Publications received

Language teaching and learning

Dorte Albrecgtsen, Kirsten Haastrup & Brigit Henriksen (eds.), ***Angles on the English-speaking world***, vol. 4: ***Writing and vocabulary in foreign language acquisition***. Copenhagen: Museum Tusculanum Press & University of Copenhagen, 2004, pp. 153. ISBN 87-7289-932-8 (pbk).

Angles on the English-speaking world is an annual publication of the Department of English at the University of Copenhagen. It is a forum for a broad range of literary, linguistic, cultural and historical studies from various theoretical standpoints by local and international contributors. The present volume includes the Editors' preface, eight articles, a review article, notes on contributors and a list of the themes in forthcoming volumes. The first three of the articles are devoted to studies of writing in a second or foreign language (L2), with the contributors addressing methodological issues for studying learner development in L2 writing. The other five articles deal with vocabulary acquisition, illustrating the breadth of the issues open to investigation in this area and offering a wide range of perspectives on vocabulary acquisition.

Keiko Hirose, *Product and process in the L1 and L2 writing of Japanese students of English*. Hiroshima: Keisuisha, 2005, pp. x + 244. ISBN 4-87440-862-1 C3082 (hbk).

This monograph deals with three strands of second-language (L2) writing research: contrastive rhetoric, L2 writing processes in comparison with first language (L1) writing processes, and L2 writing pedagogy. Based on data obtained from eleven Japanese EFL university students and appropriate control groups, the study analyses the organisational patterns of L1 Japanese and L2 English argumentative writing by the students against the background of contrastive Japanese–English rhetoric. The underlying processes are investigated in high-proficiency and low-proficiency students, first separately and then contrastively. An analysis of the effects of formal instruction on paragraph writing and writing strategy reveals that the former led to a more significant improvement in the low-proficiency students than in high-proficiency students. Instruction on writing strategy had limited effect on the students' writing output overall, indicating the need for some individuation of writing instruction in the classroom. The monograph will be of interest to anyone in Japanese EFL writing courses as well as in other environments, such as English-medium undergraduate and graduate courses, in which Japanese students have to display and develop their academic writing skills.

Ernesto Marco, *Teaching and learning a second language: a guide to recent research and its applications* (Continuum Studies in Research and Education). London & New York: Continuum, 2003 (reprinted 2005), pp. xvi + 284. ISBN 0-8264-6720-2 (hbk), 0-0264-7737-2 (pbk).

There is increasingly wide agreement among teachers, researchers, inspectors, advisors and policy-makers that both teaching and research will benefit from being brought closer together. But how can this be achieved? Hard-pressed practitioners cannot be expected to review a constant flow of conference papers, journals and other publications, even if such items were accessibly written. This unique book synthesises relevant research findings for the professional practitioner and highlights their implications for the quality of teaching and learning. This book will appeal to teachers looking to improve their practice and researchers looking for a concise overview of the literature.

English for Academic Purposes

Nigel Fabb & Alan Durant, *How to write essays and dissertations: a guide for English literature students* (2nd edn.). Harlow, England: Pearson Longman, 2005, pp. xi + 169. ISBN 0-582-78455-7 (pbk).

The *Guide* offers step-by-step instruction on each stage of writing, from organising initial ideas through to submitting a completed piece of work. The authors offer a clear account of what makes a successful essay in literary studies, and demonstrate why alternative forms of argument and presentation are not considered to work so well. They outline various ways of solving problems encountered during the process of writing, and emphasise the importance of finding solutions that suit the writer and the topic. The advice is supported by detailed commentary on extracts from a corpus of student essays, follow-up exercises at the end of each unit, and special consideration of longer coursework projects and dissertations. The authors demonstrate that good grades are awarded for good ideas only when the latter are turned into coherent writing. In addition, writing is shown to be a means of discovering new ideas and furthering research, rather than merely a tool for expressing existing ideas or research already done.

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