunity for the reader to choose by herself basing her judgment solely on the contents of the book.

3.2.6 What is evaluated in a book

Different disciplinary communities evaluate books by different standards.

The characteristics that make a good book, i.e., that are taken into account by reviewers when evaluating a new publication, vary across disciplines. In chemistry, the reviewer concentrates on the time range of the references in the book in order to inform the reader if the book is up-to-date and the visual material such as index, tables, graphs, which usually help readers get information more rapidly and effectively:

[C]

A book that brings new information or casts a new light on old issues. Features like indexes are important in a scientific book.

As seen in the previous sections, in economics the focus is put on the consistency of the argument sustained by the author. In addition, reviewers often emphasize the mathematical treatment given to the discussion:

[E]

The idea of a good book in economics is a book clearly written, well argued, topical, there's what an economist might call "real value", there is something in addition to knowledge that a book has provided. Something that is not nearly a rehashing of old material. Because the field has become more mathematical, books are getting more tables and graphics, with more of this kind of visual material.

In linguistics, it seems that a book is valued by its capacity to innovate the field:

[L]

New and interesting for the readership of the journal, presenting a new way of looking at a topic, with a clear statement about arguments to be made.

One cannot help remembering Chomsky's BR of Skinner's *Verbal Behavior* (1959), the most well-known exemplar of the genre that has brought a new way of looking at the discipline. Chomsky's frontal attack on Behaviorism, the established paradigm in the field then, was considered devastating, and Skinner is said to never have quite recovered from it, 'claiming to have read neither of the major reviews [of his work] very far' (Harris 1993:270).^{ix}

Chomsky's BR consisted of a critical evaluation that brought about a shift in the scientific paradigm used in linguistic inquiry leading researchers across the border from behaviorism to cognitivism (Harris 1993:55), decisively influencing not only linguistics but also other disciplines like psychology and philosophy.

Therefore, new books are examined under different lights in each discipline. Reviewers' evaluations are framed by different issues such as the nature of the topics studied, the treatment given to data, the pace at which research programs advance in each discipline.

3.2.7 Book review format

Book reviews are usually short and condensed texts (between 500 (C) and 1,000 (E) words), appearing in a separate section at the end of journal issues, separate from the higher status section that includes the research articles. In general, no guidelines are provided. The safe way is to analyze text format of previous editions.

The editors were initially asked about the format of the information expected to be found in BR and all three said that the genre usually appears in the form of short texts.

[E]

I would find it difficult myself to write a book review much shorter than 900 words. We've talked about changing this length, but there doesn't seem to be much of a pressure to do so.

[C]

A book review should consist of two pages of double-space typing. But that varies with the importance of the book.

[L]

The length of reviews is limited so that more reviews can be published. There is also a page limit to the whole issue so that reviews cannot occupy too much space.

Chen (1976) investigates biomedical, scientific, and technical BRs. Although she does not see any correlation between length and 'the qualitative significance of a review medium' (ibid.:41), Chen finds that shorter BRs tend to be more general in nature (i.e., general biomedical) and less comprehensive than longer BRs found in specialized journals (i.e., anesthesiology). Chen also observes that length correlates with the time lag

between the date the book was published and the date the review came out: if the time lag is shorter than ten months, the text is no more than 441 words, if the time lag is more than ten months, the text has as many as 864 words. This may indicate reviewers' tendency in adopting a 'safer' approach in criticism, producing less evaluative BRs when the book is totally new to the discipline and they have insufficient feedback on the effects of the new publication. As time passes and they receive more feedback from consensual opinions on the book, reviewers may feel safer to provide more elaborated and critical arguments.

For the linguistics editor, length seems to be of secondary importance when style is discussed:

[L]

Not all reviews get published. Most do not need much editing, but some are sent back for stylistic revisions primarily, not for content.

In economics, style and length is a problem that is constantly dealt with:

[E]

There are exceptions, but usually we reject reviews because they are poorly written. We write back and... sometimes they come in longer than we asked them to. So we go back and ask them to cut material out. But sometimes we will go back and say that "This is really not well written and we'd like you to change it". And we make some suggestions on how they should change it.

but length regulations can also be changed if necessary:

[E]

We also identify some particularly significant books and carry every so often longer review articles. So for example, in the last issue of the *JEL* we published a long review article on a book by A.S. and this is not merely a book review but also an opportunity for the author to really talk about the field in greater depth.

And sometimes we do permit people to go over that limit, if they can make a good case for it. The cost always come into consideration. We have a budget that we have to adhere to. But that is not the primary reason. I think we could make a case if we thought one existed for more or longer book reviews, we simply just don't think the case is there.

A general tendency was observed among the editors that few journals provide clear guidelines to be adopted by reviewers as for the type of information to be included or the organization to be adopted in the text.

[E]

We actually send out guidelines to the reviewers along with some samples of what we regard as particularly good reviews. ...We do reject reviews because they are badly written, but what we usually do at that point is to write back to the reviewer and suggest some changes.

The short length of BRs seems to be conditioned by the very nature of the genre and by the less important role it has in the academic community (compared to a research paper, for example). However, length ultimately depends on monetary restrictions in journal policy in all three areas, and that can be changed in special cases according to the editors' opinion on the relevance of the book.

In general, there is a lack of formal criteria for the genre in the literature available on the topic. Steiner's (1981) advice, for example, is that if reviewers want to know

exactly what is desired for the genre, they should look at BRs in the journal in question. This advice demonstrates the lack of one specific set of general guidelines that holds for all disciplines, while also showing Steiner's awareness that each discipline/publication has its own idiosyncrasies.

In another attempt at generalizing the information organization of academic BRs, or 'book reviews on contemporary thought', Drewry (1966:62) states that the description of the structure of the BRs is similar to that of a news story, that is, an inverted pyramid, as indicated in Figure 3.1.

Figure 3-1 Overall organization of the academic BR according to Drewry (1966:62)

The inverted pyramid analogy represents a text organization in which the most important information comes first and is followed by the less important details. However, only a detailed text analysis can prove if this is indeed a productive model of the flow of information in the genre. In fact, as will be argued in Chapter 5, the analogy does not seem a very pertinent one.

3.2.8 Reasons for journals not/to carry reviews

Usually a small number of journals account for a large number of book reviews either for monetary reasons (reviews do not bring in dividends as in the case of chemistry articles) or for prestige reasons (as in economics where books are not as prestigious anymore, losing grounds for research articles).

In her study on BRs, Chen (1976) discovered that only a limited number of journals actually carry the genre. As a result, many BRs are released long after the book has been published and thus are of little use to non-expert readers such as librarians who need information on current literature in the disciplines (ibid.:24). Thus, most of the

main technological and scientific journals published in US and UK adhere to what Chen calls ‘Bradford’s law of scattering’, where a small number of titles account for a large number of BRs (ibid.:123). The same tendency is observed by the editors:

[C]

Most journals do not carry reviews because they take a lot of space and it is more economical to avoid redundancy by concentrating all reviews in one journal like *JACS*. It is the editor’s prerogative to decide whether the journal will publish reviews or not based on reality and economics like subscription rate, the income, etc. Every page which is given over to a book review, is a page which cannot be used for a research paper, and so the editor has to make a decision. Most editors will think that since *JACS* publishes book reviews comprehensively, they will not do it. They will publish more research papers instead.

[E]

We are one of the three journals that are published by the American Economic Association. The other journals are the *American Economic Review* and the *Journal of Economic Perspective*. The *JEL (Journal of Economic Literature)* was really set up in the 1960’s to try and cover bibliographic material that would be useful to people in research or teaching. At one time before that day, all book reviews were published in the *AER*. But the *JEL* was established to carry survey articles, book reviews, and lists of bibliographic information about the contents of current periodicals. So why do we do it? We do it because we were actually established for that purpose.

In addition, the results Chen obtained for engineering BRs showed that technical publications are reviewed much less frequently than those in science indicating that, in technical areas, book content is not critically discussed in the broader forums of academic journals.

3.2.9 The ethics of book reviewing

Evaluative texts are welcome but personal attacks are uncommon and undesirable.

BRs can indeed become formative by dint of consistent criticism that can potentially influence the way an author's new work is viewed by peers and the paths that future work will take (e.g., Chomsky's review of Skinner's book in 1959):

[C]

In one occasion, the review was highly critical, almost offensive so I read the review very carefully and decided to check on the book to see how well the review suited those points of serious deficiency pointed out by the reviewer. I checked it and they were all correct. After publishing the review, the author of the book was furious, threatening to consult with legal authorities about a law suit. I then wrote him back, supporting the reviewer's point of view, indicating the exact passages that were wrong. The author of the book never wrote back.

At the same time that the informants in this study convey the idea that book reviewing has been long seen as an 'unremarkable' genre, they demonstrate a particular care about the form that the genre assumes and the effects that it may bring about:

[L]

There is no advice regarding the use of much hedging since most reviews are positive, although there is nothing wrong with a totally negative review, as long as it is not an *ad hominem* attack. It depends on how it is done.

[E]

We do encourage people to make judgments. We also try to encourage people about how to express themselves.

[C]

Sometimes there are problems with careless or offensive reviews.

Sometimes the review editor sends it back for editing or ends up editing it her/himself. Sometimes the reviewer realizes the review is not likely to be acceptable but sends it anyway.

The genre influences the disciplinary community, functioning as a pronouncement, as a regulative device of the literary tradition, exerting some type of centripetal force in accommodating the new book into the existing network of publications and the current state of knowledge in the discipline. This view is corroborated by composition scholars that see the genre as endowing reviewers with gatekeeping power (Wiley, 1993:477), that varies with the recognition enjoyed by the reviewer, the perceived relevance of the work, and the status of the journal in which the BR appears. The reviewer's evaluation is an interpretive critique consonant with the 'ongoing discussions in the wider field...in professional publications, conferences, and...institutional sites' (ibid.:480) that participate in the configuration of the discipline.

Although, C mentions that reviewers tend to be objective, describing the book more than evaluating it, he alluded at two different occasions to the social role played by the genre. This social dimension of the genre is more evident when C is asked about the existence of 'reviewers' hidden agendas' in chemistry. C states that there is a lot of this in his field and that authors often complain to him about bad BRs of their books:

[C]

There are cases where the review is not offensive but it is not a good review where it might have been. The author of the book then charges the negativity of the review on the fact that the reviewer dislikes the author.

The author assumes that because the reviewer does not like him, as an extension the reviewer does not like the book either. We can see that this intention exists or at least is believed to exist by reading the responses authors write to negative BRs of their books.

Within my range of analysis (issues published in 1990), these responses are totally absent from my corpus but I was able to find special contributions in few issues, sometimes bearing very suggestive titles (*Fairness in reviewing: a reply to O'Connel*), serving as responses to reviewers as seen below:

I shall not respond to the alleged theoretical shortcomings, like the neglect of intention, as we can rest assured that O'Connel will shortly supply the theory of intention that the Western intellectual tradition has been waiting for a millennia or two. But I must correct some inaccuracies in the review, especially as they appear to support the view that "the manuscript was not yet ready for the publication."... Typographical or spelling errors do of course occur, but within the normal rates for any printed work. All this seems scant provocation for the opinion that "Such errors are of much more than passing interest in a textbook of psycholinguistics..." (*Journal of Psycholinguistic Research*, **21**(5):401-3)

His comments are, in my view, ludicrous, since they are based on a highly selective reading of the literature... All the authors do is throw their findings in the face of my account.... It is only through agonizing over complex findings of various kinds that a field can progress. Yet Badecker and his colleagues propose a different path: annihilate everything, shred a field to dust, avoid the facts (which they call "paradigm shift in neuropsychology"). This has been, and still is, unacceptable practice. (*Language and Speech*, **33**(4), 359-363)

According to the editors, bold or aggressive criticism, such as the one that gave way to the above responses, do not seem to be the rule. It seems that because the BR will probably have more readers than the actual book, reviewers commonly end their texts with a ‘hedging tone’ (Wiley, 1993). In other words, reviewers usually close their texts after providing background information about the field, the literature and the author, and principally after discussing strong and weak points. As they close the text, reviewers add a final recommendation stating whether or not the book is worth reading but this last move generally has a hedging tone to make their texts look ‘safer’ and probably avoid responses such as the ones seen above.

Wiley’s text serves to help us reflect about the function of book reviewing as a social practice within the disciplinary context. The judgments expressed by reviewers function as an inquiry into a discipline identity (ibid.:490) and ‘are motivated by an ethic to help the field understand its own disciplinary projects a little more clearly’ (ibid.:483).

3.3 Concluding remarks

From the editor’s opinions on the genre and from the literature referred to in this chapter, there is a set of conclusions that can be drawn in relation to formal features of BRs that will help guide the text analysis of the corpus:

- Text format can be expected to represent an inverted pyramid, with the most important information at the beginning and the least important placed towards the end. This can be translated as: the opening moves of BRs will be the most important

and obligatory, the closing moves will be gradually less important and as a result, will appear optionally. In addition, exemplars of the genre are generally short in length.

- Evaluation is the defining feature of the genre but it is not the sole component in BRs. Review editors also expect a description of what is inside the book and how it is organized, with varying degrees of detail. Therefore, the genre is evaluative and informative at the same time, with both description and evaluation of book contents assuming paramount importance in the text. In addition, the evaluative component of a BR varies across disciplinary boundaries. In chemistry, evaluation is mild (for one reason, because ‘an evaluative review is a lot of work’) and strongly evaluative BRs are undesirable, and may often cause trouble. While C believes that criticism create enemies if not expressed with moderation, BRs features that convey evaluation, such as hedging or directness, are seen as dependent upon the reviewer’s personality (for L) or upon her professional experience in the field (for E). Evaluation in book reviewing thus follows certain discipline-specific criteria. In chemistry, for example, the **recency** and **scope** of a book should be highlighted by the reviewer. Chemists want to know how wide the book spreads its view on the subject (superficially or in details). In linguistics, it is important that the reviewer provide some statement about the value of the book for the **readership** of the journal. Economics has become much more **mathematical** in recent decades: ‘I think it is correlated with the fact that verbal arguments are not as compelling nowadays as mathematical arguments’ (E).

A second set of conclusions refers to the social function of the genre and to how this is mirrored in texts. We can say that:

- Junior scholars are the discipline members that most consistently do the job of book reviewing. Senior scholars are worried about more important publications.
- BRs serve to enhance scholarly interaction between researchers in a field, either on symmetrical bases, as indicated by C: 'The purpose of a review is to inform the fellow chemists of the content and value of the book.' Or on asymmetrical bases (as indicated by E or, in the literature, by Chen (1976)): reviewers as experts addressing novice members or non-specialist readers.
- Asymmetrical relations between author and reviewer can be expected to result in evaluation with a hedging tone. As stated by C, 'many people who would ordinarily review a book on a given subject will not want to review it if that book is by a Nobel prize winner, for example. They do not want to be in a position of having to say something critical.' Whereas, symmetry in status between reviewer and author within the area of specialty may result in more explicitly evaluative texts with less hedging terms.
- Information on how the book fits in the context of the discipline must be included along with some reference to the book author (see Drewry, 1966; Steiner, 1981) therefore the social function of the genre is also represented in this reference to the disciplinary tradition, to the author's previous experience, and to the expected readership.

The discussion in the present chapter raises interesting questions concerning differences in book reviewing practices among disciplines. If BRs respond to the needs of science for evaluation and validation of scientific literature, then variations in features such as frequency and criteria for evaluation and description signal different disciplinary practices in using the same genre in particular ways. If that is indeed the case, then a) this variation can be expected to appear mirrored in text content and format, particularly in those passages in which reviewers describe and evaluate specific features of the book that are specially relevant for the field, and b) such variation has to be taken into account by text analysts and academic reading and writing teachers in order to adapt analytical and teaching procedures to a given field.

So far, I have explored connections between the cultural environment in the disciplines and text content and format. As I attempted to show from the editors' interviews, different disciplinary communities using the same genre can produce different configurations of surface text features. The question to be investigated here then is to what extent these generalizations based on editors' intuitions and experiences in book reviewing are maintained in actual exemplars of the genre, especially if analysis of text features in BRs goes across disciplinary boundaries. In relation to evaluation, it is possible that the analysis of the corpus of this study show a continuum between highly evaluative and highly descriptive texts across disciplines. In that respect, Drewry's (1966) conception of BRs as ranging from more subjective/judicial to more objective/impressionistic texts may be still valid as a classificatory scheme.

In the following chapter (Chapter 4), I will present the methods adopted in the analysis of the generic text structure of BRs in Chapter 5. The existing possibilities for field variation will then be explored in Chapter 6.

CHAPTER 4

METHODS

4.0 Introduction

One of the fundamental problems of text analysis research methodology is that of defining text staging and text variation in relation to context. As seen in Chapter 2, Section 2.5.1, it has been argued that text staging can only be accounted for by a pragmatic theory that aims to explicate functional features of language (see, for example, Paltridge, 1994). However, the present study favors the view that in trying to establish the systematicity with which rhetorical moves appear in genres, the analyst needs to take into account function, meaning and form. Consequently, text analysis requires a treatment involving the study of a complex network of linguistic features beyond the level of the sentence, and of contextual features related to the communicative event that uses language for its realization. In addition, as contended by Halliday et al (1964:87-9) about language variation, 'Language varies as its function varies: it differs in different situations'. Text variation, however, presupposes systematicity since one can only identify variation where there has first been identified some kind of norm from which texts can vary (see Todorov, 1976; Bakhtin, 1986). As defined by Nwogu

(1990:95) linguistic systematicity means ‘regularities which can be identified in language, and without which communication could not take place’.

As this is a study of texts pertaining to one specific genre — the academic BR — across three disciplinary contexts, its central questions derive from the notions of 1) *systematicity*, i.e., what regularities can be identified in the way information is organized in a text so that it can be recognized as an exemplar of a given genre, and 2) *variation*, i.e., what differences can be recognized in the way the same genre is adopted across disciplines in response to different configurations in the disciplinary context.

In trying to answer these two main questions, I will analyze language having in mind that form and function within a context will be in systematic variation in the progression of information along the text, i.e., form changes and so does function, and vice-versa. The description obtained from this view will concentrate on the generic regularities and the variations resulting from changes in context. This description will comprehend the following tasks:

- 1) The texts in the corpus will be compared on the basis of relatedness of the information they convey and the way it is organized;
- 2) The pattern of organization of information will be identified through a functional view of discourse structure in terms of moves and sub-functions;
- 3) Variation across disciplines will be studied in terms of evaluative language.

The present chapter is devised as an account of the methodological approach to the corpus-based analysis of academic BRs in terms of the *selection*, *collecting*, and *analysis* of the data for features of text organization and disciplinary evaluation.

4.1 The corpus

The corpus of the analysis comprehends a total of one-hundred-and-eighty (180) BRs containing 174,364 words, representing a sum of an equal number of texts extracted from linguistics, economics, and chemistry journals, forming three groups of sixty (60) texts from each discipline. The 180 texts for the corpus were collected from research journals between November 1993 and March 1994^{ix}.

These 180 texts are analyzed in two moments. First, a smaller corpus of 60 texts (20 in each discipline, encompassing 55,925 words) undergoes a detailed analysis for their rhetorical moves. This first moment of the data analysis, consisting of a detailed examination of a restricted number of exemplars of BRs in the corpus, is called the ‘qualitative analysis’.

In the second moment, all 180 texts are analyzed for terms of praise and blame across disciplines. As stated before, it is assumed that the frequency with which reviewers use certain terms to evaluate books and the nature of these terms can, to a certain extent, indicate how evaluative discourses vary across disciplinary boundaries. Therefore, with the help of a microconcord program, patterns of occurrence of evaluative terms are verified quantitatively (if certain terms are more or less frequent in one discipline than in another) and the context in which they occur. This second moment in the data analysis is called ‘quantitative analysis’.

As will be seen in the following chapters, each of the so-called ‘qualitative’ text analysis and ‘quantitative’ analysis of evaluative terms consists of a combination of

techniques involving quantitative and qualitative criteria, but their labeling is just for the sake of differentiating both treatments of the corpus.

4.1.1 Selecting the sources for the data

In order to select the sources, academic journals in each discipline were surveyed and 20 journals in each area were selected according to criteria of reputation, representativity, and accessibility (Nwogu, 1990).

4.1.1.1 Reputation

The first criterion relates to the reputation of the journals serving as sources for the data, i.e., they must be highly considered by members of the professional community as an indication of their representativity of the field. Hence, the selected publications were among the 20 most cited journals in each one of the selected three areas in the same year. These journals were ranked by the *SSCI* and *SCI Journal Citation Reports* (Garfield, 1989b, c) by ‘impact factor’ in the field, a ‘measure of the frequency with which the “average article” in a journal has been cited in a particular year’ (Garfield, 1986:10A).

4.1.1.2 Representativity

The second criterion for selecting the sources for the data is representativity, i.e., texts must be a reliable sample of authentic discourse of the three disciplinary communities in terms of variety. Sources must present reliable variation so that generalizations can be made about the entire genre of academic BRs without the risk of drawing generalizations about a specific style adopted by one given journal^{ix}.

Probably because they are not the central point of attention in academic journals, BR sections seem to be more subject to variation in assiduity of publication. Thus some journals have started and then stopped to publish a BR section while others seem to be in a transition phase. For *Applied Linguistics*, for example, from 1990 to 1992, a stated goal was ‘to *develop* the review section of the Journal through submitted reviews of important publications’. In the following year (the September issue of 1993), this aim is stated in a slightly different way: ‘The Journal *also contains* a review section’. This transition, from a hedged-like statement (‘develop’ suggests an incomplete stage or process) to a positive statement about their existence of a BR section, implies that the journal succeeded in developing the BRs section, probably due to consistent offers of BRs.

In seeking reliable variation in journals, first I verified the consistency of book reviewing in these journals, making sure that a BR section had not disappeared in two or three years prior to the start of this research project, or that it had just appeared in the issue in hand.

4.1.1.3 Accessibility

The third criterion concerns accessibility, i.e., the ease with which texts could be obtained by the researcher. To a certain extent, this criterion constrained the choice for those titles available at the four University of Michigan libraries with which I was working (English Language Institute, Chemistry, Natural Sciences, and Graduate libraries). Because not all of the top 20 journals in each field appointed by the *SSCI* and

SCI Journal Citation Reports (Garfield, 1989b, 1989c) could be obtained, I had to amplify the range of my search to the 30 most cited journals in their respective fields, as defined by the same citation reports.

According to Nwogu (ibid.: 92), accessibility can also refer to the difficulty or easiness with which the analyst approaches technical texts in other fields outside her own. To add mobility to the process of analysis, a non-specialist researcher can conduct a study in specialized disciplines either by using help from specialist informants or by relying on her intuitions and knowledge about how language works, limiting the analysis to intuitively observable linguistic features and their respective functions in the text.

In the present study, a combined approach was adopted. Through the interviews with specialist members of the discipline (Chapter 3), I obtained feedback about how BRs function within the different fields. At the same time, I relied on my intuitions and knowledge of how language works, focusing my analysis on those features empirically observable in the data.

4.1.2 Collecting the data

The basic criteria for collecting the BRs for the analysis was comparability and consistency between texts. All 180 texts were extracted from 1990 issues of journals that consistently carried at least two BRs per issue. The adoption of these criteria, however, restricted the number of journals that contributed with texts for the corpus in each area, i.e., not all journals served as sources for data and each area had a different number of reviewing journals. Thus the data collection was restricted to eleven (11) linguistics

journals, five (5) economics journals, and three (3) chemistry journals^{ix}. The selection of texts followed a set of criteria related to the configuration of the BR sections and to the texts themselves.

4.1.2.1 Book review sections

Only those texts appearing in a clearly stated ‘Book Review’ section were collected. Adoption of this procedure avoided the risk of including ‘review articles’ that have different objectives from those of BRs. In a ‘review article’, which is usually longer than a BR, writers are supposed to treat new publications in a more encompassing way and, very often, they analyze two or three books at a time. Differences between the two genres, however, may vary from one journal to another. In *Problems of Communism*, for example (one of the twenty top cited journals up to 1990 which gradually disappeared after the fall of the Berlin wall), there are BRs and review-essays. In the latter, the author examines a certain number of books in an attempt to define some concepts related to a specific issue, e.g., in reviewing two (or more) bibliographies, the reviewer may examine problems related to actually writing this kind of text (e.g., the subject him/herself, the scarcity of documents, etc.)^{ix}. Or the writer can review two or more books concentrating on their similarities (e.g., topic) or/and differences (e.g., approach taken)^{ix}.

In the journal *Economica*, on the other hand, BRs normally take ‘the form of a comparative review article dealing with a number of books on a similar theme’ (notes to

contributors inside back cover). Nevertheless, most of the time BRs and ‘review articles’ are treated as two distinct genres.

The number of exemplars of the genre per issue also varied depending on the title. Some journals in economics and chemistry had more than fifteen BRs per issue, spread along a set of different sections divided by topic. The thematic subdivision that comes first in BR sections is normally the one that relates directly to the title and the central theme of the journal (in opposition to ‘Volumes of Proceedings’ or ‘Applied Subjects’, for example). Therefore only those texts appearing in the first thematic subdivision of BR sections were collected. In linguistics, the ‘Bradford’s law of scattering’ does not hold as in the other two areas, i.e., most journal issues in linguistics carry BRs and, with a few exceptions, the number of BRs per issue is not so concentrated.

4.1.2.2 Basic text features

Some surface text features of varying importance were used as criteria for the selection of the data. They are:

- The reviewer’s identification: Since a common trace of the genre consists in book reviewers’ signing their texts, unsigned texts were eliminated from the corpus;
- The number of books being reviewed: This second criterion has to do with the differentiation between BRs and review articles. Texts that aimed at evaluating more than one book at a time were not considered in the analysis;
- BRs that focused on books that had the word ‘Proceedings’ in the title or in the text to refer to the book being reviewed were eliminated from the analysis. As pointed

out by the chemistry BR editor, BRs of proceedings usually have a different function and undergo a different editing process than that of ordinary BRs. They are usually very short, synthetic, with hardly any critical evaluation at all, and dedicate space to conveying specific information about date and place of a conference, and about the number of papers included in the volume. The usual lack of critical evaluation is perhaps due to the fact that the number of papers in a proceedings volume is so great that an in-depth reading of all texts is impossible. Or still because the need to evaluate proceedings is played down by their temporary character: proceedings may have been up to date when the conference was held, or continue to be for the next two years or so, but soon after that, the content will be outdated by more recent conferences and research;

- Length: According to the editors (C, L, and E), and to Steiner (1981), one of the very few authors to provide 'Advice on book reviewing', the usual length of a BR is three pages or less since it functions as effort and time saver not only for those who read it but also for those who write it. For readers, the genre provides information on previously selected books in a condensed and rigorous way (e.g., the book is evaluated by an expert member of the disciplinary community). For reviewers, it is a way to get published and thus show intellectual activity without having to conduct extensive research in order to produce an article of 8,000 words. Therefore, following Steiner's observations on academic book reviewing, I tried to select exemplars that were not much longer than 1,000 words.

The question whether the texts in the corpus can be recognized as BRs in terms of their text features relates to the representativity of the data. I considered that ‘the action being accomplished’ (Miller 1984:151) through the genre is two-fold — description and evaluation: the reviewer is performing an action of providing the reader with a critical appraisal of a written text. Therefore, after the skimming of each text, BRs that were solely descriptive, that did not have explicitly a point of evaluation, were not considered representative of the genre.

4.2 Qualitative data analysis

As mentioned in section 4.1, the data analysis of the 180 texts is developed in two distinct moments with the so-called qualitative analysis carried out initially. The section that follows is dedicated to explaining the methods adopted for this analysis.

4.2.1 Analysis of text staging

The qualitative analysis of the data consists of a detailed examination of the text structure of 60 randomly selected BRs among the 180 texts, with the objective of bringing forth the characteristic rhetorical organization of the genre in terms of moves and sub-functions, i.e., how reviewers describe and evaluate books across disciplines within the limits of the same genre.

A previous survey of five texts in linguistics (Motta-Roth, 1993) had indicated book reviewers’ tendency to first introduce and describe the book, then evaluate it, and at last close the text with a final recommendation for the potential reader. This tendency

was also evidenced in the report on the editors' interviews and on the literature on the genre in Chapter 3.

The 60 texts, divided evenly among linguistics, chemistry, and economics, were analyzed and compared for moves and sub-functions. As each text was being coded for moves, some difficulties arose in the classification of 'text parts that seemed not to fall into any of the moves' (Fredrickson and Swales, 1994:7). These parts were duly noted and will be discussed in Chapter 5.

4.2.2 Questions to be answered by the qualitative analysis

As stated in the introduction (section 1.2), the first hypothesis of this research is that the texts in the corpus will present certain general invariable features of rhetorical organization (all texts will have a closing move, for example) across disciplines. In trying to elaborate a schematic description — which I will call 'model' for lack of a better term — of the rhetorical organization of the texts in these 60 BRs, information progression patterns in the texts are examined having in mind the following questions:

- a) Which core rhetorical moves appear in all three disciplinary areas so that different BRs are recognized as exemplars of the same genre?
- b) Does the rhetorical organization of the genre vary across disciplines in terms of type and order of moves and sub-functions?
- c) How do reviewers open and close their texts? Do reviewers provide a final recommendation? How are opening and closing moves realized?

d) How and where in the text do reviewers describe the book? Which linguistic clues can be identified as correlating with this move?

e) How and where in the text do reviewers provide positive and negative comments about the book? How is positive/negative evaluation provided?

Based on the results obtained in this detailed analysis, a model of the core rhetorical moves of BRs is proposed and an inventory of terms employed to convey positive and negative evaluation is elaborated. The model is later examined against randomly selected exemplars of the remaining 120 texts (of the entire corpus of 180 texts) as a comparative parameter for the qualitative analysis. This comparison is an attempt to find out to what extent any exemplar of BRs breaks down neatly into the categories of rhetorical structure I devise in the qualitative analysis.

4.2.3 Linguistic clues and systematicity

As discussed in Chapter 2, a basic form of organization pattern in discourse is that of text structure which refers to the global structure of the form and function of the message as determined by contextual factors of text production. In the present study, text structure will be examined in terms of moves (following Swales, 1990) and will be identified by reference to certain *discourse markers* that function as linguistic clues that indicate rhetorical movement in the text.

When discussing authors' comments in medical discourse, Adams-Smith (1984) makes a distinction between objective and evaluative passages in the text and argues that in objective passages, the author produces 'objective statement of accepted fact'

(ibid.:25) while in evaluative passages the author evaluates what is being reported (ibid.:26-27). She analyzes the linguistic features that actualize subjective comments and the point in the text where these features occur. Through the examination of linguistic features such as adverbs (e.g., *surprisingly*, *dramatically*), or modals, she is able to detect where in the text interpersonal meanings are conveyed, revealing that, for example, the assessment of probability of the truth of the author's thesis occurs in as much as 80% of all author's comments in clinical case notes, 70% in research papers, and 53% in editorials (ibid.: 34).

There is, however, a certain amount of freedom in Adams-Smith's approach to texts in terms of theoretical premises. She does not explain how she decides about which linguistic items will be counted as a given instance of each one of her categories. Under the broad category of 'attitudinal markers', we find several different linguistic categories: adverbs, reporting verbs, nouns, personal pronouns, discourse structure, etc. Therefore, in trying to apply the same type of analysis to other texts, one may find it hard to decide if a given category is represented solely by a word or by the whole phrase or sentence in which it appears. Likewise, it is unclear whether a given item counts as a whole instance or just a portion of an instance to be completed by other words in the nearby context.

Such problems are not at all uncommon in the attempt to produce a qualitative analysis of texts which involves an interpretative task on the part of the analyst. Notwithstanding, I will use discourse markers ('lexical phrases' according to Nattinger and DeCarrico, 1992; 'lexical signaling' according to Hoey, 1983 and Dudley-Evans,

1986) as signals of rhetorical organization in BRs. I will resort to the following discourse markers: a) explicit lexemes; b) text connectives, validity and attitude markers; and c) summary statements and adversative expressions.

4.2.3.1 Explicit lexemes

Explicit lexemes are words that explicitly signal the content and function of each move by providing ‘explicit lexical clues’ which suggest stages of development of the text (Nwogu 1990: 129):

The methods used to collect data on patients with cervical and prostate cancer were identical with those reported in our retrospective study...(ibid)

In the example above, the underlined explicit lexemes indicate that the text that follows is a section in which the writer states the methods used in data collection. Explicit lexemes can also indicate the intended audience for a book as in This book is an accessible introduction’, where the audience is implicitly represented as beginners, due to the presence of the lexeme ‘introduction’ (as opposed to ‘advanced course’).

Explicit lexemes can also appear indicating the existence of material that is not part of the main text of the book like visual materials (e.g., tables) and additional sections (e.g., index) as in The companion Teacher’s Manual suggests that instructors use an inductive teaching approach’.

4.2.3.2 Validity markers, attitude markers, and text connectives

The idea of discourse markers has been used for classifying and recognizing writers' attitude towards the information conveyed in academic texts (Adams-Smith 1984; Barton 1993) and can be used in the identification of evaluative passages.

Vande Kopple (1985) argues that any text can be seen as having (at least) two different levels: informative and metadiscursive. On the first level, information is conveyed about the facts of the world so that the locutionary force of language is in action (i.e., 'the act of saying something' as a statement (Austin,[1962]1975:94)). Working within this level, we explore the propositional content of the message. On the second level, we access the 'metadiscourse' level, the language that is being used in the text to refer to the text itself, i.e., linguistic devices to guide both the writer's argumentation and the reader's interpreting of what is in the text ('the performance of an act *in* saying something' such as, signaling to the reader that the text is approaching its end.)

Among the seven different types of metadiscourse defined by Vande Kopple, three are specially meaningful for the definition of evaluative moves, namely, validity and attitude markers and text connectives.

Validity Markers (e.g., perhaps, may, might; clearly, undoubtedly; according to X) show evaluation, signaling the writer's appraisal of the probability or truth of the propositional content expressed (p.84). Verbal and non-verbal modals are specially useful examples of validity markers, as in 'Here Martin (1989) and Swales (1990)

would be important supplements... Here Gee (1990) and Edelsky (1991) could supplement McCarthy's book; both of these books offer a much more interdisciplinary and sociocultural view on...than does McCarthy.' In these sentences, there is an opposition between the hedged tone of the modals *would* and *could* and the affirmative tone of the unhedged verbs *offer* and *does*.

Attitude Markers (e.g., surprisingly, it is alarming to note that) reveal the writer's attitude towards the propositional content of her evaluation. They signal to the reader the reviewers' attitude towards the intrinsic value of the book (e.g., the comprehensiveness of this text makes it invaluable reading for anyone who...)

Text connectives, a third type of metadiscourse discussed by Vande Kopple, can be useful in the identification of text staging. Text connectives (e.g., first, second, third; however; for example; at the same time; as noted in Chapter 1) help in recognizing text sequential organization.

4.2.3.3 Summary statements and adversative expressions

Summary Statements (Nwogu 1990:133) signal the beginning of a concluding move by means of a concluding phrase (e.g., To sum up; All in all). They are commonly found in closing remarks (e.g., All in all, however, this is a well-conceived and stimulating text...).

Adversative Expressions connect two stretches of text establishing an adversative relation between them, e.g., despite, in spite of, however, nevertheless:

-
- (i) Other readers — given their own perspectives — will want to supplement McCarthy in other directions.
 - (ii) Nonetheless,
 - (iii) his book is a very useful contribution...

The basic meaning of the adversative relation is ‘contrary to expectation’ (Halliday and Hasan, 1976:250), i.e., it presupposes some previous line of argumentation. Therefore, Adversative Expressions can be useful in determining the closing moves in BRs.

Vande Kopple (1985) suggests that Metadiscourse relates to two of the three Hallidayian meanings of language: the textual and the interpersonal meanings of discourse. The *textual* meaning is associated here with discourse markers that indicate textual organization as in the case of explicit lexemes, summary statements, and text connectives. *Interpersonal* meaning is usually associated with subjective language as expressed by validity and attitude markers and adversative expressions. Therefore, evaluative lexical items such as attitude markers and validity markers can be expected, for example, to mark stretches of discourse that are explicitly evaluative while text connectives can be expected to indicate the organization adopted in a given stretch of discourse.

Using Swales’ (1981) suggestion of a color-coding system for analyzing moves in the qualitative analysis, all 60 BRs selected for this study are examined for metadiscourse markers and each sentence is read and marked in relation to their rhetorical function. The above metadiscursive markers will be used as signposts of

rhetorical movement and the immediate context of each sentence, the whole text, and the other texts in the corpus will be considered for comparison in the text analysis.

4.3 Quantitative data analysis

4.3.1 Analysis of terms of praise and blame

As seen in Chapter 1, the second hypothesis of this study is that some variation will be verified in evaluative passages where reviewers are expected to comment on the book, taking into consideration traditions and conventions of the discipline. In that respect, reviewers are expected to use words of ‘praise and blame’ to convey evaluation so as to influence the potential readership’s judgment of the book. Thus the book is evaluated positively or negatively ‘in regard to existing qualities’ (Aristotle, 1991:48) through propositions that ‘speak of virtue and vice’ where ‘not only a man ...is praised but [also] inanimate objects’ (ibid.:79). ‘Praise [or blame] is speech that makes clear the greatness of virtue [or vice] of the subject praised [or blamed]’ (ibid.:84). This evaluation is hypothesized to be done in accordance with the disciplinary community’s shared values, forms of argument and lexicon that convey common knowledge, constituting rhetorical devices (Leff, 1987:33). As put by Aristotle (1991:83):

Consider also the audience before whom the praise [is spoken]; for, as Socrates used to say, it is not difficult to praise Athenians in Athens. And one should speak of whatever is honored among each people as actually existing [in the subject praised]... (My emphasis)

If terms of praise and blame are found to have different patterns of occurrence, then the hypothesis that evaluation is realized differently in each disciplinary culture is confirmed. Differences in the use of evaluative terms are interpreted as signal of differences in the object of study, epistemological organization and values across fields, serving as evidence that textual features respond to the characteristic culture of each field. If this is indeed the case, then it can be suggested that any attempt to elaborate research and teaching programs in areas such as academic writing and genre analysis should acknowledge such variations in disciplinary contexts and texts.

In order to find out about the evaluative practices of different disciplines, the entire corpus of 180 BRs is analyzed with the help of a microconcord program (Scott and Johns, 1988) which makes it possible to search for specific words or expressions through large amounts of text. The terms of praise and blame usually employed by reviewers in each area are identified during the detailed analysis of the moves and sub-functions of the smaller corpus and later quantitatively analyzed across disciplinary boundaries with the help of the microconcord program.

4.3.2 Questions to be answered by the quantitative analysis

The quantitative analysis seeks to answer the following questions:

a) Do evaluative passages vary across disciplines in terms of length, intensity, subjectivity, etc.? What kind of vocabulary items, i.e., terms of praise and blame, convey evaluation across disciplines?

b) If there is such a variable portion of BRs, can it be argued that texts of a given discipline display similarities in their evaluative discourse as to set them apart from BRs in other disciplines?

c) Can we connect these field-dependent rhetorical features identified in the analysis of the texts to contextual features (e.g., are reviewers in chemistry more ‘objective’ than in economics as can be expected based on the editors’ interviews?)

If variations are identified in BRs across disciplinary fields, they can be valuable assets in the understanding of how we have to adapt academic writing pedagogies to the specific needs of each field of study. At the same time, if similarities are found in the texts across disciplines, they can be seen as evidence of the basic features of the genre and can be further used in teaching academic writing and reading.

4.3.3 Linguistic clues and variation

Variation in evaluative practices across disciplines is hypothesized to be determined by each disciplinary culture as socially constructed sets of values and interests in terms of object of study and theories.

As pointed out in Chapter 2 (Section 2.4.2), the term “disciplinary matrix” is used by Kuhn ([1962] 1970:174-210) to refer to a disciplinary culture, i.e., to the general availability of epistemological resources to practitioners of a particular field. As the field attains the status of mature science, resources available consist in essence of four elements: (1) “Symbolic Generalizations” (formal expressions generally accepted and employed without dissent over their meaning by group members); (2) “Metaphysical

Paradigms” (generalized commitment among members to particular theoretical models which help determine the inventory of researchable problems and their importance); (3) “Values” (merit which members have to discuss when having to choose ‘between incompatible ways of practicing their discipline’ (ibid.:185) as, for example, between quantitative or qualitative methods of analysis of a problem); and finally, (4) “Exemplars” (concrete applications of solutions to those problems created within the discipline which are to be learnt by students along the process of their ‘acculturation’ or ‘indoctrination’ — from text books, in laboratories, and so on — and which ultimately show how they are to conduct their practice).

I will analyze evaluation practices in BRs by focusing on the tendency of disciplines to employ specific ways to evaluate new knowledge production (“Value”) and to relate to previous knowledge (“Symbolic Generalizations” and “Metaphysical Paradigms” in Kuhn’s terms). To analyze variation in values I will examine the terms of praise and blame used to qualify the book or the author. To analyze variation in the way reviewers relate to the body of knowledge across disciplinary boundaries, I will concentrate on citation of previous books or studies on the topic of the book being reviewed and on exemplification as a way to identify concepts and theories that relate to the topic of the book.

Again Vande Kopple’s (1985) taxonomy of different types of Metadiscourse can be useful. *Code Glosses* help readers understand the meaning of specific elements in texts (e.g., a word, phrase or idiom) through the use of definition, exemplification, or explanation of such elements:

[L#8] He then discusses the seemingly antithetical functions of differentiation and categorization, that is, the needs to distinguish people and to fit them into a social matrix. Differentiation has often been taken to be the central function, but some systems are remarkably poor in this regard, for example, the Highland Scots share very few surnames and employ a small set of Biblical names. Individuals are, of course, differentiated by a variety of by-names, for example, genealogical, descriptive, derisive.

In [L#8], the reviewer feels that some expressions need further explanation, therefore the expression ‘antithetical functions of differentiation and categorization’ receive code glosses signaled by that is and realized by ‘the needs to distinguish people and to fit them into a social matrix’. The same happens to ‘some systems are remarkably poor in this regard’ which is glossed by ‘the Highland Scots share very few surnames and employ a small set of Biblical names’, signaled by for example.

Direct and indirect citation will also receive attention. By direct citation I mean the last name of an author plus the year of the reference and a list of references at the end of the BR. By indirect citation, I mean those cases in which the reviewer makes reference to another author **besides** the author of the book being reviewed:

[E#1] *Economics for a Civilized Society* is an essay on the theme that civic values must (in Etzioni's phrase) "encapsulate" competition, restricting the play of self-interest and the "war of all against all."

My choice of citation and exemplification associated with evaluation is based on previous studies of academic discourse (Thompson and Yiyun, 1991; Bazerman, 1988;

Swales, 1986) that have emphasized the evaluative character of these linguistic features. Citation and identification of concepts have been considered as relevant indicators of how a text invokes or responds to context. In his study of the connections between text and context, Bazerman (1988:25) cites four points of analysis:

a) The object under study: It can be analyzed in terms of the lexicon used to discuss it. Among other things, the precision of identification or the tightness of fit between name and object;

b) The literary tradition of the field: How the genre responds to literary tradition in the field can be examined considering explicit citation and implicit knowledge;

c) The anticipated readership: Citation also functions as indication of how the anticipated readership is viewed in terms of the types of knowledge and attitudes;

d) The author's persona: The way texts respond to context can be studied in terms of how authors represent themselves in their texts through the kind of statements and value assumptions they make (ibid.: 26)

In BRs, variation in the use of references and exemplification may indicate different roles played by disciplinary knowledge in evaluation (differences in how the book is considered against the previous literature in the context of the discipline). Variation in these two features can also indicate different positions in relation to knowledge and status of expected readership (e.g., novice or expert members). Finally, variation in the terms used to praise or blame a book or an author, can indicate variation in the projection of the reviewer's persona in different disciplines in response to features in the context.

I propose then to study variation within the genre of BR as a response to possible variations across disciplines, analyzing how reviewers in each discipline employ specific ways to relate to previous knowledge (citation and exemplification) and how they evaluate new knowledge production (evaluation). Variation associated with the object of study in the disciplinary culture will be examined in terms of the evaluative practices used, i.e., values associated with each discipline as, for example, how important mathematicization (formulas, measurement, etc.) appears to be to chemistry, economics, and linguistics. The literature tradition in the field will be examined by features such as how reviewers and readers are represented in the BRs as, for example, expert or novice members of the discipline, or as bearing a view of consensus or dissent over ideas conveyed in the book through citation and exemplification practices present (or absent) in the BRs.

4.3.4 Contextual features

There are features in the disciplinary context that were judged to be relevant for the discussion about the genre:

- if books are reviewed more frequently by senior or junior scholars;
- where reviewers are based in terms of professional assignment, i.e., working in traditional research centers or based in ‘off-network’ countries;
- in what language the books are written;
- where these books are being published.

The intention here is to find out more about book reviewing practices and about who these reviewers are. In order to answer these questions, all texts were coded in terms of (1) language used in the title, (2) country in which the book was published, (3) reviewers' affiliation to off-center (e.g., Africa and South-America) or mainstream countries (e.g., Europe and North-America), (4) reviewers' career status, i.e., Junior or Senior scholars.

In order to check the fourth item concerning each reviewer's career length and prior academic production (e.g., books, articles), two sources were consulted. One of the sources was the University of Michigan computerized interlibrary consultation system (MIRLYN), which includes an on-line catalogue of approximately 6.75 million volumes. The other source was the Source Index for the *Social Sciences Citation Index* (Garfield, 1989) and the *Science Citation Index* (Garfield, 1991). The year of publication of the first book or article by the reviewer as indicated in these Indices and in the MIRLYN system was assumed to be the beginning of the reviewer's publication career. Prior academic production was classified in terms of the different entries for the reviewers' names in the Indices (papers) and in the MIRLYN system (books).

The criteria to consider a reviewer as a senior scholar were: 1) professionals working for more than 15 years, with at least one book published or 2) professionals working for more than 8 years, with more than 2 published papers per year. All other reviewers that did not meet at least one of these criteria were classified as Junior scholars (including also those scholars whose production could not be traced in the information system).

4.4 Concluding remarks

As has been pointed out in Chapter 2, determination of move boundaries is not a clear-cut process. As other approaches to genre analysis (e.g., Bhatia, 1993; Hasan, 1985), move analysis is a rather subjective (content- and form-based) analytical process that depends on the observation of a combination of various linguistic features that point towards the rhetorical organization of the text. More than one signaling device is usually found in any one given passage, as illustrated by the following example:

(i) For the student...it is (ii) an ideal book...

There are at least two different signaling devices in the example above: explicit lexemes (i) that signal to the reader the kind of audience that will most probably profit from the book; and attitude markers (ii) that signal positive evaluation. Therefore, it is important to have in mind that the analysis will have to account for overlapping categories, that is, at times move embedding will happen and certain words or expressions will function as more than one of these types of Metadiscourse. In that respect, the context plays an important role in deciding which the main function of a given item is.

In the next chapter I will proceed to the text analysis proper, trying to identify the generic text structure of BRs within the theoretical-methodological framework defined here.

CHAPTER 5

TEXT ANALYSIS

5.0 Introduction

My main goal in this chapter is to search for evidence of a generic text structure underlying different exemplars of BRs. To this end, the rhetorical moves and the linguistic forms that they commonly assume in the genre will be investigated. A schematic description of the rhetorical organization of texts belonging to the genre BR will be proposed in the form of a model.

5.1 An overview of the rhetorical organization of book reviews

Considering what I have learned from the editors, from the literature on the topic, and from my own previous survey of BRs in linguistics (Motta-Roth, 1993), I developed a preliminary reading of the 60 texts. This initial analysis revealed an overarching four-part organization as follows:

Move 1 - Introducing the book
Move 2 - Outlining the book
Move 3 - Highlighting parts of the book
Move 4 - Providing final evaluation

Figure 5-Erro! Apenas o documento principal. Overarching four-part organization of BRs

Two basic aspects concerning text length were revealed by the analysis. The first aspect was that not all moves had the same length. In most cases, reviewers provided short introductory and closing moves (with an average of 3.8 sentences in each move across disciplines), and longer and more elaborate development sections encompassing Moves 2 and 3 which very often stretch for several paragraphs (see sample analysis in Table 5-2 ahead).

Secondly, at the same time that reviewers are found to allocate more space for describing and evaluating each part of the book, it is evident that they also tend to use more syntactically elaborated sentences in Moves 2 and 3. This may suggest that these moves are more explicitly argumentative than the opening and closing ones, requiring a more elaborated rhetoric to explain the ‘what’s’ and ‘why’s’ of the description and evaluation provided by the reviewer.

These four moves are very often visually signaled by paragraph shifts so that boundaries between them co-occur with paragraph boundaries. The opening paragraph usually encompasses the **Introducing the book** move. Here the reviewer provides background information on the book, stating its basic characteristics, e.g., if it is a collection of texts by different authors or if it is a text by one author, if it is a book on a variety of topics within a broader area of interest or if it is focused on a single topic. This introductory paragraph basically provides five pieces of information about the book: central topic and format, readership, author, topic generalizations and insertion of book in the broader field of study to which it relates.

The descriptive move, **Outlining the book**, is usually the longest one, appearing in the next few paragraphs. It includes a detailed description of how the book is organized, e.g., in parts, chapters, sections, etc., what topics are treated in each chapter with what approach, and what kind of additional information such as graphs, pictures, and tables, is included in the book.

The second longest move is **Highlighting parts of the book**. It conveys focused evaluation, i.e., the critique of the book properly said. Here the reviewer concentrates on specific features giving a positive or negative comment with varying degrees of hedging, from definitive to very mild criticism or praise.

In general, the closing move, **Providing final evaluation**, is explicitly signaled at the beginning of the last paragraph by a lexical phrase such as ‘In sum’, where the speaker signals to the interlocutor that the text is reaching its end. In this final section, the reviewer’s point of view is clearly stated to the reader in a definitive appraisal of the book, i.e., whether the book is worth reading or not.

In the next section, it will be discussed how each one of these moves is realized in the texts.

5.2 Canonical moves

With few exceptions, all 60 BRs include the four canonical moves shown in Figure 5-1, demonstrating the existence of a rather consistent pattern of information organization in the texts.

The idea of a basic text structure for the genre is supported by the fact that, although no clear guidelines concerning content or form are provided to reviewers in

journals, the BRs analyzed display a very consistent pattern of information organization. Table 5-1 shows a summary of the results of the qualitative analysis of the first 60 texts for the number of BRs (N) having Moves 1 through 4 with correspondent percentages (%))^{ix}.

Table 5-Erro! Apenas o documento principal. - Presence of moves per discipline

	Moves							
	1		2		3		4	
DISCIPLINES	N	%	N	%	N	%	N	%
CHEMISTRY	20	100	20	100	17	85	19	95
LINGUISTICS	20	100	20	100	18	90	20	100
ECONOMICS	20	100	19	95	20	100	19	95
TOTAL	60	100	59	98.33	55	91.67	58	96.67

The results indicate that the texts tend to have a rather homogenic organization, and that Moves 1 through 4 are consistently present in a typical BR irrespective of the field. The canonical organization of the information in the genre can be defined in the sequence they normally appear as:

Move 1 Due to its incidence of 100%, Move 1 is what can be called a typical move of BRs. It serves the purpose of situating the book within a theoretical, methodological, and many times, in the case of economics and linguistics, a sociopolitical context. It introduces the new book through its insertion in the disciplinary matrix, i.e., by providing the potential reader with information about topic, intended

audience, authorship, disciplinary knowledge, and previous literature. Its relevance for the genre seems to bear some parallelism with the importance of Move 1 in research articles (RA).

In both genres, BR and RA, writers aim to establish the rationale against which their texts can be understood and one way to do that is to make topic generalizations to situate the article's or the book's contribution to the current state of knowledge in the field. One of the differences between the RA and the BR, however, is that in the RA the writer aims at making the reader recognize the text as an important contribution along a chain of research tradition in the field. In the BR, what is important is the book's contribution to the literary tradition in the field.

In Swales' (1990) CARS model of article introductions, the writer defines the territory within which her research can be recognized by reviewing previous research in the field. The writer acknowledges the work of other researchers and, by doing that, defines the line of research that her work follows, preparing the stance, i.e., the position from which her own work and thus the results to be obtained can be examined. Likewise, in the BR, the writer alludes to the line of publication of the book (topic, theoretical rationale adopted in the book, etc.), either by stating that the new book fills a gap left open by previous publications or by showing it continues a tradition (in a series devoted to texts that discuss one topic, for example). Move 1 then sets the background knowledge for the reader to accompany the reviewer in the evaluation of the book.

Move 2: The next move to appear in the sequential order of discourse presentation comprehends the 'descriptive portion' of BRs. It describes the book in relation to overall

organization, to each section, and to extra-text material. Sentences in Move 2 follow a highly stable sequence in the sense that they usually discuss chapters/parts/sections in the same sequence in which they appear in the book.

This is the second most frequent move (after Move 1), appearing in 59 of the 60 texts (98.33%). The exception to the 60 texts is one BR in economics ([E#13]) which could not be classified as having Move 2 because the parts integrating the book are not fully described. Indeed, the whole text organization in [E#13] differs from what can be called an academic BR in the terms defined here. The text can be said to be evaluation-fronted, i.e., the opening statements are clearly evaluative and make clear the reviewer's discordance with the material he has in hand. This is indicated by emotionally loaded expressions that somehow seem to be outside the realm of economic debate such as 'fanfare', the allusion to the dismay caused by the 'no-show' of the 'Haley comet in 1986':

[E#13] The fanfare that surrounds the European Community's program for completing the internal market by 1992 rivals that which preceded the return of Haley's comet in 1986. One wonders whether the event can live up to the hype in this instance any more than it did in the other.

The reviewer goes on maintaining this ironic tone, portraying the authors as lacking authority and academic responsibility:

The Economics of 1992 represents a part of the E.C. Commission's effort to convince the world (and themselves) that it might.

The main portion of the BR is then devoted to a political dispute between the reviewer's (contrary) opinion about the possibilities of success of the European common market and what the report says (favorably) about it. What follows the introductory paragraph is a highly evaluative appraisal of the arguments present in the book (Move 3), without any sense of sequential order of presentation that may suggest an idea of how the book is organized, which is the defining characteristic of Move 2.

I was frustrated as well by the organization of the book. There is substantial repetition of arguments and findings. Yet often the information needed to assess a particular quantitative result is withheld until the second or third statement, or even the appendix. Consider, for example, the bottom line estimate of the total economic gain from completing the internal market. This figure (4.5-6.5 percent of GDP) is first mentioned in Part A, then again in Part E. But only in the appendix do we learn that the figure has been generated by adding together components derived from standard, comparative static calculations applied to a model of a competitive, partial equilibrium, and those that purport to measure the benefits from increased economies of scale and more intense oligopolistic competition. Of course, the latter benefits can arise only if the assumptions that underlie the first set of calculations are violated.

The failure in associating stretches of the text with the model that attempts to represent the information organization of exemplars of BRs can be credited to the fact that the new publication being reviewed is not, in fact, a book, but a report. Thus its review can be expected to present some variation from that of a book per se. In addition, according to the reviewer, the academic character of the publication is doubtful:

But overall, the report struck me as much more an exercise in advocacy than an attempt at serious scholarship.

Besides defining the publication not as a book but as a report, the reviewer states that it is not an academic piece of work, therefore this may account for the fact that it escapes the normal approach academic books receive in book reviewing.

In line with the considerations above, Move 2 can be defined as typical since it is present in all BRs (except for [L#13], as already explained).

Move 3: It has been pointed out by discourse analysts (as, for example, Labov & Waletzky, 1967; Hoey, 1983) that evaluation is usually interspersed throughout texts and may escape strict classification as a situated discursive act. Apart from the evaluative character conveyed by terms of praise and blame appearing throughout the text and differently from the descriptive function of the preceding Move 2, Move 3 appears as a situated stretch of discourse that evaluates certain features of the book found to be specially relevant. According to Table 5-1, it is also highly frequent (91.67%), therefore it can be said to be typical also. Although small, this range of optionality (8.33%) may stand as a paradox since the genre is by definition evaluative, however, one should notice that the next move in the sequence (Move 4) is also evaluative and provides the evaluative component to those BRs where Move 3 is absent.

Move 4: This is the third most frequent move in the corpus (96.67%). It functions both as an evaluation and the closing of a BR. It is more or less like the final portion of narratives, the ‘coda’ (Labov & Waletzky, 1967), which signals the end of the text, referring the interlocutor back to the ‘actual world’. Move 4 signals that the BR is reaching its end by bringing back the reader to the world ‘outside’ the book, i.e., while

in Moves 2 and 3, the reviewer was ‘inside’ the book, commenting on its parts, in Move 4, the reviewer looks at the book from the outside, providing a general view of it.

Moves 3 and 4 are the evaluative portions in BRs but they vary in terms of focus. While in Move 3, parts of the book are focused, in Move 4, future applications of the whole book are discussed.

The five BRs (three in chemistry and two in linguistics) without a Move 3 lack evaluation of specific parts of the book. Although some evaluative words are used to refer to certain chapters, the reviewer just emphasizes the organization of the book and then goes on to closing the text with a final recommendation of the publication. No consistent evaluative discussion of specific parts of the book is provided, as can be seen in the samples below.

[C#8] Move 2 - After reviewing the structural and energetic properties..., the authors present various mathematical models which are used to simulate the different levels of motions allowed in these systems... The application of these theoretical approaches for the establishment of correlations between structure and function in protein and nucleic acids is illustrated and critically evaluated. ...

(Move 3) ----

Move 4 - This is a superbly self-contained book which can be understood not only by researchers who wish to gain some insight into..., but also offers a variety of information and provides an excellent reference source to the scientists already in the field. It is rewarding reading for those of us interested in...

This book should make a valuable addition to both institutional and personal libraries and is suitable for adoption on a graduate level course list in biophysical chemistry.

[L#5] Move 2- The introductory chapter illustrates functional explanations based on processing strategies and information structure. ...The remaining chapters of the book are concerned with two other types of functional accounts...

Chapter 2, “Pronouns and Reflexives (1),” presents an excellent historic overview of approaches to...

In Chapter 3, “Direct Discourse Perspective,” Kuno shows that ...

In Chapter 4, “Pronouns and Reflexives (2),” Kuno further develops the claim that ...

Chapter 5, “Empathy Perspective,” presents a refined version of the theory of...

(Move 3) ----

Move 4 - This book contains many valuable insights and observations on English grammar, as well as analyses which could serve as the basis for comparative work on the role of functional concepts in second language acquisition...

One important feature revealed by the analysis is that there is no exemplar of BRs in the corpus without both moves, that is, in all texts, there is at least one of these evaluative moves. In other words, wherever Move 3 is lacking, Move 4 provides evaluation (e.g., [C#5], [L#3]) and vice versa (e.g., [C#3], [E#14]).

Finally, Move 4 was absent from two BRs since the texts lacked an explicit closing.

[E#14] Move 3 - We also know from the few theoretical papers using free entry and exit that trade policies work substantially differently than they do in models with fixed numbers of firms. The case for subsidies in particular is far weaker in the former models. If we combine this observation with the (arguable) view that reality supports the use of free-entry models, then we have to find this book a dangerous guide to policy. The neglect of entry is compounded by the fact that (1) no space at all is devoted to integrated versus segmented markets assumptions; (2) nothing is said about differentiated intermediate inputs, a topic that is receiving great attention in the new dynamic models and (3) there is no discussion of multinationals (or any other type of factor; mobility) and their ability to transfer production in response to policy incentives and disincentives. I cannot accept that these four topics are of less importance to intelligent policy-making than Cournot versus Bertrand, and tariffs versus quotas, both of which are analyzed in exhaustive detail.

[C#3] Move 3 - This work is quite theoretically oriented, as might be expected since Alonso is a theoretical physicist and March is a theoretical chemist. And since the majority of work in this field has been done by physicists, the literature

referenced reflects this. Nevertheless, as chemistry expands further into material science and nano phase materials, this book should be very useful. The organization and writing are excellent. Some chapter sections are particularly well written, such as the discussion of very small metallic particles (e.g., 19 atom mixed clusters), bonding of transition metals to nontransition metals, supersaturated solid solutions by ion implantation, magnetic iron alloys, predictions vs. experiment for surface segregation of alloys, and many others.

In these two texts, the reviewer fails to signal to the reader that the end of the text is approaching (e.g., no metadiscursive device such as ‘in conclusion’ is used to signal closing). In [C#3], the flow of the text is opening up to a more global view of the discipline as a whole and a final recommendation is provided:

Nevertheless, as chemistry expands further into material science and nano phase materials, this book should be very useful.

But, despite this movement towards the outside of the book, the reviewer goes back inside and looks for specific parts to evaluate, even brings examples which, by definition is a movement towards the part and not the whole.

The reason for these texts to be classified as lacking moves is inconsistency with the text structure commonly found in exemplars of the genre. Although these inconsistent texts are published as BRs, they lack certain basic rhetorical features that were found to be present in the corpus.

In the next section, this rhetorical structure will be examined in terms of its sub-parts, i.e., rhetorical sub-functions that are part of and help in the realization of each move.

5.3 A model of the rhetorical pattern in book reviews

Figure 5-2 shows a schematic description of the information organization of BRs.

Move 1	INTRODUCING THE BOOK
Sub-function 1	Defining the general topic of the book
	and/or
Sub-function 2	Informing about potential readership
	and/or
Sub-function 3	Informing about the author
	and/or
Sub-function 4	Making topic generalizations
	and/or
Sub-function 5	Inserting book in the field
Move 2	OUTLINING THE BOOK
Sub-function 6	Providing general view of the organization of the book
	and/or
Sub-function 7	Stating the topic of each chapter
	and/or
Sub-function 8	Citing extra-text material
Move 3	HIGHLIGHTING PARTS OF THE BOOK
Sub-function 9	Providing focused evaluation
Move 4	PROVIDING CLOSING EVALUATION OF THE BOOK
Sub-function 10A	Definitely recommending/disqualifying the book
	or
Sub-function 10B	Recommending the book despite indicated shortcomings

Figure 5-Erro! Apenas o documento principal. Schematic description of rhetorical sub-functions in BRs

As the passages corresponding to each move in the texts are examined in detail in the qualitative analysis of 60 texts, a pattern of rhetorical sub-functions is revealed in the interior of each move. The model in Figure 5-2 represents how information contained in BRs is most commonly advanced through eleven sub-functions and four canonical moves. It should be noted that, although the overarching structure of the moves holds for almost all exemplars of BRs, the sub-functions revealed a considerable variation in frequency and order of appearance. This may result from a number of reasons such as the fact that, because BRs comprehend a genre that has not been explored in depth and about which little has been said concerning text features, there is a lack of explicit guidelines for the genre^{ix}. Reviewers then may use a certain amount of freedom as they construct their arguments in specific ways around a commonsensical goal of informing readers about a new academic book.

As will be seen ahead here and in the next chapters, sometimes a variable ordering of these sub-functions were found to occur in the corpus maybe as a result of different strategies of emphasis. For this reason and also because they do not build up on each other, sub-functions are not referred to here as ‘steps’. Differently from steps, sub-functions do not follow in a sequence of necessary parts in a dove-tail construction, but instead combine as a ‘constellation of elements that articulate moves’ (Swales, personal communication) in a more flexible order. The linguistic realization of the eleven sub-

functions found in BRs can be seen in the sample analysis of a text in linguistics in Table 5-2^{ix}.

Table 5-Erro! Apenas o documento principal. - Sample analysis of a linguistics text

[L#1]
<p>Introducing book: (Sub-function 5) <u>The appearance of this collection of articles</u>, edited by Ulla Connor and Robert Kaplan, marks an effort to extend the research field of text/discourse analysis from studies in which focus has been spoken language and, more recently, reading comprehension to the analysis of written texts and to the teaching of ESL composition. (Sub-function 1) <u>An underlying assumption of the book (and hence its title) is that</u> cultures have preferences for rhetorical structure that may differ from each other even when the meaning to be expressed is the same. This, in turn, has pedagogical implications.</p>
<p>Outlining: (Sub-function 6) <u>Following</u> an introduction by the authors, <u>the book is divided into three parts</u>. (Sub-function 7) <u>Part 1</u>, Theoretical Backgrounds, <u>includes</u> two articles whose purpose is to provide the theoretical framework for an understanding of text linguistics: “Cultural Thought Patterns Revisited” by <u>Robert Kaplan</u> and “Text Linguistics for the Applier: An Orientation” by <u>Nils Erik Enkvist</u>. <u>Part 2</u>, Models: Exposition and Argument, <u>presents studies that</u> illustrate the application of theory to practice: “Text as Interaction: Some Implications of Text Analysis and Reading Research for ESL Composition” by <u>Patricia L. Carrell</u>; “Argumentative Patterns in Student Essays: Cross-Cultural Differences” by <u>Ulla Connor</u>; “A Contrastive Study of English Expository Prose Paraphrases” by <u>Ulla Connor and Peter McCagg</u>; “Observations on the Development of the Topic of Simplified Discourse” by <u>Liisa Lautamatti</u>; and “Contrastive Rhetoric and Text-Type Research” by <u>William Grabe</u>. <u>The final section, Part 3</u>, Inter-language Studies, <u>represents language-specific concerns and includes</u> “Reader Versus Writer Responsibility: A New Typology” by <u>John Hinds</u>; “Written Academic Discourse in Korean: Implications for Effective Communication” by <u>William G. Eggington</u>; and “English in Parallels: A Comparison of English and Arabic Prose” by <u>Shirley E. Ostler</u>. (Sub-function 8) <u>Following each of the selections, there are</u> questions for discussion and further study. (Sub-function 2) Because the authors recognize that their book may be read by many who are new to the field of text/discourse analysis, (Sub-function 8) <u>they have provided a bibliography that can serve as a comprehensive reading list</u>.</p>
<p>Evaluating: (Sub-function 9) <u>Although</u> providing studies in text analysis that may be useful to the ESL composition teacher is a <u>worthy endeavor, this book falls somewhat short of its goal. This is due in part to a less than clear-cut notion of an intended readership</u>. As the editors state in the introduction, “The editors hope, obviously, that this volume will find an audience” (p. 5). In fact, it is never clear just who the audience for this book will be. Researchers in any of the several fields covered in the book, including text analysis, contrastive rhetoric, schema theory, and ESL composition, will not find the coverage of any one area comprehensive enough to provide a basis for future research. Students new to the field will, likewise, need to do a great deal of background reading before being able to place most of the articles in a coherent research framework. Practitioners will find the implications for teaching minimal.</p>
<p><u>In addition to the lack of an intended audience, the editors seem to try to accomplish too much</u>. This is reflected in the fact that the organizing principle of the book is not clear. Unfortunately, the introductory article by Robert Kaplan begins with his attempt to refine his earlier (1966) claim that different cultures use different rhetorical structures and that this has pedagogical implications — a view that leads to the need for studies in contrastive rhetoric. Studies that reflect this view, however, are not introduced until Part 3, unless one considers the fact that at least three of the studies (Connor, Connor and McCagg, and Grabe) seem to fit into this category as well. The very cogent and succinct presentation by Enkvist could easily have been used as the organizing framework in that he discusses briefly four models for text analysis — sentence-based, predication-based, cognitive, and interactional — and mentions a fifth, process linguistics, that may be particularly applicable to teaching composition. Although readers are invited (in the first question for study and discussion) to classify the articles in the remainder of the hook into Enkvist's typology, why didn't the editors themselves do this?</p>

Closing: (Sub-function 10B) The lack of an organizing principle, then, seems to lead the editors to try to include a little bit of everything. Perhaps this is unavoidable to some extent in a volume that tries to do something that has not been done before. Thus, it would be unfair to dismiss the book out of hand even with the shortcomings that have been discussed. This contribution by Connor and Kaplan to the field of ESL composition should serve as an impetus for researchers to consider written discourse as worthy of linguistic study in its own right and for practitioners to look to text analysis for insights into the teaching of ESL composition.

To determine the rhetorical structure of the genre, each sentence was analyzed and coded for the sub-functions that they realize. One aspect readily observed was that no direct correlation between sentence boundaries and move boundaries (and even sub-functions) were found in the texts so that the same sentence could include different sorts of information, with more than one move or sub-function.

Thus the same sentence can have two sub-functions in the same move, one containing another as in:

[C#1] Move 1 (Sub-function 5) This book surprisingly is very good. While most books of this ilk (technology introductions), in their effort to give cursory treatment to many topics, do not have sufficient depth in any topic to be useful, this one provides excellent coverage (Sub-function 2) **for chemists or other scientists or technologists not specifically schooled in** testing and characterization of polymers].

In C#1, Sub-function 2 — Defining the readership for the book — is embedded in Sub-function 5 which conveys information on how the new book contrasts, agrees, or simply fits with other literature on the same topic (as seen ahead in section 5.4.1.5). In this case both sub-functions belong to the same introductory Move 1.

Sub-functions can also appear dislocated from their original position across move boundaries, with one move containing another as in:

[L#1] (Sub-function 2) Because the authors recognize that their book may be read by many who are new to the field of text/discourse analysis, (Sub-function 8) **they have provided a bibliography that can serve as a comprehensive reading list.**

Sub-function 2, Informing about potential readership, and Sub-function 8, Citing extra-text material, normally appear apart from each other in different moves (Move 1 and 2 respectively), but in L#1 they occur in one single sentence, with Sub-function 2 embedded in Sub-function 8 as a subordinate clause.

In the present analysis, a move/sub-function was considered to be embedded in another move/sub-function by syntactical criteria, e.g., subordination, noun complement, and by semantic/pragmatic criteria, i.e., whenever the information contained in a stretch of text had a clear direction in relation to the rhetorical movement of the whole text and a piece of information with different content and function is inserted in that sentence as a phrase. A move as a higher order category can only be embedded in another move, while sub-functions can be embedded in another sub-function or move.

Thus in an example such as:

[C#1] This book surprisingly is very good. While most books of this ilk, (technology introductions), in their effort to give cursory treatment to many topics, do not have sufficient depth in any topic to be useful, this one provides excellent coverage for chemists or other scientists or technologists not specifically schooled in testing and characterization of polymers.

the sentences have a clear discursive function of relating the new book with the previous literature. However, the complement of the expression ‘excellent coverage for’ adds a piece of information of different nature, concerning the expected readership for the book. Therefore, an embedded Sub-function 2 indicates that the book is aimed at ‘chemists or other scientists or technologists not specifically schooled in testing and characterization of polymers’.

Sub-function 2 demanded special attention since it was commonly found to recur at different points of the text as an iterative element, specially in the closing move of BRs (Sub-functions 10A and 10B):

[L#7] (Sub-function 10A) **In short**, this is a first-rate writing textbook (Sub-function 2) for the advanced ESL student.

In L#7, the closing character of Move 4 for the BR is signaled by the expression **In short**, a discourse device used as ‘lexical phrases’, i.e., unanalyzed chunks of language in certain predictable contexts (Nattinger and DeCarrico, 1992) that function as ‘metadiscourse markers’ (Vande Kopple, 1985) defined in Chapter 4. After appearing for the first time in its regular place in Move 1, Sub-function 2 may reappear embedded in Move 4 towards the end of the text, as shown in the example above.

As the analysis progressed, it became clear that these cases of move/sub-function embedding would account for difficulties in the identification of the rhetorical sub-

function of each sentence in separate. Thus the establishment of moves and sub-functions in those cases which presented move embedding, recursiveness, or reordering demanded a close analysis of the immediate context of the sentence, of the whole text, and also of the other texts in the corpus for the purpose of comparison and definition of consistent criteria.

In order to demonstrate how stretches of text consistently realize the same rhetorical sub-function across disciplines and in order to show the linguistic clues that can be associated with these sub-functions, in the remaining of this chapter each one of these sub-functions will be discussed and exemplified with excerpts from chemistry, linguistics, and economics.

5.4 Rhetorical sub-functions in BRs

5.4.1 Sub-functions appearing in Move 1 - Introducing the book

Reviewers usually open the BR with an introduction of the book by providing the reader with five types of information represented by each sub-function below, as previously introduced:

Sub-function 1	Defining the general <u>topic of the book</u>
and/or	
Sub-function 2	Informing about <u>potential readership</u>
and/or	
Sub-function 3	Informing about <u>author</u>
and/or	
Sub-function 4	Making <u>topic generalizations</u>
and/or	
Sub-function 5	Inserting book in <u>the field</u>

Each one of the five sub-functions can alone or in combination realize Move 1, providing background information on the topic, readership, author, and field of the new publication to contextualize the description and the evaluative comments that follow. Therefore, although the five sub-functions in Move 1 rarely appear at the same time, they are not mutually exclusive^{ix}.

5.4.1.1 Sub-function 1 - Defining the general topic of the book

Sub-function 1 is a frequent component in BRs, appearing in 35 of the 60 texts (58.33%). With this sub-function, the reviewer provides information about the topic of the book or about the theoretical approach used by the author to discuss such topic. Reviewers often call attention to the book in the opening sentence with a nominal phrase that can assume one of the following forms, with the latter as the most frequently adopted: (a) the title of the book in italics; (b) the pronoun *This*; (c) a cataphoric nominal phrase such as ‘this/the book/volume’ accompanied by a verb in the present tense. Usually the verbal form ‘is’ plus a subject complement appears accompanying (b) and (c), as seen in Table 5-3.

Table 5-Erro! Apenas o documento principal.- Move 1: Focus on the book in Sub-function 1

NOMINAL PHRASE	PRESENT TENSE + SUBJECT COMPLEMENT
----------------	------------------------------------

<p><i>TITLE</i></p> <p>[L#2] <u>Essays on the English Language and Applied Linguistics (EELAL)</u></p> <p>[L#9] <u>Speak into the Mirror</u></p>	<p>is <u>a festschrift</u> celebrating Gerhard Nickel's 60th birthday.</p> <p>is <u>an elementary account</u> of the development of anthropological linguistics, told as a “story” of the progression from structural linguistics, to Boasian ethnography, and finally to Bakhtinian translanguistics.</p>
<p><i>This</i></p> <p>[E#5] <u>This</u></p> <p>[E#9] <u>This</u></p>	<p>is <u>the kind of book</u> that sums up the spirit and the experience of a long and interesting life, lived both in universities and in the world of finance and banking.</p> <p>is an interesting and well written book on new classical economics, which gives this school of thought a fair treatment.</p>
<p><i>This/The book/volume/monograph</i></p> <p>[C#18] <u>This book</u></p> <p>[C#20] <u>The book</u></p>	<p>is <u>intended to be a textbook</u> for a rigorous course on matrix-based methods in chemistry and physics.</p> <p>Is <u>an introduction</u> to the field of boranes, carboboranes, and their metal-containing derivatives.</p>

Less often, in the opening sentence, reviewers call attention to the approach taken to deal with the topic of the new publication, making reference to the author of the book. The reviewer uses nouns (*the author(s), William J. Barber*) and verbs implying verbal activity by the author(s), (reporting verbs such as *write, edit, argue*), as seen in Table 5-4.

Table 5-Errro! Apenas o documento principal.- Move 1: Focus on the author in Sub-function 1

<i>NOMINAL PHRASE</i>	<i>REPORTING VERBS</i>
<p>[C#8] The authors of this book have a long-standing interest and are recognized experts in the field of atomic motions in proteins and nucleic acids. They</p>	<p><u>have written</u> a well-organized book which introduces the reader to the various aspects of internal dynamics in macromolecules.</p>

[L#4] Beginning with the assumption that “individual differences in normal language development can be used to learn about the componential structure of the language faculty” (p. 10), and using a wide range of quantitative techniques through 12 studies, Bates, Bretherton, and Snyder	<u>seek to determine</u> whether there are identifiable boundaries between grammar and semantics, between comprehension and production, and between role and analytic processing in language acquisition.
[E#3] William J. Barber	<u>has edited</u> the American part of a multinational study of the institutionalization of political economy at universities in Europe, Japan, and North America.

Still less often, reviewers opt for calling attention to book **and** author by mentioning both in the opening sentence:

[C#15] “Anthracyclines represent one of the most useful and widely prescribed classes of anticancer agents” **writes J. W. Lown, the editor of this book in the series with the general title “Bioactive Molecules”**.

[L#7] *Academic Writing: Techniques and Tasks* **by Ilona Leki is a writing textbook** for the advanced ESL student who is collegebound.

[E#14] **Helpman and Krugman's new book** follows their earlier work, *Market Structure and Foreign Trade*, which focused on the positive theory of trade with imperfect competition and increasing returns to scale.

Sub-function 1 then refers to the book. Even when clear reference is made to authors, they are mentioned as a way to situate the main argument in the book within the disciplinary matrix.

5.4.1.2 **Sub-function 2 - Informing about potential readership**

Sub-function 2 appears in only 20 of the BRs (33.33%) and was also considered optional. Besides defining the topic (Sub-function 1), the first sentence can also inform about the potential readership for the book (Sub-function 2):

[L#7] *Academic Writing: Techniques and Tasks* by Ilona Leki is a writing textbook for the advanced ESL student who is collegebound.

[C#3] This is a timely book and should be useful to chemists, material scientists, and especially physicists involved in metals research.

[E#15] This book should become a standard reference for economists interested in the performance of the European Monetary System (EMS) during its first decade of operation.

Considering [C#5] below:

[C#5] They have real value for practicing silicon chemists, organic chemists who need comprehensive source material on silicon chemistry, and students who want to explore an important area of organic chemistry.

Expressions such as *They have real value for* accompanied by a defined class (*practicing silicon and organic*) of elements (*chemists*) followed by relative clauses like *who need comprehensive source...*, or *students who want to explore an important area...*, constitute explicit lexical clues for potential audience for the new publication. Through the use of linguistic devices such as relative sentences, the reviewer gradually narrows down the type of audience that most probably will profit from reading that book.

Sub-function 2 can also appear in the following sentences of Move 1, indicating readership less explicitly in constructions that use explicit lexemes such as:

[C#5] (Sub-function 2) This book provides a wealth of information for a basic understanding of the flow injection Analysis-atomic spectroscopy (FIA-AS) technique.

In C#5 above, the reviewer uses ‘a basic understanding’ to imply that the level of treatment of the topic is for those readers that do not have very much knowledge on the topic, in opposition to ‘specialized’, for example.

Sentences were classified as Sub-function 2, whenever explicit reference was made with the use of explicit lexemes to the reader’s interests (e.g., ‘designed’, ‘indicated’, ‘recommended for’, ‘for those’, ‘useful to/for’), expected background knowledge (e.g., ‘introductory’, ‘basic’, ‘beginners’, ‘advanced’), or level of education (e.g., ‘post-graduation’).

5.4.1.3 Sub-function 3 - Informing about the author

Move 1 can also encompass sentences that give background information about the author (Sub-function 3). In 12 texts (20%), reviewers have chosen to provide the reader with a perspective on the author’s past publications and professional experience. Sub-function 3 is the least frequent in Move 1 but whenever it appears it also helps to situate the book in the disciplinary matrix. Reviewers can realize Sub-function 3 either by:

- (a) Indicating that the author is well-known in the field:

[L#2] (Sub-function 3) The majority of contributors are European. Among the more well known are R. Berndt, D. Bolinger, J. Firbas, S. Greenbaum, W. Lehmann, B. Malmberg, E. Nida, F. Palmer, L. Selinker, J. Sledd, J. Svartik, and J. Vacheck.

[C#8] (Sub-function 3) The authors of this book have a long-standing interest and are recognized experts in the field of atomic motions in proteins and nucleic acids.

(b) Showing familiarity with the author:

[E#1] (Sub-function 3) First, disclosure. Greg Davidson once worked under my supervision. Both he and Paul Davidson are friends.

Besides serving the purpose of informing the reader about the author, these two variations of Sub-function 3 display the reviewer's authority. By showing to the reader that she knows the 'who is who' of the profession, the reviewer represents herself as an experienced member of the discipline.

Sub-function 3 often makes reference to author's name in association with terms referring to professions such as 'staff members', 'political scientist', 'economist', and terms referring to authority 'experts', 'Emeritus professor', 'researcher and thinker' to provide information about the author's position within the disciplinary matrix.

5.4.1.4 Sub-function 4 - Making topic generalizations

Still as an introduction of the book in Move 1, reviewers tend to make considerations on how it relates to the body of disciplinary knowledge. In 18 texts

(30%), the reviewers do this by presenting statements about known evidence, facts, or theories in the field. At this point, reviewers do what can be called ‘topic generalizations’ named after Sub-function 2 of Move 1 in Swales’ CARS model (Swales, 1990) of research article introductions.

As already defined by Swales (ibid.:145-7), statements that make topic generalizations in research article introductions generally fall into two categories: statements about *knowledge or practice*, or statements about *phenomena*. Likewise, reviewers tend to present the same two kinds of topic generalizations. The first type of topic generalization in BRs refers to the current body of knowledge in the discipline, or as Swales explains in relation to research articles, ‘the state of the art — of knowledge, of technique, or ... current requirements for further progress’ (ibid.:146):

[C#5] ...(Sub-function 4) the technique has now been clearly shown to have many widespread applications in analytical chemistry. One of these important applications, of course, is atomic spectroscopy...

[L#18] (Sub-function 4) How authentic student communication in the foreign language classroom can be realized is probably the most pervasive professional question today. Therefore, the focus of this review is on the pedagogy related to meaningful student discourse in *DSL*.)

[E#7] (Sub-function 4) Privatization has become an important British export. A policy which, ten years ago, was favoured only by what seemed a lunatic fringe now occupies the centre of the political stage, and has been imitated around the world.

The second type of topic generalizations in BRs presents the topic of the book basically in four ways:

(i) By providing definitions for key terms and background information on specific topics explored in the book:

[C#15] (Sub-function 4) “Anthracyclines represent one of the most useful and widely prescribed classes of anticancer agents” writes J. W. Lown, the editor of this book in the series with the general title “Bioactive Molecules”.

[L#6] (Sub-function 4) Sociologist Milton Gordon (1978) describes assimilation as having two components. The first, which he calls *behavioral assimilation*, involves.... The second, which he calls *structural assimilation*, involves...

[E#16] (Sub-function 4) During the period^{ix} one begins to witness the formation of European feudalism and Europeans increasingly come in contact with peoples from other continents. The period provides the background to the development of European capitalism and world systems, as outlined by Immanuel Wallerstein and others...

(ii) By referring to episodes in the research program of the discipline, invoking the authority of recognized research practices, as expressed by terms such as ‘usually’ ‘research’, ‘the monetarist school’, or the authority of expert members, as expressed by nouns referring to professional activities such as ‘economists’, ‘editor’, ‘sociologist’, sometimes accompanied by proper nouns:

[C#16] (Sub-function 4) The success and recognition gained by a scientist are usually measured by the frequency with which his or her publications are cited.

[L#19] (Sub-function 4) In the 1970s and the early 1980s two discoveries by experimental psychologists led to a notable advance in our knowledge about linguistic development and about the ways in which children learn to read. One discovery was of the great difficulties that young children have in making phonological distinctions which are transparently obvious to most adults — or, at any rate, to most literate adults. ...

The second significant discovery was of a strong connection between this form of awareness, which became known as phonological awareness, and the business of learning to read.

[E#8] (Sub-function 4) Since the 1960s, the monetarist school has argued for eliminating discretionary monetary policy by central banks. In the 1980s a heterogeneous group of monetary economists (including F. A. Hayek, Milton Friedman, Richard H. Timberlake, Leland B. Yeager and this reviewer) has gone a function farther, and argued for eliminating central banks.

In addition to providing background knowledge to introduce the book, topic generalizations have at least one additional rhetorical sub-function. By making appeals to other experts, reviewers project an authoritative self-image since these experts are represented as authorities that aver the generalization made by the reviewer.

(iii) By using Code Glosses (see Chapter 4) or explanations of technical terms related to the title or topic of the book in generalizations (Sub-function 4):

[L#20] (Sub-function 4) Prosody in this case is defined as the characteristic of relative prominence for some syllables (stress).

(iv) By using affirmative statements, the reviewer presents knowledge as facts or general truth, i.e., information that she knows to be the case in the discipline under variable circumstances.

[C#16] (Sub-function 4) Only a few reach a status which transcends such criteria, and these become the subjects of biographies. As a result, suddenly it is not only their already well known scientific achievements that are of interest, but also their childhood, upbringing and private lives.

[L#12] (Sub-function 4) The Limbu language is a member of the Karanti subgroup of the Tibeto-Burman family. It is currently spoken by approximately 220,000 people, primarily in eastern Nepal and in the neighboring Indian state of Sikkim.

[E#5] (Sub-function 4) On the capitalist side, there is the Great Depression, the long inflation... Then, on the other side, there is the immense disillusionment with socialism... As we have seen recently, this disillusionment has led to a rise in the legitimacy of private property and enterprise.

In scientific discourse, statements in the present tense tend to be regarded as generalizations and therefore can act as background information for the reader (Nwogu, 1990:140).

5.4.1.5 Sub-function 5 - Inserting the book in the field

The former sub-function introduces the subject of the BR by appealing to known facts in the field. Likewise, the last sub-function in Move 1 presents the book by focusing on the disciplinary field. Sub-function 5 seems specially relevant to fundament the reviewer's evaluative argument since it is the most frequent sub-function in Move 1, appearing in 42 of all BRs (70%) irrespective of the field. It is similar to Sub-function 4 in that it contextualizes the book in the literary tradition of the field, building common knowledge between reviewer and reader. The difference between Sub-functions 4 and 5 is that in this last sub-function in the introduction of BRs, the reviewer inserts the book in the field, not by making topic generalizations, but instead by:

(a) Stressing the role of this new publication as filling an existing gap, using :

(i) Explicit lexemes with superlative meaning ('most', 'best', 'first', 'highest', 'unique', 'outstanding', 'timely', 'well timed') to emphasize the importance of the new publication, or lexemes that imply the idea of deficiency or negative evaluation of previous publications ('lack', 'least', 'need', 'unlike',) to suggest that the new book is filling up a gap in the literature:

[C#7] (Sub-function 5) This is the first book that is devoted entirely to semi-rigid polymer chain molecules in dilute solutions, the characterization of their conformation, and their hydrodynamic and optical properties. As such, it fills an important gap and should be well received.

[L#20] (Sub-function 5) Nevertheless, it comprises an extensive study of relative prominence in Modern Greek (henceforth MG), a language about which very little acoustic research has been published. In fact, to this reviewer's knowledge, it is the first monograph on the acoustics of MG.

[E#7] (Sub-function 5) This book is the most wide-ranging account so far of the economics of privatization.

(b) Stressing the role of this new publication in continuing an already existing tradition in publishing or research on the topic:

[C#9] (Sub-function 5) This volume is the 25th in the series which started in 1963.

[L#2] (Sub-function 5) This collection is volume 18 in the *Studies in Descriptive Linguistics* series, under the general editorship of Dietrich Nehls.

[E#6] (Sub-function 5) This is the third book to have appeared in recent years on the differentiable approach to general equilibrium (GE) theory, the other two being Dierker's 1974 lecture notes and the more up-to-date Mas-Colell's 1985 excellent text on the subject (*Theory of General Equilibrium; a differentiable approach*). Since the pioneering work of Debreu, in *Econometrica* (1970), the differentiable approach (differential topology) has been extensively applied to GE theory.

(c) Stressing the role of this new publication in counter claiming existing trends in the discipline:

[C#17] (Sub-function 5) Is there a justification for a book which, in the form of a collection of review articles, treats heterocycles with seven to twelve atoms in the ring?

[L#5] (Sub-function 5) This book synthesizes and further develops some of Kuno's research on functional explanations in syntax. Its main purpose is to demonstrate how formal and functional principles interact to explain facts that have been problematic for purely formal accounts. Kuno assumes a Government Binding framework, although he notes that his functional explanations are in principle independent of any particular theory.

[E#5] (Sub-function 5) Flexner ...is a severe critic of the Chicago School, with its tunnel vision seeing only the market.

(d) Giving an overview of the recent history of publications in the discipline and how the topic fits within it, using temporal orientation of the Present Perfect Tense:

[C#5] (Sub-function 5) More than 10 years has passed since the publication of the first papers on flow injection analysis (FIA) and ... and therefore, this book comes along at a very appropriate time.

[L#11] (Sub-function 5) Some of the material has appeared before in journal articles and has been presented at conferences in Europe and North America.

[E#16] (Sub-function 5) This time in Europe, on the border between prehistory and history, has long fascinated archaeologists such as V. G. Childe and others interested in the development of European societies and cultures.

(e) Making reference to events in the development of the disciplinary research program that relate to the topic of the book, often using the Present Perfect tense:

[C#13] (Sub-function 5) This book meets a need arising from the growth of interest in supramolecular chemistry, especially since the award of a Nobel Prize to Pedersen, Lehn and Cram for their work in the area.

[L#19] (Sub-function 5) The existence of a connection between phonological awareness and reading has been confirmed in more recent research and our knowledge about this link has been extended.

[E#19] (Sub-function 5) In a recent review essay Judith Bennett has summarized how the European history of women's oppression as workers goes back to at least the twelfth century (" 'History that Stands Still': Women's Work in the European Past," *Feminist Studies*, 14 [2,1988], pp. 269-83).

Move 1 with its five sub-functions, then, catches the reader's attention, initiates communication, and introduces the book from a global perspective of the publication in terms of general information on its topic (Sub-function 1), readership (Sub-function 2), author (Sub-function 3), topic generalizations (Sub-function 4) and the literary tradition in the field (Sub-function 5).

After the introduction, the reviewer advances to Move 2 where each one of the several parts that make up the publication is analyzed. Now the object of discussion gradually goes from the whole to each separate part of the book.

5.4.2 Sub-functions appearing in Move 2 - Outlining the book

Move 2 describes the organization of the book with one or more of the following sub-functions:

- Sub-function 6 Providing general view of the organization of the book
and/or
- Sub-function 7 Stating the topic of each chapter
and/or
- Sub-function 8 Citing extra-text material

5.4.2.1 *Sub-function 6 - Providing general view of the organization of the book*

Sub-function 6 occurs in 40 texts (66.67%)^{ix} and, although it can be seen as optional, it is very frequent. It provides a general account of the organization of the book which can be expressed in any of the following two ways:

(a) More often (50%), by exactly defining how the book is organized (in how many parts it is divided, the topic treated in the various parts). In these cases, reviewers often employ lexical phrases that clearly indicate that the rhetorical sub-function of the passage in the text is to represent the book as a whole to be divided in parts/chapters/sections. These lexical phrases commonly include reference to the book in subject position of passive constructions plus a numeral such as ‘the book is divided into X parts/chapters/sections’:

[C#15] (Sub-function 6) ...The total of 20 articles are divided into three sections as follows...

[L#17] (Sub-function 6) The book is divided into three parts.

[E#2] (Sub-function 6) The author has clearly read his *Gallic Wars*. Not only the whole work, but also the first volume, is divided into three parts.

It is interesting to note that in more than half the texts in the corpus (55%), Sub-function 6 has a predictive function in relation to Sub-function 7, that is, Sub-functions 6 and 7 co-occur in the same BR as complementary sections. Through the use of a discourse device that can be associated with the category of prediction defined by Tadros (1985) as ‘enumeration’, the reviewer predicts and commits herself to the identification, in the stretch of text that immediately follows, of a certain number of items:

[C#6] (Sub-function 6) *Chromatographic Separations* includes the techniques of gas and liquid chromatography, ion exchange, paper and thin-layer chromatography, and size-exclusion chromatography in varying depths of thoroughness in its five chapters.

Then, the following stretch of discourse brings some discussion of each one of these five parts formerly mentioned:

(Sub-function 7) Chapter 1 introduces the several techniques and covers ...The theory of chromatography,..., is presented in Chapter 2 as well as various factors

affecting retention. Peak shape, ...and resolution are the subjects in Chapter 3, while Chapter 4 covers some aspects of qualitative and quantitative analysis... Chapter 5 is devoted to classical column chromatography, adsorption column packings, and applications of ion-exchange and size-exclusion chromatography.

Thus each part is subsequently enumerated and has its topic defined with variable amounts of details. Tadros (ibid.: 14) states that prediction involves a dyadic relationship: one element necessarily predicts another element forming a pair that maintains a complementary relation. In addition, she explains that the referents of nouns commonly used in enumeration are in the first instance textual, i.e., referring to the text itself such as ‘examples’, ‘illustrations’, ‘definitions’. In Sub-function 6, however, the predictive member of the pair refers to subdivisions of the book (‘chapters’, ‘sections’, ‘parts’).

(b) Less often (16.67%), the organization of the book can be expressed by means of loosely defined sets of topics in a variation of Sub-function 6 — named as Sub-function 6A just for the purpose of the discussion. Although sections of the book escape clear-cut classification into chapters, the book is organized by different criteria such as main topics or line of argumentation adopted.

[E#18] (Sub-function 6A) P. W. Bamford’s “hero” is the timber merchant and naval armaments manufacturer Pierre Babaud de la Chaussade (c. 1710-1792), but a good third of his book is devoted to the buildup of the family fortunes and activities by his elder brother Jean Babaud (d. 1738) and brother-in-law Jacques Masson (1693-1741).

The idea of sequence in which these topics appear is then conveyed by lexical verbs implying idea of temporal progression such as ‘begin’ and ‘conclude’ or prepositions indicating progression or movement ‘from’ and ‘to’:

[C#6] (Sub-function 6A) The authors cover the elements systematically beginning with Group I and concluding with Group VIII. Each chapter includes sections on preparative methods, chemical and physical properties, thermal and hydrolytic stability, analysis (with several X-ray structures included), and uses. In the area of applications, the emphasis is on polymers and waterproofing, although occasional mention of biological properties is included.

[L#9] (Sub-function 6A) *Speak into the Mirror* is an elementary account of the development of anthropological linguistics, (Sub-function 6) told as a “story” of the progression from structural linguistics, to Boasian ethnography, and finally to Bakhtinian translanguistics. For each of these general models, Doe considers not just the principal theories and methods of analysis but the conscious and unconscious political forces behind the scientific programs.

Each one of the sections referred to in Sub-function 6 (or 6A) typically receives attention and is discussed in Sub-function 7 (or 7A) that follows.

5.4.2.2 Sub-function 7 - Stating the topic of each chapter

Sub-function 7 is a highly frequent sub-function, appearing in 90% of the texts. It provides description of each one of the parts predicted by Sub-function 6. In Sub-function 7, the reviewer closes up the focus on specific parts of the book at a time, exploring individual features of each chapter. When both Sub-functions 6 and 7 are present, they always go from general to specific as seen in Table 5-5.

The dominant constituent element in Sub-function 7 is the idea that the text proceeds in response to Sub-function 6, bringing a greater amount of details than the previous sub-function.

Table 5-Erro! Apenas o documento principal.- Move 2: Outlining the book

GENERAL	SPECIFIC
Sub-function 6 - Providing general view of the organization of book	<u>Sub-function 7 - Stating the topic of each chapter</u>
[C#9] Each volume has presented three or four reviews of topics in the field , and this volume continues that tradition with three substantial reviews.	<u>The first review</u> , by U. Berg and J. Sandstrom, ...is titled Static and Dynamic Stereochemistry of Alkyl and Analogous Groups and is confined to orientations with respect to single bonds.... <u>The second review</u> , by G. R. J. Thatcher and R. Kluger, on the Mechanism and Catalysis of Nucleophilic Substitution in Phosphate Esters covers more than 250 pages and constitutes half of the volume.... <u>The final review</u> is by M. Ballester, titled Perchloro-organic Chemistry: Structure and Reaction Pathways.
[L#1] Following an introduction by the authors, the book is divided into three parts .	<u>Part 1</u> , Theoretical Backgrounds, includes two articles whose purpose is to provide the theoretical framework for <u>Part 2</u> , Models: Exposition and Argument, presents studies that illustrate the application of theory to practice... <u>The final section</u> . <u>Part 3</u> , Interlanguage Studies, represents language-specific concerns and includes ...
[E#3] There are twelve case studies as well as an introductory essay by Barber...	<u>The first two case studies</u> focus on the South... <u>The next four studies</u> deal with economics in schools that were to become part of the Ivy League... <u>There are two additional studies</u> by Barber of the new universities, Johns Hopkins and Chicago... <u>The remaining studies</u> deal with Berkeley, Stanford, M.I.T., and Wisconsin...

This dominant element is expressed by a combination of linguistic features basically in two ways:

(a) In most cases (70%), by making explicit reference to each section of the book as an independent 'chapter' (Sub-function 7) in the form of:

(i) Nouns that do not refer to the book as a whole anymore but to its parts such as ‘the introductory chapter’, ‘chapter 2’, ‘the final section’.

(ii) Text connectives such as ‘first’, ‘second’, ‘next’, ‘following’. These discourse markers indicate the parts/chapters of the book, helping readers recognize how the review (and ultimately, the book) is organized:

[C#2] (Sub-function 7) Following a brief introduction, the second chapter is a review of elementary surface thermodynamics. Brief overviews are given... The next chapter is a brief review of ... Chapter 4 begins with an elementary review of the Fowler and Guggenheim lattice treatment of monolayers... Chapter 5 is similar, but for polymers and proteins at surfaces...Fick's law is applied to diffusion and surface adsorption and desorption kinetics in chapter 6. The next two chapters review pressure — area isotherm experiments on monolayers of lipid — protein mixtures and membrane proteins, principally mellitin and valinomycin. The final two chapters are principally applications: Langmuir-Blodgett films — their construction, molecular organization, and electrical properties — and foams and immobilized biomolecules.

Text connectives bear some relation to the term ‘continuatives’ used by Halliday and Hasan (1976:267) to refer to cohesive devices that function to list items appearing in sequence in a book: *The next/following, first/second chapter; Part one/two/three, etc.* The similarities between both terms rely on the idea of conjunctive relations (ibid.: 227) in that they signal a relationship of sequence between items that are not related by other structural means in discourse. The difference from traditional discourse conjuncts like *Firstly..., secondly..., thirdly...*, is that text connectives here refer to nouns like ‘part’ (*Part one begins with...*) or ‘chapter’ (*In the following chapter...*) as elements of a set

that relate to each other in a logical sequence — rather than in a temporal sequence — in the book.

(iii) Lexical phrases accompanied by a verb in the third person singular reporting on how each section realizes certain verbal acts such as ‘illustrates’, ‘presents’, ‘compares’.

[E#6] (Sub-function 7) Chapter 2 **sets out the assumptions** imposed on the consumers and derives the standard material on consumer theory and individual demand functions...

(Sub-function 7) Chapter 3 **establishes** some local and global properties of the equilibrium set and the set of no trade equilibrium of the exchange economy. It is shown that the equilibrium set is a manifold diffeomorphic to the space of endowments.

(Sub-function 7) In Chapter 4, by **considering** the projection of the equilibrium set into the space of endowments, Balasko **derives** the standard results on regular economies...

(Sub-function 7) Chapter 5 **extends** the results of the previous chapter to the set of economies with fixed total resources...

(Sub-function 7) Chapter 6 **shows** how equilibrium analysis can be understood in terms of the envelope theory of planar curves...

(Sub-function 7) Chapter 7 **develops** a duality theory between equilibrium theory and the theory of Pareto efficient allocation consistent with an *a priori* budget constraint. ...

(Sub-function 7) Finally, Chapter 8 **extends** the pure exchange economy considered in the previous chapters to discuss briefly production economies, extrinsic uncertainty, overlapping generation models and money.

(iv) In edited books, authors’ names are used, instead of nouns referring to book-parts, in subject position with verbs expressing verbal acts or indicated as the agents of the action of actually writing the chapter through the use of the preposition ‘by’:

[C#5] (Sub-function 7) The first chapter, written by **Kent K Stewart**, gives a general introduction to the technique and describes some basic components of FIA-AS systems... In the second chapter, **William E. van der Linden** discusses some theoretical aspects of the technique,... In Chapter 3, **Jacobus F. van Staden** describes basic components including... Chapter 4, by **Khaolun Fang**, discusses various analytical methods and techniques, including...; and Chapter 5, by **Miguel Valcarcel and Mercedes Gallego**, describes separation techniques including... Chapter 6 by **Elias A. G. Zagatto and co-workers**, describes some selected applications of FIA-AS...; and Chapter 7, by **Roy A. Sherwood and Bernard F. Rocks**, describes applications of the technique in clinical chemistry... The final chapter, by **Marcela Burguera, Jose Luiz Burguera, and Gilbert E. Pacey**, provides some useful information as to “current trends” in FIA-AS including instrumental developments such as speciation, conversion, automation, and miniaturized FIA systems.

(v) Metadiscursive sentences that explicitly signal or predict Sub-function 7:

[L#2] (Sub-function 7) Limitations of space preclude even a summary statement of each article. Each section will be considered briefly and its relevance to SLA studies noted.

[L#7] (Sub-function 7) What follows is a short sketch of each of the three parts of the book.

Due to specificities of the genre as, for example, the short length, this type of metadiscourse is rarely used by reviewers.

(b) In a few cases (20%), the organization of the book is not defined by chapters but instead, by topics or line of argumentation as predicted in Sub-function 6A. Instead of proposing the usual detailed discussion, Sub-function 7 now assumes a more flexible orientation. The subdivisions of the book are discussed not in terms of chapters anymore, but in terms of the various arguments sustained by the author or topics that are

discussed along the book (this variation of Sub-function 7 is referred to here as Sub-function 7A). The reviewer can refer to this type of organization in two ways:

(i) By grouping categories characteristically employed in the discipline as criteria for defining book parts and give an idea of how they are organized in sections in the book:

[C#19] (Sub-function 6A) **The collection is divided into 15 main groups** (A-O) and 93 subgroups: (Sub-function 7A) Open chain saturated (191), Open chain saturated skeletons with C=X, C X, and X =Y groups (155), Open chain with C=C bonds (81), Open chain with C C bonds (10), Alicyclic non-aromatic (99), Benzene derivatives (191), Alicyclic aromatic except class F (29), Quinones (5), N-heterocycles (104), Heterocycles with other atoms except organometallic (86), Carbohydrates and related compounds (5), Steroids and related compounds (4), Organometallic (18), Synthetic and bio-polymers (11), Inorganic systems of interest to organic chemists (6).

In [L#10], the reviewer uses the two approaches he refers to as ‘classic’, *the mapping view* and *the reality construction view*, to convey the idea that the book is organized around these two main axes.

[L#10] (Sub-function 6A) Throughout, Grace pursues a conflict which he perceives to exist between **two classic approaches**, *the mapping view* and the *reality construction view*. (Sub-function 7A) The parameters of the contrast are concisely stated in the first chapter.

(Sub-function 7A) The mapping view assumes an externally given reality; reality is thus available as a universal field of reference, accessible to the speakers of all languages. ...

(Sub-function 7A) The reality construction view, which Grace espouses, asserts inseparability of language and culture. ...

In [E#1], the four words *tax*, *inflation*, *unemployment*, and *debt*, in the description of the organization of the book serve as indicators of the four main arguments that the book approaches:

[E#1] (Sub-function 6A) The authors apply this insight to current economic policy questions, including **tax collection**, **inflation policy**, **unemployment**, and **international debt**. (Sub-function 7A) Their arguments with respect to the first two of these are especially persuasive. They describe, for example, how the 1983 Massachusetts tax amnesty program was designed not only to collect back revenues, but also to help restore respect for the tax code, making voluntary payment more likely in the future. ...

Civic values can be eroded, even destroyed. In a telling phrase the authors assert that Gerald Ford's 1975 Whip Inflation Now campaign failed because "The public saw the WIN campaign as a stunt, not a policy" (p. 138). They view the deliberate unemployment, the assault on unions, the waves of deregulation, and the decline of public ethics under Ronald Reagan as part of an assault on the civic values, from which the polis may possibly, they fear, not recover. ...

...Their discussion of Third World debt suffers from an exaggerated fear of the dangers of Latin American default to the banking system...

As the complementary relationship between Sub-functions 6 and 7, what is predicted by Sub-function 6A is realized in 7A, i.e., the stretches of text marked as Sub-function 7A discuss each of the four arguments mentioned in 6A.

(ii) By using a chronological criterion. The reviewer discusses the content of the book in terms of a succession of events, using chronology to mark the evolution of the topic discussed in the book:

[E#18] (Sub-function 6A) P. W. Bamford's "hero" is the timber merchant and naval armaments manufacturer Pierre Babaud de la Chaussade (c. 1710-1792), but a good third of his book is devoted to the buildup of the family fortunes and activities by his elder brother Jean Babaud (d. 1738) and brother-in-law Jacques Masson (1693-1741).

(Sub-function 7A) Each had inherited considerable wealth and experience ...in central and eastern France at the turn of the century. In the 1720s the pair was heavily involved in large and dubious financial and timber operations... Masson...was jailed briefly in 1729 for alleged fraud.

...His predecessors had diversified into iron in the 1720s and 1730s, buying up forges in the Nivernais. In 1736 Babaud de la Chaussade...decided to privatize a big forge at Cosne...

...Babaud the entrepreneur, Babaud the manager, Babaud the forgemaster, Babaud the timber contractor (he re-entered the trade in 1775), Babaud the distributor of subcontracts, or Babaud the seigneur and landlord. ...Even the final "nationalization" of Babaud's forges by Necker in 1781 can be seen as a covert device for floating government war debt: much of it was paid in long-term notes, few of which were honored.

Although the evolution of facts seems less surprising in an economics book, one BR in chemistry also employed this device to indicate the different parts in the book. In this case the whole configuration of the book as a chronological narrative suited the topic of the book, a bibliography:

[C#16] (Sub-function 6A) The accounts of *Schrödinger's* youth in Vienna, of his student days, and of his early years as a professor of theoretical physics, first in Jena, then in Stuttgart and Breslau, occupy the initial third of the biography.

(Sub-function 7A) The development of the ideas that led to *Schrödinger* taking his place in the history of physics and related disciplines begins in 1924 with *Louis de Broglie's* prediction of the existence of particle-waves. ...The supreme moment in *Schrödinger's* life was essentially the few days of the Christmas holiday of 1925. Compared with this the meetings of the Nobel committee to evaluate *Schrödinger's* work, extending up to 1933, seem very long. ...*Schrödinger's* later positions, such as those in Berlin (1927-1933), Graz (1936-1938) and Dublin (1939-1956), to mention only a few, appear to the reader interested in wave mechanics as no more than an epilogue.

Move 2 defines the overall organization of the book and the topic of each chapter. In addition, since it has a clearly descriptive orientation, Move 2 functions to inform the reader about all those materials that, while making part of the publication, cannot be classified as regular text, e.g., graphs, tables, indices, appendices. This is the role of Sub-function 8.

5.4.2.3 Sub-function 8 - Citing extra-text material

Additional material, such as appendices, references, and graphs that are not part of the main text of the book, is cited in Sub-function 8. Since these additional sections are not necessarily present in all books, this is an optional sub-function with a frequency of 38,33%.

The additional or outside character of such sections is usually identified by:

(a) Indicating spatial location outside the main text using adverbial expressions such as ‘at the end’, ‘in the appendix’, ‘at the end of each chapter’:

[C#3] (Sub-function 8) References are collected **at the end** of the book totaling 1168, as well as a brief appendix.

(b) Emphasizing the additional character of such sections using lexical phrases such as ‘bibliography is **provided** at the end’, ‘appendices give **more** detail about X’, ‘**additional** information is **provided** in the appendix’.

[C#14] (Sub-function 8) The innumerable reagent combinations and **accompanying literature citations** that are found on every page are a mine of information.

[L#7] (Sub-function 8) **In addition, the author provides a comprehensive question-guide** for revision so that the student writer can go about this difficult, and oft-neglected, part of the writing process.

[E#9] (Sub-function 8) **Each chapter is accompanied by** six or seven good, long, rather open-ended exercises, and an excellent bibliography (for which alone the book is worth having). There are frequent footnotes and many references to the literature throughout the text. Where results are stated without derivation, there are always enough references to the original articles for readers to be able to pursue arguments in detail.

Besides being optional, Sub-function 8 is also recursive because reference to graphs, tables, indices, or bibliography can reappear at any point in the BR whenever the chapter being discussed has these extra-text materials.

While the sub-functions in Move 2 have a descriptive quality to them, the following Move 3 is clearly evaluative.

5.4.3 Sub-function appearing in Move 3 - Highlighting parts of the book

The focused evaluation conveyed by Sub-function 9 in Move 3 breaks away from the description in Move 2 and is signaled by a shift from description to evaluation, and a shift in focus.

In relation to the first shift, at this point in the flow of the text, the emphasis changes from description to evaluation and reviewers become specially subjective in their comments:

[C#2] (Sub-function 9) This book reflects the varied research interests of the author. Its limitation for use as a textbook, **in my opinion**, is some lack of depth and rigor.

[L#13] (Sub-function 9) As for the purely formal matters, **I shall refrain from boring the reader with too many details...**

[E#2] (Sub-function 9) **Finally, but closest to my heart**, is the question of the Nash bargaining solution. Let me just say that...

Information which is essentially evaluative, referring to which aspects of the book were found to be significantly better or worse is conveyed basically in three ways:

(a) By using expressions that convey positive or negative value in the form of:

(i) ‘Emotionally loaded’ explicit lexemes in the form of nouns and verbs, e.g., ‘shortcomings’, ‘weaknesses’, ‘criticism’, ‘problem’, ‘fails’, ‘lacks’, ‘succeeds’:

[C#4] (Sub-function 9) This text is of **limited value** to the research scientist since no references are given, thus depriving the reader of the opportunity to pursue a topic in greater depth.

[L#11] (Sub-function 9) **The strength of these essays** is that they cover central and difficult topics in language acquisition and that the positions they take are both plausible and provocative. ...**A problem with the essays** derives from the fact that they address a broad range of readers, including those who are likely to disagree on fundamentals and those (like myself) who share the same psycholinguistic world view...

[E#4] (Sub-function 9) The book's narrow coverage **restricts its usefulness** to those seeking an overview of trends in psychological economics.

(ii) Superlative expressions, e.g., the/one of the most, best, worst, greatest part/chapter/section in the book:

[C#18] (Sub-function 9) It is my opinion that this latter approach — instruction through a variety of interesting examples — is **probably the best way** to structure a course in mathematical methods.

[L#12] (Sub-function 9) **The major strength of D's grammar** is his extraordinary attention to detail and the richness of examples, which become evident from the beginning of the first chapter on 'Phonology and phonetics' (sic!)... **The one major drawback of the book** is its limited usefulness for syntacticians.

[E#7] (Sub-function 9) **One of the best features of the book** is the skill and ease with which the authors move from theory to facts and institutions and back again.

(iii) Validity Markers, e.g., verbal and non-verbal modals such as 'should/would + have + [Verb Participle]', 'perhaps', 'certainly':

[C#11] (Sub-function 9) **It would have been useful to include more detail on** real structures, e.g., by discussing results from electron microscopy studies.

[L#15] (Sub-function 9) Although the authors' ideas for implementing CAI are not always new (e.g., test generators, gradebook), this text **will certainly** be of value to teachers and coordinators who are already using computers as well as to those who plan to do so.

[E#2] (Sub-function 9) ...rather than believing Harsanyi when he tells them that Zeuthen's 1930 argument can be successfully updated, political philosophers

would do better to believe him when he tells them that the Nash bargaining solution has nothing to commend it as an ethical concept.

The use of modals illustrates the ways reviewers can use validity markers to temper the amount of certainty they attach to a statement to save face, by leaving a margin of error in their judgments or by leaving space for the reader to disagree. By using unhedged verbs, the reviewer may want to be emphatic to convince the reader of the validity of her judgment of the book.

(iv) Attitude Markers, e.g., ‘especially’, ‘unfortunately’, ‘surprising(ly)’, ‘simply’, ‘clearly’, ‘obviously’, ‘admirably’, ‘rather’, ‘extremely’:

[C#15] (Sub-function 9) This volume is **extremely useful** for everyone working on synthetic, pharmacological or clinical aspects of anthracyclines or on antitumor therapy in general. Nowadays it is **hardly possible** for an individual to read every original paper which has an interdisciplinary connection with this topic. This collective volume makes it easier to see beyond the confines of one's own special field.

[L#4] (Sub-function 9) **Unfortunately**, this section is essentially episodic, anecdotal, and speculative in its conclusions, and thus stands in sharp contrast to the rest of the monograph, where the studies have been carefully conducted and the data analyzed with interesting results.

[E#3] (Sub-function 9) For a book by economists there is a **surprising failure** to explore the economic motivations of the protagonists.

(v) Preparatory lexical phrases that act as predicting devices for evaluation. Very often, these lexical phrases start with explicit reference to the book or its parts, e.g., ‘The book has many good points’, ‘The book suffers from a few defects’:

[C#10] (Sub-function 9) **The book contains some inconsistencies.** In Chapter 7, Surján employs commutators rather than anticommutators for Fermion creation and annihilation operators...

Several chapters are quite interesting. Chapter 10 shows that ... Chapter 13 is a concise discussion of ... The chapters on the Hellmann-Feynmann theorem and intermolecular interactions are really thought-provoking.

[L#19] (Sub-function 9) **The book has many good points.** It is the most comprehensive statement to date of the Haskins group's position, and it is clearly and enthusiastically written. Each chapter scrupulously explores the practical as well as the theoretical implications of the research that it deals with. There is also a great deal that will be new to many readers.

[E#7] (Sub-function 9) **There are few errors or weaknesses — of fact or of analysis.** I can never remember what the difference is between a public corporation and a nationalized industry, but there is one, and recalling it would have made the table of state-owned industry on p. 141 comprehensive. ...

And for me, at least, there are few errors or weaknesses of opinion. The early programme of privatization was, as Vickers and Yarrow suggest, embarked on with insufficient willingness either to impose an effective regulatory structure or to restructure the industry to make that regulation less necessary. ...But as the programme has developed, there is evidence that the government has learnt from its mistakes and its critics.

(b) By indicating grounds for evaluation with lexical phrases such as ‘due to’, ‘as a result of’. The term ‘grounds’ loosely relates to the concept of ‘warrant’ in Toulmin’s (1958) discussion on the construction of arguments.

Toulmin (ibid.:97) argues that any responsible assertion, normally requires some facts that support its validity. Toulmin’s is basically a tripartite model of how arguments are constructed. Its three basic parts are: claim, data, and warrant. If Toulmin’s model is followed, in an evaluative move (such as Move 3), one can expect to find these three parts of the argument. Thus, in [L#1] below, the **Claim** would be the evaluation in the

present discussion, i.e., the conclusion whose merits we are seeking to establish. Thus, lexical phrases such as ‘falls short of its goal’ signals the reviewer’s evaluation of the book:

[L#1] (Sub-function 9) Although providing studies in text analysis that may be useful to the ESL composition teacher is a worthy endeavor, this book falls somewhat short of its goal.

which is followed by:

This is due in part to a less than clear-cut notion of an intended readership. As the editors state in the introduction, “The editors hope, obviously, that this volume will find an audience” (p. 5). In fact, it is never clear just who the audience for this book will be.

The passage functions as ‘grounds’ for evaluating, i.e., it serves the purpose of explaining the reason(s) for the reviewer’s appraisal of the book. **Warrant** is the justification for some specified conclusion, acting as a bridge between the data and the claim (ibid.:98). The warrant or ‘grounds for evaluation’ is signaled by the lexical phrase ‘This is due in part to’.

To justify the evaluation and the grounds, next comes the enumeration of the facts (A, B, and C):

(A) Researchers in any of the several fields covered in the book, including text analysis, contrastive rhetoric, schema theory, and ESL composition, will not find

the coverage of any one area comprehensive enough to provide a basis for future research. (B) Students new to the field will, likewise, need to do a great deal of background reading before being able to place most of the articles in a coherent research framework. (C) Practitioners will find the implications for teaching minimal.

These facts have to bear some relevance for the evaluation. Toulmin (ibid.:97) calls these facts **Data**, i.e., ‘the facts that we appeal to as a foundation for the claim’.

Other lexical phrases act as signaling devices of the grounds for evaluation:

[C#10] (**Claim**) Some parts of the book are confusing, (**Grounds**) probably because of the author's brevity. (**Data**) (**A**) At the end of Chapter 8, Surjan shows that the use of incomplete basis sets leads to some mathematical inconsistencies. However, the reader is told nothing about their practical consequences, or how to get around them in actual calculations. (**B**) In Section 10.4, students will be confused by the sudden insertion of extra electron-interaction terms to convert the electronic Hamiltonian into the Fockian. (**C**) The discussion of quasi-particle transformations in Chapter 16 contains too many gaps to be very useful to inexperienced readers.

[E#17] (**Claim**) While this represents an impressive bibliographic effort, and provides a convenient introduction to much of the relevant literature which will be unfamiliar to nonspecialists, the information nonetheless remains inadequate to sustain the thesis, and much of Abu-Lughod's analysis seems superficial, if not misleading. (**Warrant**) To substantiate this last point, let me mention that in arguing that "similarities between East and West . . . outweighed differences," Abu-Lughod observes that in the East and the West alike merchants utilized money, credit, and partnerships, and that they were allowed to possess capital (pp. 15-18). (**Data**) These seem rather general and broad criteria for alleging similarity, especially in view of the important differences that are ignored. For example, the absence of evidence that any advance in business practices had occurred within the Muslim world for at least a century before 1350 is nowhere mentioned.

(c) By pointing out criteria for evaluation, through the use of explicit lexemes such as ‘sufficient’, ‘enough’, ‘too’, ‘little’, ‘much’, ‘inadequate’, ‘clear(ly)’, very often associated with negation:

[C#1] (Sub-function 9) There is **sufficient mathematical treatment** of each appropriate topic to provide a good basis for understanding, but **not so much** as to overwhelm.

[L#6] (Sub-function 9) Finally, in some instances, Tollefson does not distinguish **clearly enough** between policies and individuals, an oversight that may result in misunderstanding by some of the dedicated people who have given years of their lives working in the camps.

[E#10] (Sub-function 9) On the whole, the basic ideas and models are presented in **enough detail** to make the book substantially self-contained in the way that a text-book needs to be, while at the same time providing a fairly rapid tour through, and guide to, an extensive literature, appropriate to a reference book. One feature the book shares with many other macro texts is that it devotes **little** space to explicitly international or open-economy issues. In part, this surely reflects the fact that many of the recent advances upon which they focus are **not explicitly international**, and are conducted at a level of generality where the closedness or openness of the economy is a small detail. An equally magisterial treatment of open-economy issues will require another book.

The second shift concerns focus, which also signals change in the topic of discussion. This shift can be marked in different ways:

(a) By amplifying the focus applied in the preceding Move 2, where the reviewer is describing a given chapter or extra-text material section. As the reviewer goes on to Move 3, the attention becomes focused on the text as a whole as the object of evaluation. This can be signaled by:

(i) Lexical phrases indicating that the focus now is on the book as a whole, the author, the reader, or on the general topic of the book:

[C#7] (Sub-function 9) Throughout the book, the author has tried successfully to integrate experimental results and theoretical predictions. The book presents compilations of experimental results on cellulose derivatives, polypeptides, polyisocyanates, aromatic polyamides, and aromatic polyesters, most of which are drawn from the author's own work in the Russian literature. Thus, the book makes available in English and in one source these important and extensive contributions with the original publications listed in the references.

[L#16] (Sub-function 9) The Collins COBUILD English Language Dictionary is a particularly significant contribution to the field of English for Speakers of Other Languages because it was intentionally prepared for these speakers. The pronunciation guide has a firm international and linguistic basis; the explanations clearly indicate in grammatically correct statements whether the word refers to a person, an object, a location, or gives special information; and the examples, having been taken from actual texts, indicate how nearly every word (not just selected words, as in many dictionaries) is used in various contexts — important for a second language student wondering how to use the phrase “put out,” for instance.

[E#12] (Sub-function 9) The reader who is convinced by the main thrust of Anderson's argument will ask why the real world acts so perversely. The inverse relationship between the economic efficiency and the political attractiveness of different microeconomic policy instruments provides a puzzle to which fully convincing solutions have not yet been provided. This book does not directly address that puzzle; but the introductory chapter ends with a nice 'political economy' discussion of the demand and supply of protection in tariff and quota 'regimes', discussing a number of reasons why one might expect higher levels of protection when protection is provided by quotas rather than tariffs.

(b) By closing up the focus of the discussion. The reviewer signals that specific aspects or chapters in the book will be highlighted because they deserve special attention. This is signaled by:

(i) Text connectives, e.g., First, second, third,... to begin with, finally,

[C#18] (Sub-function 9) There are two items which would have been strengthened the book if they had been included. **First**, I think a chapter on numerical methods for solving matrix eigenvalue/eigenvector problems would be quite useful since few realistic problems have analytic solutions. ...My **second** criticism addresses the way in which the applications are presented in the book. More specifically, why not give some illustrative references at the end of each applications chapter?...

[L#16] (Sub-function 9) From this American English instructor's viewpoint, the dictionary has only a couple of disadvantages. **One** is that the British spelling, terminology, and accent predominate (take, for example, “tyre” and “boot” in the car illustration on page 108). ...The **second** disadvantage will be remedied in the near future—that is a distribution source a little closer to home than London. ...

[E#20] (Sub-function 9) Unfortunately, as the reader will soon discover, the volume is faulty on a number of crucial points. **First**, despite claims that the book represents the state of the research in the late 1980s, long delays since the volume’s inception in the mid-sixties have meant that it is sadly out of touch with recent work in the field. ...

Second, the volume is very poorly edited. Contradictory views among the contributors abound. ...

Third, the book lacks balance. Owing to contributors dropping out, the editor ended up writing nearly half of the chapters himself. ...

Finally, one almost feels that this book should carry some sort of academic health warning. It is not a volume that one can easily recommend to readers not thoroughly versed in the field, most crucially students. ...

(ii) Explicit lexemes that indicate the special status of certain parts of the book,

e.g., ‘special’, ‘distinguish’:

[C#12] The illustrations section has grown in size compared with the first edition, as *Dietrich Hahn* has chosen to include some photographs relevant to the period. (Sub-function 9) Some of these are of great interest, such as the "Sofabild" of 1920 (p. 88), showing *Lise Meitner* and *Otto Hahn* with their circle of friends — *Herta Sponer*, *Einstein*, *Grotrian*, *Westphal*, the *Francks*, *Otto von Baeyer*, *Peter Pringsheim*, *Haber*, *Hertz*.

[L#7] (Sub-function 9) The chapters dealing with invention strategies, revision, and editing deserve special notice since they are informative and exhaustive, not often the case in ESL writing textbooks. The sections devoted to academic writing activities make those tasks less daunting because they are carried out by following the functions of the writing process, rendered understandable and accessible to the student in Part I.

[E#19] (Sub-function 9) The findings for the early medieval period are especially intriguing. We could learn much-needed lessons from a time when women led full and rich productive lives and the various aspects of their productive contribution were valued. As much as I long to know about such a world, some contradictions that surfaced in *Opera Muliebria* made me wonder how golden this Golden Age might have been for women workers, especially those involved in textile production.

Finally, Move 3 can vary in form, and instead of immediately following Move 2, it can occur in combination with anyone of the sub-functions in Move 2. In this alternative form of Move 3, each aspect of the book (the organization (Sub-function 6), the chapters (Sub-function 7), the extra-text material (Sub-function 8)) is commented, described and evaluated at a time. Sometimes the organization (Sub-function 6) of the book is presented and commented on in the same section of the text:

[E#11] (Sub-functions 6+9) At first sight the order of presentation, particularly in view of the author's conclusions, is surprising. The core of the explanation of observed exchange rate behaviour lies in financial market inefficiencies, and this story comes only at the end. ...This logical sequence - and the author's keenness to dispose of those strands of modern open economy macroeconomics which advocate, along global monetarist or new classical lines, fully fixed nominal exchange rates - provides a sufficient justification for the chosen order of presentation.

Most often, however, this variable form of Move 3 occurs in combination with Sub-function 7, with the description and evaluation of each chapter presented together:

[C#9] (Sub-functions 7+9) The second review, by G. R. J. Thatcher and R. Kluger, on the Mechanism and Catalysis of Nucleophilic Substitution in Phosphate Esters covers... The authors begin by tackling the problem of..., having **astutely** dodged the question in the title. They conclude that the reaction is "a nominal transfer of monomeric metaphosphate"...The major part of this review is centered on a **comprehensive** account of the addition-elimination mechanisms with short sections on... The material based on more than 300 references through 1987 with two or three from 1988, is **presented in a clear and logical sequence.**

[L#8] (Sub-functions 7+9) Chapter 3, "Naming and Conceptions of Self," is **perhaps the most interesting**, reporting on the ways in which societies conceptualize identity by ...

(7+9) Chapter 4 treats alternative naming systems (e.g., nicknames) and name changes. The subsequent chapter on "Address and Reference" is potentially of great interest to the sociolinguistic audience, **but the treatment is elementary and references to the basic literature are lacking.**

[E#8] (Sub-function 6A) There are two strands of argument here, historical and theoretical...

(Sub-functions 7A+9) The argument that central banks 'have evolved naturally over time' is **rich** with historical information. It ultimately goes through only in such a restricted sense of the term 'naturally' that it fails to confirm the desirability of central banking over free banking; **but Goodhart is scholar enough to provide the disconfirming evidence...**

The theoretical argument that central banks play 'a necessary part within the banking system' is **novel, thoughtful and subtle.**

As the discussion above shows, Move 3 is concerned with highlighting the best and the worst in books, giving a summarized account of what caught the reviewers attention, the criteria followed, the reasons for the evaluation, and examples or data from the book to sustain the evaluation.

Since evaluation is the defining feature of the genre, it would be fair to expect an incidence of 100%. In fact, this third move was present in 55 of the 60 BRs (91.67%)^{ix} but this lack of a typical element in the genre may be explained by the fact that Move 4 also provides evaluation and is present in every text where Move 3 is missing. Therefore all reviews have at least one kind of evaluation, realized by Move 3 or by Move 4 (or most frequently by both).

Move 3 differs from Move 4 in that it provides focused evaluation, whereas Move 4, in addition to functioning as a recommendation for the reader, serves the purpose of closing the text, as discussed in the next section.

5.4.4 Sub-functions appearing in Move 4 - Providing closing evaluation of the book

The final move detected in BRs also serves the purpose of evaluating but more importantly, it has an explicit closing-up function, as seen in Table 5-6.

Move 4 rounds up the text in a final evaluation of the whole book. To this end, it tends to be (a) either totally recommendatory or disapproving, or (b) a combination of the two, accommodating the criticism provided in the body of the text with a final positive evaluation (or vice-versa).

Table 5-Erro! Apenas o documento principal.- Move 4: Providing closing evaluation

Closing-up	Evaluating
[C#13] In summary,	this is a <u>very interesting</u> book ..., which provides both a <u>good</u> introduction to the topic, ..., and a <u>good</u> starting point for reading the original literature...It is also a <u>valuable</u> source of new ideas,... <u>However, two facts in particular stand out:</u> the book is <u>written in the German language</u> , and each page costs less than ten pfennigs !

[L#13] In conclusion, I should like to sum up my comments as follows :	L was published <u>too late</u> ; the authors tend to argue <i>ex cathedra</i> . L is <u>not even</u> a state-of-the-art report. There are <u>probably</u> some <u>instructive</u> passages in L, but, after all, they hide behind <u>too many failings</u> . Thus, L is <u>everything but good propaganda</u> for NM. Under these circumstances, <u>the best one can do</u> is forget about this failure and <u>repair the damage done</u> , as soon as possible, by a <u>less heterogeneous, more data-oriented, theoretically more explicit and sounder</u> monograph.
[E#12] This, then, is a book with much to recommend it.	An <u>important</u> set of policy issues is addressed using <u>appropriate tools</u> ... Not the least of the book's <u>virtues</u> is that it is <u>suggestive</u> of ways that this line of research could be taken <u>further</u> , in the direction both of imperfect competition and of political economy.

Move 4 is realized by one of the following alternative sub-functions:

Sub-function 10A Definitely recommending/disqualifying the book

or

Sub-function 10B Recommending the book despite indicated shortcomings

Reviewers signal the closing up sub-function of Move 4 in one or more of the following ways:

(a) Conveying an idea of termination or totality, by using:

(i) Summary statements, e.g., ‘in sum(mary)’, ‘in conclusion’, ‘all in all’, ‘as a whole’:

[C#6] (Sub-function 10B) In summary the book is a collection of results obtained over a 15-year period. While some of the results are interesting and potentially important, no attempt is made to place them in context.

[L#17] (Sub-function 10A) In conclusion, this handbook is definitely a good reference book to be used in addition to another textbook in an introductory business language course.

[E#5] (Sub-function 10B) Altogether this is a stimulating book, but what it may stimulate are ideas that may depart in considerable measure from those presented in it.

The type of evaluation provided by Move 4 is self-referring, i.e., the final evaluation in the text is constructed in view of what has been formerly said about the publication along the BR, especially the evaluation contained in the preceding Move 3.

The idea of reference to the previous discourse is conveyed:

(b) By indicating logical conclusion with explicit lexemes such as ‘therefore’, ‘thus’:

[C#2] (Sub-function 10B) This text is therefore likely to be of interest to those wanting access to a broader variety of monolayer science than is generally found in standard texts.

[L#1] (Sub-function 10B) Thus, it would be unfair to dismiss the book out of hand even with the shortcomings that have been discussed.

[E#12] (Sub-function 10) This, then, is a book with much to recommend it.

(c) By indicating adversative relationship between what is said in the body of the BR and the concluding remarks, using explicit lexemes, e.g., ‘despite’, ‘in spite of’, ‘nevertheless’:

[C#7] (i) (Sub-function 9) The book suffers from a few defects. Newer experimental methods very relevant to the subject,... are not discussed; I noted only one passing reference (...) to work using DLS. The discussion on ...is rather weak and outmoded. The approach taken, sometimes, of discussing ...is not very

appealing from a theoretical view point.... The latest references in the book date back to 1985 for the Russian literature and only to 1983 for the international literature; so that the book, due probably to delays in translation, is no longer up-to-date. Finally, despite the Library of Congress cataloging data printed in the book, which indicates the presence of an index, the book does not include an index.

(II) (Sub-function 10B) **Despite these shortcomings,**

(III) the book fills a need and will be welcomed by researchers in the field and by those who want to learn about the dilute solution properties of semi-rigid chain polymers.

In BRs, expectation towards the quality of the book is constructed by what has been said by the reviewer along the text. The expectation derived from (I) above is that the book will not be recommended for purchase, but the adversative expression ‘despite’ in (II) signals that a contrary evaluation follows in (III), i.e., the book is recommended (‘it fills a need and will be welcomed’).

(d) By referring the reader back to the disciplinary context. Similarly to what happens in abstracts, the concluding move of BRs signals the end of the text and leads ‘the reader out of the [text] and into the world’ (Graetz, 1985:129) by pointing to the relevance of the study through suggestions and implications. It does that basically in three ways:

(i) Making reference to elements pertaining to the academic environment through explicit lexemes, e.g., ‘courses’, ‘libraries’, ‘shelves’, (book) ‘price’:

[C#13] In summary, this is a very interesting book ...It is also a valuable source of new ideas, especially in the last few chapters. However, two facts in particular stand out: the book is written in the German language, and each page costs less than ten pfennigs!

[L#7] (Sub-function 10A) Academic Writing is a welcome addition to the shelf of ESL writing textbooks for advanced learners...

[E#10] This book will make the organization of a course much easier and will provide students with a fairly comprehensive core reference for substantially an entire course.

(ii) Referring the reader to future applications for the book using a future temporal orientation with 'will':

[C#7] (Sub-function 10B) Despite these shortcomings, the book fills a need and will be welcomed by researchers in the field and by those who want to learn about the dilute solution properties of semi-rigid chain polymers.

[L#20] (Sub-function 10B) In general, the book includes a wealth of information on F_o , duration, and intensity in MG. The designs of the experiments reported are complete (with one exception mentioned above), although complicated. This makes the reports of the results very hard to read, and long, complicated sentences are frequent. However with a little patience the reader will find this book, and the measurements reported therein, useful not only for further research in MG but for cross-language comparisons.

[E#16] (Sub-function 10A) In summary, the book has a lot of promise, but much of it remains unfulfilled. It is an interesting and varied compilation of articles, perhaps strongest on issues of exchange, social class, and regional social change. The editors, authors, and publisher should be commended for producing the book so quickly, for it will surely be of interest to specialists. I doubt, however, it will attract a wider readership.

(iii) Making a recommendation with a necessary quality to it by using the modal 'should':

[C#4] (Sub-function 10B) ...it should be of interest to those in other disciplines who desire only an overview of the several chromatographic techniques.

[L#6] (Sub-function 10B) ...It should be required reading for all ESL educators.

[E#8] (Sub-function 10B) ...it is an excellent book and should be widely read. It considerably sharpens the debate over free market versus governmental monetary institutions. Paired with one of the free banking books it criticizes, it will greatly enliven courses in monetary economics.

(e) By summarizing the views stated throughout the text in a final recommendation that frequently assumes the form of a lexical phrase:

[C#1] It should be on the shelves of chemists, engineers, or technologists who are involved in any way with polymer technology or testing.

[L#1] Thus, it would be unfair to dismiss the book out of hand...

[E#6] I recommend the book...

Move 4 closes up BRs, going back to the kind of information conveyed in the opening paragraph where Sub-functions 1 through 5 (Move 1), first make reference to the topic discussed in the book (Sub-function 1), the potential readership (Sub-function 2), the author (Sub-function 3), and the discipline (Sub-function 5). The final recommendation in Move 4 is provided in terms of the significance of the publication concerning these elements, and most of all in relation to the readership and the discipline.

[C#13] (Sub-function 10B) ...this is a very interesting book on the many different aspects of supramolecular chemistry, which provides both a good introduction to the topic, ...

[L#1] (Sub-function 10B) ...a volume that tries to do something that has not been done before. ...This contribution by Connor and Kaplan to the field of ESL composition should serve as an impetus for researchers to consider ...

[E#3] (Sub-function 10A) ...we might have learned even more from this book if the editor had selected at least one author who is out there rooting for the losers—those character-building, muscular-Christian, college presidents.

It can be further argued that there is a text flow that can be described in terms of a gradual change in focus. BRs change from a more global view of the book in the beginning of the text (Move 1) where the reviewer presents general information about the book, placing it in the disciplinary context. Then, a more detailed description with a more local focus is provided in the middle part of the text (Moves 2 and 3) where the reviewer zooms in the book. And, finally, back to a global view of the book at the end of the text (Move 4) where the reviewer inserts the appraisal of the book given along the BR in the disciplinary context.

5.5 Text format in the genre of book reviews

The interviews with book review editors and the literature reported in Chapter 3 served to predict some general features about the genre. One of these features concerned length, and the analysis confirmed the editors' intuitions. In fact, BRs are mostly short with an average of 968 words. If we consider that a short genre such as the conference abstract has an average length of 300 words, and that this average goes up to 14,677 in a

longer genre such as the research article (Nwogu, 1990:180-81), abstracts indeed constitute a short-length genre.

Another feature is synthesized by L in Chapter 3, as she states that most BRs are positive. This is indeed the case, since among the 58 BRs carrying Move 4, most of them (44 or 75.86%) can be said to make a positive recommendation while only 14 (or 24.13%) can be said to carry a negative evaluation.

A third feature concerns the hedging quality to BRs. Between the two alternatives in Move 4, Sub-function 10B, Recommending the book despite indicated shortcomings, is the most frequent one (56.9%)^{ix}. This greater frequency of the hedged alternative for Sub-function 10 would suggest that Wiley's (1993) assertion that because the review will probably have more readers than the actual book, reviewers commonly end their texts with a 'hedging tone' (see 3.2.9). Reviewers would perform the last move generally with a hedging tone to make their texts look 'safer' and probably avoid strong reactions.

Although book review editors' and researchers' intuitions about BRs and reviewers seem to hold true in several instances, some inconsistency has been found concerning text structure. Differently from Drewry's (1966:62) interpretation of the rhetorical movement in BRs as an inverted pyramid (Chapter 3), a more adequate representation seems to be the trapezoid-like figure, in which the focus shifts from GLOBAL to LOCAL then GLOBAL again as seen in example [L#1] in Figure 5-3.

+ GLOBAL

Move 1:

(Sub-function 5) The appearance of this collection of articles, ..., marks an effort to extend the research field of text/discourse analysis...

+ LOCAL

Move 2:

(Sub-function 6) Following an introduction..., the book is divided into three parts.

(Sub-function 7) Part 1,.... Part 2,.... The final section, Part 3,...

(Sub-function 8) Following each of the selections, there are questions for discussion and further study. Because the authors recognize that (Sub-function 2) their book may be read by many who are new to the field of text/discourse analysis, they have provided a bibliography that can serve as a comprehensive reading list.

Move 3:

(Sub-function 9) Although ..., this book falls somewhat short of its goal. This is due in part to a less than clear-cut notion of an intended readership. ...

In addition to the lack of an intended audience, the editors seem to try to accomplish too much. This is reflected in the fact that the organizing principle of the book is not clear...

+ LOCAL

+ GLOBAL

Move 4:

(Sub-function 10B) The lack of an organizing principle, then, seems to lead the editors to try to include a little bit of everything. Perhaps this is unavoidable to some extent in a volume that tries to do something that has not been done before. Thus, it would be unfair to dismiss the book out of hand even with the shortcomings that have been discussed. This contribution by Connor and Kaplan to the field of ESL composition should serve as an impetus for researchers to consider ...

Figure 5-Erro! Apenas o documento principal. Text focus in BRs

One argument that goes against Drewry's analogy of the inverted pyramid for the genre is that the perspective on the book varies from the whole (Move 1) to the parts (Moves 2 and 3) and back to the whole (Move 4). This means that the reviewer does not gradually close the focus on minor details towards the end, but instead opens it up, linking the book back to disciplinary aspects such as readership and author.

Another argument that does not support Drewry's analogy is that the closing evaluation (Move 4) must be an important part of BRs since it appears in 58 of the 60 texts (96.67%), i.e., less frequent than Moves 1 and 2 but more frequent than Move 3.

This high frequency may be due to the fact that Move 4 conveys the reviewer's definite and final "verdict" about the book. This way it seems that BRs do not end up

with less important details but actually, part of their ‘raison d’être’ comes in the very end.

A more accurate visual analogy to the rhetorical structure than the inverted pyramid would be one similar to that adopted by Swales (1990:134, based on Hill et al. 1982) for the research article as seen in Figure 5-4.

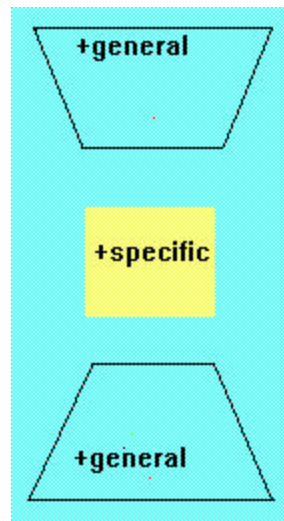


Figure 5-Erro! Apenas o documento principal. Overall organization of the academic

BR

The analogy of the trapezoid-like figure seems to be more appropriate to represent the genre of BRs. The opening portion of the text relates to the field and therefore is more general in character. The middle portion or ‘development’ is concerned with details present in the book and therefore has more localized focus. Finally, the closing

portion links what is inside the book to its significance to the broader field (in terms of readership, for example).

Besides having a systematic format of move organization, BRs also reveal a tendency in relation to rhetorical sub-functions. Table 5-7 shows a summary of the distribution of sub-functions in chemistry, linguistics, and economics. The main aspect in Table 5-7 is the average frequency of occurrence. Sub-functions 7, 9, and 10, for example, appear more frequently than others. It can be said that the higher the incidence, the closer a sub-function is to the obligatory end of the continuum stretching between ‘obligatory’ and ‘optional’ rhetorical sub-functions.

Table 5-Erro! Apenas o documento principal. - Distribution of sub-functions per discipline in percentages

Field	Sub-function (%)									
	1	2	3	4	5	6	7	8	9	10
Chem	30	35	15	20	75	80	80	50	85	95
Ling	80	45	20	40	65	70	100	50	90	100
Eco	65	20	25	30	70	50	90	15	100	95
Average	<u>58.33</u>	33.33	20	30	<u>70</u>	<u>66.67</u>	<u>90</u>	38.33	<u>91.67</u>	<u>96.67</u>

For moves having more than one sub-function, those appearing most frequently were considered as typical or core elements. Move 1 allows greater variability for its correspondent sub-functions, i.e., it can be realized by either one of its five sub-functions, but sub-functions 1 and 5 stand out for their higher frequency in relation to,

for example, Sub-function 3, the least frequently used sub-function in Move 1. In Move 2, the percentages for Sub-functions 6 and 7 are much higher than that for Sub-function 8.

The analysis in the present chapter showed that as originally devised, the model in Figure 5-2 contained some sub-functions more representative of the genre than others. Therefore the “core” sub-functions of the genre (above 50% of occurrence) across fields were not ten but six^{ix}, as represented in Figure 5-5:

Move 1	INTRODUCING THE BOOK
Sub-function 1	Defining the general topic of the book and/or
Sub-function 5	Inserting book in the field
Move 2	OUTLINING THE BOOK
Sub-function 6	Providing general view of the organization of the book and/or
Sub-function 7	Stating the topic of each chapter
Move 3	HIGHLIGHTING PARTS OF THE BOOK
Sub-function 9	Providing focused evaluation
Move 4	PROVIDING CLOSING EVALUATION OF THE BOOK
Sub-function 10A	Definitely recommending/disqualifying the book or
Sub-function 10B	Recommending the book despite indicated shortcomings

Figure 5-Erro! Apenas o documento principal. **Schematic description of most important rhetorical sub-functions in BRs**

Besides the core sub-functions in BRs, Table 5-7 reveals variable preferences for using rhetorical sub-functions across disciplines, subject of the discussion in Chapter 6. For now, it suffices to state that it was perceived an overall systematicity in the variability of the data analyzed. In order to further validate the results obtained in the qualitative analysis of the first 60 texts, a comparison of moves in the remaining 120 texts was conducted, as discussed in the next section.

5.6 Validation of the model through a quantitative analysis

A quantitative analysis was conducted with the help of the microconcord program and involved certain linguistic clues associated with each move.

For Move 1, linguistic clues examined in the context of the opening sentence were (a) 'The book', '(The title/author of) This book/monograph/ volume/series', (b)'This is', (c) the author's name, and (d) the title.

For Move 2, the linguistic clues examined in connection to those paragraphs in middle position (neither in opening or closing position, following the initial paragraph) were: 'divided in/into', 'part(s)/chapter(s)', 'following', 'introduction', 'the first/last chapter'.

For Move 3, a set of linguistic clues was searched in connection with those paragraphs in middle position (neither in opening or closing position, paragraphs preceding the last paragraph):

(a) Explicit lexemes in the form of nouns and verbs, e.g., 'shortcomings', 'weaknesses', 'criticism', 'problem', 'advantage', 'strengths', 'fails', 'lacks', 'succeeds', 'marveled at', 'good points';

-
- (b) Explicit lexemes in the form of superlative expressions, e.g., (one of) the most, major, best, worst, greatest part/chapter/section in the book;
 - (c) Validity markers, e.g., (verbal and non-verbal modal constructions) ‘should/would + have + [Verb Participle]’, ‘perhaps’, ‘certainly’, ‘maybe’;
 - (d) Attitude markers, e.g., ‘especially’, ‘unfortunately’, ‘surprising(ly)’, ‘simply’, ‘clearly’, ‘obviously’, ‘admirably’, ‘rather’, ‘extremely’, ‘(more) importantly’;
 - (e) Explicit lexemes that indicate the special status of certain parts of the book, e.g., ‘special’, ‘distinguish’, ‘only’.

For Move 4, in the context of the last paragraph, besides the title and the author’s name, certain explicit lexemes were investigated expressing:

- (a) Summarizing conclusion or totalization, e.g., ‘to sum up’, ‘in sum(mary)/conclusion’, ‘finally’, ‘all in all’, ‘as a whole’;
- (b) Adversative conclusion, e.g., ‘despite/in spite of’, ‘nevertheless’;
- (c) Logical conclusion, e.g., ‘thus’, ‘so’;
- (d) Future temporal orientation, e.g., ‘will’;
- (e) Definitive recommendation, e.g., ‘recommend’.

A summary of the results obtained in the analysis with the microconcord program is presented in Table 5-8^{ix}. The numbers (N) and percentages (%) represent the distribution of the linguistic clues in the positions stipulated for each move in the remaining 120 texts.

Table 5-Erro! Apenas o documento principal. - Distribution of move clues in the remaining 120 texts per discipline

	CHEMISTRY				LINGUISTICS				ECONOMICS			
Move	1	2	3	4	1	2	3	4	1	2	3	4
N	31	36	38	35	32	39	39	34	30	33	39	34
%	77.5	90	95	87.5	80	97.5	97.5	85	75	82.5	97.5	85
	CHEMISTRY				LINGUISTICS				ECONOMICS			

The results in Table 5-8 show consistency of occurrence of the linguistic clues in association with each move, suggesting that the linguistic clues can indicate or predict the presence of moves in BRs. As exemplification, three concordances obtained for lexical phrases expressing items (a) summarizing conclusions, (b) adversative conclusion, and (e) explicit recommendation in Move 4 are provided in Appendix D^{ix}.

Furthermore, although the percentages are not exactly the same in Tables 5-1 and 5-8, they show certain general tendencies. One tendency both sets of BRs have in common is the high incidence of the four moves.

The results support the hypothesis that BRs have a highly homogenic structure in terms of the rhetorical moves and also in terms of the linguistic clues commonly associated with these moves. It might be argued that Move 1, at first seen as a typical move in the qualitative analysis, does not appear in the remaining 120 texts as frequently as it should be expected. The first thing that has to be considered, however, is that the microconcord program only looks for those specific linguistic items that it is set to search. Therefore those texts that do not include the stipulated clues for Move 1 (i.e., 'The/This book/monograph/ volume/series', 'This is', the author's name, and the title)

will not appear in the concordance. Therefore, a closer look at the texts that are classified as lacking Move 1 show that this move in fact is present.

In those BRs that are considered to lack linguistic clues for Move 1, reference to the topic of the book is made in the opening sentence through repetition of the key term in the title of the book. Thus in [E#29], for example, the title of the publication being reviewed is *The Other Economy: Pastoral Husbandry on a Medieval Estate* and the opening sentence is:

Studies of medieval English agriculture have traditionally concentrated on the production of grain and wool, the two chief cash crops of the thirteenth- and fourteenth-century era of high farming.

Sometimes, besides repeating a key word from the title, the reviewer makes explicit reference to this strategy, as in L#49 where *Critical Essays on Language Use and Psychology* is reviewed:

It is not common to review books on psychology in this journal but this is not an ordinary book on psychology. The term 'critical' in the title is to be taken literally.

In most of the opening sentences that do not follow one of the stipulated forms mentioned above, the reviewer relates the book to previous literature or makes topic generalizations, using repetition of a key word from the title. An example is [C#23], in which the book *Modern Supercritical Fluid Chromatography* is reviewed:

Supercritical fluid chromatography (SFC), in which a supercritical gas is used as the mobile phase, has established a place as a third technique intermediate between gas chromatography.

In [C#23], the reviewer uses the strategies of repeating key words from the title in the opening sentence where a topic generalization is made. All of the remaining BRs (22.50%) contain this modality of initiating the text by making allusion to the main topic of the publication. In addition, the analysis of the linguistic forms displayed in the remaining 120 texts confirmed the same tendency already found in the qualitative analysis of the first 60 texts: reviewers tend to use consistently more the construction *The/This book/monograph/ volume* (44.17%) in the opening statements in BRs.

The numbers in Table 5-8 are highly significant in that they show the results of a random search for linguistic items and not the results of a detailed text analysis, done sentence by sentence. The tendency of the remaining 120 texts to display the linguistic clues for the moves suggests that the genre tends to have a highly homogenic vocabulary at specific points. This tendency would suggest that there are indeed linguistic features that convey certain rhetorical meanings that are productively used by reviewers and which, as a result, become associated with the genre. The best examples would be the evaluative expressions of recommendation such as 'I strongly recommend this book' and lexical phrases expressing conclusion in Move 4.

In the course of this chapter, it has been demonstrated that BRs in all three disciplines have a consistent pattern of information organization with correspondent

linguistic clues. A set of canonical moves which are likely to occur in BRs were discussed and exemplified in the three disciplines. The qualitative analysis provided relevant clues as to the kinds of linguistic items that are commonly used in the genre in association with specific rhetorical moves. The remaining 120 texts were then investigated with the help of a microconcord program demonstrating the consistency of these clues.

5.7 Concluding remarks

The extensive analysis of the corpus was used to demonstrate how texts of a genre have canonical moves, how these moves tend to occur in the same order (in initial, middle, or closing paragraphs in the text), and how these moves are realized by a specific set of linguistic clues. At the same time, throughout the analysis, certain points of divergence among the texts became apparent indicating what Swales (1990:49) calls 'family resemblance', i.e., 'exemplars or instances of genres vary in their prototypicality'. Thus, different exemplars show different combinations of the basic features of the same genre. This can be seen, for example, in those texts that lack a given move, but are still recognized as BRs because they have other moves that characterize the genre.

As has been demonstrated in the analysis, the most basic features of the genre appear in the form of four moves found in the corpus. To complete the analysis of this genre, however, a final phase of this investigation will focus on the extent to which variation occurs within BRs.

CHAPTER 6

DISCIPLINARY DISCOURSES

6.0 Introduction

The text analysis in Chapter 5 produced evidence supporting one of the three hypotheses of the present study (Chapter 1), i.e., that the texts that comprehend the corpus will present certain general invariable features of rhetorical organization that will not vary across disciplines. The analysis revealed that the genre of academic BRs has a rather stable structure of moves and sub-functions across disciplines and that this stability is reflected in the existence of a set of linguistic clues that normally occur at specific points along the texts in the corpus, acting as signaling devices for moves and sub-functions.

Parallel to this structural systematicity in exemplars of the genre, signs of variability across disciplinary boundaries were noticed in text length, number and order of sub-functions, and vocabulary used to evaluate. Such variation can be interpreted as evidence for another hypothesis of the study: that textual features respond to variations in contextual configuration, i.e., differences in what disciplinary cultures conceive as their object of study, epistemological organization and values.

The analysis presented in the remaining of this chapter provides a view of academic fields as cultures that construct discourse in response to specific epistemic conditions of the discipline (Foucault, 1973). Having in mind that there is a continuity

along the axis that links hard sciences such as chemistry in one extreme of academia to “soft” humanistic sciences, such as linguistics, in the other (Peck MacDonald, 1994:21), then economics, as a social science, can be expected to be placed midway along this axis: it combines the mathematical character of chemistry with the humanistic quality of linguistics.

6.1 Connections between disciplinary cultures and text

In academia there is a general underlying assumption that scholarship practices are organized into disciplines. These disciplines are cultural frames in which newcomers need to receive indoctrination about how knowledge production practices and particular genres function in accordance with discipline-specific knowledge and linguistic convention (Peck MacDonald, 1994; Backhouse, Dudley-Evans, and Henderson, 1993a; Craswell, 1993; Kusel, 1992; Spack, 1988).

Researchers in different areas such as the rhetoric of science (Backhouse, Dudley-Evans, and Henderson, 1993b; Davis and Hersh, 1987; Rosaldo, 1987), and the sociology of science (Myers, 1990; Bazerman, 1987, 1988) have focused on the question of how rhetoric reflects the epistemological organization and values of academic disciplines. The assumption underlying these studies is that scientific knowledge encompasses a set of disciplines with distinct language, object domains, and methodologies.

Such belief varies considerably from the positivist definition of science as a unified, indivisible whole with a number of uniform genres carrying out certain academic functions irrespective of disciplinary cultures. In the past, examples such as that of the philosopher Leibniz, that tried to devise an ideal language that would synthesize the basic tenets of a

Cartesian logic of discovery applicable to all sciences, have illustrated this unified view of science. More recently, scholarship in the rhetoric of science has tended to criticize this idea of a universally valid language superior to specific fields on the grounds that there is no single adequate model of science to be adopted in all fields:

The goal [in devising an ideal language] was to yield a single methodology for all fields—that is, a unified science. Such programs were loosely tied to an idealized (and erroneous) view of physics, taken as the height of Science. (Nelson et al., 1987b:13)

This criticism to the unity of the sciences under a universal physical model has called attention to the incompatibility of two opposing forces: the generality of an ideal language and the idiosyncrasies of each discipline (Baker and Hacker, 1984). Even if an ideal universal language successfully provided scientists with a taxonomic vocabulary for a series of basic scientific rhetorical tasks of classical inspiration such as classifying, describing and generalizing in all disciplines, scholars would still need a specialized vocabulary essentially associated with the theoretical aspects of their specific areas (ibid.: 24).

Sociologists of science such as Toulmin (1958) have long proposed an alternative view to that adopted by the universalizing Cartesian tradition, contending that most scientific disciplines ought to be regarded as individual, compact cultures characterized by five features:

-
- 1) Disciplinary activities organized around and geared to a special set of consensual ideals;
 - 2) Collective ideals that impose corresponding demands on all discipline members;
 - 3) Discussions arising in the discipline that provide loci for the production of arguments (“reasons”) to warrant procedural innovations and improve the current repertoire of concepts or techniques;
 - 4) Professional forums that evolve where recognized reason-producing procedures are used to warrant consensus around innovations;
 - 5) Criteria of adequacy, established by the consensual ideals, to be applied in judging the arguments produced to support innovations in the discipline (ibid.:160).

For Toulmin, academic disciplines would ultimately consist of consensual ideals that define the *modus operandi* adopted by practitioners along with the whole set of linguistic, cognitive, and instrumental apparatuses relevant to the discipline.

Adopting a similar perspective, Kuhn ([1962]1970:174-210) understands each scientific field as a network of epistemological and linguistic resources available to its practitioners. An area of knowledge is a mature scientific field when its members acquire a set of common theoretical presuppositions in the form of a paradigm around which no or little disagreement arises (ibid.:11).

For Kuhn, the four elements of a mature science are:

- 1) the formal expressions that encapsulate a certain array of previously established knowledge in the field and which is generally accepted and employed univocally by group members without dissent (‘Symbolic Generalizations’);

2) the generalized commitment by members to particular theories which guide the definition of the inventory of researchable problems and their importance ('Metaphysical Paradigms');

3) the merit discussed by members when having to choose one among incompatible ways of carrying out their disciplinary activities ('Values'); and

4) concrete applications of solutions to those problems created within the discipline which novice members have to learn along their process of academic literacy in the field (classes, laboratory research, readings, etc.), and which ultimately show how to develop their practice ('Exemplars').

Thus, in Kuhn's definition of a four-fold disciplinary matrix, the relationship between disciplinary cultures and texts consists in the fact that the tradition pertaining to a disciplinary culture surfaces in academic texts through argument construction. Such argumentation takes into consideration disciplinary devices used by members to relate to common knowledge ('Symbolic Generalizations' and 'Metaphysical Paradigms'), to produce applications of knowledge to disciplinary problems ('Exemplars'), and to evaluate the production of new knowledge ('Value'). One of the commonest expressions used in BRs may serve to illustrate how this relationship surfaces in text.

An instance of 'symbolic generalization', 'metaphysical paradigm', 'value', and 'exemplar' can be found underlying a simple two-word example such as the expression 'rigorous research'. The words 'rigor' and 'research' represent a paradigm, i.e., 'universally recognized scientific achievements that for a time provided model problems and solutions to a community of practitioners' (Kuhn, [1962]1970:viii). The paradigm

implied by the words 'rigor' and 'research' is the one consecrated in modern science, in which the only form of research is the direct, objective observation of a natural phenomenon with the researcher's description (not interpretation) of the data. Its definition as 'rigorous' is in direct relation to the physics/mathematics paradigm launched about three centuries ago and maintained along most part of this century without dissent as *the* paradigm in science. Thus 'rigorous' can be connected to 'mathematical' as a 'Symbolic Generalization', i.e., in a synonymical relationship; as a recognition of the prevailing paradigm of physics and mathematics as prototypical sciences ('Metaphysical Paradigm'); as a 'Value', a powerful constraint over research practices among group members (Kuhn, [1962] 1970:186) and over production of new knowledge (i.e., new books); or still as an 'Exemplar' of how to develop the study of a given problem within the field (i.e., 'with rigor').

Contributions to the discussion about the relationship between disciplinary cultures and texts have also been given in the past by ethnographic studies. Becher (1981), for example, investigates the "scientific status" of disciplinary cultures taking into account how the episteme (the object of teaching and research in the discipline) and culture (the nature of the body of knowledge existing in each area) are considered by researchers from other fields. Biology and physics, for example, are seen as examples of true science by dint of their rigorous and quantitatively precise methods of investigation. Sociology, on the other hand, is seen as a "pseudo-science" because of its fragmented character and its lack of a solid body of epistemological principles usually found in "pure science" (ibid.: 110-11)^{ix}.

Becher (1987) further finds contrastive knowledge structures in written texts. He argues that, on the one hand, sociologists struggle to see one theoretical account win over another in their texts, due to the rather unstable nature of the problem they study. Historians, on the other hand, are primarily atheoretical and therefore do not build on disputes over theories, being more concerned about practical things such as the tools and techniques available to carry out their inquiry (as for example, interpretation of old documents).

Physicists are also unconcerned about disputes over theoretical questions in their texts but for different reasons. While the nature of historical knowledge involves the subjective judgment by the audience instead of an irrefutable demonstrable evidence, physics rests upon firmly based epistemological settlements about observable natural phenomena^{ix}. With a restrict set of competing theories within the discipline, physicists display objectivity. Sociologists, on the other hand, accord with “the convention of internal dissent” (ibid.: 266) resulting from a greater number of competing theories.

One can always argue that Becher’s discussion shows the nature of academic disciplines as not inherently uniform but as comprehending coexistent tendencies. What seems to stand out is the idea of intensity: some disciplines are more intense in carrying out internal controversies over competing theories such as sociology, while others, such as contemporary physics, have a broader set of well-established tenets, internally accepted without significant dissent. This indeed had already been pointed out by Kuhn ([1962]1970:viii) in his comment of how he was ‘struck by the number and extent of the overt disagreements between social scientists about the nature of legitimate scientific

problems and methods.’ The endemic character of this disagreement comes as a surprise to a member of the physicist community where scholarship practice ‘normally fails to evoke the controversies over fundamentals’ (ibid.).

Kuhn’s and Toulmin’s views on academia lend themselves to the interpretation of academic fields as ‘disciplinary matrices’ that have particular modes of knowledge production, communication, and evaluation resulting in autonomous ‘disciplinary cultures’. By the same token, in the present study, “academia” is defined as a global term that encompasses chemistry, linguistics, and economics as disciplinary cultures with particular modes of knowledge construction and evaluation.

The discussion of how linguistic features of exemplars of the same genre vary across disciplines is focused on the rhetorical sub-functions of BRs, with special attention to evaluation, the defining feature of the genre. While the first hypothesis of the present study concerned systematicity in rhetorical structure, the remaining two hypotheses concern the extent to which variability and evaluation occur interconnectedly. Inasmuch as BRs involve the reviewer’s evaluative verbal action for whose realization words of ‘praise and blame’ are used, then, in conveying evaluation, the reviewer attempts to influence the potential readership’s judgment of the book. The assumption is that within the group, members share forms of argument and lexicon that convey common knowledge and constitute rhetorical devices that are used in the epideictic rhetoric (see, for example, Leff, 1987:33; Aristotle, 1986:83).

This chapter discusses the existing connections between rhetorical features in BRs and the contextual features to which these texts respond. First, variations in text structure

will be presented, in an attempt to determine how the three fields select from the rhetorical sub-functions found in the analysis. Next, variation in choices of evaluative terms within chemistry, linguistics, and economics will be further explored.

6.2 Variation of rhetorical moves across disciplines

A closer examination of how each of the four rhetorical moves of the model^{ix} is realized in the disciplines reveals certain signs of variation. Firstly, linguistic features such as text length offer consistent variation across disciplines. Secondly, although to a great extent moves appear in a fixed order, sub-functions tend to appear in a more flexible order. Thirdly, some sub-functions appear more frequently than others, i.e., while in theory the moves appearing in the model include a set of sub-functions that mostly occur together, in practice, each discipline has the possibility of varying the choices of sub-functions appearing in each text.

In this section, an attempt is made to discuss the differences which exist in exemplars of the genre across disciplines concerning three aspects:

- 1 Differences in the length of moves.
- 2 Differences in the order of presentation of rhetorical sub-functions within moves.
- 3 Differences in the frequency of rhetorical sub-functions.

6.2.1 Differences in length of moves

The most immediately noticeable variation is the differing length of BRs in the three fields. The number of words (33,419) in the chemistry corpus was found to be

considerably lower (58,528) than that in economics and less than half of that in linguistics (82,417 words). This pattern was also observed in individual texts so that chemistry BRs were found to be shorter (average of 557 words) than those in economics (975 words) and less than half the length of BRs in linguistics (1,374 words). An examination of moves in the three disciplines revealed that these differences also persist in the number of sentences in each move, as presented in Table 6-1.

Table 6-1 - Average number of sentences per move

	MOVE 1	MOVE 2	MOVE 3	MOVE 4
Chemistry	4.35	11.2	5.6	2.85
Economics	5.6	18.8	12.3	3.75
Linguistics	6.8	21.1	8.55	3.85
Average across disciplines	5.58	17.07	8.82	3.48

The results in Table 6-1 show a regular increase in the amount of sentences from chemistry to linguistics, with economics in intermediary position, and a gradual increase in the number of sentences in the development portion of texts (Moves 2 and 3).

Although these results are summarized in the form of an average number of sentences per move (representing a range of BR length including those texts where moves are only one or two sentences long), the opening and the closing moves, in general, tend to be much shorter than those in the development of the text. While

sentences realizing Moves 1 and 4 are similar in length across disciplines (closer to the average), some special tendencies were observed in Moves 2 and 3.

In linguistics, Move 2, which serves a more descriptive purpose, encompasses a much greater number of sentences than the average and is almost twice as long as that in chemistry. This would suggest that BRs in linguistics have a more extensively descriptive character, favoring a more detailed perspective of the book than in the other two fields.

In economics, Move 3 deviates from the pattern of length increase from chemistry to linguistics, tending to be much longer than in the other two fields. This would suggest that BRs in economics are more evaluative, with economists tending to concentrate on the explicitly evaluative function of Move 3 more emphatically than reviewers in the other two disciplines.

At the same time that detailed description seems to be specially relevant for linguistics and detailed evaluation for economics, in chemistry, the number of sentences realizing Moves 2 and 3 is much smaller. Considering that Moves 2 and 3 serve the purpose of describing and evaluating specific parts of the book in detail, and that Moves 1 and 4 have a more global perspective (as seen in Figure 5-3 in Chapter 5), then, the fact that chemistry BRs have shorter stretches of text realizing Moves 2 and 3 than the other two disciplines indicates that chemistry reviewers favor a more general perspective on the publication.

Table 6-2 shows examples randomly taken from the corpus illustrating how Move 3, which evaluates specific parts of the book, is much shorter in chemistry than in linguistics or economics.

Table 6-Erro! Apenas o documento principal.- Move 3: Highlighting parts of the book

Shifting reader's attention...	... to advantages/flaws in the book
<p>[C#6] This book could well serve as an introduction to the Russian literature for those interested in silicones. While it may serve as a reference work to those in the silicone area, <u>this reviewer feels</u> it is too highly specialized for reading by the average silicon chemist. <u>For someone relatively unfamiliar with silicone polymers, I found it difficult to determine which compounds and results were important.</u></p>	<p>Although potential uses are mentioned frequently, it was unclear whether the class of materials under discussion had actually found industrial application. Each area is considered in relative isolation, often making it difficult to elucidate trends of reactivity. Frequently the research which was summarized seemed to lack a sense of purpose.</p> <p>On the more positive side, some of the compounds and results were surprising and enlightening. The preparation and use of several very highly functional organosilicon monomers are reported. The chemistry of monomeric silanols and their metallic derivatives has been unfairly neglected in most modern silicon texts.</p>

<p>[L#6] <u>For ESL educators, <i>Alien Winds</i> does not end with the last chapter.</u></p>	<p>It raises issues that mirror those we face in working with refugees here, posing questions that we need to confront in our own policy and practice. Where do our own approaches to curriculum development fit in this historical context? What is the hidden curriculum implicit in our methods and materials? For what kinds of jobs do our classes prepare students and what view of assimilation do they project? To what extent have we become unwitting accomplices in a process of producing cheap labor? And, most important, <u>what can we do about these issues?</u></p> <p>Clearly these questions are risky and the answers they elicit may be even riskier. There is no doubt that <i>Alien Winds</i> will generate strong reaction: There will be attempts to discredit it precisely because so much is at stake. It raises questions about some of the central policy-making professional institutions (like the Center for Applied Linguistics), the most powerful funding agencies for adult education in the US (like the Office of Refugee Resettlement), and the largest ESOL programs in the world.</p> <p>Thousands of well-intentioned people have been involved in resettlement programs, some of whom will no doubt rise to the defense of these programs, charging subjectivity and bias in <i>Alien Winds</i>. Tollefson does indeed have a strong perspective, but this perspective is no stronger than that of the policy makers and curriculum developers he challenges: The difference is that Tollefson's point of view is explicit while theirs, as he shows, is implicit.</p> <p>Ironically, however, it is Tollefson's attempt to counter charges of subjectivity that forms one of the weaknesses of the book: In his effort to provide irrefutable evidence for his claims, he presents so much documentation that it sometimes proves cumbersome, interfering with the clarity of the argument. His logic is also occasionally difficult to follow, for example, when he cites the shift to focusing on homebound skills as evidence for the failure of refugee education programs. Finally, in some instances, Tollefson does not distinguish clearly enough between policies and individuals, an oversight that may result in misunderstanding by some of the dedicated people who have given years of their lives working in the camps.</p>
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<p>[E#6] The book is well written, while the <u>mathematics is by and large very neat and well presented.</u></p>	<p>The mathematical appendix is very useful, although not totally comprehensive. The author has clearly tried to keep the mathematical sophistication to a minimum, and by and large he seems to have been successful. Moreover, where possible, Balasko provides good geometrical interpretations for many of the results. Chapters 2-5 are very nice. In particular, Chapters 3 and 4 present many of the results on the structure of the equilibrium manifold, regular economies, Pareto optima and the number of equilibria in a very simple form. Chapters 6 and 7, by contrast, are more difficult. The mathematical sophistication required in these chapters increases substantially, and I feel that some of the results (and the proofs) in these chapters are not explained and motivated as well as those in the rest of the book. Some of the proofs in these chapters are also casually explained. However, the result on the number of equilibria determining the equilibrium correspondence seems to me quite remarkable, though I have not yet fully appreciated its economic importance (see below).</p> <p>Turning to the shortcomings, I think that, while the book provides us with a very good analysis of the equilibrium manifold in the case of exchange economies parameterized by agents' endowment, it does not cover many other areas in GE theory where the differentiable approach has been applied. In fact, it could be said that the book represents mainly Balasko's own approach and contributions between 1975 and 1981 to the area. Clearly, Balasko's own contributions have been very substantive, and a book on his work is well justified. Nevertheless, one does not get the impression from the title and the preface that the book is concerned mainly with the author's contribution to the area. The book would have been more useful as a text if it discussed (or at least referred to) more related works. For example, in Chapter 8, on the extension of exchange economies to production, uncertainty, time and money, there is no mention of any work on these areas other than those of Balasko, Cass and Shell on sunspots and overlapping generations. Clearly, there is a need for a review of some of the more recent work in these areas, and I think the book would have a wider readership if Chapter 8 were expanded, even at the cost of shortening other chapters. (For example, the result in Chapters 6 and 7 on arc-connectedness of the set of economies with multiple equilibria in the projective plane, i.e., when economies at infinity are allowed, is not of significant importance to deserve two different proofs.)</p> <p>It is also not clear to me to what extent some of the extra assumptions imposed on the consumers (other than the standard ones) are important for the results obtained in Chapters 3-7. For example, the strict monotonicity of preferences on the whole of the Euclidean space is clearly a very strong assumption, and without it many of the smoothness results do not follow. Another assumption is the consumption set being the whole of the Euclidean space. Clearly, the result in Chapters 6 and 7 on the number of equilibria determining the equilibrium (Walras) correspondence depends crucially on the unboundedness from below of the consumption sets. This is not discussed in the text.</p> <p>The book is also notable for its lack of examples. Not only would examples make comprehension easier, they also could provide the reader with some intuition for how strong some of the results are. For example, the results on the number of equilibria determining the equilibrium correspondence in Chapters 6 and 7 says that (a) if the set of economies (parameterized by endowments) has a unique equilibrium, then the equilibrium price will be the same for each of the economies; and more remarkably, (b) if any two economies, with different preferences, have the same number of equilibria for any distributions of endowments (and some economies have multiple equilibria), then the equilibria of the two economies will be the same for any distribution of the endowments. It would have been nice if Balasko had provided some examples of the economies that have unique equilibria for all distributions of endowments (positive and negative), satisfying the axioms in the book. More importantly, the second result would have been more informative if one had more information on how large is the set of economies with the same number of equilibria (for each endowment). If, for example, the set of utility functions generating the same number of equilibria are very similar, the second result (case (b)) would not be so remarkable.</p> <p>Although some concepts and results, e.g., singular economies, are very well explained and motivated, on reading the book, I have not always been convinced of the economic importance of some of the mathematical results (e.g., equivalence results in Section 5.4).</p>
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In general, less emphasis is given to detailed descriptions and evaluations of the book in chemistry and this seems to bare some correlation with the overall shorter length of BRs in the discipline.

While in Table 6-2, the chemistry reviewer makes the point synthetically ('Each area is considered in relative isolation, often making it difficult to elucidate trends of reactivity.'), in linguistics and especially in economics, reviewers illustrate their comments, glossing, exemplifying and citing passages from the book:

[L#6] It raises questions about some of the central policy-making professional institutions (**like** the Center for Applied Linguistics), the most powerful funding agencies for adult education in the US (**like** the Office of Refugee Resettlement), and the largest ESOL programs in the world.

[E#6] The book would have been more useful as a text if it discussed (or at least referred to) more related works. **For example**, in Chapter 8, on the extension of exchange economies to production, uncertainty, time and money, there is no mention of any work on these areas other than those of Balasko, Cass and Shell on sunspots and overlapping generations. ...and I think the book would have a wider readership if Chapter 8 were expanded, even at the cost of shortening other chapters. **For example**, the result in Chapters 6 and 7 on arc-connectedness of the set of economies with multiple equilibria in the projective plane, **i.e.**, when economies at infinity are allowed, is not of significant importance to deserve two different proofs.)

If the results in Table 6-1 showing the average number of sentences per move can serve as indication of the extent to which each move is syntactically complex, then, as a whole, chemistry BRs can be regarded as containing less elaborated information than those in the other two disciplines. The analysis of text length points to variable emphasis on sub-functions across disciplines: detailed description for linguistics, detailed

evaluation for economics, and more global description and evaluation for chemistry. This emphasis can be further explored in the analysis of the order of presentation of sub-functions and the choice for sub-functions to realize moves.

6.2.2 Differences in the order of presentation of sub-functions

6.2.2.1 Order of presentation of sub-functions in Move 1

Studies have pointed out the complex nature of introductions in academic genres (Swales, 1990; Dudley-Evans and Henderson, 1993), and BRs are no exception. As the discussion of the various sub-functions in Move 1 in Chapter 5 attempted to show, the introductory section of academic BRs was a particularly complex part to deal with in the analysis, with several possible combinations of sub-functions across disciplines. Nevertheless, three main types of introductions were observed^{ix}:

a) Simple: Introductions with a very simple structure, usually confined to the first paragraph of the BR, in which one single sub-function maintains the central focus. In this type of introduction, reviewers tend to refer to the topic of the book (Sub-function 1) or to how the new book fits in with former literature on the subject (Sub-function 5):

[C#11] (Sub-function 5) To write a monograph on this subject now is a bold and welcome initiative. It is scarcely possible to review the whole of the flood of published work in this field (about 10 000 papers have appeared in three years of research!). Nevertheless the authors have competently surveyed and evaluated the most recent work up to the book's manuscript deadline of July 1988.

[L#8] (Sub-function 1) The book under review ambitiously attempts a comprehensive cross-cultural survey of personal naming practices. The relevant data come from the Human Relations Area Files' Probability Sample of 60 societies. These data were not collected systematically and detailed cross-cultural

comparison is often frustrated, but the author has done his best to supplement the files whenever possible.

This kind of introduction is most frequent in chemistry BRs (55%), where reviewers have special preference for using solely Sub-function 5 in the opening paragraph that encapsulates Move 1 (7 of 11 instances). Thus chemistry texts tend to be “field-fronted”, i.e., Sub-function 5 is usually the first rhetorical element to appear. In economics, simple introductions are also common, but tend to be “topic-fronted” instead (4 of 7 instances).

b) Combinatory: This type of introduction usually has a combination of Sub-functions 1 and 5 in a dyad or either one (and less frequently, Sub-function 2) following any other Move 1 sub-function. The most common types of introduction combine reference to topic of the book (Sub-function 1) or topic generalization (Sub-function 4) followed by reference to how the book fits in the field (Sub-function 5) represented in a sequence as 1-5 or 4-5.

[L#13] (Sub-function 4) With every year of storage, according to the experienced gourmet, wine, whiskey, and even some sorts of cheese gain in quality, but, with regard to collections of linguistic papers and their respective contents, this rule usually does not hold. My present review deals with one recent example of such overripe reading matter that already leaves an aftertaste of discontent: *Leitmotifs* (= L)...does not meet my expectations at all. (Sub-function 5) In fact, it is not even up to the standards of any of the preceding monographs by each of the founding fathers of NM (Mayerthaler 1981; Wurzel 1984; Dressler 1985)...

[E#9] (Sub-function 1) This is an interesting and well written book on new classical economics, which gives this school of thought a fair treatment. (Sub-function 5) The subtitle 'A Skeptical Inquiry' indicates, nevertheless, the critical attitude of the author towards new classicism. But there is more than the usual questioning of basic assumptions...

This type of function-dyad introduction is most common in linguistics and economics. Apart from the most frequently used Sub-functions 1 and 5, reviewers in linguistics also opt for opening BRs with some kind of reference to readership (Sub-function 2):

[L#3] (Sub-function 1) This book is a thoroughly researched and thoughtfully prepared account of language development in six young children growing up in Western Samoa. (Sub-function 2) As such, the author admits that her targeted audience is primarily the researcher in child language. Yet the book will also appeal to researchers in sociolinguistics, in literacy issues, and in child-rearing theory and practice. Those interested in critical theory will also find a short, valuable discussion on the ethnographer's changing role as an interpreter of other cultures.

Therefore linguistics seem to be more “reader-fronted” than the other two fields.

c) Cyclic: This kind of introduction extrapolates the borders of the first paragraph and extend in cycles over the next few paragraphs. These cycles comprehend a variety of moves organized in alternation with one specific sub-function that act as a counterpoint for the others. Sub-function 1 appears intercalating with other Move 1 functions in a pattern that can be represented as [4-1(5)-5-2-1-2-4-1-4-1] in example[L#6], and [1-4-1-5-1] in example [E#5]:

[L#6] (Sub-function 4) American personnel working in the Philippine Refugee Processing Center (PRPC) no longer live in buildings made of asbestos...

(Sub-function 1) This is one of the many astounding facts presented by James Tollefson in *Alien Winds: The Reeducation of America's Indochinese Refugees*.

... In this book, (Sub-function 5) unique in its deeply probing examination of the resettlement process, (Sub-function 1) Tollefson contends that resettlement functions to prepare refugees for assimilation into the American Socioeconomic structure at its lowest echelons.

(Sub-function 5) While the book's relevance cuts across disciplines, integrating historical, economic, sociological, and moral perspectives, (Sub-function 2) it is particularly important for ESL educators. (Sub-function 1) *Alien Winds* analyzes the central role that education plays in this process... (Sub-function 2) It offers ESL teachers keen insight into their adult students' lived histories...

(Sub-function 4) Sociologist Milton Gordon (1978) describes assimilation as having two components... (Sub-function 1) In *Alien Winds*, Tollefson examines the interplay of these two aspects of assimilation through American policy toward refugee resettlement from the mid-1950s to the present...

Tollefson's claim that the education of refugees acts as a tool for social control may come as a shock to ESL educators... (Sub-function 4) Sociologists have long claimed that education plays a central role in the assimilation process... (Cremin, 1977, p. 134)...

Thus, educational historians argue that "schools were part of and reflected the values and concerns of a class-oriented society..."

(Sub-function 1) *Alien Winds* extends this analysis to a new domain...

[E#5] (Sub-function 1) This is the kind of book that sums up the spirit and the experience of a long and interesting life... (Sub-function 4) On the capitalist side, there is the Great Depression, the long inflation... Then, on the other side, there is the immense disillusionment with socialism,... (Sub-function 1) Flexner makes an eloquent plea for the recognition of the social system as a total system,... and (Sub-function 5) is a severe critic of the Chicago School, with its tunnel vision seeing only the market. (Sub-function 1) He makes a passionate plea, also, that the search for the good cannot be successful if it is based on unrealistic images of the complexities of the real world...

In fact, Sub-function 1 is most commonly used in cyclic introductions. It seems as if different sub-functions, taking part in the cycles, are allowed to appear in a random order (not following a fixed order from 2 to 5) only if they are anchored on Sub-function 1, i.e., if the text keeps making reference to the topic of the book recursively.

The analysis of BR introductions shows that, while linguistics and economics tend to have more complex structures in Move 1, chemistry reviewers prefer to use extremely synthetic introductions with only one sub-function. Certain variable features of research articles have been associated with different disciplinary configurations by researchers. According to Swales (1990:159), for example, the choice of the rhetorical structures in academic writing is likely to be determined by the way the research field is perceived:

If the relevant research tradition is viewed as linear and cumulative, then a composite arrangement may work well. However, if the field is viewed as branching – consisting of several loosely-connected topics – then a cyclic approach may be preferred. The combination of length and divergence may contribute to the cyclicity more evident in the social sciences, and brevity and linearity to the compositeness more characteristic of the natural and life sciences and of engineering.

Thus, in fields such as chemistry, knowledge is atomistic in the sense that it can be fractionated into small pieces so that each researcher is able to bend over an independent set of theoretical questions to be studied in order to contribute to the advance of the field in a linear, cumulative way (Becher, 1987). In this kind of research tradition, a ‘chunked’ structure is more characteristic, where moves follow each other in a sequence. Conversely, in the social (and probably the human) sciences where knowledge production is non-linear and there is reinterpretation and criticism of knowledge (instead of accretion of knowledge as in the natural sciences) (ibid.), cyclic structures are more characteristic.

This correlates with the tendency already detected in the preceding section that discussed the short length of texts in chemistry. By the same token, BRs in economics, occupying the intermediary position in length between chemistry and linguistics, tend to have simple or combinatory introductions. Finally, linguistics, whose BRs are the lengthiest in the corpus of analysis, tend to have combinatory and cyclic patterns for introductions, commonly extending over the following paragraphs.

6.2.2.2 Order of presentation of sub-functions in Move 2

Variation in the order of sub-functions have also been detected in the middle portions of BRs where Move 2 is realized. The three disciplines can be roughly divided in two tendencies.

On the one hand, chemistry tends to have simpler and more linear developments, with Sub-function 6 in initial position followed by either Sub-functions 7 or 8 or both, usually in that order.

On the other hand, economics and linguistics BR development patterns can be represented as [6-(7+9)-(7+9)-(8+9)], in which reference to parts/lines of argumentation contained in the book alternate with their respective evaluation again in recurring cycles:

[E#8] (Sub-function 6A) ...There are two strands of argument here, historical and theoretical. (Sub-function 8) The historical discussion includes an appendix on ... (Sub-functions 7A+9) The argument that central banks 'have evolved naturally over time' is **rich** with historical information..., **but Goodhart is scholar enough to provide the disconfirming evidence.** (Sub-functions 7A+9) The theoretical argument that central banks play 'a necessary part within the banking system' is **novel, thoughtful and subtle...**

(Sub-functions 7A+9) Goodhart supports the first point with a well-known passage from Milton Friedman's 1959 *Program for Monetary Stability*... **the book unfortunately has not been updated to incorporate important work published after 1985.**

(Sub-functions 7A+9) In arguing point (2), Goodhart acknowledges Timberlake's work on the self-policing role historically played by clearing-house associations... Goodhart **offers no evidence that such problems actually did arise** in clearing-house associations, or must do so, **but rather cites episodes** where certain commercial banks were reluctant to lend to their rivals.

(Sub-functions 7A+9) In making the third point, Goodhart is **careful not to claim too much...**

(Sub-functions 8+9) The case studies of the emergence of central banks provided in the appendix, remarkably, do not lessen this contrast. **In not a single case were developments driven by the needs identified in Goodhart's theoretical argument.**

This complex pattern in the development portions of BRs contribute for maintaining the tendency already observed in linguistics and economics introductions where texts show longer and more elaborate patterns of information organization: Each part of the book is mentioned and receives a focused evaluation at a time.

In chemistry, on the other hand, reviewers evaluate specific aspects of the book closer to the end of the BR as an independent Move 3. Chemistry reviewers tend to limit themselves to pointing out the flaws, without long critical comments, assuming that the facts speak for themselves and that possible solutions can be figured out by the reader.

Up to this point, it has been asserted that each discipline tends to produce certain textual specificities in BRs. Texts in chemistry have been revealed as the most objective, simple-structured, while those in linguistics and economics have been perceived as more complex and evaluative. In the next section, these tendencies will be further dealt with in relation to which sub-functions of the model seem more consistently used in each field.

6.2.3 Differences in the frequency of sub-functions

Variation across disciplines can also be examined considering the extent to which texts in each discipline show adherence to the model of the rhetorical organization of the genre (Figure 5-2 in Chapter 5). The higher the frequency for each sub-function, the more the texts corresponded to the model. The results below in Table 6-3 show the frequency of occurrence of each sub-function across disciplines in percentages. Highest percentages for each sub-function are underlined in bold and second highest percentages are marked with a star.

Table 6-Erro! Apenas o documento principal.- Distribution of sub-functions per discipline in percentages

Move	Sub-function (%)									
	1					2			3	4
Sub-function	1	2	3	4	5	6	7	8	9	10
Chemistry	30	35*	15	20	<u>75</u>	<u>80</u>	80	<u>50</u>	85	95*
Linguistics	<u>80</u>	<u>45</u>	20*	<u>40</u>	65	70*	<u>100</u>	<u>50</u>	90*	<u>100</u>
Economics	65*	20	<u>25</u>	30*	70*	50	90*	15	<u>100</u>	95*

The higher percentages in linguistics and economics indicate that their texts have more sub-functions and, between the two, linguistics produces BRs with higher percentages more consistently than economics. In nine out of ten columns, Sub-functions 1, 2, 3, 4, 6, 7, 8, 9, 10, the percentages for linguistics are either the highest

(underlined in bold) or the second highest (marked with the star). Also, the columns marked for Sub-functions 7 and 10 have 100% of frequency in linguistics (while economics reaches 100% only in relation to Sub-function 9). Therefore, according to the results in Table 6-3, BRs in linguistics seem to correspond most consistently to the model, followed by those in economics.

Consistency with the model in economics is suggested by the fact that the second highest percentages are attained in five sub-functions (1,4,5,7,10), and the highest percentages are reached in two sub-functions (3 and 9), with 100% frequency in one of them (Sub-function 9). In chemistry, this consistency is much more restricted. Although the highest scores are attained in three sub-functions (5, 6, 8), chemistry BRs never attain 100% frequency in relation to any sub-function and maintain a weak second place in only two sub-functions (2 and 10).

The fact that linguistics BRs adhere more closely to the model is not totally unexpected considering that the pilot study for the elaboration of the model examined BRs exclusively in linguistics (Motta-Roth, 1993). As a result, since the beginning, the model tended to consider information content and form of texts in linguistics.

As the analysis in Chapter 5 demonstrated, while the model holds for the three disciplines, each one of them tends to choose among the ten sub-functions, the most representative ones for each specific area of knowledge, as will be seen next.

6.2.3.1 *Chemistry: field, overall organization, and extra-text material*

- Sub-function 5: Inserting the book in the field

In terms of frequency, the most important sub-functions in chemistry make reference to how the book fits in the field (Sub-function 5), the overall organization of the book (Sub-function 6), and the type of extra-text material included (Sub-function 8).

With Sub-function 5 in Move 1, reviewers start the BR acknowledging the importance of the field as a regulating device of the role of the new publication along the existing publishing or researching tradition on the topic (basically either by filling an existing gap, extending or counter claiming existing trends in the discipline). In that respect, Sub-function 5 gives an overview of the discipline and how the book fits within it. From the results in Table 6-3, reference to the field would seem to be similarly emphasized in all three disciplines, with a slightly greater tendency in chemistry. The relevance that the field assumes in chemistry, however, can be contrasted with the other two areas, if a simple frequency test for the word 'field' is conducted with the help of the microconcord program. The word 'field' occurs at every 771 words in chemistry, twice as frequently as in linguistics (1,358 words) and more than four times as frequently as in economics (3,249 words). Due to its high frequency, reference to field is considered to be important in chemistry.

Therefore, not only are chemistry BRs introductions 'field-fronted' but the whole text can be said to be 'field-oriented', i.e., the field is specially significant for chemists. This may point to chemists' perception that their field is a well-established culture with a publishing tradition that must be acknowledged when a new book is evaluated.

- Sub-function 6: Providing general view of the organization of the book

In the discussion of text length, chemistry reviewers were said to have special preference for adopting the overall perspective of the book more consistently than linguistics and economics reviewers. The results in Appendix D confirm this tendency, indicating that in chemistry, Sub-function 6, Providing general view of the organization of the book, is as frequent as Sub-function 7, Stating the theme of each chapter (80%), and, whenever the more specific description of Sub-function 7 is present in chemistry, it is generally limited to a synthetic listing of title and topic of chapters (plus the author's name in edited books). Conversely, in linguistics and economics, reviewers prefer to use the detailed perspective of Sub-function 7 (100% and 90%, respectively) much more consistently than Sub-function 6 (70% and 50%).

Detailed description and evaluation of the book is not frequently found in the chemistry corpus indicating that giving the reader a general idea of the organization and number of chapters of the book is more important than providing a more detailed and evaluative discussion of specific chapters. This results in more objective, generally descriptive texts in chemistry, instead of more evaluative and detailed texts, which are likely to demand lengthier argumentation.

- Sub-function 8: Citing extra-text material

With different degrees of importance, Sub-function 8 bears greater significance for chemistry and linguistics (50%) than for economics (15%). Although the results for Sub-function 8 in linguistics and chemistry are the same, an analysis of the frequency of

reference to extra-text material in evaluations of the book provided in Moves 3 and 4 shows that it is an important part of chemistry books.

In 9 of the 20 BRs in chemistry, there is some reference to extra-text material either in Move 3 (focused evaluation) or Move 4 (final evaluation), and in one text, reference to extra-text material appears in both kinds of evaluation. These numbers assume greater significance if we consider that both in economics and linguistics no BR makes reference to items such as graphs, tables, appendices, etc., outside Move 2, where Sub-function 8 normally appears. Therefore, this type of material does not embody a value to be used in evaluating strong or weak points in the book (Move 3) or in recommending it (Move 4).

The greater significance of extra-text material for chemists can be credited to the very nature of the disciplinary object of study which, at the most basic level, involves periodical tables, graphs, etc. But more importantly, due to the fast pace with which scientific advances occur in chemistry, speed in information exchange assumes great significance^{ix}. Thus, appendices with references, author, subject and data indices make information readily available through visual devices and so are highly valued and can influence the reviewer's evaluation of the book. Additional evidence of this clear preference of chemists for readily providing a general view on the book is provided by the tendency to include information about extra-text material in the first paragraph of BRs in chemistry (30%) in comparison with linguistics (10%) and economics (none).

In addition, if concordances for the three fields are elaborated with lexical items such as 'reference(s)/graph(s)/appendix(ces)' in the microconcord program, it is possible

to verify that reference to extra-text material is greatly enhanced in chemistry (99 occurrences, with one instance at every 397 words) as opposed to linguistics (46 occurrences, with one instance at every 2,067 words) and economics (only 26 occurrences, with one instance every 2,624 words).

In relation to the main sub-functions in chemistry, a few additional comments on the unsigned BRs (not considered for the purpose of analysis) seem relevant. Usually unsigned BRs are written by the journal BR editor and tend to be shorter than signed ones (Chen, 1976). That indeed happens in one of the chemistry journals, *Journal of the American Chemical Society (JACS)*, where unsigned BRs are extremely short, with an average of 99 words.

This tendency contrasts with that of linguistics and economics journals where there are no unsigned BRs. The two shortest BRs in *JACS* are both unsigned and are one-paragraph long. Their short length may account for the absence of certain Moves or Sub-functions, nevertheless, despite being extremely short, these texts include Sub-function 1, (Topic of the book), Sub-function 5 (Field), and Sub-function 8 (Extra-text material), as seen below:

(Sub-function 5) **This spiral-bound book consists of articles that previously appeared in Volumes 68, 100, 101, 153, 154, and 155 of *Methods in Enzymology***, selected because they contained theoretical discussion or experimental description that is still up-to-date and useful. (Sub-function 1) The volumes from which they were selected were **devoted to DNA research**, and (Sub-function 8) it is appropriate that the present book includes their **Table of Contents**. An **18-page index** is a welcome feature.(Smith, J. 1990. *Journal of the American Chemical Society*, **112**(2))

Due to idiosyncrasies of the discipline such as frequent use of graphs, formulas, and tables of chemical elements, for example, citing extra-text material becomes a typical sub-function in chemistry. It signals a central concern in the discipline, since it appears in a text comprehending just a few lines that probably include only the most basic rhetorical sub-functions.

6.2.3.2 *Economics: author and evaluation*

- Sub-function 3: Informing about the author

The first feature that calls attention in Sub-function 3 is the low percentages that it attains across fields, with a slight preference in economics. Indeed, Sub-function 3 is the least frequent sub-function in chemistry (15%) and linguistics (20%), while in economics, it is more frequent than reference to readership and extra-text material (Sub-functions 2 and 8). Notwithstanding these low frequencies, it was evident that economics reviewers commonly referred to the authors of the books being examined, maybe not as a separate sub-function in Move 1 but dislocated to the interior of other sub-functions and moves. As references to author were explored with more details, an interesting pattern appeared in connection with Sub-function 5 in Move 1 and with Move 4.

In the discussion of Move 1 in Chapter 5, it was stated that some opening sentences call attention to the approach taken to deal with the topic of the new publication, making reference to the author of the book. The reviewer, then, uses explicit

lexemes such as nouns (*the author(s), William J. Barber*) and verbs of ‘saying’, i.e., implying verbal activity, (*write, edit, argue*)^{ix}. With the help of the microconcord program, a survey of the active reporting verbs such as ‘write’, ‘define’, ‘argue’, ‘stress’, ‘emphasize’, and ‘seek to define/explain/address’ was conducted and the resulting concordance demonstrated that, in 69.88% of the occurrences, these verbs indeed signal reference to the author(s). Then a frequency test showed that this type of verbal construction appears slightly more often in economics (every 2,132 words) than in linguistics (2,211 words) and much more frequently than in chemistry (4,915 words).

Antithetically, passive constructions play down agency in sentences and therefore can be expected to be associated with inanimate subjects such as the book or chapters. A concordance of passive constructions showed that this is also the case and a frequency test showed that this type of verb form appears much less often in economics (every 703 words) than in linguistics (380 words) and even less frequently than in chemistry (260 words). Both concordances (passive and active verbal constructions) suggest that economics is more ‘author-oriented’ than the other two areas.

Also, inclusion of the writer’s proper name in the opening paragraph of BRs happens more often in economics (55%) than in linguistics (50%) and chemistry (30%). Likewise, as evaluation in Move 4 is examined in detail, it is only in economics that the reviewer makes the final recommendation referring to the author of the book as the grounds for evaluation:

[E#17] (Sub-function 10A) The book touches upon a fascinating period in world history. Unfortunately, **the author's ideological** conviction that exogenous factors promoted the rise of the West, rather than social, political, and economic factors operating within the societies of the East and West, **have skewed her historical research.**

[E#15] (Sub-function 10B) **The authors** manage to address most of the important features of the EMS. (One topic not addressed concerns the System's possible evolution into a monetary union with a single central bank.) **They are sufficiently critical of some of these features to provide a balanced perspective on the system as a whole.** The System has not necessarily performed as its architects intended, particularly in allowing Germany such a central role, **but most observers join Giavazzi and Giovannini** in pronouncing the EMS an overall success.

[E#3] (Sub-function 10A) While I share the intellectual and academic values of our authors, **we might have learned even more from this book if the editor had selected at least one author who is out there rooting for the losers**—those character-building, muscular-Christian, college presidents.

In economics BRs, the author or her methodological, theoretical, or ideological orientation is a value to recommend the book.

- Sub-function 9: Providing focused evaluation

As asserted in sections 6.2.1 (Tables 6-1 and 6-2) and 6.2.2, there is an essentially evaluative quality to economics BRs. Table 6-3 confirms this assumption, since texts in all disciplines have a high percentage of Move 3 (Sub-function 9), especially economics where focused evaluation is present in 100% of the texts, while in linguistics, this frequency is 90% and in chemistry, 85%. In addition, economics can be said to be the most evaluative among the three areas because its reviewers dedicate larger portions of texts to evaluation than in the other disciplines.

Besides the evaluation in Move 3, an evaluative component already appears in the description portion of economics BRs. In Move 2, an alternating pattern of description-evaluation occurs as described in section 6.2.2.2, therefore, compared to chemistry (where evaluation is circumscribed to Move 3, as a separate, defined portion of text), economics BRs have an evaluative component interspersed with Move 2.

Moreover, as has been stated in Chapter 5, most BRs are positive but a closer look at the corpus reveals that they are not homogeneously positive across disciplinary boundaries. BRs are mostly positive in chemistry and negative in economics. Only two chemistry BRs have a negative final evaluation and this evaluation has a hedged tone, that is, Move 4 is realized by Sub-function 10B, Recommending the book despite indicated shortcomings, and not by 10A, Definitely recommending/ disqualifying the book, the explicit alternative for Move 4.

[C#4] (Sub-function 10B) In this reviewer's opinion this text is written well below a level desirable for graduate students or research scientists in analytical chemistry; however, it should be of interest to those in other disciplines who desire only an overview of the several chromatographic techniques.

Conversely, a number of texts in economics (7 BRs) and also in linguistics (5 BRs) carry more explicitly negative appraisals of the book. Most of them (6 in economics and 4 in linguistics) have negative final evaluations realized by Sub-function 10A.

[L#13] (Sub-function 10A) In conclusion, I should like to sum up my comments as follows: **L was published too late; the authors tend to argue *ex cathedra*. L is not even a state-of-the-art report. There are probably some instructive passages in L, but, after all, they hide behind too many failings.** Thus, L is **everything but good propaganda** for NM. Under these circumstances, **the best one can do is forget about this failure and repair the damage done, as soon as possible, by a less heterogeneous, more data-oriented, theoretically more explicit and sounder monograph.** For this purpose, I suggest an in-depth study on the diachronic morphology of an individual language instead of perpetuating the original **jumble of selected isolated examples.**

[E#13] (Sub-function 10A) **Perhaps** the potential benefits from completion of the internal market of the European Community are great. **Certainly** it is commendable for researchers to begin to look beyond the static, competitive paradigm for likely effects of further integration in Europe. **But I for one remain unconvinced by the evidence marshalled in *The Economics of 1992*.**

These BRs are openly negative due to the more consistent presence of certain features such as the following:

(i) Personal tone, e.g., ‘But I for one remain unconvinced by the evidence marshalled in *The Economics of 1992*’.

(ii) Directness, avoidance of hedged tones and use of explicit negative comments, e.g., ‘L is not even a state-of-the-art report’, ‘Thus, L is everything but good propaganda for NM.’

(iii) Deemphasis of positive comments with hedging terms, e.g., ‘Perhaps the potential benefits from completion of the internal market of the European Community are great’, ‘There are probably some instructive passages in L’.

Negative evaluation may demand longer and more elaborate argumentation since negative criticism can be expected to arouse more conflict and thus to need more

warrants and data to prove that it is indeed the case. Positive comments, on the other hand, are bound to raise less resistance and thus can be more synthetic. The greater amount of space dedicated to Move 3 in linguistics (4,957 words) and economics (6,228 words), areas that use more negative evaluation, in comparison to chemistry (2,691), area that provides more positive BRs, supports the idea that economics BRs are the most evaluative, followed by those in linguistics, and finally by those in chemistry.

6.2.3.3 Linguistics: topic, reader, generalizations, theme of each chapter, and closing evaluation

- Sub-function 1: Defining the general topic of the book; Sub-function 7: Stating the theme of each chapter; Sub-function 10: Providing final recommendation

Sub-functions 1, 7, and 10 bear some similarities in the sense that they relate to formal features of the BR (in the case of Sub-functions 1 and 10) and of the book (in the case of Sub-function 7).

The characteristic format of books in linguistics, where the classic division in chapters is adopted more often, can account for the fact that reference to each section of the book is consistently made by reviewers thus resulting in a greater use of Sub-function 7. Another element is the “didactic role” of linguistics BRs, already mentioned in the discussion of Sub-function 4, which may also account for this greater explicitness in terms of form. Reviewers not only worry about giving very precise descriptions and evaluations of books, but they also seem to worry about being explicit about the BR structure. This would account for the greater adherence of linguistics BRs to the model as compared to chemistry and economics. Thus, the use of Sub-function 1, responsible

for the formal opening in BRs, and especially Sub-function 10, responsible for the closings, is greatly enhanced in linguistics BRs.

- Sub-function 2: Informing about potential readership

In linguistics, the reviewer frequently comments on the appeal the book has for the reader, either criticizing or praising the author for the attention given to the potential readership. A great number of references to the potential readership may be due to what reviewers understand to be a high level of competition for readership in the linguistic discourse community. According to Fredrickson and Swales (1994:4):

...the greater the competition in a territory (as measurable by number of research papers per topic area, conference/journal acceptance rate, promotion criteria, percentage of funded proposals, etc.) the greater the rhetorical effort authors will have to expend in order to create research spaces for themselves.'

This idea originally relates to writers of research articles but could be extended to book writers also. In view of its significantly greater tradition in book reviewing, linguistics, as an applied area, seems more likely to produce books than, for example, physics, where the lack of a tradition in book reviewing indicates that books have been massively substituted by other forms of knowledge production (Becher 1987; Chen, 1976). (As has been found out in the present research, as many as 70% of the top twenty linguistics journals carry a BR section, as compared to only 35% in chemistry and 40% in economics.) This greater tendency in producing knowledge in book-form would create greater competition for readers' attention and therefore would offer reviewers

another criterion by which to evaluate books: if the author has defined and attended to the needs of her readership.

Evidence of the greater importance assumed by reference to readership in linguistics can be found, firstly in the results for the frequency of Sub-function 2 across disciplines presented in Table 6-3 (45% in linguistics, 35% in chemistry, and 20% in economics).

Also, a simple analysis of the frequency with which the term ‘reader(s)(ship) is used, support the results in Table 6-3. The concordances for ‘reader’ across disciplines provided by the microconcord program show that in linguistics (one instance at every 715 words) and chemistry (every 756 words), ‘reader’ appears more consistently than in economics (every 1,624 words). Although linguistics and chemistry indices for Sub-function 2 seem to stand too close to detect any differing patterns, an examination of Move 3, where evaluation of a book is commonly based on the criterion of suitability to readership, provides confirming evidence of the ‘reader-oriented’ character of linguistics:

[L#1] (Sub-function 9) Although providing studies in text analysis that may be useful to the ESL composition teacher is a worthy endeavor, this book falls somewhat short of its goal. This is due in part to a less than clear-cut notion of an intended **readership**.

[L#9] (Sub-function 7+9) The volume concludes with a brief history of linguistics as told from a translinguistic point of view. The **reader** should be advised to consult instead the primary sources or even the secondary sources cited by Doe.

L#11 [Sub-function 9] A problem with the essays derives from the fact that they address a broad range of **readers**, including those who are likely to disagree on fundamentals and those (like myself) who share the same psycholinguistic world view... A **reader** skeptical about whether models of generative grammar have any utility in modeling the language processor might have been won over more willingly if Felix had made more use of results from this recent work.

In a field as chemistry, where there is a great research article publication activity, competition for readership can be expected to be also very high but it does not surface in BRs as it does in linguistics. Along with the fast pace of information exchange, differences in length and complexity of argumentation in evaluative practices may account for the shorter, more objective BRs in chemistry, which convey less competition between the author and the reviewer as members of the field.

- Sub-function 4: Making topic generalizations

As explained in Chapter 5, in the study of topic generalization in BRs, two concepts used by Kuhn to define disciplinary matrix are pertinent: “Symbolic generalizations” and “Values”. Topic generalizations are used to relate the book to the field and in that respect, the concept of “symbolic generalization” relates to citation practices in terms of how reviewers from different areas relate the new book to the body of knowledge in their fields, using linguistic devices such as glosses and reference to literature.

Citation of secondary sources with the accompanying list of references placed at the end of a BR provides evidence of variation across disciplines. A simple quantitative survey of the journals selected for the study shows a common tendency in economics and chemistry in opposition to linguistics. None of the reviewing journals in chemistry and few in economics (20%) allow for this kind of citation in BRs, while most journals in linguistics (91%) include them. The extreme variation in this respect between linguistics, on one side, and chemistry and economics, on the other, suggests different attitudes in sharing disciplinary knowledge.

Considering, for instance, how the word *concept(s)* appears in the examples taken from chemistry and linguistics, it seems that reviewers link the new publication to accorded concepts in the field in different ways:

[C#7] **Concepts** such as Kuhn's segment length for flexible molecules, the persistence length of rigid molecules, excluded volume effects and rigidity effects on conformation are presented clearly in the first chapter.

[L#5] Chapter 5, "Empathy Perspective," presents a refined version of the theory of empathy described in Kuno and Kaburaki (1977) and shows how this **concept** interacts with various phenomena in English, Japanese, Turkish, and Korean.

The absence of detailed reference (name, date) in chemistry, indicates that the concepts referred to (e.g., 'Kuhn's concept of flexible length for flexible molecules') are well established in the field and therefore do not require further specification. In linguistics, on the other hand, example [L#5] illustrates a common practice of reviewers' providing detailed references of name and date ('Kuno and Kaburaki (1977)').

Explicit reference in the form of date in parentheses can be found much more frequently in linguistics (every 709 words) than in chemistry (2,457 words) or economics (4,014 words). Recurrent explicit reference may signal that a given concept is not widely accepted in the discipline and that terminology is not univocally defined.

Example [L#13] below highlights the general tendency for internal dissent in linguistics through the use of characterizations such as “pseudoattempt”, “inconsistency” associated with the word *concept*:

[L#13]... there is, indeed, but a pseudoattempt at defining the **concept** of (morphological) naturalness *ex negativo* (p. 3)... [J]ust to cite one case of inconsistency, in contradiction to the very first claims in L, examples of frequency, language economy, or statistical evidence used as unexplained arguments in favor of morphological naturalness abound in every chapter... Instead of showing their hand by giving a concise and comprehensible definition, the authors leave too much to the reader's ability to read between the lines.

Apparently, concepts do not easily find consensual acceptance among practitioners in the field, even though, in some cases, they have been around for more than three decades, as, for example, Chomsky's transformational grammar rules that still today constitute an issue for discussion (see, for example, Sokolik (1990) on the discussion of Linear vs. Connectionist models).

Economics is mid-way in the continuum of intensity of internal controversy that stretches between chemistry and linguistics. Although the word “concept” also appears in contexts that signal controversy (as in linguistics), the bibliographic information about its source is disregarded (as in chemistry). Among other things, absence of reference signals

that concepts are less disputed and tend to attain greater stability than in linguistics because of the general need of economists to be regarded as “scientific”, “mathematical” (Klamer, 1987:166), and because of the specific nature of its object of study that has demanded with an increasing pressure an investigatory apparatus with mathematical models^{ix}. In economics, we can find the word “concept” employed in a manner that implies that its source is known by every practitioner, signaling greater consent than in linguistics, as seen in the examples below:

[E#2] Let me just say that, rather than believing Harsanyi when he tells them that Zeuthen's 1930 argument can be successfully updated, political philosophers would do better to believe him when he tells them that the Nash bargaining solution has nothing to commend it as an ethical **concept**.

[E#6] Although some **concepts** and results, e.g., singular economies, are very well explained and motivated, on reading the book, I have not always been convinced of the *economic* importance of some of the mathematical results (e.g., equivalence results in Section 5.4).

[E#9] It implies that the Walrasian equilibrium **concept** is much too abstract to solve economic problems.

[E#12] Anderson chooses to focus on the case where a home and foreign firm form 'consistent' or 'rational' conjectures about their rivals' competitive responses. Since the **concept** of consistent conjectures is widely perceived as problematic (as Anderson himself acknowledges), and since the point that quotas tend to have an anti-competitive effect can be made in a very wide range of oligopolistic models, it is not clear to me what is gained by focusing on the rational conjectures model.

Even though concepts are referred to as ‘unethical’ ([E#2]), ‘unconvincing’ ([E#6]), ‘too abstract’ ([E#9]), or ‘problematic’ ([E#12]), their definitions are not explicitly

discussed as in [L#13] above. Although the appropriateness of use is being argued, the underlying idea is that the concept is already known by economists.

At least two attitudes towards knowledge can be detected: one of homogeneity and another of salience. The term “homogeneity” here signifies a cohesive view of the discipline, i.e., concepts in chemistry are well known and their use is settled so that reviewers find no need for further specification of the sources. This homogenic view of the nomenclature is a direct result of a recognition of the maturity of the field, where practitioners have overcome controversy over the legitimacy of basic concepts or theories. This is especially true in the case of chemistry which deals with facts that can be proved experimentally and which has clearly definable concepts to which researchers can give names. There seems to be little debate over what an atom is, for example.^{ix}

Attitudes towards common knowledge seem to be more salient in linguistics, where the theoretical apparatus of the discipline involves debate over theories, nomenclature, methodology. Scholars are still discussing basic core concepts in language production and comprehension, such as Modularity vs. Parallel Distribution Processing, Nature vs. Nurture, or the validity of theoretical constructs such as Krashen’s $i+1$.^{ix}

In this controversial setting, reviewers convey salience through their support of one specific approach instead of other concurrent ones. Linguistics reviewers seem to favor the practice of standing out by referring to those approaches they accept as the most appropriate to deal with the vast and, at times, imprecise repertoire of disciplinary problems. Reviewers also seem to hold a desire to show that they are well read in the field, signaling salience through the adoption of a tone of ‘authority writing to an audience of

less experienced professionals'. By using references, they may signal that they do not consider the reader to share the same background knowledge due to the numerous tendencies within the field. Heterogeneity in linguistics may be associated with lack of maturity (at least for the positivist view of science), resulting from having attained the status of an "established science" much later than other sciences^{ix}. Chemists, on the other hand, seem to be too secure of the grounds over which their discipline stands and, therefore, take a lot for granted as common knowledge in the form of a paradigm shared with their readership (since the scientific revolution of the eighteenth century^{ix}).

Economics combines characteristics of the other two areas: at the same time that it is not an "exact" science such as chemistry because of its political component, it seeks to attain the status of rigorous "scientific" discipline.

A final observation concerning the greater importance given to Sub-function 4 in linguistics relates to what might be regarded as the "didactic role" of BRs in linguistics. According to Nwogu (1990:176), in rewritten versions of research articles for a less professional audience, writers tend 'to provide readers with basic instructions on principles and concepts underlying the research problems or the research results' in the form of the rhetorical sub-function "Explaining principles and concepts", which is analogous to what in BRs is called "Making topic generalizations". A greater tendency to adopt a didactic perspective on linguistics BRs may result from the specific applied character of the discipline in opposition to chemistry and economics.

This tendency can also mean that reviewers differ in the way they conceive their readership and, ultimately, their field (as the interviews in Chapter 3 suggest). Linguistics

reviewers may use Sub-function 4 more consistently because they conceive their readership as more controversy-bound, i.e., as belonging to a non-mature field. As mentioned above, a field is said to lack the status of mature or 'normal' science when there is no single generally accepted view about the nature of the problems subject to analysis so that controversies about basic concepts are likely to arise. Therefore, in academic written communication in non-mature fields, each writer feels compelled to build the field anew from its foundations (Kuhn, [1962]1970:12-13), thus using more topic generalizations (Sub-function 4) to establish common grounds with the readership than in economics and chemistry.

Also, in linguistics, there seems to be an asymmetrical relationship between the reviewer, as an expert member, and the readership, as novice members of the field. A less professionally informed readership would need more background to be able to understand the argumentation in the text.

Again the continuum between chemistry and linguistics, with economics in the middle, reveals itself. The results in Table 6-3 indicate that Sub-function 4 is more frequent in linguistics (40%), then in economics (30%) and appears least frequently in chemistry (20%).

6.3 Variation in evaluation practices across disciplines

Besides the already discussed rhetorical differences in the textual structure of the genre, variation in evaluation practices in BRs seem to indicate additional differences in episteme and culture across disciplines. Evaluation practices in BRs relate to characteristic ways of arguing in the discipline for the acceptance of new publications, taking into account what is considered to be desirable/undesirable or important/unimportant in the intellectual apparatus of the field (in this case, the book).

Values are expressed by particular linguistic devices called ‘terms of praise and blame’, used in rhetoric to demonstrate the merit of a given person or thing (Aristotle, 1991:48).

Terms of praise and blame in the corpus were collected and organized into a set of seven contrastive dimensions^{ix}: *Persuasive-Unconvincing*, *Attractive-Uninteresting*, *Comprehensive-Specific*, *Recent-Outdated*, *Clear-Undefined*, *Testable-Speculative*, and *Deep-Simplistic*. What follows is an account of the findings in the analysis of terms of praise and blame as well as an attempt to explicate the connections between disciplinary context and text.

6.3.1 Economics: Persuasive-Unconvincing and Attractive-Uninteresting

In general, economists show great concern with mathematics, method, and theory, a characteristic that is becoming more and more valued in the field^{ix}. This concern is frequently mirrored in the texts when reviewers use words such as “mathematics” and “theory” to praise books (‘mathematics is very neat and well presented’; ‘[the] book is very good in using theory for analysis of topics’), as well as to blame them (‘importance of some mathematical results is not convincing’; ‘several logical problems with theoretical arguments’). The general need for the combination of mathematics and theory is felt in the massive reference to models, a basic construct in the economic field:

[E#14]...there are some drawbacks... A more substantive point is that the partial equilibrium diagrams make it impossible to compare the same **model** under alternative assumptions. For example, where is the Bertrand versus Cournot equilibrium with all else equal, or where is the free entry versus duopoly equilibrium with all else equal? We do not know. What we have is a series of

models, each very clear in itself, but which cannot be compared as the authors note.

[E#4] ...Taylor develops a neat formal **model** of choice among consumption activities involving primary and slave processes which are hedonic opposites.

[E#10] The book covers a wide range of material - the authors state their intention as being to 'present the common heritage, the conceptual framework and the sets of **models** that are used and agreed upon by the large majority of macroeconomists'... On the whole, the basic ideas and models are presented in enough detail to make the book substantially self-contained in the way that a text-book needs to be...

Concordances for the word 'model(s)' show 157 entries for the term in economics, 92 in linguistics, and only 21 in chemistry, appearing more than twice as frequently in economics (once every 434 words) as it does in linguistics (1,033 words) or four times as much as in chemistry (1,872 words). Models are seen as an element of solution to the central problem in the economic inquiry, i.e., predicting market swings:

[E#11]...he presents a **model** to explain why the unprecedented swings in the value of the dollar in the 1980s had only a limited impact on the adjustment of external imbalances...

[E#9] In his view, simple **models** are just not good enough. There will always remain a role for the economist as a policy adviser. After this rather optimistic conclusion in Chapter 4, Part III takes a twist by observing that new classical macroeconomics is in need of adequate micro-foundations for monetary theory....

In [E#9] the reviewer classifies the author of the book as "optimistic" in viewing economists as policy advisers that compensate for the disadvantages of "simple models".

He points out that the author soon realizes the mistake in superestimating the economist's role and "takes a twist" toward theory.

Economics BRs in the corpus mirror the general need of reaffirming the status of the discipline as an objective, quantitative field of study in terms of the commonly consecrated positivist model of science, favoring the persuasive-unconvincing dimensions of terms for praise and blame.

To credit a book as persuasive is to accord it a high value, usually through the use of expressions that relate to rational solutions and justifications for economic questions offered by the author of the book, such as 'lucid book full of sound judgments', 'lucid exposition', 'plausible account', 'arguments specially persuasive', 'well justified'. Conversely, when reviewers want to discredit a book, they define it as unconvincing ('book lacks a convincing and plausible measure of effects', 'authors are unconvincing', 'denunciation unsupported and untenable', 'adventurous and eccentric treatment of materials', 'lack of convincing plausible measure'). The preference for using terms such as "rigorous" to praise a book expresses the traditional central axis of the mathematical thinking as expressed by Leibniz, that is, truth propositions are those that can be demonstrated with exactness, precision, and objectivity (Loi, 1988).

Furthermore, in order to receive a positive recommendation, books must present characteristics pointing towards the 'attractive' end of the attractive-uninteresting continuum. Expressions referring to mathematics are often accompanied by different terms used to praise the book such as "very neat", "well presented". In fact, book reviewers tend to emphasize the elegance with which writers treat the topic of the book with expressions

such as 'neat formal model', 'magnificent book (updated and attractive)', 'easily digestible and indeed highly attractive way', 'sophisticated analysis', 'quite remarkable results', 'important set of issues is addressed'. The opposite evaluation is conveyed by expressions that emphasize the lack of interest aroused by the whole or parts of the book: 'disappointing', 'frustrating', 'lacks interest', 'tedious recitation of statistics', 'book does not quite live up to its spirit'.

6.3.2 Chemistry: Comprehensive-Specific and Recent-Outdated

The comprehensive-specific dimension seems pervasive in the evaluation of chemistry books. Related terms that emphasize the existence of abundant and ample information qualify varying aspects of the book: 'comprehensive introductory section', 'comprehensive, highly condensed, systematic collection of literature references', 'discusses a number of topics', 'broad survey', 'wealth of topics', 'makes available at one's fingertips a wealth of information concerning a broad range of reaction types', 'surveys an extensive literature'. Conversely, terms of blame define the book as 'too highly specialized for the average chemist', 'thin book', 'only one passing reference', conveying the idea that the book is too specific to accommodate the broadness of the field. Comprehensiveness relates to the fast pace with which chemistry unfolds into new subdivisions and interdisciplinary issues so that for a book to be favorably evaluated it must provide the most productive account of a great number of recent topics and references.

Time is another important factor in chemistry, and reviewers usually emphasize the recency of the publication as a necessary condition for being considered worth reading. Surveys of the time lag between the date chemistry books were published and the date they were reviewed reveal that reference to recency in BRs respond to the needs of the disciplinary context: usually more than 60% of the books are reviewed within one year after being published, and 90% are reviewed within two years (Motta-Roth, 1995; Chen, 1976). Economics has an intermediary pattern between chemistry and linguistics, with more than half of the books (52.3%) being reviewed in the second year of being on the market. Linguistics has an opposite pattern from chemistry, with most books (78.7%) being reviewed between two to three years after appearing in the market, and only 20% of the books being reviewed within a year after publication showing that promptness in evaluating new publications in linguistics does not seem to be a primary concern as it is in chemistry.

In two year's time, an advanced chemistry book becomes outdated; in three years, it is already considered obsolete. Timeliness as a characteristic aspect of the field has a direct correspondence to the texts themselves. Knowledge structure in chemistry (as in physics) is conceived of as atomistic, fractionated into small sub-topics in such a way that each researcher is able to identify an independent set of theoretical questions to be studied (Becher, 1987). As a result, accretion of knowledge in the discipline occurs fast and efficiently and chemistry BRs respond to this contextual feature referring to the importance of an up-to-date bibliography. In the 20 chemistry texts, 70% refer at least once to timeliness as closely associated to the nature of knowledge as shown by examples

[C#7], about a book published in 1989, and [C#11], about a book published in 1988 (my emphasis):

[C#7] The latest references in the book date back to 1985 for the Russian literature and only to 1983 for the international literature; so that the book, due probably to delays in translation, is no longer up-to-date.

[C#11]...the authors have competently surveyed [...] the most recent work up to the book's manuscript deadline of July 1988.

Time alone can be a decisive factor in a negative evaluation due to the characteristic timeliness of knowledge production in chemistry. In [C#2], for example, the reviewer states that the book is negatively evaluated because the references are outdated:

[C#2] Although these chapters aim to be molecular than earlier chapters, they are rather cursory and do not discuss recent developments...most developments cited are more than about 20 years old, and more recent work...is not discussed...there is no discussion of the considerable body of modern theory...

Recency in publication can thus be a crucial factor in chemistry and therefore most BRs bring some reference to time and to how well the book is able to cope with the fast pace of the advances in the discipline.

This temporal aspect seems to be regarded as a very important feature in the harder sciences in general. Haas (1994) developed a longitudinal study of the changes verified in one undergraduate student's reading skills of scientific texts from a superficial reading to a more integral understanding of text as contextualized and motivated discourse. Among

other things, Haas verified that by her third year of the four-year period of undergraduate biology education, the student's awareness of the importance of recent scientific literature was guiding her choices of what to read for written assignments such as research papers: "First, of course, I see if the titles are relevant...but some of them, like from 1979, well, 1979 isn't that far back, but they weren't sure then if what they were seeing was true...some of them were really old, like in the 70's [and were] getting me nowhere...so I set the limit of like, maybe, 1980 to the present" (ibid.:65). Thus the student stipulated a range of time within which research articles had to be circumscribed in order to be of any value to her in that disciplinary field (the opposite may be argued about philology or Bible studies).

Time in chemistry, linguistics, and economics research programs can be said to run differently in view of the different pace of scientific advances. In chemistry, research programs seem to advance quickly in sudden expansions:

[C#11] It is scarcely possible to review the whole of the flood of published work in this field (about 10,000 papers have appeared in three years of research!).

In linguistics, such eagerness to emphasize promptness in references is not as evident and it seems to be common sense that if a book sets a standard, it is only reasonable to expect it to be around *for many years to come*. If we consider that a chemistry book is outdated in three years, the emphasis on time (during which the standard

established by the book will prevail) signals a great praise by the reviewer. In [C#34], the reviewer comments on the direction taken by a field that rapidly changes its configuration:

[C#34] During the last fifteen years an **explosion** of literature in this field has been observed. Improved analysis methods and advances in molecular biology have greatly contributed to this survival. In the framework of further exploration of the **fast growing** carbohydrate field, excellent reviews are of great help

In linguistics, however, pressure to change is not a compulsory value:

[L#1] The appearance of this collection of articles, edited by Ulla Connor and Robert Kaplan, marks an effort to extend the research field of text/discourse analysis...

[L#6] *Alien Winds* extends this analysis to a new domain, revealing what has been obscured in the hidden curriculum of refugee education...

As a result of this individualistic effort to advance the field, expansion of linguistics may be welcomed as a special *tour de force* made by especially endeavoring or outstanding authors.

6.3.3 Linguistics: Clear-Undefined and Testable-Speculative

In linguistics, tacit knowledge^{ix} is to a certain extent diffuse and internal disputes are the rule (Harris, 1993). What Becher (1987:273) points out about sociology holds true for linguistics: each argument has to offer “its own persuasive structure”, creating an individual perspective of the problem. On the whole, linguists show great concern about discussions over the status of knowledge, and clear and detailed treatment of topics is usually presented as a desirable quality. Expressions such as ‘clearly written’,

‘meaningful’, ‘coherent’, ‘theoretically explicit’ are used to praise books that ‘define concepts’ and ‘offer definite answers’ in linguistics. On the other hand, terms that emphasize the uncertainty of linguistic approaches are used to express disapprobation:

[L#5]... readers should not expect a completely coherent and definitive statement of what the functional principles are (...)and distinctions between descriptive generalizations and theoretical proposals are not always made clear.

[L#10] His vision of the "assignment" of conceptual elements to various types of display behavior - and ultimately to vocalization - appears to be a fuzzy vision indeed; the model is roughed out, but there is much room left for improvement.

[L#19] [The authors have] not taken a clear line on this question.

Probably in accordance with the tendency to accept as “true science” those areas of knowledge where the variables studied can be observed (Redman, 1993:118), and also in an attempt to compensate for the indefiniteness in the basic theoretical apparatus of the discipline, reviewers in linguistics adopt a more inductive perspective, using terms for praise and blame that can be placed in a demonstrable-speculative dimension. To credit the content of a book as “testable” is to signal that it is data-oriented, that is, the ideas in it can be substantiated by examples. Its demonstrability accords the book a high value, usually through the use of expressions that relate to a collection of examples: ‘sharpens ideas into empirically testable hypotheses’, ‘cite examples to support point of view’, ‘examples [extracted] from actual texts’, ‘data-oriented’, ‘extraordinary amount of data’.

[L#6] Perhaps the most powerful contribution of this chapter is a section in which Tollefson, with **detailed examples** from materials and descriptions of classroom interaction, carefully unpacks 13 assumptions about refugee education.

[L#12] The major strength of D's grammar is his extraordinary attention to detail and the **richness of examples...**

[L#16] Finally, with the word in a sample sentence or phrase, the student observes how it is used grammatically and contextually (**there are almost 50,000 examples!**).

Concordances for the word 'example' in the three fields show that linguists view exemplification as an important strategy in evaluation practices much more consistently (one instance every 492 words) than reviewers in chemistry (819 words) and economics (1,287 words).

To blame, reviewers characterize books with terms that convey a speculative character: 'authors offer no evidence', '[the book is] speculative in its conclusions', 'no empirical basis for claims', 'heavily biased', 'uneven data'. The linguistics BRs analyzed here mirror a general tendency to seek empirical validation for theories and help delineate the discipline as an objective, scientific field of study.

6.4 Evaluation across fields: Deep-Simplistic

Depth in treatment of the topic of the book seems to be a highly valued characteristic in all three fields. In chemistry, its presence or absence receives a corresponding positive or negative evaluation from the reviewer in terms of its usefulness:

[C#1] This book surprisingly is very good. While most books of this ilk (technology introductions), in their effort to give cursory treatment to many topics, do not have sufficient depth in any topic to be useful, this one provides excellent coverage for chemists or other scientists or technologists not specifically schooled in testing and characterization of polymers. (...)This book has wide appeal, yet depth sufficient to be quite useful.

[C#2] This book reflects the varied research interests of the author. Its limitation for use as a textbook, in my opinion, is some lack of depth and rigor.

In linguistics and economics, “in-depth” and “detailed” along with related terms such as “complete” also define those books that bring an authoritative voice in the treatment:

[L#3] This book is a thoroughly researched and thoughtfully prepared account of language development in six young children growing up in Western Samoa.

[E#18]... Bamford’s careful and extremely detailed study does not lend itself to easy and simple conclusions...

and terms such as “cursory” and “elementary” are used to blame books as not totally “scientific”:

[L#4] This is not the only instance where a complex issue is treated in overly simplified terms in the body of the monograph only to be restated at the end.

[E#13] But the reader in search of serious applied economic analysis and ultimately a convincing and plausible measure of the potential welfare effects of completing the internal market in Europe will find himself or herself greatly disappointed.

It should be expected that evaluations in BRs in these three disciplines go beyond the seven dimensions I defined in the present study. Apparently, characteristics such as stimulating and innovative approaches to issues in linguistics, author's perceived authority and price of the book in chemistry, and territorial dispute and the book's pedagogical use in economics are worth a more in-depth analysis than it was possible here.

I consider that there are at least three basic elements underlying my discussion of evaluative dimensions of each field — book, field, and reader. Economics has a clear preference for comments that emphasize the role of the writer and the book in producing knowledge:

[E#4] These authors set themselves the task of forming hypotheses about the kind of behavior that one would expect from a firm whose chief executive (or a group of key decision makers) has a way of coping with the world that displays the symptoms of a dysfunctional pathology.

[E#8] Despite this, it is an excellent book and should be widely read. It considerably sharpens the debate over free market versus governmental monetary institutions.

[E#9] The book is far too important to end with a critical note. The author knows his subject very well and has the rare gift to present the arguments in a succinct and accessible manner without needing much mathematics.

[E#11] the author succeeds in making good sense of his answer to the puzzle of the 1980s: Why have the dramatic swings in the external value of the dollar had such limited real effects?

[E#16] ...the authors attempt a new paradigmatic approach that focuses on the development of institutions within a substantivist framework. While interesting, the material comes too early in the volume. It does little to help explain or put in context the chapters that follow.

[E#17] To support this thesis the author had carried out extensive historical research in secondary sources.

While in economics, author and book are presented as the main features responsible for the success of new publications, chemistry texts emphasize the relationship the new book bears with the literary tradition of the discipline, calling attention to the significance of new publications to the field:

[C#2] A strength of this work, however, is that it takes a look at many nooks and crannies in the field and surveys an extensive literature, summarized in about 1000 references at the end.

[C#3] This work is quite theoretically oriented, as might be expected since Alonso is a theoretical physicist and March is a theoretical chemist. And since the majority of work in this field has been done by physicists, the literature referenced reflects this.

[C#11] The book is aimed particularly at readers who are already working in this field, but it also provides a valuable introduction to the very large and complex body of published work for newcomers to the topic.

[C#15] This has brought added urgency to the task of editing an up-to-date review of the field of anthracyclines, including all aspects from synthesis to clinical application.

Linguistics has a clear applied science character in that the reader is the main focus of BRs. Readership is constantly mentioned in both positive and negative critiques of new publications as a relevant element in evaluation:

[L#1] Although providing studies in text analysis that may be useful to the ESL composition teacher is a worthy endeavor, this book falls somewhat short of its goal. This is due in part to a less than clear-cut notion of an intended readership.

[L#2] This book is valuable in bringing to the American reader European thinking on various aspects of English. The book is generally pleasant to read.

[L#11] A problem with the essays derives from the fact that they address a broad range of readers, including those who are likely to disagree on fundamentals and those (like myself) who share the same psycholinguistic world view.

The reader is frequently seen as a learner that needs advice and guiding in understanding the information contained in the book:

[L#7] Following the text, a variety of questions focus the reader's attention on main points and help the reader to draw parallels between the content of the passage and the teacher's personal experience, knowledge of the world, and feelings. Also, journal writing tasks are provided that are related to the selections. In summary, this appendix should enable the student to summon the ideas necessary to tackle the "Writing Assignments."

[L#9] The reader should be advised to consult instead the primary sources or even the secondary sources cited by Doe... Although the author makes a real effort to guide the reader from point to point, there are many places where we are told too much anecdotal, trivial, or irrelevant information.

[L#12] D's Limbu-English glossary, which spans 145 pages, is equally committed to giving the reader an understanding of the totality of the Limbu experience. D generally succeeds in finding illuminating glosses, and for those culturally bound Limbu lexemes where the English language fails him, he produces hand drawings to help our understanding of these peculiar items of the Limbu environment and culture.

By comparison of the evaluative terms used in each one of the three fields with the help of the microconcord program, some consistent patterns were found. Terms such as "book" and "author" in economics, "field" and "references" in chemistry, and "reader" and "examples" in linguistics seem to represent the most characteristic vocabulary in each correspondent field. If these terms are organized as an analogy in a triangle, it can be

suggested that each one of the three disciplines is placed in one of the three vertices in relation to its focus of interest in evaluation:

6.5 Concluding remarks

Through the analysis developed in the present chapter, I have explored connections between text features and the cultural environment in the disciplines or, in Kuhn's terms, the "disciplinary matrix". These connections manifested themselves in the distinct ways that each of the three fields realize the basic rhetorical structure of the genre and in the choices of evaluative terms.

Differences in the length of moves, in the frequency and order of presentation of rhetorical sub-functions within moves, as well as differences in the choices of terms of praise and blame employed along BRs in linguistics, economics, and chemistry, suggest that these disciplinary matrices have diverse modes of proposing knowledge. Chemistry reviewers tend to be more objective in their texts, using a more global view of the book, without providing exhaustive descriptions and evaluations. Economists and linguists, on the other hand, tend to have a lengthier and more elaborated argumentation, more "literary" (McCloskey, 1981) with the use of metaphors (Klamer, 1987) and 'humanistic literary flourish' (Swales, 1993b) in the case of economics, or more didactic, with the use of plenty of exemplification and glossing in the case of linguistics. These differing ways in which practitioners of each area describe and evaluate with variable amount of detail and evaluation point to the existing variability within the same genre of academic BRs. How practitioners refer to previously produced knowledge was investigated in association with expressions deployed without dissent by group members, i.e.,

“symbolic generalizations” (Kuhn, 1962:182) and “values” commonly used in each field when judging books. For Kuhn, commitment to such values provides a sense of community within the discipline (ibid.: 184).

Also, differences were found in the way readers are provided with background information related to the nature of the topic discussed in the book. The greater amount of detail and exemplification provided in linguistics (and less emphatically in economics) may indicate the reviewer’s awareness that the book and the BR will have a specialized readership with which she shares a high level of knowledge, but still considers necessary to call the reader’s attention to certain aspects of the discipline that may not be as readily available, i.e., not belonging to that portion of common knowledge. A greater reliance on exemplification may result from the writer’s belief that the lower the audience level, the more it relies on examples for exposition (Nwogu, 1990:178). Thus the reviewer assumes a didactic position in discussing the book, attempting to explain or clarify concepts that may be unfamiliar to the reader. Such concepts are referred to by the terms in parentheses or apposition.

In comparison, chemistry reviewers tend to be more symmetrical in their relationship with the reader in that few dated references are provided and the concepts and nomenclature used do not seem to demand further exemplification reflecting a recognition of the field as a cohesive culture.

The ideal of persuasion in economics points toward an emphasis on mathematics (quantification) and method (theoretical principles and empirical evidences) in the study of

social science, probably as a way to assure that the discipline will be regarded as “real” science^{ix}.

In chemistry, recency in publication is a decisive criterion of adequacy used by reviewers in producing arguments to praise or blame new publications. Correspondingly, the innovative character of clear and testable approaches constitutes a criterion in linguistics. Mathematics and method, recency, and innovative approaches were noticed in the corpus as crucial and indeed correspond to BR editors’ view of the three fields.

The analysis of BRs across fields revealed certain disciplinary consensual ideals that characterize disciplinary cultures. Book reviewing as an academic activity seems to take into account specific disciplinary consensual ideals such as ‘clear and testable propositions’ in linguistics, ‘persuasive and attractive rhetoric’ in economics, and ‘comprehensive and recent data’ in chemistry. These ideals impose corresponding demands on reviewers in terms of which values to introduce in producing justificatory arguments for recommending new books, innovations in the current repertory of literary production in the discipline. Around this dynamic socialization between author, publisher, reviewer, and reader, reviewing journals as professional forums offer opportunities for accepted “reason-producing” procedures to be used to create consensus around new materials. Finally, the very consensual ideals establish the criteria of adequacy to be applied in judging the arguments produced by reviewers to support innovations in the discipline.

The notion of consensual ideals as the force that brings together practitioners belonging to the same discipline is concurrent to the idea of intensity underlying Becher’s

studies: some disciplines, represented here by chemistry, are more intense in emphasizing the consensual aspect of ideals shared by its members, while others, such as linguistics, allow a broader range of internal controversy^{ix}. As I attempted to show, different epistemic organizations in chemistry, linguistics and economics, can produce different configurations of text features.

CHAPTER 7

SUMMARY, IMPLICATIONS, CONCLUSION AND SUGGESTIONS FOR FURTHER RESEARCH

7.0 Introduction

This study investigated textual patterns of academic BRs and to elaborate a schematic description of the rhetorical features of the genre in connection with three disciplinary contexts — chemistry, linguistics, and economics. In viewing rhetorical features as intrinsically associated with context, I assumed that the context of the academic discipline in which book reviewers operate is a valuable source of information about the existing evaluative quality to the genre.

My objective in this study was to expose the linguistic resources made available to book reviewers within the discipline as revealed by the data, and thus contribute to a better understanding of how BRs encapsulate features that correspond to the values, the object of analysis, the research procedures of different fields which cannot (or should not) be altogether ignored by academic members that use the genre. For that purpose, the genre analysis was conducted in three moments.

Firstly, BR editors were interviewed as a means to identify generic features pertaining to text structure and disciplinary context. The interviews provided invaluable information about book reviewing practices in academia in general and in each discipline in particular. Secondly, having in mind the information elicited from the editors, the schematic structure of the genre was defined in terms of the systematicity found in the rhetorical structure of exemplars of the genre across disciplines. Thirdly, variable features of BRs were examined within the disciplinary context in which texts were produced. The results obtained in each of these three moments are discussed in Chapters 3, 5 and 6, respectively.

In the investigation of the systematicity of text structure, qualitative and quantitative techniques were adopted, namely, a detailed comparative analysis of 60 exemplars of BRs and a computer-oriented survey of the remaining 120 texts in the corpus. The data in both types of analysis were divided in triads of equal number of texts in each one of the three areas. The detailed qualitative analysis accounted for the organization of the corpus with 60 BRs into four rhetorical moves and ten^{ix} rhetorical sub-functions with corresponding linguistic features. Moves were found to have a fixed order while the Sub-functions, although following a relatively systematic text flow, were found to occur in a less fixed order and to present variable frequency patterns across disciplines. The qualitative analysis also demonstrated that different patterns of terms of praise and blame were used as rhetorical devices to recommend or disqualify a book for the readership of the journal.

The quantitative analysis developed with the help of the microconcord program evidenced the extent to which the schematic description of the first 60 texts was consistent with the remaining 120 texts in the corpus, thus amplifying the validity of the results. It also evidenced the extent to which the terms of praise and blame, identified in the qualitative analysis, showed a consistent pattern of distribution across disciplines as characteristic ways of evaluating books according to disciplinary values. Three dyads of evaluative terms were defined as generally corresponding to each field: Persuasive-Unconvincing and Attractive-Uninteresting for Economics, Comprehensive-Specific and Recent-Outdated for Chemistry, and Clear-Undefined and Testable-Speculative for Linguistics. In addition, the dimension Deep-Simplistic was found to correspond to all fields.

A number of basic hypotheses (Chapter 1) and questions (Chapter 4) for this dissertation were laid down before the investigation properly said was developed. Although some of these questions and hypotheses were referred to along the discussion of the results, this chapter is an attempt to provide a more encompassing assessment of the extent to which these hypotheses and questions have been answered by the results obtained in the analysis of data. It also attempts to indicate conclusions and implications for the area of Genre Analysis, and more particularly for the teaching of ESP/EAP, which the findings made in this study seem to allow.

7.1 Summary of results on the academic book review as a genre

7.1.1 The productivity of the genre

In the present study, two distinct patterns can be noticed concerning the productivity of the genre. One is in linguistics, where 75% of the journals analyzed carry BRs, with the genre showing vitality and even expansion in its adoption by academic journals.

In Chapter 4, we have seen how some linguistics journals seem to be in a transition phase, gradually establishing BR journal sections, while in economics and chemistry, there are few reviewing journals and there seems to be no perspective on that direction considering that, since articles seem to be replacing books as the main means to communicate research results, BRs are expected to diminish in importance in these fields. As pointed out by the economics editor, books are falling in importance relative to articles due to, among other things, the tendency of the field to become more mathematical: since mathematics is an economic language, economists choose to write their research results in article-form, saving time and space. In addition, in the natural sciences, there is a rapid accretion of knowledge, with each new finding building on recent research. Since time becomes of the essence, information nets find in journals a more dynamic means of communication than the traditional books. In fact, only 40% of the top journals analyzed in economics and 35% in chemistry carry BRs.

This kind of contextual constraint on the uses of a genre attain greater significance if we analyze the example of *Problems of Communism*, one of the top reviewing journals in economics according to the 1989 *Social Sciences Citation Index* (Garfield, 1989b).

The journal had been published by the United States Government Printing Office until 1992, with the main focus on issues related to the Soviet Union economy as a system that directly opposed the US (especially in the Cold War era) on ideological and economic grounds. However, since there is no Soviet Union as such anymore and because of the economic shift of the ex-USSR towards a less orthodox, more flexible and capitalist-oriented system, the editors have announced the termination of the journal. In the 1992 May-June issue, an editorial written by Henry E. Catto, director of the United States Information Agency, announces the last issue of the journal. *Problems of Communism* then illustrates how written communication in a specific academic discipline results from the underlying concepts of the discipline (the tension between two different economic models) and the broader context (in this case, the sociopolitical context outside academia). The absence of a disciplinary problem resulted in the closing of a reviewing journal, thus affecting the productivity of the genre: different patterns concerning the distribution of reviewing journals indicate that the role of BRs depend on the specificities of each disciplinary context.

7.1.2 Discipline members as reviewers

According to the book review editors, BRs are usually written by junior scholars working on minor institutions where there is no money or available time to get involved in a more important project, while senior scholars, usually located in major institutions, prefer to be involved with more 'substantial' work. Thus, for senior scholars, BRs are rarely considered a form of intellectual production worth attention, while for staff

members at smaller universities with not as many research grants, the publication of one or two BRs a year may be seen as an accomplishment^{ix}. Concomitantly to these observations by the editors, authors studying academic BRs, however, tend to emphasize the role of senior scholars in the genre, asserting that new books are generally reviewed by experts in the field (Drewry, 1966:61-2) and that these texts are ‘excellent and authoritative’ because they are mainly written by specialists (Chen, 1976:24).

The editors’ tacit belief that junior scholars are in charge of reviewing books in academia was tested against data collected in one of the top reviewing journals in linguistics, *Studies in Second Language Acquisition (SSLA)*. All the BRs published between 1988 and 1993 were collected and analyzed for reviewers, totaling 75. Then the former academic production of these 75 reviewers was analyzed according to the criteria stated in Chapter 4^{ix}. The results showed that 62.7% of these reviewers could be considered senior scholars at the time the BR was published while only 37.3% were junior members of the discipline. These results from linguistics, obtained from a diachronic perspective of a five-year period, were then checked against the economics and chemistry BRs in the corpus of the present study and a similar pattern was revealed^{ix}. The results show that senior scholars in economics and chemistry write almost two thirds of the BRs (63.1%) and that, even though BR editors have a hard time to find experienced members to evaluate new publications, they tend to get senior scholars to do the task^{ix}. Since BRs are more explicitly evaluative in linguistics and economics than in chemistry, the status of the reviewer as a senior scholar may be more relevant in the first two areas thus affecting the relationship between the participants in

the genre: reviewers in economics and linguistics would tend to be more authoritative in addressing the audience than in chemistry.

A side effect of the analysis was the discovery along the process that the geographical location of these reviewers imply that the ‘international’ character of modern academia is rather restrict in view of reviewers’ university affiliation^{ix}. In the corpus, 76.11% of the reviewers were working either in the United States (57.22%) or in the United Kingdom (18.89%) at the time, and most of the remaining (19.44%) were in other European countries. Considering: a) that American journals are commonly regarded as the media that accommodate the latest views on science in roughly all areas, b) that this ‘science’ is being advanced by work produced all over the world, and c) that (hopefully) scientists from all over the globe have the opportunity of publishing the results of their research using English as the *lingua franca* of the academia, then we should expect the BRs in these journals to be written by specialists spread all over the world. That, however, does not happen: specialists that write BRs are not only mostly associated with American institutions, but also their texts are massively focused on books written in English (95.56% of the titles are in English) and published either in the United States (57.22%) or the United Kingdom (18.89%)^{ix}.

If we bear in mind that only 3 of the 103 reviewers working in the US reviewed a book in a language other than English, we end up with a rather limited picture of what should be the ‘international academic scene’. The picture seems even more striking across disciplinary boundaries if we consider that two of the chemistry journals analyzed are published in non-English-speaking countries. In *Recueil des Travaux Chimiques des*

Pays-Bas published in the Netherlands, for example, the seven reviewers are affiliated with European universities and, even though four of the reviewed books had been published in a non-English speaking country (Netherlands or Germany), all of the titles were in English. A similar pattern is found in the journal *Angewandte Chemie* published in Germany.

This seems a rather endogenous picture of science in general, and of chemistry in particular. In using English as its ‘lingua franca’ to publish and review books, academia attempts to enhance the sharing of scientific information across language boundaries. The backlash, however, is that this ‘sharing of information’ is circumscribed almost exclusively to sources with titles in English, published and reviewed in English-speaking countries. These results point to an English-speaking academy, specifically situated in the US (and UK), that feeds on itself and its byproducts, displaying no need of ‘alien’ scientific production from other countries. From the perspective of these journals, the scientific community seems more ‘national’ than ‘international’. One can always argue that the results in the present study can be expected to show a highly ‘Americanized’ view of each field considering that the citation which defined the top 20 journals to be investigated are published in the US, and, as already mentioned^{ix}, 75% of the world research today is conducted in the US and so this situation may be unavoidable. It would be interesting, however, to verify to what extent these results are consistent with those based on journals from other off-center countries such as Brazil.

Besides the discussion of contextual features as a useful resource in drawing a more precise picture of the academic BR as an academic genre and of reviewers in the

three disciplines chosen, the definition of the genre in relation to the systematicity of text structure across fields also needs the characterization of textual features, as discussed in the next section.

7.2 Summary of results on the systematicity in book reviewing

For the purpose of defining the systematic text features and the variable portions of the genre across disciplines, the first 60 BRs of the corpus were examined in detail for their propositional content, their rhetorical *moves* and *sub-functions*, and the linguistic features functioning as clues for each of these rhetorical elements.

The investigation of the format and rhetorical development of the texts (Chapter 5) began with a look at the guidelines for BRs provided by the journals. In most journals, the information for reviewers is limited to the features of length and page layout (titles, references and number of spaces^{ix}) usually placed on the back cover. No explicit or in-depth guidelines concerning content or form (rhetorical moves or evaluation style) is given. *TESOL Quarterly* in linguistics is one of the few journals that provide somewhat more specific guidelines about the rhetorical content of contributions such as Book Notices and Review Articles. It is interesting to note that guidelines for Book Notices or Review Articles do not have a definition of their own, but rather are defined comparatively to BRs. In the case of Book Notices, they are supposed to be:

short evaluative reviews, [which] provide a descriptive and evaluative summary of a recent publication (...) and a brief discussion of the significance of the work in the context of current theory and practice in the relevant area(s) of *TESOL*.

Thus, contributions are either supposed to be shorter than normal BRs (as stated above about Book Notices) or ‘discuss materials in greater depth than in a typical review’ (as in Review Articles). BRs then constitute a criterion for other — shorter or longer — genres, but have no definite guidelines of their own.

Despite the lack of consistent guidelines, the analysis revealed that an underlying iconic organizational format could be recognized in texts across disciplines. The kind of organizational device adopted in the BRs in the corpus was found to roughly correspond to the structure that has been associated in the past with the research article with its introduction, development (methods and results) and conclusion (discussion) sections, with the difference that BRs are typically very short, ranging between 1 and 3 pages, and usually have no headings indicating sections.

As a result of the internal consistency of the rhetorical organization of the exemplars found across disciplines, a schematic description of the genre in the form of a model was attempted. The model comprehends ten rhetorical functions that combine to produce four rhetorical moves which, in turn, were detected to roughly correspond to paragraph boundaries, i.e., the introductory Move 1 and the closing Move 4 are usually circumscribed to the first and last paragraphs respectively. Moves 2 (Outlining the book) and 3 (Highlighting parts of the book) usually cover the development portion of the BR.

The ten rhetorical functions were found to appear in a less fixed order starting with general information on the book theme (Sub-function 1), readership (Sub-function 2), author (Sub-function 3), topic (Sub-function 4), and field (Sub-function 5). Then moving

to more specific information on the book organization (Sub-function 6), chapter content (Sub-function 7) and extra-text material (Sub-function 8) and focused evaluation (Sub-function 9). And finally, a closing up recommendation of the book to the field (Sub-function 10) in view of what has been said along the text.

Exemplars of the genre were found to follow this rhetorical movement from a more global view of the book in the beginning of the text, to more detailed description and evaluation in the middle part of the text, and then back to global focus again at the end of the BR. Therefore a trapezoid-like figure proved to be a more adequate representation of the information development of BRs than that proposed by Drewry (1966:62). As stated in Chapter 2, according to Drewry, the structure of an academic BR is similar to that of a news story, that is, an inverted pyramid. In Drewry's analogy, the most important information comes first in BRs and is followed by increasingly specific and less important details. The results of the present study show that instead of adopting a focus that gradually closes on smaller details, reviewers start by referring to the field then gradually close the focus on the book and then on its parts, and finally state how this detailed description and evaluation of the book relate to the broader field, opening up the focus of the BR again. Also, instead of bringing less important details, the closing Move 4 (a final recommendation in spite of all the shortcomings possibly indicated in the development of the BR) was found to have an important function of inserting the critique in the field, evidenced by the high frequency of Move 4 across disciplines.

BRs' rhetorical moves and sub-functions were also found to bear corresponding patterns of linguistics clues so that the rhetorical content of any of the four moves or ten

sub-functions was discussed in association with the type of metadiscourse markers that signal their presence in the text. The quantitative analysis proved that the correspondences obtained with the smaller corpus hold true within the broader corpus.

7.3 Summary of results on variability in book reviewing across disciplines

7.3.1 Variation in text structure

It seems that BRs in linguistics and economics are developed more like a research article (RA) than the ones in chemistry. Features that resemble an RA are references, citations, exemplification, discussion of theoretical points or line of argumentation adopted by the author of the book. Differences in knowledge structure involving the object of study and methodology also affect the information conveyed in BRs. Reference to extra-text material, for example, is frequent in chemistry and linguistics, but they are of a different nature. While chemists refer to graphs, tables and extensive bibliography (with explicit comment on how many references appear in the book), linguists refer to exercises to be used by the teacher (in Applied Linguistics) or examples of texts that have been analyzed (in Discourse Analysis). Thus correspondences between the disciplinary idiosyncrasies and the text features were examined in terms of what aspects favored in the discipline were represented in the texts.

Some variation from the schematic model of the genre across disciplines was observed in the following respects:

- 1 Differences in the length of moves.

2 Differences in the order of presentation of rhetorical sub-functions within moves.

3 Differences in the frequency of rhetorical sub-functions.

With regard to item 1 above, the results show that BRs differ in length and contain variable emphasis on sub-functions across disciplines: detailed description for linguistics, detailed evaluation for economics, and shorter and more global description and evaluation for chemistry.

While sentences realizing Moves 1 and 4 are similar in length across disciplines (closer to the average), some special tendencies were observed in Moves 2 and 3. Chemistry BRs were found to be consistently shorter than those in economics and less than half the length of those in linguistics.

In linguistics, Move 2, which serves a more descriptive purpose, encompasses a much greater number of sentences than economics and is almost twice as long as that in chemistry. This would suggest that BRs in linguistics favor more extensive descriptions of the book than BRs in the other two fields.

In economics, Move 3 tends to be much longer than in the other two fields. This would suggest that economists tend to concentrate their focus on the explicit evaluation of the book more consistently than reviewers in the other two disciplines.

In chemistry, the number of sentences realizing Moves 2 and 3 is much smaller. Considering that Moves 2 and 3 serve the purpose of describing and evaluating specific parts of the book in detail, and that Moves 1 and 4 have a more global perspective, then the fact that chemistry BRs have shorter stretches of text realizing Moves 2 and 3 than

the other two disciplines, indicates that chemistry reviewers favor a more general perspective on the publication. The pattern in chemistry seems to correlate with the overall shorter length of BRs in the discipline. While chemistry reviewers tend to make their point synthetically, using less elaborated information, in linguistics and especially in economics, reviewers illustrate their comments, glossing, exemplifying and citing passages from the book.

With regard to item 2 above, it was observed that the introductory section of academic BRs was a particular complex part to deal with in the analysis, with several possible combinations of sub-functions across disciplines. Nevertheless, three main types of introductions were observed: a) Introductions with a very simple structure, usually confined to the first paragraph of the BR, in which one single sub-function maintains the central focus. Chemistry BRs tend to adopt this kind of introduction and to make reference to the previous literature in the field, hence they were classified as “Field-fronted”; b) Introductions that usually have a combination of sub-functions in Move 1 in a dyad. This type of function-dyad introduction is most common in linguistics (more “Reader-fronted”) and economics (more “Topic-fronted”); and c) Introductions that extrapolate the borders of the first paragraph and extend in cycles over the next few paragraphs. Hence, while chemistry texts usually have simple introductions, economics BRs tend to have simple or combinatory introductions while linguistics, whose texts are the lengthiest in the corpus, tend to have combinatory and cyclic patterns for introductions. This result would seem to reflect the variable level of complexity of sentences and overall rhetorical organization of BRs across fields.

Another variation in the ordering of sub-functions occurs in Move 2. On one hand, chemistry tends to have simpler and more linear developments, with a predictable order of Sub-function 6 in initial position followed by either Sub-functions 7 or 8, or both. On the other hand, economics and linguistics BR development patterns contain reference to parts/lines of argumentation in the book alternated with their respective evaluation in recurring cycles.

With regard to item 3 above, the analysis shows that each discipline tends to choose among the ten sub-functions those that are the most representative ones for each specific area of knowledge. In chemistry, reference to field, overall organization, and extra-text material, seem more relevant and not only introductions but the whole text can be said to be 'field-oriented', i.e., the field is specially significant for chemists. This may point to chemists' perception that their field is a well-established culture with a publishing tradition that must be acknowledged when a new publication is evaluated. Also, due to idiosyncrasies of the discipline such as frequent use of graphs, formulas, and tables of chemical elements, extra-text material is a central concern in the discipline and citing it becomes obligatory in the genre. In economics BRs, evaluation is the central concern, with a greater amount of negative recommendations, where the author or her methodological, theoretical, or ideological orientation is a central value to be considered in recommending the book.

In linguistics, the greater tendency in producing knowledge in book-form would create greater competition for readers and therefore would offer reviewers a criterion by which to evaluate books: if the author has defined and attended to the needs of her

readership. In addition, concepts do not seem to easily find consensual acceptance among practitioners in the field, even though, in some cases, they have been around for a long time. A greater tendency to adopt a didactic perspective on linguistics BRs may result from the specific applied character of the discipline in opposition to chemistry and economics.

7.3.2 Variation in choices of terms for praise and blame

Rhetorical moves in BRs associate description and evaluation components that serve the purpose of describing certain features in the book (e.g., main theme and author) and evaluating the extent to which a book fulfills the needs of the field (such as recency in the case of chemistry, readership demands in the case of linguistics, or still methodology (models) adopted in the case of economics). Following the line of argumentation proposed by Becher (1981; 1987), I searched for terms that embodied the values of the discipline in terms of what is desirable or condemned in a book.

Linguistics reviewers seem to favor the practice of standing out by referring to those approaches they accept as the most appropriate to deal with the vast and, at times, imprecise repertoire of disciplinary problems. By regularly using references, reviewers also seem to hold a desire to show that they are well read in the field, signaling salience through the adoption of a tone of ‘authority writing to an audience of less experienced professionals’. Chemists, on the other hand, seem secure of the grounds over which their discipline stands and, therefore, convey an idea of greater internal consensus with little need to discuss basic concepts.

Economics combines characteristics of the other two areas: at the same time that, because of its political component, it is not an “exact” natural science such as chemistry, it seeks to attain the status of rigorous “scientific” discipline through the uniform emphasis on the adoption of models to study disciplinary problems.

The ways reviewers in different disciplines provide ‘warrants’ (Toulmin, 1958) for their evaluations and what in fact can serve as grounds for evaluation across disciplines proved to be an interesting indicator of the epistemological organization and values underlying disciplinary fields. There are at least three terms that can be selected as most commonly cited in each discipline. For chemistry, *Up-to-date*, *Comprehensive*, and *Useful*. For linguistics, *Clear*, *Testable* and *Well-defined*. And *Persuasive*, *Original*, and *Pleasant to read* for economics. The evaluation style of reviewers in the three disciplines varies from a lighter and more objective evaluative practice in chemistry, to a more explicit and personal evaluation style in economics. In linguistics, reviewers very often produce a critique of the professional procedures used in developing the research in the book. In economics, reviewers develop a more holistic argument in which they reinterpret the knowledge produced in the book. Chemistry reviewers are usually concerned about the amount and depth of information contained in a book, reporting on the contents the author chose to include in the book and taking for granted the professional procedures adopted.

Knowledge structure could be perceived as different in the corpus in that chemists seem to have a broader range of tacit knowledge than economists and even broader than linguists. It can be argued that evidence for that is the fact that, while in chemistry,

references are not seen as necessary, in economics, they are seen as relevant, and in linguistics, where all the journals had references, they are seen as essential.

In chemistry, the absence of references may signal that the concepts referred to (e.g., Kuhn's concept of flexible length for flexible molecules; basic concepts in biomedical research) are well established in the field and so do not require further specification or reference. In linguistics, on the other hand, in providing references, the reviewer may be signaling that those concepts are not widely accepted in the discipline.

It was suggested that two different attitudes towards knowledge could be detected: one of homogeneity and another of salience. Homogeneity here has to do with chemistry reviewers' offering a unified view of the discipline, in recognition of the maturity of the field, avoiding controversy over settled matters. Chemistry has long had the status of 'hard science' with more clearly definable and verifiable concepts than the other two fields.

Linguists' diverging attitude towards common knowledge as represented by references to different authors seems to confer more visibility to individual reviewers and more heterogeneity to members of the disciplinary culture in relation to concepts, approaches, and theories adopted. This heterogeneity in linguistics may indicate that the discipline has not yet matured, having attained the status of an 'established science' much later than chemistry.

Harris (1993) points out that linguists have been at war ever since they have recognized themselves as such: Synchronic linguistics against Diachronic linguistics (p.17), American against European tradition (p.22), Mentalists against Behaviorists

(p.33). As battles about internal borders in linguistics have grown in intensity and amplitude, disputes ‘concerning the definition of the entire field, the scope of language study, the answer to the question, *What is linguistics?*’ (p. 7) has come to encompass all the basic premises of the discipline.

Linguists, have, from the start, concentrated their efforts on searching for a theoretical backbone for their discipline that would adhere to the basic principles of empirical research of observable phenomena of modern science (p.22). This, however, would neither spare them internal struggles nor attacks from outside the discipline:

That linguistics is a natural science, employing the methods of the *well-established natural sciences*, is *an article of faith* of the mainstream of modern theorists of language. It conducts its investigation, *so it is claimed*, in the ‘Galilean style’, *hoping (and claiming!)* [to develop abstract models, moving beyond superficiality] Baker & Hacker 1984:307) (italics mine).

Chemists, on the other hand, practitioners of a prototypical science, seem to have overcome their basic differences a long time ago, at least since Lavoisier laid down the basic premises of modern chemistry in the late eighteenth century (Hudson, 1992).

Modern chemistry (as well as modern science in general) has been shaped after the advances in the physical sciences first by scientists such as Galileo and later on by researchers such as Newton (Baker & Hacker 1984:14). Perhaps what Becher (1987:263) has pointed out about physics, may be said of chemists in that they

are for the most part equally unconcerned with fundamental questions of epistemology, because they take their discipline to be firmly based and not ...open to fruitful debate;...

Perhaps chemists are altogether too secure of the grounds over which their discipline stands and therefore take a lot for granted as common, indisputable knowledge, allowing themselves a much broader common ground than do younger sciences such as linguistics. These factors comprehend basic differences between chemistry and linguistics that may account for further differences in specific features of the genre BR.

Making an analogy with Dudley-Evans' (1986:132) discussion on the review of literature section of RA's, it seems that the appearance of reference to the literary tradition in the field in BRs is conditioned by the nature of the field in which the text appears. In that respect, one can certainly hypothesize that some BRs in fields that have a long reviewing tradition like linguistics, for example, will mention previous publications more often than BRs in fields where book reviewing is rare or totally absent (like physics, for example, as pointed out by Chen, 1976).

7.4 Theoretical implications

The most obvious implication that an ethnographic-type of inquiry may have for the specific genre analysis of BRs is that it provides the analyst with a clearer and more accurate view of how disciplinary cultures function and how academic genres perform a communicative function within different disciplinary matrices. By knowing how the field works in terms, for example, of what constitutes valuable characteristics in books,

or in terms of what kind of information editors consider relevant in BRs, we can examine exemplars of the genre with more critical eyes, understanding and explaining how the texture of the discourses in various disciplines reflects the modus operandi of the scientific research activity in each field.

The teaching of academic writing and reading can also gain valuable insights from discourse analysis studies that seek explanations of how texts are structured and used in the disciplinary cultures of different academic fields. With better understanding of the idiosyncrasies of their disciplines, writers and readers can use academic written genres more effectively in attaining their communicative goals.

7.4.1 Theoretical implications for ESP teaching

As we investigate and teach students about genres as ‘actions’, we can expect to foster a better understanding of ‘how to participate in the actions of a community’ (Miller, 1991:1) with a more appropriate concept of contextual factors which govern generic choices (Bazerman, 1988).

A move-analytical approach to ESP reading and writing can be useful in international (and non-mainstream) students’ university education as it helps these students get control of text structure and style (Swales, 1981:88). Besides a formal perspective on text, this approach can offer students a social perspective on academic genres, helping them realize the social functions of different text types and the most productive or adequate use of texts within their discourse communities (Hyon, 1994:72). It is possible to conceive the teaching of an academic genre in terms of four

complementary phases: establishment of the field, modeling, joint negotiation, and independent construction (ibid.:80). In the first phase, attention is focused on the academic field of which the text is part, analyzing possible interconnections between a given text and the literary tradition in the field. In the second phase, students learn about genre function and form, and the choices made in terms of information organization and lexico-grammatical items in order to achieve a certain communicative goal. In a third phase, the teacher modulates students' contributions to a joint text corresponding to a given genre. In the fourth phase, students independently produce texts based on the experiences of the previous phases.

It seems more relevant to elaborate higher-order schematic descriptions that can be mapped down onto different pedagogical settings than to maintain a restricted view on separate exemplars of texts with limited exercises elaborated for specific contexts.

The study of textual and contextual parameters of academic genres in English can inform ESP writing, helping writers develop a more encompassing understanding of the discourse event in which they want to participate. For this purpose, the present research aimed to contribute with systematic information on how one academic genre, the BR, is realized in English, taking into account a combined view of text content and form (i.e., rhetorical moves and lexical phrases in each move), function (i.e., description and evaluation), and context (i.e., disciplinary cultures).

Considering the possible applications that a genre-analytical approach to written discourse can have in writing instruction, the present study can help nonnative scholars

to use academic genres more critically so that they may take part in the international scientific and technological interaction more appropriately and productively.

7.4.2 Theoretical implications for EFL teaching

In university contexts, content teachers have tended to argue that the teaching of rhetoric needs to be closely associated with the teaching of the subject-matter and that English faculty is insufficiently trained to respond to disciplinary writing. According to this view, even in those cases that collaborative teaching between composition and content instructors occurs, English teachers would still have to evaluate texts whose form and content conventions they have not mastered (Spack, 1988b:703). The logical solution for the problem would be to have “subject-area teachers teach their own students to become writers in their respective disciplines” (ibid.:704).

In opposition to this view, those professionals usually working with ESP argue that English teachers should teach writing in the disciplines, pointing out that subject-matter instructors usually lack adequate training to teach composition. Their main criticism is that content-area teachers may not be able to develop students’ awareness of the discursive and linguistic specificities of academic genres and thus will have to limit themselves to general reading and writing tasks. The solution then would lie on the collaboration between English and subject-area teachers in offering English courses that focus on students’ developing awareness of the issues involved in academic written tasks (Braine, 1988:702).

One can always argue that, more than knowledge in specific domains of academia, what teachers working with academic writing instruction need is knowledge of how discourse is organized in specific disciplines in terms of how appropriate methods of argumentation and techniques for using various genres can be developed. The ability to develop learners' awareness of these issues in academic discourse goes beyond the competence in specific content areas, demanding, among other things, specific linguistic training that subject-matter instructors very often lack. As a result, Genre Analysts working with ESP would be in better position to offer students a more holistic view of academic writing.

An additional reason for supporting the Genre Analyst instructor view can be given if we shift the focus away from American and British universities, the usual context for this discussion. In non-English speaking countries such as Brazil, the 'logical solution' of leaving disciplinary writing instruction in English to subject-area teachers (Spack, 1988b:704) is altogether inappropriate. For one reason, Brazilians are not bilingual in Portuguese and English, therefore, even if we agreed that subject-matter instructors can develop a composition program, they would still be left with the problem of accounting for the foreign language in which the discourse of science is currently produced.

Considering the concrete needs of Brazilian academic writers in English, I argue that a feasible alternative for developing learners' academic competencies in English in international university environments is to have Genre Analysts develop research that can contribute to a better understanding of the repertoire of academic genres in English.

With systematic information on text and context, nonnative instructors and students can seek to develop appropriate communicative skills that allow them to participate in the exchange of scientific information with English speaking researchers.

Besides awareness of information structure, writers should also be aware of the type of information considered relevant in their respective academic areas so that these writers may deal with variations within the genre.

We can make an analogy between ESP teaching in Brazilian universities and academic writing instruction to native speakers of English in American universities who come from 'less privileged groups' (Bizzel cited in Hyon, 1994:68), in which language practices differ consistently from those adopted in academia. Because of lack of knowledge of academic genres in both groups, they can be compared in that both can profit from composition instruction in mastering academic discourse in English. Although international students doing graduate studies in American universities are highly educated and represent the elite of their countries in intellectual terms, they need instruction on how to deal with academic genres in all four abilities — writing, reading, speaking and listening comprehension — in English. As Hyon (1994:70) points out, as long as there are groups that lack these resources, they tend to use 'language that has little social power' within academia, contributing to inequality of several kinds.

7.5 Conclusion

BRs provide (expert or junior) members of a specific disciplinary community with answers to basic questions about a given book, i.e., what the book is about, who wrote it, how it compares with books by the same author, on the same subject, or in the same

field, in a concise text. BRs are also a valuable tool to help non-expert library staff choose among reference books for institutional purchase. Overall, a BR must combine an evaluative component that is expressed throughout the text in the form of qualifying expressions (terms of praise and blame) and a descriptive component that objectively defines such items as the subdivisions of the book or the intended audience. Using Swales' operational definition of genre (1990:10), this can be said to constitute an academic genre whose exemplars serve the purpose of providing the reader with either a general evaluation of the book in terms of its content and form, or a discussion of specific parts of the book felt to be most relevant for the readership. The reviewer's secondary intention is to convince readers that she has read the book attentively and has enough experience in the field to have her evaluation receive credit. Such evaluation responds to the common public goal of the academic community evaluating advances in the scientific field through the mechanisms of intercommunication available to its members in the form of journals. People that read BRs in specific academic areas are professionals/students that want to get acquainted with newly published texts but do not have the time/money to read/buy all the books available. Thus the genre functions as a participatory mechanism which primarily provides information and feedback in the communicative furtherance of disciplinary aims regarding knowledge production.

Differences in BRs in the areas studied here suggest that disciplinary matrices have diverse modes of proposing knowledge. Variation in how reviewers choose among rhetorical sub-functions, cite previous literature and refer to accorded concepts indicate that BRs are less evaluative in chemistry than in economics and linguistics. In chemistry,

recency in publication is a decisive criterion for quality used by reviewers in praising new publications in short, generally descriptive texts, in which more space is left for the reader's own evaluation. Reviewers in economics tend to emphasize models and mathematics when commenting the good points in a book, probably as an attempt to guarantee the 'scientific' status of their discipline. Economics BRs tend to be longer, explicitly evaluative texts, where the author of the book assumes a role of greater expressiveness. In linguistics, the role played by the readership constitutes a criterion in long texts which combine detailed evaluation and description.

Chemists can be said to use more objective language and disregard discussions of basic theoretical concepts and secondary sources than economists and linguists: chemistry has a broader array of tacit knowledge shared by its members and thus favors internal consensus. This "mature science" status seems to be enjoyed by chemistry and much sought after by economists and linguists.

Book reviewing as an academic genre takes into account specific disciplinary values to which reviewers respond when producing justificatory arguments for recommending new books. Reviewing journals as professional forums offer opportunities for disciplinary debate involving a dynamic socialization between discipline members such as author, reviewer, journal editor and readership.

Based on the information about the extent to which systematicity and variability of contextual and textual features occur in the corpus, it is reasonable to state that academic BRs constitute a genre. The defining limits for the genre can be said to have a concrete

existence acknowledged by the scientific community as it recognizes exemplars of BRs as such.

7.6 Limitations and suggestions for further research

Since the nature of the questions asked in this study is eclectic and the corpus involves complex data with whole exemplars of the same genre across disciplines, I opted for a combination of qualitative and quantitative techniques used in a comparative/contrastive approach. This combination provided insight for at least one central problem in Genre Analysis, that of relating linguistic clues to rhetorical staging in text. Linguistic clues such as metadiscourse markers were found to occur in specific portions of the text, functioning as signaling devices of rhetorical sub-function in BRs.

At the same time, because this study consists of a pioneering work on a genre yet not fully explored, the analysis has exposed a set of limitations which may be more accurately treated in future research with a more specific delimitation of the data and the variables in the analysis. A more in-depth investigation of either contextual features, or text features, or the existing variation between these two sets of features may prove useful, in future research, in producing a framework for defining moves and steps more precisely or a more appropriate framework for studying how textual features mirror different epistemic modes across disciplines.

A second limitation has to do with the lack of sufficient and detailed empirical work of genre-analytical approaches applied to teaching ESP reading and writing in foreign universities classrooms that could have informed this study more properly. We still need ample research on the real possibilities of Genre Analysis in EFL contexts.

A third limitation relates to the lack of literature on the role of Genre Analysis as an approach to develop testing skills in ESP. There is a need for further research in the area of ESP testing that examines how knowledge of contextual and textual factors can contribute to better performance in ESP testing.

The study of academic genres can also profit from contrastive rhetoric studies which can answer questions such as: How do BRs vary across languages? Do reviews written in Brazil vary substantially from the ones focused in this research? If so, in what ways? Other interesting questions have to do with diachronic studies concerning the origins of academic genres which can answer questions such as: What was their primary objective when BRs first started to appear? Do BRs originate from catalogues? Was their primary role to advertise books for specific publishing houses? Can we trace back the origins of this academic genre to the catalogues appearing in the first scientific journals?

As an attempt to respond to the limitations indicated above and to other points of the study which are open to criticism and investigation, I suggest the following areas for further research:

- 1 Comparative/contrastive studies of academic, literary, and journalistic BRs to determine if and how the schematic organization found here persists in them, and to what extent they can be regarded as alternative forms of the same genre.

- 2 An in-depth comparison of evaluation in BRs using a more exclusive approach that is able to dig into the evaluation practices adopted within specific disciplinary boundaries.

3 Experimental studies on contrastive rhetoric that aim to determine if and how Brazilian reviewers vary from their English-speaker colleagues when evaluating knowledge production in academia.

4 Experimental studies on ESP reading and writing tests focusing on the role of discourse organization strategies in constraining the choices made by writers and readers at certain points along the text.

5 ESP course design utilizing the approaches and findings produced in this study.

By understanding the contextual configuration of the genre BR, one is more apt to make some predictions about the text structure, thus learning how the genre functions. Although the present perspective on academic writing reveals text and context as basic elements pertaining to genre (as advocated by current genre theories), further discussion of the problems investigated in the present study is still much needed.

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Table 0-Erro! Apenas o documento principal.- Questions on the role of book reviews in the academic setting

Questions
1. How relevant are reviews? Do they help in setting or defining the field?
2. Do you think that by offering a positive or a negative critique of a book and, consequently, of the theories and ideas in the book, they help in organizing the field in terms of which theories are considered valid, or which scientific paradigms are to be currently used in research in the field?
3. What are the objectives of reviewers in producing such evaluative texts (e.g. individualistic aim vs. professional duty)?
4. What are the resulting effects of reviews in the field?
5. Does the scientific field influence the parameters for reviews? In your discipline, how much of the organization of the book or which topics about the book ought to be discussed?
6. Does the rationale underlying your field individuate some aspects of reviews?
7. How do you view the opposition between scientists who often write reviews vs. those that never do? Do you see an opposition between senior vs. junior scholars here? Who is more willing to write reviews?
8. Why does your journal carry reviews? Why some other journals in the same field don't? Is it due to the publisher's view of what is relevant material to the readership?
9. Define your journal's readership in terms of level and interests.

Table 0-Erro! Apenas o documento principal. - Questions on the role of review editors

Questions
1. What are the review editor's duties and aims?
2. Describe the process of actually determining who is going to review what, i.e., finding the right reviewer for a given book. In your opinion, is the reviewer a specialist?
3. How much time does it take to be an editor: worst and best of it?
4. How many reviews do you get to publish each issue? How many do you reject?
5. Could you point out some characteristics of a good book in your discipline?

Table 0-Erro! Apenas o documento principal. - Questions on text content and organization of book reviews

Questions
1. What kind of review could be considered as a standard one of your journal, i.e., more representative of what a review should be?
2. What is the central information in reviews?
3. How much evaluative language can or ought to be used? How much hedging is desirable?
4. Do you think reviews ought to be more evaluative or more descriptive?
5. How do you see entirely positive/negative reviews?
6. What is the appropriate review length for your journal? What factors determine length (e.g., disciplinary constraints, journal policy, editor's personal opinion? Do you think that the longer the review, the more the reviewer is using it to write his opinions on the book so as to appear more?
7. Do you see any differences in reviewing first vs. second (or further) editions of a volume; or reviewing proceedings vs. reference book?
8. What kind of information do members of your discipline look for when they read reviews? Why do you personally read reviews?

Table 0-Erro! Apenas o documento principal. - Size of the corpus in number of words

Field	#1-#20	#21-#40	#41-#60	Total	Average length
Chem	11,824	10,538	11,057	33,419	557
Ling	22,305	27,701	32,411	82,417	1,374
Eco	21,796	17,794	18,938	58,528	975
				174,364	969

Table 0-Erro! Apenas o documento principal. - References of the texts in the chemistry corpus

Text	Reference
C#1	CASSIDY, Patrick E. 1990. Review of 'Polymer materials: An introduction for technologists and scientists' by Christopher Hall. <i>Journal of the American Chemical Society</i> , 112 (1):467
C#2	DILL, Ken A. 1990. Review of 'Lipid and biopolymer monolayers at liquid interfaces' by K. S. Birdi. <i>Journal of the American Chemical Society</i> , 112 (3):1299
C#3	KLABUNDE, Kenneth J. 1990. Review of 'Electrons in metals and alloys' by J. A. Alonso. <i>Journal of the American Chemical Society</i> , 112 (4):1664
C#4	JUVEI, JR., Richard S. 1990. Review of 'Chromatographic separations. Analytical chemistry by open learning' by Peter A. Sewell and Brian Clarke. <i>Journal of the American Chemical Society</i> , 112 (10):4092
C#5	KELIHER, Peter N. 1990. Review of 'Flow injection atomic spectroscopy. Practical Spectroscopy Series. Volume 7' edited by Jose Luis Burguera. <i>Journal of the American Chemical Society</i> , 112 (6): 2468
C#6	BUYNAK, John D. 1990. Review of 'Heterosiloxanes Volume 1: Derivatives of non-biogenic elements. Soviet Scientific Reviews Supplement Series, Section B: Chemistry, Volume 2' by M. G. Voronkov. <i>Journal of the American Chemical Society</i> , 112 (8):3258
C#7	COHEN, Claude. 1990. Review of 'Rigid-chain polymers: Hydrodynamic and optical properties in solution' by V. N. Tsvetkov. <i>Journal of the American Chemical Society</i> , 112 (9):3718
C#8	FRONTICELLI, Clara. 1990. Review of 'Dynamics of proteins and nucleic acids' by J. Andrew McCammon. <i>Journal of the American Chemical Society</i> , 112 (10):4092
C#9	LEFFEK, K. T. 1990. Review of 'Advances in physical organic chemistry, volume 25' edited by D. Bethell. <i>Journal of the American Chemical Society</i> , 112 (13):5389
C#10	SCHUG, John C. 1990. Review of 'Second quantized approach to quantum chemistry: An elementary introduction' by P. R. Surján. <i>Journal of the American Chemical Society</i> , 112 (15):5898
C#11	GRUEHN, Reginald. 1990. Review of 'Copper oxide superconductors' by C. P. Poole, T. Datta and H. A. Farach. <i>Angewandte Chemie, International Edition in English</i> , 29 (1):111-12
C#12	HERRMANN, Günter. 1990. Review of 'Vom Radiothor zur Uranspaltung. Eine wissenschaftliche Selbstbiographie' by O. Hahn. <i>Angewandte Chemie, International Edition in English</i> , 29 (2):219-20
C#13	LÜNING, Ulrich. 1990. Review of 'Supramolekulare Chemie' by F. Vogtle Teubner. <i>Angewandte Chemie, International Edition in English</i> , 29 (3):323-24
C#14	PAQUETTE, Leo A. 1990. Review of 'Comprehensive organic transformations' by R. C. Larock. <i>Angewandte Chemie, International Edition in English</i> , 29 (3):435q
C#15	KROHN, Karsten. 1990. Review of 'Anthracycline- and Anthracenedione-based anticancer agents' by J. W. Lown. <i>Angewandte Chemie, International Edition in English</i> , 29 (5):559-60
C#16	JANOSCHEK, Rudolf. 1990. Review of 'Schrödinger — Life and thought' by W. Moore. <i>Angewandte Chemie, International Edition in English</i> , 29 (6):697-98
C#17	FEIGEL, Martin. 1990. Review of 'Conformational analysis of medium-sized heterocycles' edited by R. S. Glass. <i>Angewandte Chemie, International Edition in English</i> , 29 (7):815
C#18	VOTH, Gregory A. 1990. Review of 'Mathematical methods in chemistry and physics' by M. E. Starzak. <i>Journal of the American Chemical Society</i> , 112 (15):5899
C#19	VAN DER MAAS. 1990. Review of 'Raman/Infrared atlas of organic compounds' by B. Schrader. <i>Recueil des Travaux Chimiques de Pays-Bas</i> , 109 (7-8):452
C#20	VAN DER PUT, P. J. 1990. Review of 'Boranes and metalboranes. structure, bonding and reactivity' by Catherine E. Housecroft. <i>Recueil des Travaux Chimiques de Pays-Bas</i> , 109 (12):594
C#21	BAUDLER, Marianne. 1990. Review of 'Non-metal rings, cages and clusters' by J. D. Woolinslens. <i>Angewandte Chemie - International Edition in English</i> , 29 (1):110
C#22	METZLER, Manfred. 1990. Review of 'Nitrosamines. Toxicology and microbiology. (Ellis Horwood Series in Food Science and Technology)' edited by M. J. Hill. <i>Angewandte Chemie - International Edition in English</i> , 29 (2): 220-21
C#23	KLEIBÖHMER, Wolfgang. 1990. Review of 'Modern Supercritical Fluid Chromatography' edited by C. M. White. <i>Angewandte Chemie - International Edition in English</i> , 29 (4):325-326

C#24	GLADYSZ, John A. ¹⁹⁹⁰ . Review of 'Organometallics. A concise introduction' by C. Elschenbroich and A. Salzer. <i>Angewandte Chemie - International Edition in English</i> , 29 (4): 438
C#25	WEINGES, Klaus. ¹⁹⁹⁰ . Review of 'Die Technik der organischen Trennungsanalyse. Eine Einführung' by H. Laatsch. <i>Angewandte Chemie - International Edition in English</i> , 29 (4): 560-61
C#26	WACHTER, Joachim. ¹⁹⁹⁰ . Review of 'The elements' by J. Emsley. <i>Angewandte Chemie - International Edition in English</i> , 29 (4):701
C#27	FRIMMEL, Fritz H. ¹⁹⁹⁰ . Review of 'The chemistry of soils' by G. Sposito. <i>Angewandte Chemie - International Edition in English</i> , 29 (7): 817-18
C#28	BAX, Ad. ¹⁹⁹⁰ . Review of 'One and two dimensional NMR spectroscopy' by Atta-ur-Rahman. <i>Angewandte Chemie - International Edition in English</i> , 29 (8): 935-36
C#29	HOPF, Henning. ¹⁹⁹⁰ . Review of 'Serendipity: Accidental discoveries in science' by R. M. Roberts. <i>Angewandte Chemie - International Edition in English</i> , 29 (9):1069
C#30	SCHWEDT, George. ¹⁹⁹⁰ . Review of 'The elements - their origin, abundance and distribution' by P. A. Cox. <i>Angewandte Chemie - International Edition in English</i> , 29 (7):822
C#31	NESPER, Reinhard. ¹⁹⁹⁰ . Review of 'Inorganic crystal structures' by B. G. Hyde and S. Andersson. <i>Angewandte Chemie - International Edition in English</i> , 29 (11): 1368-69
C#32	KAUFFMAN, George B. and Laurie M. Kauffman. ¹⁹⁹⁰ . Review of 'Cantor's Dilemma' by C. Djerassi. <i>Angewandte Chemie - International Edition in English</i> , 29 (12):1448-89
C#33	CERFONTAIN, H. ¹⁹⁹⁰ . Review of 'Nitration methods and mechanisms' by G. A. Olah, R. Malhotra and S. C. Narang. <i>Recueil des Travaux Chimiques des Pays-Bas</i> , 109 (12): 594
C#34	KAMERLING, J. P. ¹⁹⁹⁰ . Review of 'Studies in organic chemistry, 36. Polysaccharides: syntheses, modifications and structure/property relations' by M. Valpani. <i>Recueil des Travaux Chimiques des Pays-Bas</i> , 109 (4): 307-309
C#35	SPECKAMP, W. N. ¹⁹⁹⁰ . Review of 'Patai's guide to the chemistry of functional groups' by Saul Patai. <i>Recueil des Travaux Chimiques des Pays-Bas</i> , 109 (4):308
C#36	VERHOEVEN, J. W. ¹⁹⁹⁰ . Review of 'Structure and reactivity' edited by J. F. Liebman and A. Greenberg. <i>Recueil des Travaux Chimiques des Pays-Bas</i> , 109 (4): 309
C#37	VAN DER PLAS, H. C. ¹⁹⁹⁰ . Review of 'Progress in heterocyclic chemistry, Vol. 1' edited by H. Suschitzky and E. F. V. Scriven. <i>Recueil des Travaux Chimiques des Pays-Bas</i> , 109 (4): 309
C#38	MAJETICH, G. ¹⁹⁹⁰ . Review of 'Carbocycle construction in terpene synthesis' by Tse-Lok Ho. <i>Journal of the American Chemical Society</i> 112 (1):467
C#39	HUDRLIK, Paul F. ¹⁹⁹⁰ . Review of 'Silicon reagents in organic synthesis' by Ernest W. Colvin. <i>Journal of the American Chemical Society</i> 112 (3):1300
C#40	SMITH, Leland L. ¹⁹⁹⁰ . Review of 'Sterol biosynthesis inhibitors: Pharmaceutical and agrochemical aspects' edited by D. Berg and M. Plempel. <i>Journal of the American Chemical Society</i> , 112 (4):1664
C#41	DAWSON, Glyn. ¹⁹⁹⁰ . Review of 'The alpha-2 adrenergic receptors' edited by Lee E. Limbird. <i>Journal of the American Chemical Society</i> , 112 (5):2044-45
C#42	KHALEDI, Morteza G. ¹⁹⁹⁰ . Review of 'Introduction to microscale high-performance liquid chromatography' edited by Daido Ishii. <i>Journal of the American Chemical Society</i> , 112 (6):2468-69
C#43	MAYER, Lawrence M. ¹⁹⁹⁰ . Review of 'Balancing the needs of water use' by James W. Moore. <i>Journal of the American Chemical Society</i> , 112 (7): 2846
C#44	COLGATE, Sam O. ¹⁹⁹⁰ . Review of 'Ultrasound: Its chemical, physical and biological effects' edited by K. S. Suslick <i>Journal of the American Chemical Society</i> , 112 (8): 3258
C#45	FRÉCHET, Jean M. J. ¹⁹⁹⁰ . Review of 'Chemical resistance of polymers in aggressive media' by Yu. V. Moiseev and G. E. Zaikov. <i>Journal of the American Chemical Society</i> , 112 (9): 3718
C#46	WONG, Tuck C. ¹⁹⁹⁰ . Review of 'Advances in magnetic resonance. Volume 12' edited by John S. Waugh <i>Journal of the American Chemical Society</i> , 112 (11):4611-12
C#47	MERIWETHER, John W. ¹⁹⁹⁰ . Review of 'Transport properties of ions in gases' by Edward A. Mason and Earl W. McDaniel. <i>Journal of the American Chemical Society</i> 112 (12): 4995 - 96
C#48	HENRY, Patrick M. ¹⁹⁹⁰ . Review of 'Reactions of coordinated ligands. Volume 2' edited by Paul S. Braterman <i>Journal of the American Chemical Society</i> , 112 (14):5679-80
C#49	SATTERLEE, James D. ¹⁹⁹⁰ . Review of 'NMR: Principles and applications to biomedical research' edited by Jay W. Pettegrew <i>Journal of the American Chemical Society</i> , 112 (16): 6155-56

C#50	FIELD, Lamar. ¹⁹⁹⁰ . Review of 'Sulphur-containing drugs and related organic compounds. Chemistry, biochemistry and toxicology. Volume 1: Part A. Metabolism of sulphur functional groups' edited by L. A. Damani. <i>Journal of the American Chemical Society</i> 112 (17): 6451-2
C#51	FREEMAN, David H. ¹⁹⁹⁰ . Review of 'Molecular sieves. Principles of synthesis and identification' by R. Szostak. <i>Journal of the American Chemical Society</i> , 112 (17):6452
C#52	GAFFNEY, Betty Jean. ¹⁹⁹⁰ . Review of 'Spin labeling: Theory and applications. Biological magnetic resonance. Volume 8' edited by L. J. Berliner. <i>Journal of the American Chemical Society</i> , 112 (18): 6750
C#53	HEMINGWAY, Richard. ¹⁹⁹⁰ . W. Review of 'Studies in organic chemistry 39. Carbon-13 NMR of flavonoids' by P. K. Agrawal. <i>Journal of the American Chemical Society</i> , 112 (19): 7081-82
C#54	FRIBERG, Stig E. ¹⁹⁹⁰ . Review of 'Studies in physical and theoretical chemistry 65. Structure and reactivity in reverse micelles' by M. P. Pileni. <i>Journal of the American Chemical Society</i> , 112 (20): 7443
C#55	PARSON, Robert. ¹⁹⁹⁰ . Review of 'Introduction to the theory of atomic and molecular collisions' by J. N. Murrell and S. D. Bosanac. <i>Journal of the American Chemical Society</i> , 112 (21): 7836-37
C#56	MOSS, Robert A. ¹⁹⁹⁰ . Review of 'Methoden der organischen Chemie (Houben-Weyl), 4th edition. Carbene (Carbenoide). Volume E19b (Parts 1 and 2)' edited by M. Regitz. <i>Journal of the American Chemical Society</i> , 112 (22):8217-18
C#57	DHAR, S. K. ¹⁹⁹⁰ . Review of 'The elements. Their origin, abundance, and distribution' by P. A. Cox. <i>Journal of the American Chemical Society</i> , 112 (23): 8637
C#58	MEISTER, John J. ¹⁹⁹⁰ . Review of 'Advances in polymer science. Volume 94, New polymer materials' with contributions by Tohru Takekoshi, Masahiro Irie, B. Boutevin, Yasuhiko Tobato and Yoshito Ikada. <i>Journal of the American Chemical Society</i> , 112 (24):9028
C#59	ANDEREGG, Robert J. ¹⁹⁹⁰ . Review of 'Specialist periodical report series. Volume 10. Mass spectrometry' edited by M. E. Rose. <i>Journal of the American Chemical Society</i> , 112 (25):9443
C#60	BERNAL, Ivan. ¹⁹⁹⁰ . Review of 'Crystal chemistry and refractivity' by Howard W. Jaffe. <i>Journal of the American Chemical Society</i> , 112 (26): 9676

Table 0-Errro! Apenas o documento principal. - References of the texts in the economics corpus

Text	Reference
E#1	GALBRAITH, James K. 1990. Review of 'Economics for a civilized society' by Greg Davidson and Paul Davidson. <i>Journal of Economic Literature</i> , 28 (1):68-69
E#2	BINMORE, Ken. 1990. Review of 'Treatise on Social Justice' by Brian Barry. <i>Journal of Economic Literature</i> , 28 (2):661-62
E#3	SAFFRAN, Bernard. 1990. Review of 'Breaking the academic mould: Economists and American higher learning in the nineteenth century' edited by William J. Barber. <i>Journal of Economic Literature</i> , 28 (3):1187-88
E#4	EARL, Peter E. 1990. Review of 'Psychological foundations of economic behavior' by Paul J. Albanese. <i>Journal of Economic History</i> , 28 (4):1716-17
E#5	BOULDING, Kenneth E. 1990. Review of 'The enlightened society: The economy with a human face' by Kurt F. Flexner. <i>Journal of Economic History</i> , 28 (4):1718-20
E#6	SABOURIAN, Hamid. 1990. Review of 'Foundations of the theory of general equilibrium' by Y. Balasko. <i>ECONOMICA</i> , 57 (1):131-33
E#7	KAY, J. A. 1990. Review of 'Privatization: An economic analysis' by J. Vickers and G. Yarrow. <i>ECONOMICA</i> , 57 (1):133-34
E#8	WHITE, Lawrence H. 1990. Review of 'The evolution of central banks' by Charles Goodhart. <i>ECONOMICA</i> , 57 (1):135-37
E#9	VAN DE KLUNDERT, Th. 1990. Review of 'The new classical macroeconomics' by K. D. Hoover. <i>ECONOMICA</i> , 57 (1):137-38
E#10	DRIFFILL, John. 1990. Review of 'Lectures on macroeconomics' by O. J. Blanchard and S Fischer. <i>ECONOMICA</i> , 57 (2):269-70
E#11	THYGESEN, Niels. 1990. Review of 'Exchange rate instability' by Paul Krugman. <i>Journal of International Economics</i> , 28 (1):187-90
E#12	SMITH, Alasdair. 1990. Review of 'The Relative inefficiency of quotas' by James E. Anderson. <i>Journal of International Economics</i> , 28 (1):190-92
E#13	GROSSMAN, Gene M. 1990. Review of 'The Economics of 1992: The E. C. Commission's Assessment of the Economic Effects of Completing the Internal Market' by Michael Emerson, Michel Aujean, Michel Catinat, Philippe Goybet and Alexis Jacquemin. <i>Journal of International Economics</i> , 28 (2):385-88
E#14	MARKUSEN, James R. 1990. Review of 'Trade policy and market structure' by Elhanan Helpman and Paul Krugman. <i>Journal of Economic History</i> , 28 (5):187-89
E#15	MARSTON, Richard C. 1990. Review of 'Limiting exchange rate flexibility: The European monetary system' by Francesco Giavazzi and Alberto Giovannini. <i>Journal of International Economics</i> , 29 (4):385-88

E#16	GOODMAN, Allan H. 1990. Review of 'Tribe and polity in late prehistoric Europe: Demography, production and exchange in the evolution of complex social systems' by D. Blair Gibson and Michael N. Geselowitz. <i>Journal of Economic History</i> , 50 (1):182-83
E#17	GREIF, Avner. 1990. Review of 'Before European hegemony: The world system A.D. 1250-1350' by Janet L. Abu-Lughod. <i>Journal of Economic History</i> , 50 (2):455-56
E#18	GOFF, T. J. A. 1990. Review of 'Privilege and Profit: A Business Family in Eighteenth-Century France' by P. W. Bamlford. <i>Journal of Economic History</i> , 50 (4):956-57
E#19	BIDDICK, Kathleen. 1990. Review of 'Opera muliebra: women and work in medieval Europe' by David Herlihy. <i>Journal of Economic History</i> , 50 (4):948-50
E#20	LANGDON, John L. 1990. Review of 'The agrarian history of England and Wales. Vol2: 1046-1350' edited by H. E. Hallam. <i>Journal of International Economics</i> , 50 (3):714-15
E#21	SCITOVSKY, Tibor. ¹⁹⁹⁰ Review of 'Passions within reason: The strategic role of the emotions' by Robert H. Frank. <i>Journal of Economic Literature</i> , 28 (1):69
E#22	WHITE, Lawrence H. ¹⁹⁹⁰ Review of 'Man, economy, and liberty: Essays in honor of Murray N. Rothbard' by Murray N. Rothbard. <i>Journal of Economic Literature</i> , 28 (2):664-65
E#23	BOADWAY, Robin W. 1990. Review of 'Foundations of public economics' by David A. Starrett. <i>Journal of Economic Literature</i> , 28 (2):665-67
E#24	VANDOREN, Peter M. 1990. Review of 'The moral dimension. Toward a new economics' by Amitai Etzioni. <i>Journal of Economic Literature</i> , 28 (3):1188
E#25	GAL-OR, Esther. 1990. Review of 'Bayesian analysis and uncertainty in economic theory' by Richard Cyert and Morris H. Degroot. <i>Journal of Economic Literature</i> , 28 (3):1190-91
E#26	WALKER, Donald A. 1990. Review of 'Equilibrium analysis: Variations on themes by Edgeworth and Walras' by W. Hildenbrand and A. P. Kirman. <i>Journal of Economic Literature</i> , 28 (4): 1720-21
E#27	ANDREWS, Marcellus. 1990. Review of 'Keynes, investment theory and economic slowdown: The role of replacement investment and q-ratios' by Michael Perelman. <i>Journal of Economic Literature</i> , 28 (4):1721-23
E#28	MATOSSIAN, Mary Kilbourne. 1990. Review of 'Famine, disease and the social order in early modern society' edited by John Walter and Roger Schofield. <i>Journal of Economic History</i> , 50 (1):183-84
E#29	STACEY, Robert C. 1990. Review of 'The other economy: Pastoral husbandry on a medieval estate' by Kathleen Biddick. <i>Journal of Economic History</i> , 50 (1):184-85
E#30	BERGER, Ronald M. 1990. Review of 'Worlds within worlds: Structures of life in sixteenth-century London' by Steve Rappaport. <i>The Journal of Economic History</i> , 50 (2): 457-59
E#31	PRICE, Jacob M. 1990. Review of 'Dutch primacy in world trade, 1585-1740' by Jonathan I. Israel. <i>The Journal of Economic History</i> , 50 (2):462-63
E#32	LANGMUIR, Gavin I. 1990. Review of 'Shylock reconsidered: Jews, moneylending, and medieval society' by Joseph Shatzmiller. <i>The Journal of Economic History</i> , 50 (3): 715-17
E#33	DEWINDT, Edwin B. 1990. Review of 'Crisis or change: The concept of crisis in the light of agrarian structural reorganization in late medieval England' by Nils Hybel. <i>The Journal of Economic History</i> , 50 (3):717-18
E#34	FELDMAN, Gerald D. 1990. Review of 'Die Reichsbank und die finanzielle Kriegsvorbereitung 1907 bis 1914' by Reinhold Zilch. <i>The Journal of Economic History</i> , 50 (4):957-59
E#35	McGUINNESS, Tony. ¹⁹⁹⁰ Review of 'The economic theory of organization and the firm' by Richard M. Cyert. <i>ECONOMICA</i> , 57 (2):271
E#36	BARR, Nicholas. ¹⁹⁹⁰ Review of 'Social security policies in industrial countries: A comparative analysis' by Margaret s. Gordon. <i>ECONOMICA</i> , 57 (2):274
E#37	BACKHOUSE, Roger E. ¹⁹⁹⁰ Review of 'Economic exiles' by J. E. King. <i>ECONOMICA</i> , 57 (2): 274-75
E#38	WITZTUM, Amos. ¹⁹⁹⁰ Review of 'Ricardo's economics: A general equilibrium theory of distribution and growth' by M. Morishima. <i>ECONOMICA</i> , 57 (3): 411-12
E#39	BESLEY, Timothy. ¹⁹⁹⁰ Review of 'The economics of safety and physical risk' by Michael W. Jones-Lee. <i>ECONOMICA</i> , 57 (3): 412-13
E#40	DREZE, Jean. ¹⁹⁹⁰ Review of 'New seeds and poor people' by Michael Lipton with Richard Longhurst. <i>ECONOMICA</i> , 57 (4): 542-43
E#41	LEVINE, Paul. ¹⁹⁹⁰ Review of 'The Making of Economic Policy' by Steven M. Sheffrin. <i>ECONOMICA</i> , 57 (4): 548-49
E#42	FLANDERS, M. June. ¹⁹⁹⁰ Review of 'Exchange rates and inflation' by Rudiger Dornbusch. <i>Journal of International Economics</i> , 28 (1):192-95

E#43	GRINOLS, Earl I. ¹⁹⁹⁰ . Review of 'Bela Balassa and Luc Bauwens, changing trade patterns in manufactured goods: An econometric investigation. Contributions to Economic Analysis Series' edited by D. W. Jorgenson and J. Waelbroeck. <i>Journal of International Economics</i> , 28 (1):195-98
E#44	RAY, Edward J. ¹⁹⁹⁰ . Review of 'The political economy of protection' by Arye L. Hillman. <i>Journal of International Economics</i> , 28 (2):388-90
E#45	KRAVIS, Irving B. ¹⁹⁹⁰ . Review of 'Explaining international production' by John H. Dunning. <i>Journal of International Economics</i> , 28 (2):393-95
E#46	MARQUEZ, Jaime. ¹⁹⁹⁰ . Review of 'U.S. Trade deficit: Causes, consequences, and cures' by Albert E. Burger. <i>Journal of International Economics</i> , 29 (1):195-97
E#47	MUTTI, John. ¹⁹⁹⁰ . Review of 'Foreign direct investment in the United States' by Edward M. Graham and Paul R. Krugman. <i>Journal of International Economics</i> , 29 (2):388-90
E#48	IRWIN, Douglas A. ¹⁹⁹⁰ . Review of 'Power, protection and free trade: International sources of U.S. commercial strategy 1887-1939' by David A. Lake. <i>Journal of International Economics</i> , 29 (2):390-92
E#49	VISCUSI, W. Kip. ¹⁹⁹⁰ . Review of 'Searching for safety' by Aaron Wildavsky. <i>Journal of Economic Literature</i> , 28 (4):1726-27
E#50	COWEN, Tyler. ¹⁹⁹⁰ . ¹⁹⁹⁰ . Review of 'Liberal utilitarianism: Social choice theory and J. S. Mill's philosophy' by Jonathan Riley. <i>Journal of Economic Literature</i> , 28 (1):76-77
E#51	BRANDIS, Royall. ¹⁹⁹⁰ . Review of 'Before Adam Smith: The emergence of political economy. 1662-1776' by Terence Hutchison. <i>Journal of Economic Literature</i> , 28 (2):669-70
E#52	ARTIS, M. J. ¹⁹⁹⁰ . Review of 'The performance of the British economy' edited by R. Dornbusch and R. Layard. <i>ECONOMICA</i> , 57 (2):212-13
E#53	McLEAN, Iain. ¹⁹⁹⁰ . Review of 'Wealth, poverty and politics' by Gordon Tullock. <i>ECONOMICA</i> , 57 (2):276-77
E#54	MILES, David. ¹⁹⁹⁰ . Review of 'The foreign exchange market: Theory and econometric evidence' by R. T. Baillie and P. C. McMahon. <i>ECONOMICA</i> , 57 (3):417-18
E#55	LEVINE, David. ¹⁹⁹⁰ . Review of 'West Cumberland Coal, 1600-1982/3' by Oliver Wood Kendall, <i>The Journal of Economic History</i> , 50 (1): 196-97
E#56	FITCH, Nancy. ¹⁹⁹⁰ . Review of 'Family and the female life course: The women of Verviers, Belgium, 1849-1880' by George Alter. <i>The Journal of Economic History</i> , 50 (1): 202-03
E#57	HAMILTON, J. S. ¹⁹⁹⁰ . Review of 'A marginal economy? East Anglian Breckland in the later middle ages' by Mark Bailey. <i>The Journal of Economic History</i> , 50 (2):457
E#58	BROWN, Drusilla K. ¹⁹⁹⁰ . Review of 'Trade policy in a changing world economy' by Robert E. Baldwin. <i>Journal of International Economics</i> , 28 (2):390-93
E#59	OCAMPO, José Antonio. ¹⁹⁹⁰ . Review of 'Trade, development and the world economy. Selected essays of Carlos Diaz-Alejandro' edited by Andrés Velasco. <i>Journal of International Economics</i> , 29 (2):392-96
E#60	KATSOULACOS, Yannis. ¹⁹⁹⁰ . Review of 'The economic analysis of technology policy' by Paul Stoneman. <i>ECONOMICA</i> 57 (4):546-48

Table 0-Erro! Apenas o documento principal. - References of the texts in the linguistics corpus

Text	Reference
L#1	ENGBER, Cheryl. 1990. Review of 'Writing across languages: analysis of L2 text' by Ulla Connor and Robert Kaplan. <i>Studies in Second Language Acquisition</i> , 12 (1):81-2
L#2	CAMPBELL, B. G. Review of 'Essays on the English language and applied linguistics' by Josef Klegraf and Dietrich Nehls. <i>Studies in Second Language Acquisition</i> , 12 (1):88-90
L#3	BURTON, Robert S. Review of 'Culture and language development: Language acquisition and language socialization in a Samoan village' by Elmor Ochs. <i>Studies in Second Language Acquisition</i> , 12 (1):96-7
L#4	FALK, Julia S. 1990. Review of 'From first words to grammar: individual differences and dissociable mechanisms' by Elizabeth Bates, Inge Bretherton, and Lynn Snyder. <i>Studies in Second Language Acquisition</i> , 12 (3):346-47

L#5	GUNDEL, Jeanette K. 1990. Review of 'Functional syntax: Anaphora, discourse and empathy' by Susumu Kuno. <i>Studies in Second Language Acquisition</i> , 12(2):243-44
L#6	AUERBACH, Elsa. 1990. Review of 'Alien winds: The reeducation of America's Indochinese refugees' by James W. Tollefson. <i>TESOL Quarterly</i> , 24(1):85-91
L#7	DUNNING, Mark. 1990. Review of 'Academic writing: Techniques and tasks' by Ilona Leki. <i>TESOL Quarterly</i> , 24(1):91-5
L#8	HERBERT, Robert K. 1990. Review of 'Naming and identity: A cross-cultural study of personal naming practices' by Richard D. Alford. <i>Language in Society</i> , 19 (1):89-91
L#9	PARMENTIER, Richard J. 1990. Review of 'Speak in the mirror' by John Doe. <i>Language in Society</i> , 19(1):91-94
L#10	HICKERSON, Nancy P. 1990. Review of 'The linguistic construction of reality' by George W. Grace. <i>Language in Society</i> , 19(1):94-8
L#11	GOODLUCK, Helen. 1990. Review of 'Cognition and language growth' by Sascha W. Felix. <i>Linguistics</i> , 28 (1):151-53
L#12	MÜLLER-GOTAMA, Franz. 1990. Review of 'A Grammar of Limbu' by George van Driem. <i>Linguistics</i> , 28 (1):175-78
L#13	STOLZ, Thomas. 1990. Review of 'Leitmotifs in natural morphology' edited by Wolfgang U. Dressler. <i>Linguistics</i> , 28(1):162-67
L#14	COULMAS, Florian. 1990. Review of 'Studying writing: Linguistic approaches' edited by Charles R. Cooper and Sidney Greenbaum. <i>Linguistics</i> , 28 (1):173-75
L#15	LARKIN, Edward T. 1990. Review of 'The computer in the foreign language curriculum' by Paul Lareau and Edward Vockell. <i>The Modern Language Journal</i> , 74(1):89
L#16	WHITTAKER, P. Fawn. 1990. Review of 'Collins COBUILD essential English dictionary' edited by John Sinclair, Patrick Hanks, and Gwyneth Fox. <i>The Modern Language Journal</i> , 74(1):94-5
L#17	DOLA, Peter. 1990. Review of 'Handbook of Commercial French' by C. GEOGHEGAN and J. GONTHIER GEOGHEGAN. <i>Modern Language Journal</i> , 74 (1):103
L#18	MCCOY, Ingeborg H. Rueberg. 1990. Review of 'Deutsche Sprache und Landeskunde, Instructors Edition. 3rd ed.' by JOHN E. CREAN, MARYLIN SCOTT, CLAUDE HILL & JEANINE BRIGGS. <i>Modern Language Journal</i> , 74 (1):112-13
L#19	BRYANT, Peter. 1990. Review of 'Phonology and reading disability: Solving the reading puzzle' edited by Donald Shankweiler and Isabelle Y. Liberman. <i>Language and Speech</i> , 33(1):91-95
L#20	FOURAKIS, Marios. 1990. Review of 'Stress and prosodic structure in Greek. A phonological, acoustic, physiological and perceptual study' by Antonis Botinis. <i>Language and Speech</i> , 33 (1):97-98
L#21	DOMINGUE, Nicole and Michel Paradis. 1990. Review of 'Bilingualism' by Suzanne Romaine. <i>Language and Speech</i> , 33 (1): 83-90
L#22	KILBORN, Kerry. 1990. Review of 'Linguistic analyses of aphasic language' edited by W. U. Dressler and J. A. Start. <i>LANGUAGE AND SPEECH</i> , 33 (1), 99-102
L#23	NAIGLES, Letitia G. 1990. Review of 'First language acquisition: Method, description, and explanation' by David Ingram. <i>LANGUAGE AND SPEECH</i> , 33 (2):175-180
L#24	CLIFTON JR., Charles. 1990. Review of 'Language: An invitation to cognitive science, Vol. 1' edited by Daniel N. Osherson and Howard Lasnik. <i>LANGUAGE AND SPEECH</i> , 33 (2):181-83
L#25	RIGG, Pat. 1990. Review of 'The learner-centred curriculum: A study in second language teaching (Cambridge Applied Linguistics Series) by David Nunan. <i>TESOL Quarterly</i> , 24 (1):95-98
L#26	SPYCHER, Ruth. 1990. Review of 'Breaking rules: Generating and exploring alternatives in language teaching' by John F. Fanselow. <i>TESOL Quarterly</i> , 24 (2): 301-03
L#27	ANDRADE JR, Melvin R. 1990. Review of 'Writing across languages: Analysis of L2 text' edited by Ulla Connor and Robert B. Kaplan. <i>TESOL Quarterly</i> , 24 (4):724-27
L#28	AITCHISON, Jean. 1990. Review of 'Languages in competition. Dominance, diversity, and decline' by Ronald Wardaugh. <i>Linguistics</i> , 28 (3):554-56
L#29	GODDARD, Ives. 1990. Review of 'Language in the Americas' by Joseph H. Greenberg. <i>Linguistics</i> , 28 (3):556-58
L#30	STEIN, Gabriele. 1990. Review of 'Historical change and English word-formation. Recent Vocabulary. American University Studies Series 4. English Language and Literature 46' by Garland Cannon. <i>Linguistics</i> , 28(3): 558-561
L#31	OXFORD, Rebecca L. 1990. Review of 'Language teachers at work: A description of methods' by Anthony Peck. <i>The Modern Language Journal</i> , 74(1): 91-92
L#32	TERRY, Robert M. 1990. Review of 'Grammar practice activities: A practical guide for teachers' by Penny Ur. <i>The Modern Language Journal</i> , 74(1):92
L#33	MAGNAN, Sally Sieloff. 1990. Review of 'Developing second-language skills: Theory and practice' by Kenneth Chastain. <i>The Modern Language Journal</i> , 74(2):221-22
L#34	FRAKE, Charles O. 1990. 'Aspects of Western Subanon formal speech' by William C. Hall. <i>Language in Society</i> , 19 (1): 102-4

L#35	ROMAINE, Suzanne. 1990. 'Pidgin and creole languages: Essays in memory of John E. Reinecke' edited by Glenn G. Gilbert. <i>Language in Society</i> , 19 (2):251-54
L#36	BAKER, Philip. 1990. Review of 'Dimensions of a creole continuum: History, texts, and linguistic analysis of Guyanese Creole' by John R. Rickford. <i>Journal of Child Language</i> , 17 (1):240-45
L#37	HOWE, Christine. 1990. Review of 'Analyzing children's language' by Tina Bennett-Kastor. <i>Journal of Child Language</i> , 17 (1): 237-39
L#38	DE HOUWER, Annick. 1990. Review of 'De taalverwerving van het kind. Een hernieuwde oriëntatie in het Nederlandstalig onderzoek' by A. M. Schaerlaekens and S. Gillis. <i>Journal of Child Language</i> , 17 (1):240-45
L#39	LIEVEN, Elena and Julian Pine. 1990. Review of 'From first words to grammar: Individual differences and dissociable mechanisms' by Elizabeth Bates, Inge Bretherton and Lynn Snyder. <i>Journal of Child Language</i> , 17 (2): 495-501
L#40	BOGGS, Stephen. 1990. Review of 'Culture and language development: Language acquisition and language socialization in a Samoan village' by Elinor Ochs. <i>Journal of Child Language</i> , 17 (2):502-6
L#41	BANCROFT, Dennis. 1990. Review of 'Child language: A reader' edited by M. B. Franklin & S. S. Barton. <i>Journal of Child Language</i> , 17 (2):506-9
L#42	GALLAWAY, Clare. 1990. Review of 'Models of language development' by R. STEVENSON. <i>Journal of Child Language</i> , 17 (3):719-22
L#43	MILLER, J. E. 1990. Review of 'The case for lexibase. An outline lexibase grammatical theory' by S. Starosta. <i>Journal of Linguistics</i> , 26 (1):235-41
L#44	LEHMANN, Christian. 1990. Review of 'Word order rules (Croom Helm Linguistic Series)' by Anna Siewierska. <i>Journal of Linguistics</i> , 26 (1):241-45
L#45	ALLEN, Cynthia. 1990. Review of 'The development of English aspectual systems (Cambridge Studies in Linguistics 49)' by Laurel J. Brinton. <i>Journal of Linguistics</i> , 26 (1):245-50
L#46	BLAKE, Barry B. 1990. Review of 'Clause combining in grammar and discourse' edited by John Haiman and Sandra A. Thompson. <i>Journal of Linguistics</i> , 26 (2): 505-09
L#47	MUYSKEN, Pieter. 1990. Review of 'Pidgins and creoles. Volume II. Reference survey' by John Holm. <i>Journal of Linguistics</i> , 26 (2): 509-12
L#48	COATES, Richard. 1990. Review of 'Doing phonology' by John Kelly and John Local. <i>Journal of Linguistics</i> , 26 (2): 539-43
L#49	MACAULAY, Ronald K. S. 1990. Review of 'Critical essays on language use and psychology' by Daniel C. O'Connell. <i>Journal of Pragmatics</i> , 14 (1):147-50
L#50	SINHA, Chris. 1990. Review of 'Learning to be deaf' by A. Donald Evans and William W. Falk. <i>Journal of Pragmatics</i> , 14 (1):159-62
L#51	BAZZANELLA, Carla. 1990. Review of 'Passive and voice. Typological studies in language 16' edited by Masayoshi Shibatani. <i>Journal of Pragmatics</i> , 14 (1):169-71
L#52	DOLITSKY, Marlene. 1990. Review of 'Context and presupposition' by Rob van der Sandt. <i>Journal of Pragmatics</i> , 14 (2):345-48
L#53	TODD, Loreto. 1990. Review of 'Pidgin and Creole languages: Essays in Memory of John E. Reinecke' edited by Glenn G. Gilbert. <i>Journal of Pragmatics</i> , 14 (2):348-50
L#54	DAHL, Östen. 1990. Review of 'Evidentiality: The Linguistic coding of epistemology (Advances in Discourse Processes, 20)' edited by Wallace Chafe and Johanna Nichols. <i>Journal of Pragmatics</i> , 14 (4): 682-86
L#55	TAYLOR, Talbot J. 1990. Review of 'The politics of linguistics' by Frederick J. Newmeyer. <i>LANGUAGE</i> , 66 (1):159-62
L#56	COPPIETERS, René. 1990. Review of 'Variation theory and second language acquisition' by Hugh Douglas Adamson. <i>LANGUAGE</i> , 66 (1):163-67
L#57	BROWN, Becky. 1990. Review of 'Languages in competition: Dominance, diversity, and decline' by Ronald Wardhaugh. <i>LANGUAGE</i> , 66 (1):167-70
L#58	PINKHAM, Jessie. 1990. Review of 'Machine translation: Linguistic characteristics of MT system and general methodology of evaluation (Linguistic α Investigations Supplementa, Studies in French & General Linguistics/Études en Linguistique Française et Générale, 15.)' by John Lehrberger and Laurent Bourbeau. <i>LANGUAGE</i> , 66 (1):180-82
L#59	DOW, Maureen L. 1990. Review of 'Schriftliche Sprache: Strukturen geschriebener Wörter und ihre Verarbeitung beim Lesen (Konzepte der Sprach- und Literatur- wissenschaft, 40)' by Hartmut Günther. <i>LANGUAGE</i> , 66 (2):372-75

L#60	OBLER, Loraine K. 1990. Review of 'Neurolinguistics and linguistic aphasiology: An introduction' by David Caplan. <i>LANGUAGE</i> , 66(2):383-88
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Table 0-Erro! Apenas o documento principal.- Most cited linguistics journals and correspondent book review sections

Title of Journal	Book Reviews
1 Language	+
2 Journal of Memory and Language	-
3 Linguistic Inquiry	-
4 Journal of Speech and Hearing Research	-
5 Modern Language Journal	+
6 Journal of Linguistics	+
7 Journal of Speech and Hearing Disorders	-
8 TESOL Quarterly	+
9 Applied Linguistics	+* ^{IX}
10 Journal of Child Language	+
11 Journal of Phonetics	+*
12 Syntax and Semantics	-
13 Language in Society	+
14 Language Learning	+*
15 International Journal of American Linguistics	+
16 Journal of Pragmatics	+
17 Foreign Language Annals	-
18 Language and Speech	+
19 Linguistics	+
20 Studies in Second Language Acquisition	+

Table 0-Erro! Apenas o documento principal.- Most cited chemistry journals and correspondent book review sections

Title of Journal	Book Reviews
1 Chemical Reviews	-
2 Accounts of Chemical Research	-
3 Angewandte Chemie - International Edition in English	+
4 Journal of the American Chemical Society	+
5 Topics in Current Chemistry	-
6 Chemical Society Reviews	-
7 Journal of Physic. and Chem. Refer. Data	-
8 Journal of the Chemical Society - Chem. Comm.	-
9 Journal of Computational Chemistry	+*
10 Helvetica Chimica Acta	-
11 Pure and Applied Chemistry	-
12 Recueil des Travaux Chimiques des Pays-Bas	+

3	+	+	+	---	+	+	---	+	+	+	+	+
4	+	+	+	+	+	+	+	+	+	+	+	+
5	+	+	---	+	+	+	---	+	+	+	+	+
6	+	+	+	+	+	+	+	+	+	+	+	+
7	+	+	+	+	+	+	+	+	+	+	+	+
8	+	+	---	+	+	+	+	+	+	+	+	+
9	+	+	+	+	+	+	+	+	+	+	+	+
10	+	+	+	+	+	+	+	+	+	+	+	+
11	+	+	+	+	+	+	+	+	+	+	+	+
12	+	+	+	+	+	+	+	+	+	+	+	+
13	+	+	+	+	+	+	+	+	+	---	+	+
14	+	+	+	+	+	+	+	+	+	+	+	---
15	+	+	+	+	+	+	+	+	+	+	+	+
16	+	+	+	+	+	+	+	+	+	+	+	+
17	+	+	---	+	+	+	+	+	+	+	+	+
18	+	+	+	+	+	+	+	+	+	+	+	+
19	+	+	+	+	+	+	+	+	+	+	+	+
20	+	+	+	+	+	+	+	+	+	+	+	+
N	20	20	17	19	20	20	18	20	20	19	20	19
%	100	100	85	95	100	100	90	100	100	95	100	95
Move	1	2	3	4	1	2	3	4	1	2	3	4
	CHEMISTRY Moves				LINGUISTICS Moves				ECONOMICS Moves			

Table 0-Erro! Apenas o documento principal.- Sample analysis of an economics text

[E#1]
Introducing book: (Sub-function 3) <u>First</u> , disclosure. Greg Davidson once worked under my supervision. Both he and Paul Davidson are friends. An endorsement from my father graces the jacket of this book. And there is much between the covers with which I agree.
(Sub-function 1) <u>Economics for a Civilized Society</u> is an essay on the theme that civic values must (in Etzioni's phrase) "encapsulate" competition, restricting the play of self-interest and the "war of all against all." In a civilized society rules, codes, and restraints are internalized, observed voluntarily rather than imposed, and the social costs of order and discipline, whether measured in unemployment, expenditures on law and regulatory enforcement, or in outright repression, are correspondingly low.

<p>Outlining: (Sub-function 6) <u>The authors apply this insight to current economic policy questions, including tax collection, inflation policy, unemployment, and international debt.</u></p> <p>(Sub-function 7) Their arguments with respect to <u>the first two of these</u> are especially persuasive. They describe, for example, how the 1983 Massachusetts <u>tax</u> amnesty program was designed not only to collect back revenues, but also to help restore respect for the tax code, making voluntary payment more likely in the future. This was achieved by a multi-step process, including tough new laws and an "enforcement shock, as part of which amnesty was merely the transitional mechanism [which] was needed to avoid the injustice of treating past behavior under the new normative standards" (p. 85). The success of the Massachusetts program is thus owed partly to having created a climate of reciprocally-perceived fairness, which fostered and rewarded a higher standard of citizenship, and so internalized the public virtue of voluntary <u>taxpaying</u>. This interpretation contradicts, the authors argue, that of conservatives who regard the amnesty as a mistake, and who assert that continuing improved revenue collections are due to stricter enforcement alone.</p> <p>In restating the arguments for <u>tax-based</u> incomes policy (TIP), the authors again underline the importance of widespread public confidence in the policy in assuring its success. They emphasize the roles of public education, of administrative feasibility, of insulation from politics, and of the perception of permanence (institution-building) in the process of transition to any future TIP. In so doing, they implicitly criticize the past use of incomes policies by those who were publicly skeptical of their prospects or who promised that they would be only temporary; Nixon's price-wage programs broke down in part because the political leadership did not advance them with conviction.</p> <p>Civic values can be eroded, even destroyed. In a telling phrase the authors assert that Gerald Ford's 1975 Whip <u>Inflation</u> Now campaign failed because "The public saw the WIN campaign as a stunt, not a policy" (p. 138). They view the deliberate unemployment, the assault on unions, the waves of deregulation, and the decline of public ethics under Ronald Reagan as part of an assault on the civic values, from which the polis may possibly, they fear, not recover. To the extent it does not, the ensuing necessary increase in directly repressive expenditures on social order, and the acceptance of permanently high <u>unemployment</u> and <u>underemployment</u> to control <u>inflation</u>, will be the symptoms of our decline from a civilized toward a barbaric society.</p> <p>To some extent, this clear theme gets lost in a disorderly presentation. The discussion of <u>unemployment</u> veers toward a private argument with the Monetarists over money; the authors make an unsupported and untenable denunciation of communications and of transport deregulation; they romanticize economic conditions in general in the period from 1945 to 1970; they conduct a side campaign against neoclassical methodology as a whole rather than merely against the extreme focus on individual self-interest characteristic of certain particular practitioners (e.g., Milton Friedman) who are evidently their main targets. Their discussion of Third World <u>debt</u> suffers from an exaggerated fear of the dangers of Latin American default to the banking system; after all, at present all but Mexico are in arrears on their debts, yet no US banks have failed from this cause, and with the recent partial sale and recapitalization of Manufacturers Hanover no such failure is likely.</p>
<p>Evaluating: (Sub-function 9) The greatest weakness of this book lies in a failure to recognize the large body of work in economics and related disciplines since Keynes that does attempt to grapple with sympathy, altruism, "the conscience," public spirit, and other irreducibly social constructs. (Sub-function 9) Thus the authors isolate themselves more than necessary, tend toward caricature in their depiction of economists, and concede too much terrain to the intellectual empire of the extreme individualists.</p>
<p>Closing: (Sub-function 10B) Economics for a Civilized Society is not a lonely beacon, but should rather be welcomed as one contribution to an expanding dialogue on the social aspects of policy design. Connoisseurs of the Davidson style will find in it a typically informed, energetic, digressive, committed essay, whose greatest strength lies in bringing to bear a civilized sensibility on policy problems that much of our profession does tend to view, too often, too narrowly.</p>

Table 0-Errro! Apenas o documento principal. - Sample analysis of a chemistry text

<p>[C#1]</p> <p>Introducing book: (Sub-function 5) This book <u>surprisingly</u> is very good. <u>While most books of this ilk (technology introductions), in their effort to give cursory treatment to many topics, do not have sufficient depth in any topic to be useful, this one provides excellent coverage</u> (Sub-function 2) <u>for chemists or other scientists or technologists not specifically schooled in testing and characterization of polymers.</u></p>
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Outlining: (Sub-function 6) <u>Topics include molecular structure and chemistry, morphology, technology (compounding, processing, adhesives, fibers, etc.), and mechanical, thermal, electrical, optical, and chemical properties. (Sub-function 8) Test methods are described including ASTM references) with drawings of instruments and graphs of data, the latter accompanied by discussions of interpretation.</u>
Evaluating: (Sub-function 9) <u>There is sufficient mathematical treatment of each appropriate topic to provide a good basis for understanding, but not so much as to overwhelm. (Sub-function 8) Bibliographies, at the end of each chapter, are extensive and are divided by subtopics from the chapter, a helpful touch. The book ends with thorough author and subject indices, a glossary, and an appendix of names and abbreviations.</u>
Closing: (Sub-function 10A) <u>This book has wide appeal, yet depth sufficient to be quite useful. It should be on the shelves of chemists, engineers, or technologists who are involved in any way with polymer technology or testing.</u>

Table 0-Erro! Apenas o documento principal. - Distribution of sub-functions in Move 1 per discipline

Sub-function	Chemistry		Linguistics		Economics		TOTAL	
	N	%	N	%	N	%	N	%
1	06	30	16	80	13	65	35	58.33
2	07	35	09	45	04	20	20	33.33
3	03	15	04	20	05	25	12	20
4	04	20	08	40	06	30	18	30
5	15	75	13	65	14	70	42	70

Table 0-Erro! Apenas o documento principal. - Distribution of sub-functions in Move 2 per discipline

Sub-function	Chemistry		Linguistics		Economics		TOTAL	
	N	%	N	%	N	%	N	%

6	16	80	14	70	10	50	40	66.67
7	16	80	20	100	18	90	54	90
8	10	50	10	50	03	15	23	38.33

Table 0-Erro! Apenas o documento principal. - Distribution of sub-functions in Move 3 per discipline

Sub-function	Chemistry		Linguistics		Economics		Total	
	N	%	N	%	N	%	N	%
9	13	65	08	40	11	55	32	53.33
[6+9] & [7+9]	02	10	07	35	03	15	12	20
Both	02	10	03	15	06	30	11	18.33
Total	17	85	18	90	20	100	55	91.67

Table 0-Erro! Apenas o documento principal. - Distribution of sub-functions in Move 4 per discipline

Sub-function	Chemistry		Linguistics		Economics		TOTAL	
	N	%	N	%	N	%	N	%
10A	07	35	08	40	10	50	25	41.67
10B	12	60	12	60	09	45	33	55
Total	19	95	20	100	19	95	58	96.67

Table 0-Erro! Apenas o documento principal. - Distribution of moves in the remaining 120 texts per discipline

Move	CHEMISTRY Moves				LINGUISTICS Moves				ECONOMICS Moves			
	1	2	3	4	1	2	3	4	1	2	3	4
21	----	+	+	+	+	+	+	+	+	+	+	+
22	----	+	+	+	+	+	+	----	+	+	+	+
23	----	+	+	+	----	+	+	+	+	+	+	----
24	+	+	+	+	----	+	+	+	+	+	+	+
25	----	+	+	+	+	+	----	+	+	+	+	+
26	----	+	+	----	+	+	+	+	+	----	+	+
27	+	+	+	+	+	+	+	+	+	+	+	+
28	+	+	+	----	----	+	+	+	+	+	+	----
29	----	----	+	----	+	+	+	----	----	----	+	+
30	+	+	+	+	----	+	+	+	----	+	+	+
31	----	+	+	+	+	+	+	+	+	----	+	+
32	+	+	+	+	+	+	+	+	----	+	+	----
33	+	+	+	+	+	+	+	+	----	+	+	+
34	----	+	+	+	+	+	+	+	+	----	+	+
35	+	----	+	+	+	+	+	+	+	+	+	+
36	+	+	+	+	+	+	+	+	+	+	+	+
37	+	+	----	+	+	+	+	+	+	+	+	+
38	+	+	+	+	+	+	+	+	+	+	+	+
39	+	+	+	+	----	+	+	+	+	+	+	+
40	+	+	+	+	+	+	+	----	+	+	+	+
41	+	+	+	+	+	+	+	+	+	+	+	+
42	+	+	+	----	+	+	+	+	+	+	+	+
43	+	+	+	+	+	+	+	+	----	+	+	+
44	+	+	+	+	+	+	+	+	+	+	+	+
45	+	+	+	+	+	+	+	+	+	+	+	+
46	+	+	----	+	+	+	+	+	----	+	+	+
47	+	+	+	+	+	+	+	+	+	+	----	----
48	+	+	+	+	+	+	+	+	----	+	+	+
49	+	+	+	----	----	----	+	+	----	+	+	+
50	+	+	+	+	+	+	+	+	+	----	+	+
51	+	+	+	+	----	+	+	+	+	+	+	+
52	+	+	+	+	+	+	+	----	+	+	+	----
53	+	----	+	+	+	+	+	----	+	+	+	+
54	+	+	+	+	----	+	+	----	+	+	+	+
55	----	+	+	+	+	+	+	+	----	----	+	----
56	+	+	+	+	+	+	+	+	+	+	+	+
57	+	+	+	+	+	+	+	+	----	----	+	+
58	+	+	+	+	+	+	+	+	+	+	+	+
59	+	+	+	+	+	+	+	+	+	+	+	+
60	+	----	+	+	+	+	+	+	+	+	+	+
N	31	36	38	35	32	39	39	34	30	33	39	34
%	77.5	90	95	87.5	80	97.5	97.5	85	75	82.5	97.5	85
Move	1	2	3	4	1	2	3	4	1	2	3	4
	CHEMISTRY Moves				LINGUISTICS Moves				ECONOMICS Moves			

Table 0-Erro! Apenas o documento principal. - Chemistry: Order of sub-functions in each of the first 20 texts^{ix}

Text	Move 1	Move 2	Move 3	Move 4	Text
1	Evaluation- 5(2)	6-8	9	10A+	1
2	1	7-[7+9]-7	9	10B+	2
3	Evaluation-2	6-8	9	-----	3
4	5(3,2)	6-7-8	9	10B-	4
5	5-4-5-2	6-8-7-8	-----	10A+	5
6	1	6-8	9	10B-	6
7	5-Evaluation	6-7	9	10B+	7
8	3-2	6	-----	10A+	8
9	5	6-7-8-[7+9]-[7+9]	Move 2	10A+	9
10	2-5-2	7	9	10B+	10
11	5	6-7-8-7	9	10B+	11
12	5	8-6-1-6-7	9	10B+	12
13	5	6-7	9	10B+	13
14	Evaluation-5	6-8-[6+9]-[7+9]-8	9	10A+	14
15	4-5	6-7	9	10B+	15
16	4-3(1,5)-5	7A-[7A+9]-7A-[7A+9]-7A	9	10A+	16
17	5	6-7	-----	10B+	17
18	1-5-Evaluation	7	9	10B+	18
19	1-5-1	8-[6A+9]-7A-8	Move 2	10B+	19
20	2	7A	9	10A+	20

Table 0-Errro! Apenas o documento principal.- Linguistics: Order of sub-functions in each of the first 20 texts

Text	Move 1	Move 2	Move 3	Move 4	Text
1	5-1	6-7-8(2)	9	10B+	1
2	1-5	8-3-6-7-[7+9]-[7+9]-[7+9]- [7+9]-[7+9]	Move 2	10A+	2
3	1-2	6A-7-4-7	-----	10A+	3
4	1(2)	9-6-7-8	Move 2	10B+	4
5	5	6-7	-----	10B-	5
6	4-1(5)-5-2-1-2-4-1-4-1	7	9	10B+	6
7	2-1	6-7-8-9-7-8	Move 2 & 4	10A+	7
8	1	6A-8-4-6-7-[7+9]-[7+9]-[7+9]	Move 2	10B+	8
9	1	6A-[7A+9]-4-[7A+9]-[7A+9]- [7A+9]-[7A+9]-[7A+9]	Move 2	10A-	9
10	1-5-1	6A-7A	9	10A-	10
11	1-5-3	7	9	10B+	11
12	4-1-5-4	(7,8)	9	10B+	12
13	4-5	9-[7+9]-[7+9]-[7+9]-[7+9]- [7+9]-5-[7+9]-[8+9]	Move 2, 9	10A-	13
14	5	6-7-[7+9]-7	Move 2	10B+	14
15	1(2)	6-[7+9]-8	Move 2 & 4, 9	10B+	15
16	2-5	7(8)-7-8	9	10B+	16
17	1-5-2-1	6-7-[7+9]	Move 2, 9	10A+	17
18	Move 2	6A-8-5-1-5-4-6A-[7A+9]- [7A+9]-[7A+9]	9	10A-	18
19	4-3-4-3-4-1	6-7-3	9	10B+	19
20	5(3)-4-1-5	9-7-[7+9]-7	Move 2	10B+	20

Table 0-Erro! Apenas o documento principal. - Economics: Order of sub-functions in each of the first 20 texts

Text	Move 1	Move 2	Move 3	Move 4	Text
1	3-Evaluation-1	6A-[7A+9]-7A-[7A+9]	Move 2, 9	10B+	1
2	5(3)	6-7-[7+9]- [7+9] -[7+9]	Move 2, 9	10A-	2
3	1	6-7	9	10A-	3
4	----	6-5-7-5-7	9	10B-	4
5	1-4-1-5-1	[7A+9]	Move 2, 9	10A-	5
6	5-1	7-8	9 Move 4	10B+	6
7	4-5-4(1)-4(1)	9-7-[7+9]-[7+9]-7	Move 2, 9	10B+	7
8	4-1(3)-5-1	6A-8-[7A+9]-[7A+9]-[7A+9]- [7A+9]-[7A+9]-(8+9)	Move 2	10B+	8
9	1-5	7	9	10B+	9
10	Evaluation-5-Evaluation- 2-1-2-1-2-1	[7+9]-7-8	Move 2, 9	10A+	10
11	3	6(2)-6-7-[6+9]-[7+9]-[7+9]- [7+9]	Move 2	10A+	11
12	1	6(5)-6-7	9	10A+	12
13	4-1-5(2)-2-1-2		9	10A-	13
14	5-Evaluation	[7+9]-7-[7+9]-[7+9]	Move 2, 9	-----	14
15	2-3-1	7A-[7A+9]-[7+9]-7-[7+9]	Move 2	10B+	15
16	4-5(2)	6-7	9	10A-	16
17	1	6A	9	10A-	17
18	1	6A-7A	9	10A+	18
19	4-5	7A	9	10B+	19
20	5-Evaluation	7-5	9	10B+	20

CONCORDANCE (a)

CONCORDANCE (b)

CONCORDANCE (c)

- Chemistry

Table 0-Erro! Apenas o documento principal. - Chemistry: Comprehensive-Specific

Praise	Blame
<ul style="list-style-type: none"> • wealth of topics • wide readership • surveys an extensive literature • comprehensive, highly condensed, systematic collection of literature references • discusses a number of topics not ordinarily encountered in a standard course 	<ul style="list-style-type: none"> • too specialized for the average chemist • too highly specialized for reading by the average silicon chemist

Table 0-Erro! Apenas o documento principal. - Chemistry: Recent - Outdated

Praise	Blame
<ul style="list-style-type: none"> • newer, timely • up-to-date • useful information as to current trends • recent applications are also considered • a few chapters have references through early 1988 	<ul style="list-style-type: none"> • outmoded discussion • more recent work is not discussed • contributions should be more up-to-date • developments cited are more than about 20 years old • newer experimental methods are not discussed

Table 0-Erro! Apenas o documento principal. - Chemistry: Deep-Simplistic

Praise	Blame
<ul style="list-style-type: none"> adequately detailed sufficient depth to be quite useful thorough author and subject indices sufficient mathematical treatment of each appropriate topic book treats with great thoroughness the present state of knowledge 	<ul style="list-style-type: none"> terse cursory chapters lack of depth and rigor rather weak discussion topic received insufficient attention

- Linguistics

Table 0-Erro! Apenas o documento principal. - Linguistics: Clear-Undefined

Praise	Blame
<ul style="list-style-type: none"> clear and coherent overview theoretically explicit understandable convincing argument/model defines concepts 	<ul style="list-style-type: none"> unclear/opaque basic inaccuracies in definitions fuzzy theory with much room for improvement lack of coherent and definitive statement of functional principles leaves too much for the reader's ability to read between the lines

Table 0-Erro! Apenas o documento principal. - Linguistics: Testable- Speculative

Praise	Blame
<ul style="list-style-type: none"> sharpens ideas into empirically testable hypotheses examples from actual texts data-oriented richness of examples demonstrates 	<ul style="list-style-type: none"> speculative in its conclusions heavily biased do not present [evidences] misleading dubious study

Table 0-Erro! Apenas o documento principal. - Linguistics: Deep-Simplistic

Praise	Blame
<ul style="list-style-type: none"> • sound • scrupulous • confronts causal problems fully • in-depth survey • extraordinary attention to details 	<ul style="list-style-type: none"> • complex issue treated in overly simplified terms • elementary treatment • simplistic and one-sided view • cursory allusion • avoidance of discussion

- Economics

Table 0-Erro! Apenas o documento principal. - Economics: Persuasive-Unconvincing

Praise	Blame
<ul style="list-style-type: none"> • impressive bibliographic effort • the skill and ease with which the authors move from theory to facts and institutions and back again • plausible account • arguments specially persuasive • well justified 	<ul style="list-style-type: none"> • authors argue unconvincingly • denunciation unsupported and untenable • book has a lot of unfulfilled promises • limited data are not presented in a very rigorous way • lacks a convincing and plausible measure of effects

Table 0-Erro! Apenas o documento principal. - Economics: Attractive-Uninteresting

Praise	Blame
<ul style="list-style-type: none"> • fascinating • highly attractive • a pleasure to read • refreshing order of topics • sophisticated analysis 	<ul style="list-style-type: none"> • very little of interest to economists • very poorly edited • book lacks balance • tedious recitation of statistics • discussions sound too much like unedited comments

Table 0-Erro! Apenas o documento principal. - Economics: Deep-Simplistic

Praise	Blame
<ul style="list-style-type: none"> detailed treatment author makes good sense of his answer to the puzzle author knows his subject too well author is scholar enough to provide the disconfirming evidence authors have written several influential papers on topic 	<ul style="list-style-type: none"> book tends to minimize importance of all theoretical ambiguities some of the proofs are casually explained need of a more careful scrutiny ignorance of issues of race, gender, and ethnicity volume presents only an impressionistic outline of what author proposes

Table 0-Erro! Apenas o documento principal. - Distribution of BRs by senior and junior scholars

	Senior Scholars	Junior Scholars	Senior Scholars	Junior Scholars	TOTAL	
Field	N	N	%	%	N	%
Linguistics	47	28	62.67	37.33	75 ^{ix}	100
Chemistry	38	22	63.33	36.67	60	100
Economics	38	22	63.33	36.67	60	100
TOTAL	123	72	63.1	36.92	195	100

Table 0-Erro! Apenas o documento principal. - Distribution of reviewers' university affiliation per discipline

	Reviewer's university affiliation		
	US	UK	Other

Field	N	%	N	%	N	%
Linguistics	32 ^{ix}	53.33	15	25	12	20
Chemistry	35	58.33	01	1.67	22	36.67
Economics	36	60	18	30	05	8.33
Sub-total	103	57.22	34	18.89	39	21.67
	US + UK				OTHER	
	N		%		N	%
TOTAL	137		76.11		39	21.67

Table 0-Errro! Apenas o documento principal. - Distribution of place of publication of reviewed books per discipline

PLACE	US		UK		OTHER		TOTAL	
Field	N	%	N	%	N	%	N	%
Chemistry	25	41.67	18	30	17	28.33	60	100
Linguistics	26	43.33	23	38.33	11	18.33	60	100
Economics	27	45	27	45	06	10	60	100
Sub-total	78	43.33	68	37.77	34	18.89	180	100
	US+UK				Other			
	N		%		N	%	N	%
TOTAL	146		81.11		34	18.89	180	100

TERMS OF PRAISE AND BLAME

Table Error! Apenas o documento principal. Testable-Especulative

PRAISE - Testable/Especulative

Linguistics	Chemistry	Economics
<ul style="list-style-type: none"> • sharpens ideas into empirically testable hypotheses • good selection of examples • good selection [of examples] • cite examples to support point of view • examples from actual texts • data-oriented • descriptive data are of great value • extensive documentation • data-oriented • opportunity to test 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • rigorous style • author's conclusion does not get in the way of the evidence
<ul style="list-style-type: none"> • explains • illustrates • demonstrates • demonstrates 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

BLAME - Testable/Especulative		
Linguistics	Chemistry	Economics
<ul style="list-style-type: none"> • speculative in its conclusions • ignore the ample evidence • do not present evidences • overlooks facts • heavily biased • uneven data • casual • scarce examples • do not present [evidences] • argue <i>ex cathedra</i>; too many failings; everything but good propaganda • problems irretrievable • data not collected systematically • does not leave the realm of theory • bad predictive tool • misleading • authors do not take a clear line on question • evidence inherently ambiguous • completely ambiguous results • dubious study 	<ul style="list-style-type: none"> • arbitrary 	<ul style="list-style-type: none"> • lack of examples • book much more an exercise in advocacy than an attempt at serious scholarship • author's choice of what to emphasize in theories is very selective and highly idiosyncratic • author cannot proceed coherently without some reasonably precise theory • discussion based on little evidence • preliminary and undoubtedly debatable data • limited data are not presented in a very rigorous way • author offers no evidence • authors offer no direct evidence • lacks serious applied economic analysis

Table E-Erro! Apenas o documento principal. **Clear-Undefined**

PRAISE - Clear/Undefined		
Linguistics	Chemistry	Economics

<ul style="list-style-type: none"> • clear • clear and coherent overview • clear statement • clearly indicate • points out quite clearly unemcumbered [layout and print] • clearly written • coherent treatment • theoretically explicit • understandable • finds a hierarchy • attempt to intellectualize the discourse • meaningful • meaningfulness • definite answers • defines concepts • concise definitions • 	<ul style="list-style-type: none"> • well written • statement extremelly well illustrated • stated aim fully met • easy access to the material • clearly and concisely put • clear and consistent diagrams • effects are presented clearly • clarity in exposition • provides a good basis for understanding • excellent organization and writing • material presented in a clear and logical sequence • clearly presented • book can be understood by [beginning and expert] researchers • well-organized book 	<ul style="list-style-type: none"> • lucid book full of sound judgements • plausible account • arguments specially persuasive • well justified • lucid expositions • elucidating • arguable view • admirably clear and insightful overview of the subject-matter • chapters are adequately (though not perfectly) cross-referenced • highly readable overview • very clear and easy to read • very clear discussion of the major modelling choices that must be made • good exposition of basic ideas • give readers clear and simple intuition • readers are able to understand some articles previously not entirely clear
<ul style="list-style-type: none"> • flawless (few misprints) • thoughtful design • thoughtfully prepared • carefully structured • accessible 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • accessible to undergraduates • more informative concepts and results very well explained and motivated • examples make comprehension easier

BLAME - Clear/Undefined		
Linguistics	Chemistry	Economics

<ul style="list-style-type: none"> • unclear • makes very little sense • lack of coherent and definitive statement of functional principles • opaque • lack of internal coherence • audience never clear • organizing principle of book is not clear • confuses [concepts] • logic occasionally difficult to follow • not clear distinctions • unevenness in the level of presentation • too much documentation • cumbersome • overcramped with fragmentary quotations • patchy theoretical framework • constant call for bridge theories • lack of contextualization • basic inaccuracies in definitions • complete neglect of notions • fuzzy theory with much room for improvement • inconsistent views • patchy theoretical framework • inconsistency • leaves too much for the reader's ability to read between the lines • 'late-comers' will be confused • heterogeneous • jumble • lack of focus, specificity • lack of understanding [linguistic matters] • lack of congruence • little meaningful communicative context • does not promote meaningful discourse • 	<ul style="list-style-type: none"> • typographical errors • book contains inconsistencies • not much explanation of the significance of equations • confusing • no information about practical consequences • sudden insertion of terms • contains too many gaps to be useful to inexperienced readers • spelling mistakes • difficult to determine which compounds and results were important • unclear whether the class of materials had actually found industrial application • each area is considered in isolation making it difficult to elucidate trends • research that was summarized seemed to lack a sense of purpose • no attempt to place results in context • wealth of information not easy to find • adequate • consistent picture of topic • some repetition • incomprehensible abbreviations • spelling mistakes • questionable and contradictory 	<ul style="list-style-type: none"> • it is not clear • assumption not clear • argument not clear • misleading analysis • general and broad criteria • important differences are ignored • more difficult • papers are only marginally accepted journal articles • the central articles are too disparate • author must choose which way to interpret an idea • need of a strong concluding chapter to bring differing views and perspectives together • paradigmatic approach of the introduction does little to explain or contextualize following chapters • information remains inadequate to sustain the thesis • underlying thesis very poorly edited • clear theme gets lost in a disorderly presentation • faulty on a number of crucial points • contradictory views are ignored • lack of coordination between population figures • several logical problems with theoretical arguments • contradictory views among contributors • book lacks balance • uninitiated readers will become confused • adventurous and eccentric treatment of materials • very uneven result • factual errors and distortions • overall lack of focus and direction
<ul style="list-style-type: none"> • written in a haste • printing errors • wrong titles • book loosely organized • item missing in bibliography • reader cannot make head or tail 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Table Erro! Apenas o documento principal. **Comprehensive-Specific**

PRAISE - Comprehensive/Specific		
Linguistics	Chemistry	Economics

<ul style="list-style-type: none"> • comprehensive • comprehensive bibliography • book is impressive for its breadth of inquiry • address of a broad range of readers • broad [survey] • The book ...is impressive not just for its breadth of inquiry (<i>but also for being sensitive to its own problematic status</i>) • most comprehensive statement to date • 	<ul style="list-style-type: none"> • comprehensive introductory section • comprehensive, highly condensed, systematic collection of literature references • substantial • wide readership • author helps to bridge the gap between areas • discusses a number of topics not ordinarily encountered in a standard course • broad survey • book takes a look at many nooks and crannies in the field • wealth of topics • makes available at fingertips a wealth of information concerning a broad range of reaction types • chemistry of monomers has been unfairly neglected in most modern silicon texts • surveys an extensive literature • overview of the field • valuable introduction to the very large and complex body of published work • truly comprehensive review of the subject • sets the standard as a general reference work for many years to come • chapters representative of the many important aspects of modern [topic] • comprehensive author and subject indices • [chapters] serve to contrast current directions and development • many widespread applications • wealth of information • book introduces reader to the various aspects of topic • density of information • volume makes it easier to see beyond the confines of one's own special field • more additional examples are given • book exceeds in size and comprehensiveness all previous ones • book offers much more than a collection of loosely linked articles 	<ul style="list-style-type: none"> • author's substantive contributions • enough references to original articles so readers are able to pursue argument in detail • rich data base • extraordinary amount of data • richness of examples • numerous examples • chapters contain a substantial theoretical overview • careful and extremely detailed study • study does not lend itself to easy and simple conclusions • provides students with a fairly comprehensive core reference for substantially an entire course • rich with historical information • general use and application • book covers a great deal of grounds • impressive bibliographic effort • mine of information • extensive historical research • the most wide-ranging account so far • wide readership • broad readership • deserves to be widely read • comprehensive text • comprehensive analysis • authors present a variety of theoretical models and empirical evidence on questions • contribution to an expanding dialogue •
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BLAME - Comprehensive/Specific		
Linguistics	Chemistry	Economics
<ul style="list-style-type: none"> • not comprehensive enough to provide a basis for future research • editors seem to try to accomplish too much • inclusion of a little bit of everything • does not leave the realm of theory • too narrow [generalizations] to accomodate [examples] • limited usefulness 	<ul style="list-style-type: none"> • too specialized for the average chemist • too highly specialized for reading by the average silicon chemist 	<ul style="list-style-type: none"> • no space at all is devoted to specially relevant topics • rather lengthy theoretical overview • small sample size and poor provenance • articles fail to address the topic in a satisfying way • collection deals with topic in the most limited fashion • little information to other aspects • table not comprehensive
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • thoretical discussion is too narrowly focussed on particular time and place of chapter • mathematical appendix not totally comprehensive • not a wide readership • analysis does not cover many other areas • book's narrow coverage restricts its usefulness to those seeking an overview of trends in economics

Table Erro! Apenas o documento principal. **Innovative-Outdated**

PRAISE - Innovative/Outdated		
Linguistics	Chemistry	Economics

<ul style="list-style-type: none"> • new • contemporary • original • authentic • provocative [positions] • stimulating • fascinating • fascinating • fascinating • interesting results • stimulating • valuable insights and observations • offers keen insight • eye-opening account • valuable discussion • powerful contribution • creative rhetoric • work is in the center of recent debate • relevant • relevant samples • especially interesting • highly informative • potentially of great interest • creates a good deal of interest • worthwhile • well-written • well edited • pleasant reading • readable • pleasant to read • well-done • useful • helpful • handy • marvelously useful • important effective discussion • topic little known • fills gaps • innovative character (heuristic and explanatory) • effort to try to do smthg never done before • unique in its deeply probing examination • particularly significant contribution • brings into focus intriguing problems • thought-provoking • provocative positions • central and difficult topics/questions • treatment informed and original • solid familiarity with current thinking • extensive use of recent results in experimental practice • 	<ul style="list-style-type: none"> • newer • relevant • timely • useful • interesting • up-to-date • up-to-date coverage on all aspects • only substantial collection • extensive literature coverage up through mid-1987 • (a few chapters have references through early 1988) • good perspective on recent developments in this field • discussion of recent developments • useful information as to current trends • recent applications are also considered • useful appendices: a list of symbols and bibliography • potential uses mentioned frequently • surprising and enlightening • interesting results • potentially important [results] • book should be well received because first book on [topic] • fills an important gap • book makes available in English and in one source important and extensive contributions • in one source important and extensive contributions • book offers a variety of information • book provides excellent reference source • rewarding reading • valuable addition • thought-provoking • interesting • bold and welcome initiative • competently • essential • useful • most effective • especially useful • interesting • meets a need • instructive • valuable source of new ideas • excellent choice of topics to be covered • extremely useful • useful • helpful • important applications • highly recommended 	<ul style="list-style-type: none"> • refreshing order of topics • useful • interesting • significant contributions • full of interest • important questions • quite remarkable results • important set of issues is addressed • book gives excellent overview of key areas • fascinating • innovative • exciting book • insightful discussion • authors provide a critical and balanced perspective on topic • interesting and varied compilation of articles • authors address most of the important features • inspires reflection on topic for many years to come • industrious and sensitively considered • quickly published • stimulating • interesting • interesting discussion • important original contributions • unusual • provocative discussion • interesting, short critical reviews • chapters have something to say • pioneering synthesis • specially intriguing findings • book focus attention on relevant topics • study offers crucial questions for future research • new material on a lightly researched area • combines recent research with individual contributors' endeavours • springboard for future research • promising • commendable speed in publishing • theoretical argument is novel, thoughtful, and subtle • mathematical appendix is very useful • authors have successfully brought together much of the research that has been going on in recent years • author's keenness to dispose of modern literature • previous lit has dealt with only parts of the topic
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BLAME - Innovative/Outdated		
Linguistics	Chemistry	Economics
<ul style="list-style-type: none"> minimal implications for teaching not new ideas overripe as a wine in press for long time does not meet expectations not up to the standards of preceeding literature hardly anything original nothing new for the reader familiar w/ previous work published too late limited or periphereal interest to SLA episodic, anecdotal too much anecdotal, trivial, or irrelevant data rarely enlightened [argument] lack of familiarity with contemporary views 	<ul style="list-style-type: none"> developments cited are more than about 20 years old more recent work is not discussed no discussion of considerable body of modern theory newer experimental methods are not discussed outmoded discussion contributions should be more up-to-date nowadays most generally used approach not used in the book 	<ul style="list-style-type: none"> nothing is said about topics that are receiving great attention in new current models out of touch with recent work in the field not updated substantial repetition of arguments and findings need for a review of some of the more recent work in these areas any work on the subject must inevitably date quickly due to pace of the programme book unfortunately has not been updated to incorporate important work published after 1985 book rather belatedly emerges from economic conference circuit no mention to current concepts need to suggest where research has headed most recently
<ul style="list-style-type: none"> has little to say 		<ul style="list-style-type: none">

Table Erro! Apenas o documento principal. **Attractive-Uninteresting**

PRAISE - Attractive-Uninteresting		
Linguistics	Chemistry	Economics

<ul style="list-style-type: none"> • attractive [layout and print] • enjoyable • students enjoy working • students have to think • good study • short • less daunting • many good points • enthusiastically [written] • definitely good reference book • well-balanced [collection of texts] • deserves to be read by every [practitioner] • successful [argumentation] • succinct [communication of arguments] • extensive bibliography • references, covering the period of 1968-1982 • literature citations • literature references • more than 4200 references by 32 authors 	<ul style="list-style-type: none"> • excellent • pleasant style • visually receptive manner • very attractively presented • presentation quite good • attractive price • book costs less than 10 pfennigs • superbly self-contained book • surprisingly is very good • high quality of their efforts • dry style • good introduction to the topic • book written in Germany • considered • unpretentious • highly commendable • imposing work • succeeded in describing • specially valuable • indexes • table presented • excellent illustrations 	<ul style="list-style-type: none"> • present research in an easily digestible and indeed highly attractive way • Taylor develops a neat formal model • the skill and ease with which the authors move from theory to facts and institutions and back again • mathematics is very neat and well presented • good analysis • excellent book • well written • magnificent book • a pleasure to read • excellent bibliography • topics are generally very well brought out • sophisticated analysis • nice discussion • interesting historical discussion • distinct methodological flavour • very valuable and well presented models • simple model • simple and largely non-strategical models • book is very good in using theory for analysis of topics • arguments presented in a succinct and accessible manner without needing much mathematics • readers need some mathematical knowledge • good geometrical interpretations for many of the results • informed, energetic, digressive, committed essay • exposition is pedagogically excellent
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BLAME - Attractive-Uninteresting		
Linguistics	Chemistry	Economics

•	<ul style="list-style-type: none"> • thin book • approach of discussing is not very appealing from a theoretical view point • visual appearance is that of a wide variation • there is no index of cited authors • prohibitive price • price of book is very high • book is rather expensive • personal subscription to series only for the wealthy chemist • out of place 	<ul style="list-style-type: none"> • disappointing • reader will be disappointed • no empirical basis for claims • very little of interest to economists • editor ended up writing most of the book • lack interest • tedious recitation of statistics • organization of the book is frustrating • mass of ideas and statistics
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Table Erro! Apenas o documento principal. **Persuasive-Unconvincing**

PRAISE - Persuasive/Unconvincing		
Linguistics	Chemistry	Economics
<ul style="list-style-type: none"> • convincing [argument] • convincing [model] • convincing and purely linguistic evidence • The book ...is impressive (<i>not just for its breadth of inquiry but also</i>) for being sensitive to its own problematic status) • over one-third of the more than 200 references are citations of the author's work. However, this is not a criticism of the review, which is enhanced by the authority of the author 	<ul style="list-style-type: none"> • authors are recognized experts in the field • authoritative • authors have a long-standing interest in the field • author has good working knowledge of topic 	<ul style="list-style-type: none"> • author makes good sense of his answer to the puzzle • author is careful not to claim too much • author knows his subject too well • authors have written several influential papers on topic • author is scholar enough to provide the disconfirming evidence • authors fairly even-handed in covering approaches that they do not favour particularly, as well as those they do • author has a critical attitude

BLAME - Persuasive/Unconvincing		
Linguistics	Chemistry	Economics

<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • in a few places author builds straw men • authors tend to caricature in their depiction of economist • evidence shows ambivalence • author provides a theory incongruous with the facts • author's contribution does not improve confidence of readers in market movements • authors romanticize economic conditions • concept is much too abstract to solve economic problems • obsessions clouded discussion • not convincing importance of some mathematical results • several logical problems with theoretical arguments • questionable methods employed to quantify • mutually inconsistent methods • models impossible to compare • denunciation unsupported and untenable • very mixed evidence • evidences are not convincing • emphasis is counter-empirical • not all analyses are successful in resolving questions • model is not very successful in explaining the data • prediction potentiality of model is weak • historical details do not support the arguments • discussions sound too much like unedited comments • absence of evidence • indications are not sufficient to document contentions • author's ideological conviction skewed her historical research • lacks a convincing and plausible measure of effects • authors argue unconvincingly • data tells a different story • authors conduct a side campaign against neoclassical methodology as a whole • author shares the prejudices of orthodox game theorists • book emphasizes arguments/data that support favorable outcome • book does not quite live up to its spirit • volume presents only an impressionistic outline of what author proposes • some of the proofs are casually explained • need of a more careful scrutiny
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Table 7 Deep-Simplistic

PRAISE - Deep/Simplistic		
Linguistics	Chemistry	Economics
<ul style="list-style-type: none"> • sound • scrupulous • scrupulous attention • confronts causal problems fully • complete statement • thoroughly researched • exhaustive • in-depth survey • in-depth study • extraordinary attention to details • fairly detailed study • explores the practical as well as theoretical • attempts to explain • explanatory comment • scrupulos • plausible [positions] • implications of research • forays into theoretical issues 	<ul style="list-style-type: none"> • application of theoretical approaches is illustrated and critically evaluated • adequately detailed • substantial • detailed description • excellent coverage • thorough report • thorough author and subject indices • book treats with great thoroughness the present state of knowledge • sufficient mathematical treatment of each appropriate topic • sufficient depth to be quite useful • high standard • suitable for adoption on a graduate level course list 	<ul style="list-style-type: none"> • enough detail • more than the usual questioning of basic assumptions

BLAME - Deep/Simplistic		
Linguistics	Chemistry	Economics

<ul style="list-style-type: none"> • simple answers • complex issue treated in overly simplified terms • elementary treatment • simplistic • simplistic and one-sided view • simple grammatical indications • cursory allusion • detailed comparison often frustrated • avoidance of discussion or critical suggestions or counter-arguments • does little more than • not even a state-of-the art report • not direct treatment of topic 	<ul style="list-style-type: none"> • terse • brevity • not sufficient depth in any topic • overwhelm • cursory chapters • lack of depth and rigor • not enough space devoted to any topic • only one passing reference • rather weak discussion • topic received insufficient attention • brief treatment 	<ul style="list-style-type: none"> • book does not directly address puzzle • book has a lot of unfulfilled promises • ignores facts • other explanations simply dismissed • omission of crucial topics • author neglects features • superficial analysis • authors introduce concepts but do not exploit them • book tends to minimize importance of all theoretical ambiguities • methodology requires a firm epistemological foundation • author's failure to explore the economic motivations of the protagonists • bibliography woefully deficient • prominent studies at odds with author's point of view are ignored or cursorily dismissed • discussion veers toward a private argument • discussion suffers from exaggerated fear • ignorance of issues of race, gender, and ethnicity • no discussion of the economic or ideological motivations for the breaking of gender, religious, and ethnic barriers in higher education and academic economics --in the later chapters, jews and women simply appear. • there is an air of triumphalism about many of these studies. We are made to root for our Intellectual ancestors; the winners. • potential adverse effects are ignored altogether • other possibilities receives no mention until the appendix • some of the results (and the proofs) are not explained • not discussed in the text • information needed to assess a result is withheld • some facts not discussed at all
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<ul style="list-style-type: none"> • [book] heavily descriptive • lack [of considerations] • references to basic literature are lacking • bibliography lacks opposite literature • very little is said 	<ul style="list-style-type: none"> • quite theoretically oriented • 	<ul style="list-style-type: none"> • total lack of attention to other models • no reference to specific theory
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Table 8 Field Relation

PRAISE		
Linguistics	Chemistry	Economics
<ul style="list-style-type: none"> • mention to other literature • effort to extend the research field • valuable in bringing ...European thinking • excellent historic overview • firm international and linguistic basis • close connection with other areas of research 	<ul style="list-style-type: none"> • maintains high standards [of previous work] • good starting point for reading the original literature 	<ul style="list-style-type: none"> • book provides a convenient introduction to much of the relevant literature unfamiliar to nonspecialists • other authors would hardly disagree with author's general analysis

BLAME		
Linguistics	Chemistry	Economics
<ul style="list-style-type: none"> • need to do a great deal of background reading • • virtual neglect of [other opinions] • reader should be advised to consult instead the primary sources • autoreference • reference to forthcoming papers • reference to other paper where author has said in more detail what he really wants to say in this paper 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • greatest weakness lies in the failure to recognize the large body of work in economics and related disciplines • authors isolate themselves more than necessary • authors concede too much terrain to the intellectual empire of the extreme individualists • lack of coordination with previous literature • no mention of any work on these areas • more related works not discussed or referred to • impossible to relate the book to earlier volume

Table 9 Terms of Praise and Blame

PRAISE		
Linguistics	Chemistry	Economics

<ul style="list-style-type: none"> • sensitivity • integration of personal, human dimension throughout • reminds us of the real people behind his analysis 	<ul style="list-style-type: none"> • 'reader will gain a modicum of familiarity' 	<ul style="list-style-type: none"> • greatest strength lies in bringing to bear a civilized sensibility on policy problems • eclectic • it should serve as a handbook
<ul style="list-style-type: none"> • instill confidence in the reader to develop his or her own ideas • favorable • beneficial • suitable 	<ul style="list-style-type: none"> • corageous attempt • scan, browse across information • reference book destined to become a classic of its time 	<ul style="list-style-type: none"> • book considerably sharpens the debate over topic • commendable effort • fair treatment of school of thought • reference for researchers and professionals • detailed and sympathetic treatment • book's technical demands fairly gentle • good long rather open-ended exercises • book substantially self-contained • balanced treatment and suitability for graduate macro course • book will make the organization of a course much easier • observations well illustrated by the author
<ul style="list-style-type: none"> • gramatically correct statements • nearly every word used in various contexts • opportunity to understand • British spelling, terminology, and accent predominate [over American] 	<ul style="list-style-type: none"> • convenient • eminently suited for teaching 	<ul style="list-style-type: none"> • non-technical style • book should become a standard reference • book with much to recommend it • issues addressed with appropriate tools • definite message enlivens rather than biases presentation • suggestive for future research • indispensable graduate textbook • book will greatly enliven courses on topic • good introduction • excellent statement of difficulties of empirical research
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • chapters strongly attempt to pull issues out of the prior chapters • analysis highlights system's strengths and weaknesses

BLAME		
Linguistics	Chemistry	Economics
<ul style="list-style-type: none"> • lack of an index 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • little discussion of whether the other sponsors of academic economics were also motivated by their economic interests

<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • answers open to criticism • monograph maintains the strengths and weaknesses of a symposium • rather optimistic conclusion • strongly methodological • least satisfactory • references not included
<ul style="list-style-type: none"> • overly optimistic view • excessive reference to companion text • distribution source closer to home than London 		<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • mechanical drill • manipulation of language • need to supplement the text • ignore 		<ul style="list-style-type: none"> • book is a dangerous guide to policy • regressive step approach •