RESEARCH ISSUES IN EAP. Flowerdew, John, ed. *Academic Discourse*. Harlow: Pearson Professional Education Longman, 2001.

Considering that English has become nowadays the language of international communication, it is not surprising that, over the last four decades, a considerable amount of research into academic discourse in English has been conducted. This work has shown that academics have specific communicative needs, which are defined by the social purposes and rhetorical practices of their discourse communities. The educational response to this phenomenon at university level has been the development of the discipline English for Academic Purposes (EAP), that branch of English for Specific Purposes that provides teaching to the non-native English writer who needs to adopt the discourse conventions which characterise international scientific writing in specific academic disciplines. Expanding on this area of research, John Flowerdew gathers in this volume a collection of specially commissioned articles on academic discourse in English. The rationale of this work, as the writer himself points out in the introduction, is "that linguistic/discoursal descriptions of academic genres can provide insights and frameworks for EAP pedagogy".

The book is divided into four parts. Each part comprises a number of studies which analyse academic discourse under one of the most influential rhetorical approaches to the description of scientific texts used in academic discourse analysis, and that have had the most direct pedagogic application at university level. The research paradigms discussed in this volume are genre analysis, contrastive rhetoric, and corpus-based analysis. An innovative aspect in this collection is the inclusion of a more neglected fourth dimension to the study of academic discourse: ethnographic approaches. There are other research approaches to academic discourse which are not included in this volume. To some extent, J. Flowerdew acknowledges this himself by mentioning diachronic approaches, critical discourse analysis or the Hallidayan approach to genre. In order to obtain a deeper knowledge of the work that is being carried in any of these specific areas of research, I would particularly favour a wider collection of monographic studies focusing extensively on a single paradigm. The editor, however, opts for offering the audience a broader perspective of research, which is being conducted on academic discourse by presenting four articles illustrating each of the four approaches mentioned above.

In Part I of the book, the writers approach the study of academic discourse from a genre-analytic perspective. As these studies show, researchers in EAP have become increasingly interested in using genre as an important tool for analysing and teaching the textual features required for non-native speakers of English in academic and professional settings. Since the seminal work on research article introductions by Swales (1981, and then revised and amplified in 1990), there have been many studies of the different sections of the scientific article. The writers in this volume show that, apart from the research article, there are other academic genres that have been relatively neglected and still need further attention, such as textbooks, abstracts, and Ph. D. dissertations. The first part of the present book begins with an overview chapter on genre analysis by V. Bhatia. This author reviews the most significant work done on genre theory and discusses conflicting aspects of interdisciplinary academic and professional genres. This is followed by a chapter by B. Samraj, in which the author explores disciplinary variation in the research article abstract. Her study reveals interesting differences in the genre norms and disciplinary differences on discourse structure. The next empirical study, by D. Bunton, analyses the rhetorical structure of Ph. D. thesis introductions. His results reveal differences between the structural elements of Ph. D. introductions from the hard sciences, and the humanities and social sciences. In the last empirical study of this first part, A. Love examines a particular introductory textbook in sociology. Using a systemic functional approach, Love analyses the text structure and lexico-grammatical features of this textbook to show the rhetorical strategies used by its author to introduce students to his particular theoretical position.

Part II is concerned with corpus-based studies, namely the collection, structuring, and

analysis of large amounts of discourse, with the assistance of computers. In an initial overview chapter of this section, L. Flowerdew surveys the field of corpus linguistics over the last two decades, and focuses on the various written and spoken corpora compiled for descriptive and pedagogical purposes in EAP. In the following chapter, K. Hyland, working with a corpus of 80 research articles for eight disciplines, highlights the broad disciplinary differences in the use of reporting verbs. Along the same lines, C. Tribble's chapter outlines ways in which appropriate corpus resources may help students to develop competence as writers within specific academic domains. In the last chapter of this section, J. Swales discusses some of the problems that corpus work may arise. These include the procedural differences between concordance searches and discourse analysis, or the limitations of a lexical approach to understanding academic discourse.

Part III is devoted to studies of the contrastive rhetoric paradigm. Since Kaplan's (1966) initial work on contrastive rhetoric, several other studies in this field have revealed that textual organization of academic discourse is governed by socio-cultural factors, which account for rhetorical variation. Contrastive rhetoricians maintain that different discourse communities' expectations are the primary reason for cross-cultural differences in writing styles, and that writers of second languages may transfer their L1 textual and rhetorical strategies to the new situation of the second language before they have fully absorbed the expectations of their second language audience. Contrastive rhetoric studies thus examine the similarities and differences between two languages and how a person's first language and culture influence his or her writing in a second language. In this volume, S. Ostler begins the first chapter on contrastive rhetoric by reviewing this paradigm of research from its origins in the 60's to its present growing expansion. The author also presents the contributions contrastive rhetoric has made to cross-cultural communication in academic discourse. The first empirical study of this section, by T. McEnery and N.A. Kifle, analyses the differences in the use of epistemic modality by Eritrean and British students in English argumentative essays.

In the following chapter, S. Burgess carries out a move analysis of the introductions of research articles written by Spanish-speaking linguists, publishing both in English and Spanish, and compares their rhetorical preferences with those of writers publishing exclusively in Spanish and English-speaking linguists publishing in international journals. In a last chapter of this section, T. Yakhontora explores cultural variation in conference abstracts written in English, Russian and Ukrainian.

Part IV focuses on ethnographic approaches. This is the least recognised of the research paradigms discussed in this volume. Ethnography views text as one feature of the social situation, which includes the values, roles, assumptions, attitudes, and patterns of behaviour of the participants. Ethnographic methodology emphasises direct observation, interview, and other modes of analysing the situational context, in addition to textual analysis. This last part of the book starts with a review chapter by J. Flowerdew on the ethnography and naturalistic approaches to the study of academic discourse. In the following chapter, D. Allison and W.S. Mei investigate the development of academic writing in contexts of curriculum practice. J. Jackson's chapter provides an explanatory account of the discourse and interaction that took place in a business case discussion in English at a Hong Kong university. In the last chapter, J. Bells focuses on the reading traditions and strategies of Thai and Indian postgraduate students at an Australian university.

In my view, this volume plays a vital role in disseminating the most recent research on academic discourse, and greatly contributes to expand this area of research by adding new knowledge to four of the most influential paradigms in academic discourse analysis. It is of particular importance for its pedagogical value to both postgraduate students and non-native English academics who seek to obtain international recognition through publications in English and that, therefore, will necessarily have to adopt the discourse conventions which characterise international academic writing.

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