Reviews

The Cultural Politics of English as an International Language. Alastair Pennycook. London: Longman, 1994. 364 pp.

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As English further becomes the dominate language in the world today, educators are increasingly confronted with issues centered around its role in becoming an international language. *The Cultural Politics of English as an International Language* explores these issues and provides the reader with an understanding of the cultural and political implications of the globalization of English. The book, which is divided into nine sections, is perhaps the most comprehensive to date on the subject and is part of a series entitled Language in Social Life, edited by Chris Candlin. This book provides readers with a blend of research, theory, and critical insight that covers a broad range of areas such as applied linguistics, inter-cultural communication, critical pedagogy, colonial history, post-colonial literature, and international politics. Thus, it could be of interest to students and practitioners of applied linguistics, English as a second or foreign language, education, post-colonial literature, and international relations.

There are three principle themes in the book. Firstly, Pennycook searches for connections that explain how English as an international language (EIL) came into being by looking at its origins in colonial history and studying its relationship to linguistics and the proliferation today of English teaching practices worldwide. Secondly, he implies that English is never neutral and that it is influenced continually by contextual, social, cultural, political, and economic factors. This he calls the "worldliness" of English. Finally, in this concept or worldliness, Pennycook addresses more practical concerns in dealing with English internationally by discussing its pedagogical implications and thereby helping teachers view their work differently.

The first section lays the groundwork for subsequent chapters by raising questions and concerns about the global spread of English. He notes that current discourse on EIL considers the spread "to be generally natural, neutral, and beneficial and [to be] concerned more with

questions of linguistic description than of language, culture, and politics" (p. 35). In contrast, he argues that a more critical view of English in the world reveals a direct link to social and economic power, diffusions of culture and knowledge, and changes in international relations. For example, Pierce (1990) draws attention to the dichotomy between a traditional-structuralist approach and a sociopolitical point of view in examining the "People's English" in South Africa viewed as a variety of English and as a tool in the political struggle, stating:

> To interpret People's English as a dialect of international English would do the movement a gross injustice; People's English is not only a language, it is a struggle to appropriate English in the interests of democracy in South Africa. Thus the naming of People's English is a political act because it represents a challenge to the current status of English in South Africa, in which control of the language, access to the language, and teaching of the language are entrenched within apartheid structures. (p. 108)

To further understand the cultural and political implications of language use, the notion of language needs to be deconstructed and viewed as discursive social action rather than merely as a system for analysis. In understanding the worldliness of EIL we begin to see the relationships that power and knowledge have on English and English language teaching.

Chapter 2 looks at discourse, dependency, and the role of culture in a shifting world. While defining culture as a productive mechanism for people in making sense of their lives within the constructs of power, Pennycook also examines the issue of representation and distribution in respect to the spread of English. Chapters 3 and 4 address the primary concern of the book, the construction of discourse of English as an International Language, by examining the influence of colonialism on English and the spread and disciplining of the language.

While exploring English in its colonial roots, Pennycook highlights the role of Anglicism (the moral imperative to teach in English) and Orientalism (a view of education as taught in the vernacular). He summarizes the five main findings by pointing out first that the two operated "alongside each other," second, that both were an importan part of colonialism, third, that English "was withheld as much as it was promoted," fourth, that access to English was demanded by colonized people, and finally, "the power of English was not so much in its widespread imposition but in its operating as the eye of the colonial panopticon" (p 103). The implications of this view of colonial education policy can be seen today in the current debate between the English Only movement and those that support bilingualism and multiculturalism.

One salient point that can be drawn from the discussion on the origins of the discourse of EIL is that an enormous amount of the study of English came into being during the colonial era. This further led to such fields as linguistics and applied linguistics. Pennycook goes on to explain how these fields emerged and discusses their implications for the discourse of EIL. He argues that many English language teachers have not been presented with a view of language in the worldliness sense and are, for the most part, trained to view the role of English and English language teaching in linguistic abstractions. Furthermore, they approach teaching in a decontextualized manner. Repeatedly, he underscores the importance of raising critical questions about the social, cultural, and political dimensions in educational issues.

In chapter 5, Pennycook takes a strong look at the global spread of ELT as affected by developmental, philanthropic, and commercial interests, the central theme being that ELT operations and language teaching in general are Anglo-centric and dominated by self-interest. He cites examples of imposing Western views of language teaching theory and practices that have met with misunderstandings and conflicts. As Brown (1990) points out, even in the case of ELT materials where publishers have attempted to reflect this concept of EIL, the content has merely shifted to a new "cosmopolitan" set of contexts with such topics as international travel and hotels. Pennycook further points out that the "claims to neutrality and internationalism break down under scrutiny" and asserts that this new cosmopolitan English assumes a materialistic set of values (P. 13). He claims, therefore, that English language practices, beliefs, and materials are never neutral; they are part of a broader range of discursive and cultural practices that emanate from the West (p. 178). This, he points out, does not guide English language teachers well in their search to understand the importance of the position of English in the world and their role in teaching it.

Chapters 6 and 7 return to the concept of worldliness of English by taking an extended look at the examples of Malaysia and Singapore. The case of Malaysia illustrates that it is not only important to consider the relationship between power, the position of English in the world, the relationship between English as an international language and other global discourses, but also the struggles of English in local contexts. As cited, situations such as Malaysian politics, Malay nationalism, Islamization, mass education, and popular culture are to be considered when making sense of a worldliness of English. In the case of Singapore, Pennycook attempts to demonstrate how complex the notion of worldliness of English can be in a multiracial society. He provides examples

of Singaporean cultural politics and outside factors that have influenced the country in its overwhelming adoption of English.

In the next chapter, Pennycook discusses the production of and constraints on language use in different contexts by examining the written text as it evolved from colonial literature up to modern-day variations. He reiterates that the links between the worldliness of English and the social, cultural, and political position of writers, texts, and readers are inseparable. Thus, he states,

> To teach English within the discourse of EIL is to maintain a faith in the possibility of 'just teaching the language', and a belief in the existence of firmly established shared meanings which need to be taught in order for one's students to be able to communicate with a global community. To teach from a point of view of the worldliness of English is to understand that possible meanings occur within the cultural politics of the local context as well as within a more global context. (p. 293)

This tenet leads Pennycook to call for the formation of a critical pedagogy which poses serious questions to language teachers such as what king of vision of society are they teaching towards. In the last section of the book, he also adds that in pursuing a critical pedagogy, "We need a reconception of the role of teachers and applied linguists that does away with the theory-practice divide and views teachers/applied linguists as politically engaged critical educators" (p. 303). Pennycook does not offer any formative model of such a pedagogy but advocates a schema based on a more Freirean (1970) approach to pedagogy. Finally, he concludes on an optimistic note by remarking that English couched in the notion of worldliness offers interesting possibilities for the spread of different forms of culture and knowledge and new forms of community action.

I applaud Pennycook for focusing our attention on the role of English as an international language in a critical and exhaustive manner. Perhaps one of the book's greatest strengths is its ability to sensitize us as language educators to the realities inherent in the "voice" that carries our message in the global spread of English, and the implications this has for the emergence of an international language. His treatment of the colonial era and the development of discourse is quite useful in getting a historical perspective on the evolution of the English language. However, Pennycook provides few examples of any linguistic transformation as incurred by social, cultural, and political forces acting on English. The chapters dealing with worldliness of English in Malaysia and Singapore, although interesting in the context of the global spread of

English, were the dominant case studies examined; extended examples from other cultural areas would strengthen the argument. The book raises the awareness of language teachers, asking them to question the implications of their language teaching, and calling on those involved in the global spread of English to reassess their teaching. But does so without offering practical suggestions or models to realize an active critical pedagogy. The book achieves the goal of defining what it means to adopt the notion of worldliness of English in our teaching, but falls short in giving teachers and educators clear directions on how we can get there. Since Pennycook has been successful in bringing us thus far, it is certain that we have not heard the last word on the subject.

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Exploring Gender: Questions and Implications for English Language Education. Jane Sunderland (Ed.). Hemel Hempstead, UK: Prentice Hall International, 1994. 232 pp.

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This is a book that deserves a wide audience. The English education referred to in the title is English as a foreign or second language. While perhaps half of the 26 authors of the 21 articles are based in the UK, contributions are included from writers in eight other nations. References are also made to research in first language classrooms and to languages other than English, and thus the book could fruitfully be read by other language educators. The papers in this collection are all first published here and many of them cite others in the book, which makes it easy for readers new to the field to do some initial further reading without having to find obscure articles. Many of the articles are as short as five pages. I have no objection to Sunderland having chosen breadth over depth, but it does prevent a summary of all the articles. I can say that included are several authors that I immediately recognized: Deborah Cameron, Janet Holmes, and Rebecca Oxford.

Sunderland tells us that this book's purpose is to help language teachers "look at their work through gendered eyes" (p. 8). The publisher has felt the need to reassure us on the back cover that although there are several feminist contributions, the book is not "prescriptive." However, simply by looking at gender as something that is socially constructed and not an invariant natural given, all of the articles help to raise the reader's awareness. Furthermore, Sunderland seems to feel that an educator cannot be politically neutral, since all places of education play some role in the learner's construction of gender. "This role of the school may be seen as undesirable by some parents and teachers; it may be seen as desirable by others, especially if they view the school as an instrument for the perpetuation of dominant values of society" (p. 6). Sunderland intends her book to promote the critical awareness of teachers and to help them "where appropriate" to challenge "gendered and gendering beliefs and practices" and "empower" their female and male students (p. 8).

Sunderland does an admirable job in the general introduction and introductions to and comments on each of the book's four Quadrants, summarizing and citing debate on some of the key terminology (sex, gender—grammatical gender and human gender as both a social concept and individual identity, and sexism) and theoretical issues in the field. She points, for example, to the debate on to what extent differences in men's and women's language use reflect differences in the way males and females are acculturated (the view popularized by Deborah Tannen, 1991), and to what extent such differences are explained as a result of dominance of females by males. Shan Wareing briefly explores both the empirical linguistic evidence and theoretical debate on this topic in her article "Gender Differences in Language Use."

Sunderland also points out three reasons why English teachers may want to be particularly sensitive to gender issues. First, because the English language carries gender. Learning English requires both "learning to conceptualise the world in a gendered way" and an understanding "that in many contexts women and men use the resources of English rather differently, for example in the length of their utterances, and the amount and quality of the feedback they provide" (p. 7). Second, teachers need to consider their methodology, especially if it is communicative, because of studies of mixed-sex classes "have repeatedly come up with the findings that female students receive less teacher attention than males, and that male students talk more than females" (p. 7). Third, because of studies which suggest that girls have both higher proficiency and higher interest in first and second languages, especially verbal language.

The Quadrant "Classroom Processes" is particularly helpful to teachers and teacher trainers who want to explore what gender-related differences in the behavior of teachers and learners have been observed, how these differences affect language acquisition, and how a teacher or teacher trainer might try to respond to such differences. This Quadrant also offers plenty of inspiration for those interested in conducting classroom research on gender issues. Throughout the book, Sunderland points to many possible research topics, both mentioning work that needs replication and briefly discussing questions which have suffered neglect in this book and elsewhere, such as the concerns of gay and lesbian teachers.

The final Quadrant, "Beyond the English Language Classroom" will be helpful to those interested in equitable union or management practices, or those wondering if they are short-changing themselves by not being more aware of sexual politics in the workplace or more assertive regarding their own careers.

The middle Quadrants, "The English Language" and "Materials," will be of great use for those writing, analyzing, or choosing teaching materials. These may also be valuable to *JALT Journal* readers who have never or have not for many years lived in a country where English is spoken as a first language and yet are expected to be experts on the current state of international English. I have lived in Japan for so long that when I come across a term like *wait staff* or *waitron* in an American magazine I do not know if the word is being used either sarcastically or tongue-in-cheek, or is indeed becoming a common replacement for *waiter* and *waitress.*

"The English Language" explores the use and connotations of various sexist and non-sexist language forms, both lexical and grammatical, and gender differences in speech acts such as compliments, sympathizing, and advice giving in speech communities from around the world. Sunderland gives a quick review of the evidence that a non-sexist language change is taking place in her introduction to this Quadrant. In "Problems of Sexist and Non-sexist Language," Deborah Cameron explores the strategies of either seeking gender-free language or pursuing the "visibility strategy"—gender-explicit language with a bias towards *Exploring Gender's* women. Both the research results contained in articles and other research cited tend to be up-to-date. Furthermore, the bibliography for each Quadrant includes both the cited works and other "classic" or relevant works chosen by Sunderland.

In the "Materials" Quadrant, Sunderland's chapter on pedagogical grammars and Margaret Hennessy's chapter on learners' dictionaries are informative as to both what changes in attitudes and usage are being reflected

by publishers and the degree to which a few sampled books adequately explain these changes. As Hennessy says, learners need access to "systematically reliable and usable information about sexist and non-sexist language" in order to "exercise their right to freedom of expression" (p. 111). The "Materials" Quadrant can also help readers in Japan who may not know any colleagues or editors who can help point out sexism in self-chosen or self-developed materials. For example, the guidelines developed by the Women in EFL Materials group, included in the chapter by Jill Florent, Kathryn Fuller, Jenny Pugsley, Catherine Walter and Annemarie Young, include many evaluative questions. One, regarding illustrations, had never occurred to me before: "Are people shown as belonging to a range of physical types, or for example, are women always shorter than men?" (p. 114). Such checklists can help us review materials before we use them to catch vocabulary or grammar that we need to up-date for students (*fire fighter* for *fireman*). Or we may notice that a textbook is weighted towards male-dominated mixed-sex dialogues and thus we may want to deliberately assign dialogue roles to members of the opposite sex to equalize speaking practice time for female students.

On the other hand, a reader of *Exploring Gender* may have a questionable textbook and because of lack of time, a "damned if you do, damned if you don't" frustration, or cynicism may want to avoid the challenge of either rewriting it or inviting learners to approach it with critical awareness. In that case, some handy defensive arguments may be found in chapters by Robert O'Neill and David Haines. O'Neill maintains that textbook writers are only obligated to reflect the real world, not an ideal non-sexist one. However, as one's assumptions color the "real world" one perceives, and O'Neill still seems to assume that female employees have male bosses, as seems clear to me from the parallelism in his passage "In the real world, some women are gold diggers and nags and many men are fools and scoundrels. Some women still come to work late (just as their bosses do)" (p. 72). In the chapter "Comment: An International EFL Publisher's Perspective," Haines, of Prentice Hall International, discusses a business English text for Japanese learners which included no women, and one for a Middle Eastern country which showed women only in domestic or servile situations and men in professional ones. "Editing these titles to reflect sex-equitable values would almost certainly have made them as inappropriate for these markets as not editing them in this way would have made them for other markets" (p. 132).

Should I blame Haines the next time a student or professor at my Japanese university brings me a business letter for a "native-speaker" check that begins "Dear Sir" when "Dear Sir or Madam" is called for? Or when I

receive English-language form letters from Japanese companies addressed to "Mr. Beebe," or letters which force to me to designate myself as only either Miss or Mrs.? Haines seems to assume that publishers must produce textbooks that recreate, and thus reinforce, the gendered world that looks familiar to the senior Japanese (male) manager of the English school or the company training division who will choose the book, rather than producing a book that will adequately prepare Japanese employees to use English as an international language in a changing world.

I do not want to suggest that only the male or the less feminist authors in this book made statements I objected to. Sunderland throughout most of the book comes across as a feminist, but in one case seems to go out of her way to avoid indicting men. In her Introduction to the "Beyond the English Language Classroom" Quadrant she points out that while most language teachers are women, "in many countries most administrators, heads of teaching teams and Language Departments, Principals, Directors of Studies, curriculum designers, inspectors, testers, materials writers, and academic staff in Applied Linguistics Departments are male" (p. 185). She then goes on to say that

> The gender differential in positions and qualifications does not stem from a patriarchal conspiracy to keep women at low levels of the ELT profession. Part of the problem is to do with the [flat] career structure.... Most people in EFL are at the bottom; most people in EFL are women ... complete the syllogism. This is, of course, a chicken and egg situation: the 'flat structure' may not have come about without so many women entering the profession in the first place. Not a conspiracy, then, but certainly a situation in which men, rather than women, seem to thrive. (p. 186) [First ellipsis mine, second hers.]

As I read this, I felt that Sunderland should have also included the syllogism, which unlike hers, does not make the current situation sound inevitable or natural: Most people in EFL are women; most people at the top in EFL are men.

In her article "Women and Management Structures" Jenny Pugsley includes some general feminist ideas and tips for working women, along with a number of other ideas which seem to jump around almost randomly, including the weaknesses of traditional general British education. The article reads more like a first draft than a polished article. It includes a typographical error; "reply" for rely (p. 194). I could not easily identify the antecedent of "either way" (p.197) nor identify at all the antecedent of "it" in the paragraph containing "And you, dear reader, would not be reading this if you did not share it with me." (p. 193). Some of Pugsley's advice

seems trite, but her "action plan," a list of questions aimed at revealing the information and power structures at one's workplace, could be of real practical value. The other articles in the book seem to be much better edited and proofread, except for Sunderland's comment on the "Beyond the English Language Classroom" Quadrant, in which footnote number one comes after footnote number two.

This book is both a good introduction to and a good update on each of the four main topics. I am aware of no other book in the interdisciplinary field of language and gender that covers such a range. It has, for example, both a case study of how ESL literacy classes for the Vietnamese refugee mothers of Amerasian children became emotional support groups (William Burns) and an article on the latest evidence of gender differences in second and foreign language learning styles and strategies (Rebecca Oxford). It has articles with practical advice on both working as an English teacher while pregnant (Katie Plumb) and "Using Concordancing Techniques to Study Gender Stereotyping in ELT Textbooks" (David Carroll and Johanna Kowitz). Nothing I can think of summarizes this book as well as the cliche that it has something for everyone.

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Analyzing Genre: Language use in Professional Settings. Vijay K. Bhatia. London: Longman, 1993. 246 pp.

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In *Analyzing Genre: Language Use in Professional Settings,* Vijay K. Bhatia relies heavily on the work of Swales, a researcher and theorist in genre analysis, for his definition of genre and for applications of genre analysis (1990, pp. 45-58). Put simply, genres are classes of "communicative events" or text types used by members of specific academic or professional communities. Genres usually exhibit conventional structures related to the professional purposes of their authors. In other words, legal draftsmen in English write the way they do because they are concerned with the effects of their texts on social relations, specifically that

judges and lawyers understand the exact intentions. Thus, the concept of genre attempts to relate text features to human purposes. This aspect of genre is repeatedly emphasized by Bhatia, who suggests "that the communicative purpose which the genre is intended to serve is the most important factor in genre identification" (p. 45). This, genre analysis, is a form of language description which ties language forms to explanations of why they are used in specific processional or academic settings. This is exciting because it connects language use with thought and intention, thus grounding language forms in a social context.

The book is divided into three parts: 1) defining genre analysis within the context of discourse analysis; 2) providing extended examples of genre analysis in three areas, two professional and one academic; and 3) providing ideas about the application of genre analysis to language teaching, particularly to English for Specific Purposes and to reforming professional language to make it easily understood by the lay public. The book is intended for applied linguists, especially EAP/ESP teachers. It makes a persuasive argument for a central place for genre analysis in ESP curricula.

In Part I, Bhatia argues that the last several decades of language description have evidenced a shift from description to explanation. Genre analysis, the culmination of this trend, is "a tool to arrive at significant form-function correlations which can be utilized for a number of applied linguistic purposes, including the teaching of English for specific purposes" (p. 11).

Chapter 1 gives a detailed account of the history of applied discourse analysis. It must be said that this account it heavy going and requires a fair amount of background knowledge on the part of the reader. Nevertheless, the chapter is short and should not discourage those unfamiliar with the details of discourse analysis. In the core of the book, Bhatia not only shows how to do genre analysis, he also demonstrates its usefulness, indeed its indispensability, for teaching ESP in any of its forms, such as English for Business and Technology, English for Science and Technology, or English for Academic Purposes.

In Chapter 2, Bhatia defines genre and again stresses the relationship between text features and communicative purposes. "It is primarily characterized by the communicative purpose[s] that it is intended to fulfill. This shared set of communicative purpose[s] shapes the genre and gives it an internal structure" (p. 13). After describing the linguistic, sociological, and psycholinguistic orientations of genre analysis, the author provides a step-by-step recipe for analyzing text through genre analysis. Chapter 2 offers some research to show that cross-cultural differences

exist within genres. Part I closes with a discussion of the benefits of genre analysis, along with some minor caveats, and restates the basic thesis of the theoretical preliminaries, that genre analysis "not only clarifies the communicative goals of the discourse community in question, but also the individual strategies employed by the members to achieve these goals" and is particularly relevant to ESP (pp. 39-40).

Part II of the book gives life to the preceding theoretical arguments by applying the analysis to various texts. In Chapter 3, Bhatia demonstrates that two common text types in the world of business, sales promotion letters and job applications, are actually instances of closely related genres, perhaps even the same one. A detailed analysis breaks each text into seven parts or "moves" based on a communicative purpose, such as "establishing credentials" and "introducing the offer." Some of these moves are obligatory and some optional. Moreover, there can be some variation in the sequencing of moves. Bhatia's analysis shows, however, that the move structures are remarkably similar. Furthermore, he argues that the communicative purpose is also similar: to persuade the recipient to buy some goods or services, or to hire the writer. Therefore, they are of the same genre, or at least of closely related genres. Chapter 3 closes with observations about cultural variations within this genre.

Chapter 4 takes the opposite tack. Two text types which may be thought of as the same genre are analyzed and shown to have quite different communicative purposes. Thus, they represent two distinct genres. They are research article abstracts, whose purpose is "to give the reader an exact and concise knowledge of the full article" (p. 78), and research article introductions, which are intended, in Swales' (1990) terms, to introduce the article by "creating a research space" (p. 83). This discussion shows that "the ultimate criteria for assigning discourse values to various moves is [sic] functional rather than formal" (p. 87). This point is further stressed in a discussion of the structures and communicative purposes of student lab report introductions and student dissertation introductions.

Chapter 5, the last illustration in Part II and the longest chapter of the book, concerns genre analysis of legal texts. This is clearly the author's first love, for he lavishes a great deal of space on several detailed analyses of the extremely complex legal language found in legislative provisions and reports of legal cases. It is also clear from the references cited that Bhatia has a great deal of experience in analyzing legal texts. As everyone knows, the language of statutes is marked by especially complicated syntax. Bhatia lists a number of syntactic features and argues that the language is so drafted in order to meet two primary requirements of legislative language:

1) that it must be clear and unambiguous; and 2) that it must be all-inclusive. Thus, the linguistic complexity is the result of communicative requirements. As such, the texts' cognitive structuring consists of a main provisionary clause and a number of qualifications of that clause.

Part III of Bhatia's book will probably be seen as the core argument by applied linguists, for it deals with applications of analyses, such as those illustrated in Part II. Here, Bhatia argues that is it important in ESP teaching to use authentic genres, rather than simplified versions or simple accounts, as defined by Widdowson (1978, p. 88). Bhatia says that either of these violates the generic integrity of the text and leads to "negative repercussions for a number of applied linguistic situations ... particularly for the teaching, learning and testing of languages in specific contexts as well as in language reform" (p. 146). Instead, Bhatia recommends "easification." This somewhat inelegant neologism refers to techniques for making texts more comprehensible without loss of generic integrity.

Chapter 6 presents the discourse values of various kinds of noun phrases in advertisements, scientific writing, and legislative language. The point of this discussion is that an ESP curriculum must do more than teach grammar and reading comprehension. It must make students aware of the genre conventions which they will deal with in their professional lives so that their use of language will be pragmatically successful.

One example is the pitfalls which await learners whose course of study makes extensive use of newspaper articles. Despite the many advantages of news reports for language teaching, learners must be made aware that their structure is designed to elicit surprise and interest and that it differs from the expected structure of academic essays which typically stress factuality and comprehensiveness.

A second point important for ESP curriculum planners is that both genres and learning tasks must be authentic and relevant to the eventual professional use of the language. For example, Bhatia holds that legal case reports in English for Legal Purposes classes must not be used as mere narratives followed by comprehension tasks. Instead, they should lead learners to think like lawyers, which means to distinguish legally material facts from legally immaterial facts as they read. Furthermore, most such courses completely ignore the language of statutes because it is too complex for the teacher. The result is that students of English for Legal Purposes do not learn to appreciate the relationship between legislative writing and the real world in which they will later function.

An extensive section of Chapter 6 is devoted to examples of genre-based self-access materials for English for Business and Technology. Bhatia explicitly states the goals of these materials as:

1. Identifying and assigning discoursal values to various parts of the text
2. Internalizing the discourse structure of the genre
3. Introducing the learner gradually to the variation in the use of strategies to realize specific moves. (p. 183)

Experienced teachers will be able to read through these materials and deduce strategies for exercise construction, but there is relatively little discussion by Bhatia.

The last chapter of the book concerns the use of easification techniques to make complex professional language more comprehensible to lay readers. These include: explicit statements of a text's cognitive structure, reducing the information density of the text, expressions of the author's intentions in a text, and addition of notes and illustrations. Bhatia also recommends writing simple, alternative accounts as explanations of complex professional texts for lay readers. Noticeably missing after Chapter 7 is a summary restatement of the book's thesis and main supporting points. Its inclusion would strengthen the overall rhetorical effect of the book.

Bhatia has provided a coherent and well argued case for genre analysis in ESP contexts. The book's numerous analyses of complex texts serve as compelling evidence for the author's thesis: that the patterning of surface features of texts is directly related to the writer's communicative purposes. Indeed, this insight is the central contribution of genre analysis to linguistic description and to language teaching.

The reader who pays close attention to the analyses and to Bhatis's theoretical arguments will gain a powerful tool for meeting the needs of ESP learners. However, this very strength is also a weakness of the book since many readers may find these analyses tedious. In particular, those seeking a simple approach to ESP exercise writing will be disappointed. What the book does offer is a comprehensive and principled rationale for genre analysis as a primary determinant of any ESP syllabus. In this respect genre analysis is analogous to stylistic analysis in literature courses. Just as stylistic analysis is designed to assist learners in achieving literary competence by developing their ability to perceive the patterning of language features in literary texts, genre analysis can make them masters of linguistic features used for specific communicative purposes in professional texts. To this reviewer, that is a major contribution to the field of applied linguistics.

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Infotext: Reading and Learning. Karen M. Feathers. Markham, Ontario (Canada): Pippin Publishing, 1993. 143 pp.

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As Karen Feathers explains in the preface to her text, the term "infotext" refers to nonfictional narratives—textbooks, journals, etc.—that one reads for the purpose of gathering information. In keeping with the recent trend in reading and writing scholarship to turn the learning responsibility over to the students, getting them involved in their own learning processes, *Infotext* suggests leaving the actual performance of reading activities to the student.

Much as writing specialists have been suggesting for some time, that teachers encourage students to write introspectively, watching their own writing processes as they write. Feathers proposes that teachers direct "students [to] develop their own notes, reflecting their own ideas about what is important and how the text is organized" (p. 8).

Feather's stated purpose in *Infotext* is to urge teachers of elementary, junior high, and high school content area courses to teach reading as part of their curriculum. The target of this text, however, would seem to be undergraduate students in education courses. While Feathers alludes to some of the major research throughout her text, none of it is given much critical scrutiny. Further, most graduate students will have had most of this information in greater depth in their general introduction courses, especially as more and more programs introduce reading and writing across the curriculum.

Chapters throughout the text are not numbered; rather they are divided into eight sections. In the first section, titled "Why teach content reading?" *Infotext* begins with a strong sales pitch aimed at teachers of content courses: "What would it take to interest you . . . . What if I

could show you strategies . . . . What if they are so understandable . . . . Would you be interested?" (p. 10). She then proceeds to explain that it is necessary to teach content reading because students need help in approaching new narrative styles. As an example, she cites her first experiences reading science fiction stories. She first found these narratives difficult to understand. However, after practice, she was able to puzzle out what they were about. Now she is an avid reader of science fiction narratives and no longer has trouble with them.

In "The basis of content reading," which follows, she discusses the necessity of engaging readers in their own reading/learning processes. She also argues that all reading is not the same and that it is necessary to develop the proper tools and strategies to handle different narratives.

In the next section, "Evaluating students—and texts," she raises one of the oldest problems facing writers and users of texts: their quality. She also suggests that teachers examine what students have gathered from texts by using a content Informal Reading Inventory (IRI). Feathers explains that students are given a passage from a required text and questions prepared by the teacher. To create an IRI, teachers need to select a passage which fulfills three primary conditions: it is "a complete unit, such as a section or subsection of a chapter, that makes sense when it stands alone," it is "representative of the entire text," and it is "long enough to provide a good estimate of the students' ability," then prepare 10 to 15 questions for students to answer (pp. 40-41). Once students have taken the test, their results should be evaluated based upon their ability to understand the vocabulary, recall details, identify or generate main ideas, make inferences about them, and apply what has been learned.

Feathers then gives a brief overview of what areas to consider when evaluating texts, including content information, vocabulary use, organization at both the paragraph and global levels, the helpfulness of graphics, the relevance of the questions and supplemental aids included with the text, and finally the text's biases.

The following section, "Making connections," begins with the statement that, "We learn by linking new information to what we already know" (p. 53). Feathers then suggests "pretests" to ascertain prior knowledge of the information, and distributing lists of difficult vocabulary students are likely to encounter. Students then brainstorm with classmates to discover the shared knowledge of the group. Finally, they are encouraged to predict what they expect to find, on the theory that "[o]nce students predict what an author is likely to include in a particular text . . . they will be motivated to read to see if their predictions are confirmed" (p. 59).

"Focusing on meaning," the next section, discusses the need for readers to monitor. It opens with the comment that when "proficient readers process text, they monitor their own understanding" (p. 66). She argues that many readers only read words without trying to puzzle out what those words mean: "They neither search for meaning as they read nor monitor their own understanding . . . . Reading involves more than simply saying words—either out loud or in our heads" (p. 67).

Feathers suggests that part of the problem is that teachers have unwittingly made students dependent upon them for meaning. She urges that students be taught to monitor their own work through the use of "metacognitive journals," made by students in order to examine their reading processes, and encouraged to undertake reading which actively engages involvement with the text. The author suggests use of Russell Stauffer's Directed Reading-Thinking Activity (DRTA) to help students make predictions about what they are about to read. She also advocates use of "think-alouds," similar to the metacognitive journals but done with a partner, pair dialogues about what is being read, and underlining and note taking.

"Organizing information—new perspectives" is a brief guide showing what to do with the information once it has been gathered from each chapter of the student's infotext. This section suggests charting, diagramming, listing, and a number of other methods that people generally use to categorize and internalize information, making it somehow meaningful for them.

The seventh section, "The importance of reflective writing," is one of the most valuable sections of the text. Without stating it directly, it promotes the reading process as linked to writing by its use of journal, letter, poetry, and story writing. Feathers encourages teachers to help their students find ways to bring the material to life by making it part of the student's world.

The final section, "Understanding vocabulary," begins by warning against teaching vocabulary out of context. Students, she explains, must learn vocabulary items in context in order to fully understand the concepts which underlie the basic definitions.

In all, this text would serve well as a supplement to an L1 undergraduate course in general education. For graduate students and professionals desiring research and support, the material in the text has been covered in greater detail by others (c.f. Lapp, Flood, & Farnan, 1989; Stendal & Betza, 1990; Vacca & Vacca, 1986). Those working in different cultural settings will want to examine Alverman and Phelp's (1994) contribution.

The strength of the text is in its overall friendly and conversational tone. It is exceedingly approachable and nonthreatening. The downside is that it oversimplifies much of the research. To choose just one example from many: Feathers takes almost two pages to make the point that good readers are those who think about what they are reading; whereas, poor readers read without thinking about the meaning of what they are reading. Of course, Feathers realizes that the problems are more complex—that is, there are reasons why students' attentions become distracted from what they are reading. But in her attempt to present her readers with a reader-friendly text, much explanation and discussion has been left out that it might have been better to include.

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