Revues/Comptes rendus

Learning to Listen: A Strategy-based Approach for the Second-language Learner
David J. Mendelsohn
San Diego, CA: Dominie Press, 1994
ISBN: 1-56270-299-8

We ESL teachers *know* that good listening skills are crucially important for our students, yet we may not always know how to teach them. We can welcome David Mendelsohn's *Learning to Listen*, then, as a concise and truly practical resource. Intended for ESL/EFL teacher trainees and teachers working with learners of all proficiency levels, the book offers cheerful, authoritative guidance to individual readers or those in teacher education courses.

Many educators today promote strategy training in ESL classes, but in this book Mendelsohn presents a particularly sound argument for its use in the teaching of listening comprehension. In building his case he provides an engaging overview of current research on learning strategies. He also describes linguistic features of spoken English that can lead students to strategies for decoding meaning in what they hear. Most importantly he demonstrates how to teach these strategies. Drawing on his own extensive classroom experience and that of others, he offers sensible suggestions on materials development and course design.

Mendelsohn asserts that teachers can indeed improve their efficiency in the classroom by becoming strategy trainers, that is, by teaching learners how to listen. This means, first of all, developing in learners a conscious awareness of the strategies they use unconsciously in listening in their native language—guessing meaning, for example, by using linguistic and visual cues; after recognizing these strategies, learners can then be encouraged to apply these strategies to the second language context. Strategy training also involves teaching specific techniques for forming hypotheses, predicting, and inferencing.

One of this book's strengths is its clear organization. Mendelsohn tells readers what to expect in coming sections and provides a detailed table of contents for easy location of particular points. Chapters 1 and 2 examine the theoretical assumptions underlying the book. Chapter 3 applies these theoretical principles, advocating the strategy-based approach to listening. Chapter 4 outlines the necessary components of a strategy-based ESL listening course, and Chapter 5 reviews the linguistic requirements for skilled listening. Chapters 6-9 describe specific strategies and various activities to

practice them. Chapter 10 suggests ways to integrate the training of listening with the teaching of other skills; it also reminds teachers that learners need extensive practice in all kinds of listening in order to become autonomous learners. An inviting and comprehensive list of references completes the volume.

Mendelsohn recommends that a listening course begin with an introductory unit on linguistic proficiency. This pretraining would focus on "fast speech" and the features of it that cause difficulty for second language listeners. It would teach students to discriminate between stressed and unstressed words, between content words and grammatical ones, so that learners could readily grasp the most important elements in English sentences (and not feel that they had to catch *every* word). The pretraining would also focus on intonation patterns and discourse markers and the ways in which they convey meaning.

Following this unit the course would progress with units on a variety of strategies, those for determining the setting, interpersonal relationships, mood and topic of utterances, those for comprehending general meanings, for making inferences, and so forth. Mendelsohn proposes a number of listening tasks and games for practicing these strategies. For example, he advocates the use of dialogues for discrimination exercises and the use of videotapes for observing paralinguistic cues. These varied activities underscore the interactive and interpretive nature of real world listening.

I have two small complaints about *Learning to Listen*, both pertaining to its cover. First, it seems regrettable that no biographical information is included on the author, one of our most distinguished ESL practitioners and teacher educators. Second, the cover design, which depicts a language lab headset, is misleading in implying that the book contains an audiolingual orientation to listening. This is simply not the case, and in fact language laboratories are never mentioned .

What is *between* the covers of this book, however, works. With its confident, commonsense tone, this book informs, guides, and encourages teachers of listening. Mendelsohn trains the trainers and does it well.

Janet Carroll

The Reviewer
Janet Carroll teaches EAP at the English Language Centre, University of Manitoba. Her special interests are in the teaching of speaking and listening.

Teaching English Overseas: An Introduction
(Oxford Handbooks for Language Teachers)

Sandra Lee McKay
Oxford University Press, 1992
ISBN: 0 19 432814 7

The purpose of *Teaching English Overseas* is "to explore the way in which the teaching of English in non-anglophone countries is influenced by social, economic, cultural, educational and institutional contexts" (p. ix). In other words, this is not a book that focuses on how to teach overseas or where to go; rather, it encourages readers to consider the implications of the above contexts on themselves and on teaching in such contexts in general. It raises many important questions that the well-prepared teacher will want to consider before going overseas, as well as providing insights on different English teaching situations for teachers, in Canada and elsewhere, receiving students from overseas.

The five chapters focus first on the larger context, dealing with language teaching and the sociopolitical, economic, and cultural contexts, then on the educational context, with the last two chapters dealing with language teaching and the educational and institutional contexts respectively. This provides an excellent framework for considering language teaching within its full context and other contexts that might appear to be overlooked, such as the historical—important not only for connections between the target context and different English speaking nations, but also for the history of English language teaching in the area—or the geophysical. Although relatively autonomous, the chapters are best read in order, as notions such as nationism versus nationalism and varieties of English once introduced are subsequently assumed.

Each chapter follows the same format, starting with a theoretical background, moving to two or three illustrative case studies and a conclusion; then questions that encourage the reader to first explore the ideas, then to research the ideas; and finally suggestions for further reading.

Although the format for each chapter is the same, the weight each section carries varies from chapter to chapter. For example, the theoretical background in Chapter Five, "Language Teaching and the Institutional Context," simply describes the differences between working for a state school and working for a private school, and therefore contains a lot of what might be common sense for many teachers—common sense worth reflection nevertheless. In contrast, the theoretical background in Chapter Two, "Language Teaching and the Economic Context," introduces Gardner and Lambert's integrative and instrumental motivation (pp. 25-6); Bailey's extension to include intrinsic and extrinsic motivation (pp. 26-7); attitude (pp. 26-7); lan-

guage spread (pp. 28-29); and diglossia (pp. 33-5). Such chapters clearly lend themselves to greater exploration of the theories involved. Alternative theories are typically not included, for the focus of this introductory text is to provide a framework for understanding and applying a limited number of theoretical concepts rather than engaging a critical review of theories relevant to the teaching context overseas.

The case studies have been chosen to illustrate the theoretical background. They also illustrate how difficult it is to generalize about teaching English overseas—each context has to be considered on its own terms. For example, Chapter Four includes a study of Malaysia where English is a compulsory school subject; of the Philippines where English is the medium of instruction in schools; and of Japan where English is an elective school subject. Of the 14 case studies in total, two are of Malaysia, three of the Philippines, and three of Japan. Several explanations can be suggested for this bias. First, it is not the intent of the book to discuss all the countries where English is taught, but rather to discuss representative case studies p. x). Second, it may be that more descriptive information is available for these countries or that these case studies are theoretically more interesting. Third, it may simply be the author's own experiential bias. We are not told where she has taught overseas, and such information would have added to the credibility of the text. Finally, the choice of theoretical background limits the range of countries chosen as case studies as, for example, with the emphasis placed on Fishman's trichotomy of amodal, unimodal, and multimodal nations for postcolonial, multilingual, developing countries. In addition to the nine case studies of Southeast Asian countries, there are two from Africa, two from the Middle East, and one from Europe, thus very little is on Europe, the rest of Asia, or Central and South America. Suggestions are given as to where such information may be found.

The book concludes with a glossary, a bibliography, an appendix, and a selective index. The glossary contains around 20 key terms, such as *code-switching*, *English for specific purposes*, and *status planning*, to which another 10 or so could easily be added, such as *emic perspective*, *integrative motivation*, and *ethnography*. With such additions, the glossary proves a useful focus for review of the main concepts introduced throughout the book.

The bibliography includes around 125 entries ranging from British Council Profiles to newsletter items to how-to texts and theoretical volumes. For some reason it does not include all the texts in the Suggestions for Further Reading at the end of each chapter. This is rather frustrating for readers doing a library search.

The appendix discusses and lists sources of employment. This section is very thin, limited not only in its US/UK focus, but also in its failure to include major newspapers and placement services for teachers wishing to work overseas.

Teaching English Overseas makes three assumptions about teaching overseas. "First, it assumes that English teaching is an activity infused with social and political significance" (p. ix). This is clearly demonstrated throughout the book and represents one of its major strengths. "Second, the book assumes that schools both reflect and reinforce cultural values ... [and] ... that expatriate teachers need to become aware of their own cultural biases regarding what constitutes good teaching, and to recognize that other perspectives may be equally valid" (p. ix). The exercises and examples are effective in encouraging prospective expatriate teachers to do this. "Finally, the book assumes that the role of expatriate teachers, as guests of a host country, is not to effect change in its social and educational structure, but rather to attempt to increase their students' proficiency in English as best they can within the existing structure" (pp. ix-x). This is an unfortunate, if understandable, assumption because it means that approaches such as Freire's educating for change, case studies such as Peirce's of the political role of English language education among black South Africans, and institutions such as "opposition" Eastern European groups who hire many expatriate English teachers are all ignored. A discussion with a case study of the risks of teaching English overseas expressly in order to "effect change in [the country's] social and educational structure" would be a valuable and timely lesson for the many English teachers who plan to go overseas intent on "making a difference."

An additional assumption that might be worth adding is that the book is not designed to prepare readers to teach overseas. It assumes that much of the how-to will have been filled in before this book is read, and that many of the concepts will be at least vaguely familiar. Thus if this book were being used as a course text it should either be supplemented by a book on teaching English as a Foreign Language, or the course should have general English teaching methods as a prerequisite. When I used the book as a text recently, there were prerequisites to the course. I found the book provided useful opportunities to review and build on basic concepts and methods. For example, pages 70-71 assume a knowledge of structural curricula, teacher-centered methods, and a communicative approach; and page 105 assumes that readers are able to develop activities to meet certain learning competences. As a textbook *Teaching English Overseas* would probably work best with an instructor who was prepared to flesh out many of the new concepts and to compensate for some of the limitations listed below, working with students who have a background in teaching English.

To her three assumptions the author adds three limitations of the book: First, it does not discuss all the countries where English is currently taught— a reasonable limitation. Second, it does not deal with the practical aspects of settling in a new country. "The focus is on the professional rather than the practical concerns of employment overseas" (p. x). Third, it does not deal with the general area of cultural adjustment, but "sources for readings on

this topic are suggested" (p. x, although I could not find them). Other minor limitations might be the omission of consideration of how the readers would be perceived overseas and what the target students are likely to know about the expatriate teacher's country (e.g., the Canadian going to teach in China would do well to have heard of Norman Bethune). In addition, the practical limitations of print publication mean that descriptions of language contexts can soon become dated. For example, the situation in South Africa as described in the questions on page 21 has changed radically with the elections of May 1994.

In short, this book is an excellent addition to the professional teacher's library, filling as it does a gap in the literature. It provides a clear introduction to relevant theories and illustrates these well with concrete case studies. It is easy reading for those who have "been there" and thought provoking for those contemplating teaching overseas. McKay is to be congratulated for producing such a useful text.

Sheena Gardner

The Reviewer

Sheena Gardner is an associate professor at the University of Winnipeg in the Bachelor of Education program where she is involved in ESL/EFL teacher education. She has taught English in Britain, Germany, Sudan, and Ukraine as well as having worked with many groups of international and immigrant students in Canada.

Context and Culture in Language Teaching

Claire Kramsch
Oxford University Press, 1993

In *Context and Culture in Language Teaching* Claire Kramsch challenges accepted practices and thought about what culture and context mean for language learning. Instead of adding on culture as a fifth skill, Kramsch takes the cultural context of the language class as the central principle of language instruction. Her book is not only well researched and grounded in the literature, but it is also well grounded in the wide variety of real life examples that illustrate her perspective. Instead of either oversimplifying or dichotomizing the complexities involved, Kramsch acknowledges and offers a critical perspective on the complexities and ambiguities inherent in the process of both language teaching and language learning.

In Chapter 1, "Educational Challenges," Kramsch provides as a springboard a piece of classroom discourse in which a learner both uses and resists the classroom system for her own purposes. The illustration involves a young American learner of German as a foreign language who recites a poem in response to a class assignment; in her presentation, however, she interprets the poem in an entirely American manner (not only is her applica-

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tion unlike a German application, but her interpretation would be incomprehensible to the German mindset) and uses it to express her discontent with the amount of work required in the class. In doing so, she makes a grammatical error that illustrates "the problem of wanting to express one world view through language not normally used to express another society's world view" (p. 20). Kramsch then offers an in-depth analysis of both the cultural and literary contexts of the poem and the cultural and personal context of the student, illustrating how this piece of classroom discourse challenged the student with a new way of viewing her world. Kramsch then uses this and numerous other examples to illustrate her view of culture as conflict, as a "struggle between the learners' meanings and those of the native speakers" (p. 24), rather than as a stable list of facts and values that can be learned. She argues for a view of foreign language learning that recognizes and indeed exploits such cross-cultural dialogues.

In Chapters 2 and 3 Kramsch looks at the implications of the "dialogic pedagogy" described in Chapter 1 for the teaching of oral language. In Chapter 2 Kramsch reexamines the notion of context in classroom interaction, grounding her observations in the literature as well as in many concrete examples and dialogues. In Chapter 3 she applies this definition to five case studies of specific foreign language lessons and the resulting interactions of teachers and learners. Through this process she illustrates the limitations of being satisfied with lessons that merely result in student creativity, peer interaction, or practice of linguistic forms. According to Kramsch, "by failing to take advantage of the full range of contextual possibilities, the teachers often unwittingly constrained classroom discourse to superficial, linguistic exchanges" (p. 91). Teachers, she found, seemed to "pull the brake at precisely those points in the give-and-take of the lesson that could allow for a discovery and discussion of individual and social meanings" (p. 94). Kramsch then describes several methods of expanding and deepening classroom dialogues (teaching language as context) by using the parameters of context discussed in Chapter 2. Toward the end of the chapter she emphasizes the special value of reader's theater.

In Chapters 4 and 5 Kramsch moves from a focus on spoken to written discourse and looks at context as including the interaction between readers and texts. Kramsch focuses on reading as being a much more complex process than just reading to extract either grammatical forms or information. Instead, she emphasizes the relationship between the text and the reader, contrasting especially the difference between oral discourse as the "voice of the social community" and written language as the "particular voice of the individual relating his or her unique experience in particular ways" (p. 129). Kramsch provides a detailed discussion of the ways in which writers express their particularity. Then, in Chapter 5 Kramsch pursues the question of teaching literature in the language class, helping students read texts at a

variety of levels of reading, promoting an "exploitation" of the particular voices of the texts and the readers involved. After providing examples of (and discussing the limitations of) current practices with regard to teaching literary texts, Kramsch provides a multitude of suggestions for teaching literary texts in language classes. She uses examples of activities for both ESL and German foreign language classes to illustrate her suggestions. Throughout the chapter she emphasizes the concept that meaning is again dialogic—it is formed from the dialogue between the reader and the text (written or spoken).

In Chapter 6 Kramsch moves from literary texts to "culturally authentic texts" and calls into question the entire notion of "cultural authenticity" (e.g., she asks questions such as the following: Which speech community is the text authentic for? Does cultural competence mean that a student must behave according to the social conventions of a particular community? Should it be the goal of language teachers to develop in students "the same uncritical insider's experience of the target culture"—or should students be encouraged to develop a critical understanding of the social conventions of the target culture? What is authentic language learning behavior?). Kramsch argues that real-life materials should not be used solely for pragmatic, entertainment, or language learning value (as often happens in ESL situations); instead, they should be used to "challenge—i.e., put in question—[the students'] traditional intellectual style" (p. 189). She then discusses the French discourse analysis approach for dealing with media materials and concludes the chapter with a discussion of new multimedia technology (a combination of video and computers) offering the potential for learning that can be, in her words, nonlinear, context-bound, recursive, constructivist, and learner directed.

In Chapter 7 the author advocates an approach for language teaching that she feels can lead to cross-cultural understanding. Instead of searching for bridges in cross-cultural education (similarities across cultures), Kramsch suggests that teachers should be searching for a deep understanding of the boundaries—that is, the conflicts and the differences that can be talked about but not resolved. She suggests a variety of activities that "add a contrastive cultural dimension to well-known communicative activities." Each activity involves taking on the role of an outsider, forcing students to distance themselves from their native cultures while not losing themselves in the target culture. These activities also foster a tolerance of ambiguity as answers are neither right nor wrong and conflicts are not necessarily resolved.

In the final chapter, instead of promoting a native speaker norm as the outcome of language learning, the author proposes a recognition of the particular "third culture" or "third place" that is created by the learner out of the learner's L1 speech environment and the social environment of the L2. She views the creation of this third culture as a dual process: it involves

socialization into a speech community; it also involves acquiring the means to question the values and meanings of that speech community. Kramsch then illustrates how learners from a wide variety of contexts are using the language learning system for their own purposes "to create a culture of the third kind in which they can express their own meanings without being hostage to the meanings of either their own or the target speech communities" (p. 14). In this chapter, Kramsch also provides a critique of common language teaching approaches. For example, she states that although communicative approaches teach students how to act on their environment and how to do things, they do not necessarily provide opportunities and challenges to "think through and to question existing practices" (p. 240). According to the author, "an educational philosophy that stresses only doing things with words runs the risk of helping maintain the social status quo; it has difficulty dealing with the teaching of culture, because cross-cultural competence, unlike pragmatic competence, is predicated on paradox and conflict and on often irreducible ways of viewing the world" (p. 240). The author concludes with a discussion of how learners (from the US to Africa) learning a variety of second languages appropriate the foreign language for their own purposes to fulfill their own personal needs and develop their own identities.

This book will be a disappointment to those who are expecting a relatively easy read with easy-to-grasp concepts that can be readily applied to the classroom context. A number of factors, not the least of which is a somewhat obscure writing style, make much of what the author is saying somewhat difficult to access. Part of the problem is her extensive use of redefined terms and relabeled concepts that, although defined, are still complex, ambiguous, and often metaphorical. This is not a drawback in itself—the concepts the author is attempting to convey are themselves complex, ambiguous, and metaphorical—but it limits the accessibility of the book by forcing the reader to continually refer back to previous chapters to make sense of the chapter presently being read. Another issue that makes the concepts in this book somewhat more difficult to grasp and apply is that a large proportion of the examples used come from foreign language teaching (especially of German as a foreign language in the USA). Often, for example, it seems to be assumed that the instructor will have an extensive knowledge and understanding of both the L1 and L2 (as well as the C1 and C2) of the learners in the classroom—not always possible in multicultural ESL classes. In other instances, the criticisms she offers of foreign language teaching seem not to apply to ESL (i.e., many of her suggested activities are practices already followed by many ESL instructors). However, much can be learned from an examination of the teaching of foreign languages, and often looking at an issue from a less immediate and familiar perspective can lead to new insights and observations. Kramsch purposefully provides contrastive examples from a wide

variety of settings, following her own advice that "a kaleidoscope of C1 and C2 perspectives should be consciously assembled and critically examined" (p. 222).

For those who are willing to invest the time and effort needed, and for those who are willing to tolerate a certain amount of ambiguity and un-resolved conflicts (which, after all, is something we ask our students to do!), reading this book will be a rewarding experience. It will challenge many of the comfortable (and perhaps simplistic and thought-less) practices of lan-guage and culture teaching that are often followed. And it will offer a welcome acknowledgment of the incredible complexities and ambiguities involved in the process of language teaching and language learning.

Sara Gnida

The Reviewer
Sara Gnida teaches in the English Language Program of the Faculty of Extension at the Univer-sity of Alberta. Her interests include cross-cultural communication (especially the cultural forces at work in multicultural ESL classes), English for academic purposes, and curriculum develop-ment.

Academic Writing for Graduate Students: A Course for Nonnative Speakers of English

John M. Swales and Christine Feak, editors
University of Michigan Press, 1994
ISBN 0472082639
Price: $13.95 US
Also available for instructors:
Academic Writing for Graduate Students: Commentary[1]
ISBN 0472082930
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Graduate students all experience a need to master specific genres within their disciplines; *Academic Writing for Graduate Students: A Course for Nonna-tive Speakers of English* is a direct response to this need. This work derives from the authors' extensive teaching experience and research in English for academic purposes and follows closely on the heels of Swales' *Genre Analysis: English in Academic and Research Settings* (1990). Swales and Feak provide a rhetorical, task-based introduction to academic genres, the ideas, language, organization, and presentation of which are dictated by the conventions of the discourse community.

The authors have chosen as their audience nonnative speakers of English at the master's or doctoral level, many of whom might conceivably be con-ducting their own research. They have specifically excluded undergraduates, whose writing needs differ considerably, and students whose target tasks

variety of settings, following her own advice that "a kaleidoscope of C1 and C2 perspectives should be consciously assembled and critically examined" (p. 222).

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consist primarily of essays, professsional writing (medical case studies, legal briefs, business memos), or mathematical texts, which are more specific in nature. What is presented here addresses the needs of most graduates writing across the curriculum and can be covered effectively by instructors within the constraints of a 30-hour course, or by individual students working on their own.

Divided into eight units, *Academic Writing for Graduate Students* begins with a general introduction to academic writing and progresses to more specific genre-related tasks, culminating in the construction of a research paper. Unit 1 discusses some of the basic aspects of successful communication—identification of audience, purpose and strategy—and leads into considerations of organization, style, flow, and presentation appropriate to the academic community. The illustrations represent a variety of disciplines ranging from medicine to computer art.

Unit 2 deals with general-to-specific texts that are common to much graduate writing; here the authors guide students through stages of writing definitions, which often form the basis of such texts. Students analyze sentence definitions; extended, contrastive, and comparative definitions; and factual generalizations. Unit 3 explores problem-to-solution movement in academic writing and through close reading exercises teaches critical reading skills. Students are given the task of writing from their own field a process description that can later be developed into a comprehensive problem-solution text, thereby facilitating the integration of assignments within the writing program.

Unit 4 provides a smooth transition between the material covered in the first three units and those that follow. In this section graduates are taught to analyze data, presented in the form of tables and graphs, and to discuss them critically. After evaluating criticisms of commentaries, they are given practice in using the special terminology associated with graph interpretation and chronological data.

The fifth unit reviews a task that may already be familiar to graduate students: writing summaries and using source material. The authors describe the process involved in writing of this type and ask students to critique the content and organization of sample summaries. The issue of differing cultural attitudes toward plagiarism is sensitively discussed. Paraphrasing and other skills appropriate for summarizing are presented, along with practice in writing introductions, conclusions, and more complex comparative summaries. Students are encouraged to summarize publications from within their respective fields and to solicit responses from their peers.

Unit 6 deals with writing critique assignments, which, the authors maintain, may be more characteristic of some programs than of others. Swales and Feak have limited this section to the critiquing of articles and advise students to consult their own particular disciplines for models of other types of

critiques. Students scrutinize a critique of a short paper presented in the preceding unit. Then they refine their analytic reading skills as they critique both the form and content of brief research reports from the *TESOL Quarterly* on ESL spelling errors, oral communication strategies of Chinese EFL students, and differences in rhetorical patterns in English and Japanese. Comparative summaries of all three papers, as well as a review of the third manuscript by an external reviewer, are presented for further critical evaluation.

The final two units cover the construction of a research paper. Not only do they reinforce skills from previous units, but they also teach students the strategies required for publication. The introduction to a paper by Swales and Feak is provided as a basis for critical group discussion, and the purpose of the literature review is discussed. Students are taught how to organize the methods, results, and discussion sections of a research paper; to compose acknowledgements; to choose titles; and to write abstracts. They are referred again to professional practices in their own fields.

Three appendices appear at the end of the book. The first focuses on article usage; the second lists translations of Latin phrases occasionally encountered in academic texts. The final appendix presents guidelines for dealing with the "etiquette" of E-mail communication, a relatively recent and increasingly important means of communication for the graduate student population.

Academic Writing for Graduate Students provides contextualized academic writing tasks and models from a wide variety of academic disciplines. The units are carefully sequenced to build on developing skills. The genres chosen have high task validity and relevance for graduate students, and the text is written in a clear, concise style.

Throughout the book the authors have skilfully integrated aspects of rhetoric and language within each genre. One of the greatest strengths of this text is the careful choice of linguistic features that are discussed in each unit. For example, in Unit 3, problem-to-solution movement, the authors discuss the use of the passive voice, participial phrases of result, and the formulation of indirect questions, all essential for this type of writing.

For those students who have not been trained to evaluate what they read, the critical reading and thinking exercises throughout the text are particularly useful. This strategic approach to developing communicative competence in academic English should assist graduates in gaining accessibility to and credibility in their academic community.

Swales and Feak do not prescribe how this material should be taught; nor do they discuss the role of peer response or process/product approaches in instruction. These issues are, nevertheless, essential to classroom instruction and might well have been addressed in the accompanying *Commentary*. The authors' assumption is that courses of this type are usually taught by experi-

enced writing instructors who are familiar with current research develop-
ments. In my opinion, this is somewhat optimistic.

Evidence of a strong reading-writing connection in academic studies
requires that students learn to incorporate into their writing information
from written sources. The reading presented in this text might appear rather
limited; however, time permitting, there is ample opportunity for instructors
to substitute and/or supplement existing texts with materials from different
or more relevant sources. The numerous tasks that encourage students to
apply developing skills to authentic texts in their field of study go a long way
in bridging the sometimes considerable gap between ESL and the writing
demands of the academic community. *Academic Writing for Graduate Students*
is a valuable resource for those students whose ultimate goal is to establish
themselves within their chosen disciplines.

Marian Rossiter

Note

[1] According to the authors (pp. 5-6), the *Commentary* presents summaries of each of the units,
more extensive treatment of the issues raised, suggestions for further practice, and model
responses to selected tasks.

Reference

Swales, John M. (1990). Genre analysis: English in academic and research settings. Cambridge:
    Cambridge University Press.

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