

UC Berkeley

The CATESOL Journal

Title

Past, Present, and Future: A Reading-Writing Text, 3rd ed. by Joan Young Gregg and Joan Russell

Permalink

<https://escholarship.org/uc/item/4mz2168d>

Journal

The CATESOL Journal, 5(1)

ISSN

1535-0517

Author

Collins, Julia Ann

Publication Date

1992

DOI

10.5070/B5.36622

Copyright Information

This work is made available under the terms of a Creative Commons Attribution License, available at <https://creativecommons.org/licenses/by/4.0/>

Science for Language Learners

Ann K. Fathman and Mary Ellen Quinn.
New York: Prentice Hall Regents. 1989.

LAUREN HARTFORD-BREWER

San Fernando Elementary School, Los Angeles Unified School District

S*cience for Language Learners* by Ann K. Fathman and Mary Ellen Quinn is a science textbook for second language learners in both the ESL and EFL contexts. It combines science experiences and language activities with the specific goal of developing language. The authors specify that their text is intended for elementary through senior high school students and state that it has been used successfully with adult students. However, the book presents scientific concepts which are strictly elementary, uses simple forms of English, and features only young children in photos, making the text most appropriate for elementary school language learners.

The book is divided into five units, all loosely revolving around the central theme of energy. For each unit the scientific objective and the language objective are clearly stated on the first page. Then the unit is divided into three components: a preliminary scientific demonstration by the teacher, investigating the concepts with a cooperative group, and investigating the concepts independently.

The science content presented in the book is current and appropriate for high-intermediate to advanced students. The language objectives expressly written into the format of the units are functional and include directing, requesting, describing, defining, suggesting, expressing opinions, agreeing, disagreeing, comparing, and classifying. Students practice these functions in both small group and independent work. They do a great deal of listening and speaking in addition to practicing other forms of language included in the unit.

Students must process all of the information presented to them during the teacher demonstration, apply this knowledge during small group activities, and complete the exercises based on this knowledge. However, this student-centered approach promoted by the authors works only if the students are motivated to learn. For this reason the teacher demonstration preceding each of the units is most crucial.

While the authors identify their method as an "integrated skills approach," the program suffers from a glaring lack of content reading

material. The only reading students do is in the form of directions for the exercises. A short passage explaining the scientific concept in accessible language could be provided for individual reading prior to the teacher's scientific demonstration. This would allow the student of elementary cognitive and linguistic ability to begin building a knowledge base from which to draw during the demonstration, the small group activity, and the independent work.

Overall, the text is a good one. Particularly beneficial is the hands-on approach to both independent and group work. However, the program could be improved if teachers supplemented the units with short passages describing each type of energy. Such passages might even be adapted or taken directly from the background information in the teacher's guide. ■

Content Area ESL: Social Studies

Dennis Terdy. Palatine, IL: Linmore Publishing, Inc. 1986.

KARIN AGUILAR

Huntington Park High School, Los Angeles Unified High School District

This book is designed to help secondary LEP students at the intermediate level transition to mainstream classes. The text covers U.S. history and has 18 chronological units, each with prereading exercises, a two-page reading passage, and follow-up exercises. The coverage is generally adequate, although Abraham Lincoln's assassination is not mentioned, and the westward expansion is touched on only briefly.

The materials are presented in an integrative approach. Each unit concentrates on study skills, speaking, listening, vocabulary, reading, grammar, and writing. The prereading activities recognize students' previous experiences, while the writing activities focus on students' reactions or opinions, or ask students to write (e.g., a letter or a newspaper article) from the perspective of a participant of the time period. Although many of the activities focus on comprehension, there are numerous student-centered activities that stretch students' critical thinking skills—such as the exercise asking students to describe how the Civil Rights Movement changed their lives.

The text is well organized and uses subtitles and boldface print to facilitate comprehension. The reading passages, albeit a little stilted, are generally appropriate for intermediate LEP students; however, some difficult vocabulary is unexplained, leaving students on their own to decipher such terms as *boycotted*, *depth charges*, *disadvantaged*, and *space shuttle missions*. The length of the readings remains constant throughout the book, as does their difficulty level. It would have been challenging to have both progressively escalate.

The text also limits students' access by assuming that they have some background in social studies. Map exercises require students to use *north*, *south*, *east*, and *west*, but the maps are not labelled with these directions, and no explanation is provided. Additionally, there are only eight maps in the entire book—seven of the United States and one of Europe. Yet the readings frequently refer to countries in other areas of the world without further identifying their locations.

Apart from these shortcomings, the graphical literacy sections are well designed and include activities with easily-comprehended timelines, diagrams, charts, tables, and graphs.

Two other shortcomings limit the text's usefulness. The first concerns the illustrations, which are black and white and not especially interesting or enlightening. In one instance, there is a photograph of a rundown farmhouse with a man and a boy hurriedly approaching it. The caption states, "Dust storm in Oklahoma, 1936" (p. 106); yet there is no dust storm evident. On the same page there is a photograph of "A failed bank, 1936," but all that is shown is a bank building with some boarded-up windows. There are no people in the picture to emphasize the desperation a failed bank produces.

The second shortcoming involves cultural sensitivity. While the author shows great cultural sensitivity in his treatment of immigrants and Native Americans, he could have reinforced students' cultural pride by including maps and pictures of countries of origin with his texts about immigrants; he could also have included activities that build on students' own experiences as immigrants.

The strengths of this book are its integrated, well-planned activities and organizational strategies that increase students' access to the information. Its main weaknesses—uninspired illustrations and lack of definitions for many words—can be overcome by a teacher who is willing to find supplemental visual texts and explain vocabulary. ■

***Past, Present, and Future:
A Reading-Writing Text, 3rd Ed.***

Joan Young Gregg and Joan Russell.
Belmont, CA: Wadsworth Publishing Company. 1990.

JULIA ANN COLLINS

Hacienda La Puente Adult School, El Monte Adult School

The aim of *Past, Present, and Future: A Reading-Writing Text* is for students to internalize the processes of reading and writing by practicing related tasks extensively. The third edition, intended for low- to intermediate-level ESL students at college, contains new developmental material.

Organization is consistent within the three major units. Each has three chapters which present readings and exercises relating to past, present, and future time frames. The introductory activities contain prereading, free-writing, and vocabulary in context. Short reading passages are followed by discussion questions, comprehension checks, vocabulary work, grammar reviews, and composition practice. The chapters conclude with additional readings and exercises.

Closer examination reveals the text's careful construction and variety of tasks. The prereading portion, for example, provides students with varied cognitive and motivational activities. There may be discussion questions about ideas and objects or a pertinent dictionary skill activity. The reading passages, written in a clear, sequential style, cover a broad range of subjects from archaeology to American sign language, water-divining to women's roles, mammals to Malcolm X. Students use inferencing and literal skills as they analyze the reading—noting topics, paragraph patterns, time-and-logic sequences, supporting ideas, and so forth. Illustrations provoke interest, the pages are well laid out, and the type is easy to read.

For writing practice, students outline, summarize, and compose from information given in the readings. Vocabulary and concepts (like general vs. specific information or sequencing of ideas) are reinforced throughout the text. Neatly inserted into each chapter is a review of basic grammatical structures such as the use of *there is/are*, modals, and the parts of speech. Appendices provide basic terminology for English language study, beautiful maps, and more.

Some attention is given to speaking and listening skills and the affective domain. Provocative questions give ample opportunity for natural discourse as students interpret the reading passages and state their personal experiences or values. Suggestions are given for role-playing, brainstorming, and peer editing.

While noting the careful structure of the text, I'd caution potential users about the overly detailed and numerous exercises. In fact, a subtitle of the book might read "A Grammar and Writing Exercise Book With Some Reading." Students may get bogged down or discouraged and teachers may grow weary of the voluminous correcting responsibilities that result from each chapter's work. Additionally, some of the readings are lackluster and seem textbook-like rather than authentic. For this reason, the text should be used selectively. The units could be edited according to the abilities of the class and the energy of the teacher, who should adjust assignments to fit the time allotted to complete the materials.

With this caveat, I suggest that the text will assist the college student in reading and writing. It should provide teachers with many carefully sequenced activities with which they can plan a meaningful and productive program for second language students. ■

The English Connection: A Content-Based Grammar and Discussion Text, 2nd Ed.

Gail Fingado, Leslie J. Freeman, Mary Reinbold Jerome, and Catherine Vaden Summers. New York: Newbury House. 1991.

SHARON HILLES

California State Polytechnic University, Pomona

The *English Connection* is one of the best grammar books I've seen. Billed as "A Content-Based Grammar and Discussion Text," it is geared to university ESL students, though it is certainly suitable for adult school and high school students as well. The text covers the standard intermediate structural syllabus, but with a difference. Each component is highly contextualized, with enough discourse for students to take advantage of language clues. Moreover, each chapter deals with timely and evocative topics for young adults, such as space, UFOs, the environment, Flo Jo, the Civil War, and computer dating. Each lesson begins with a taped dialogue and features natural language containing useful idioms and expressions. Grammar rules are presented straightforwardly, in context, and are followed by contextualized exercises which demand progressive degrees of communicative competence. Each chapter concludes with provocative discussion questions (which could also be used as topics for writing at the university level).

To illustrate, the chapter on gerunds and infinitives is organized around the topic of rock music. It opens with a picture of Roger Daltry and Peter Townsend and a dialogue between Arnold Calhoun (one of the text's running characters) and his father. Arnold has dropped out of school to play guitar in a rock band, and his father is trying to persuade him to return to school. In their conversation they use idioms such as *sick of something*, *drop out*, and *that's that!*, each of which is explained in terms students can understand. The subsequent exercises are varied with paragraphs about Madonna, Michael Jackson, and yes, even Elvis. The possible patterns which gerunds and infinitives can assume are explained and practiced via slot exercises containing rich, substantive language. This gives students a chance to experience grammatical patterns in sustained discourse, strengthening their grammar as well as their reading/listening

skills. In the final, communicative task, small groups of students discuss the generation gap, acceptable professions for young people, parental expectations, and tastes in popular music.

An obvious side benefit of *The English Connection* is that it presents an insightful picture of American concerns, interests, and perspectives. From the interactions between Arnold and his father, for example, we find out a great deal about American parent-child relationships. The choices Arnold has made, how he addresses his father, and how his father responds to him are a powerful, albeit an indirect lesson on American culture.

The English Connection is certainly an exciting and well-crafted book, with all the relevance, savvy, and substance one would expect in materials developed by experienced classroom teachers. However, one could take issue with the term in the subtitle *content-based*, since the basic tenant of this approach is that students learn a second language via exposure to subject matter rather than through overt language instruction. In a sense, then, designating the text a "content-based grammar" is an oxymoron, much like the oft-cited *bittersweet*. This should not, however, be construed as a serious criticism. If one is going to teach grammar, there probably isn't a more contextualized, exciting, and timely text around. ■

Basically Academic: An Introduction to EAP

Pat Currie. New York: Newbury House. 1991.

RECHELLE SCHIMKE DE ALVARADO

California State University, Los Angeles

As the title indicates, *Basically Academic* prepares students for the transition from high school to the more academically challenging world of college or university. It is geared toward intermediate language learners who need to more finely tune their skills in the following areas: reading; taking notes in lectures; giving presentations; and selecting, synthesizing, and shaping required information into clear, well organized prose. Since the author feels that students "need to become more independent, less reliant on the teacher" (p. xiii), the book makes extensive use of cooperative learning activities. Through these activities, students learn to write more efficiently and effectively.

The book is composed of eight chapters, each built around a particular theme such as endangered species or child labor. Each chapter contains several readings with diverse activities that take the students into, through, and beyond the literature. Prereading exercises introduce the readings; these are followed by post reading activities which check comprehension and engage students in challenging tasks involving in-depth, critical investigation of the information contained in the readings.

Because students are generally asked to display their knowledge of a topic in writing at the college or university level, *Basically Academic* includes various writing tasks which assist students in forming and organizing their thoughts. These include writing thesis statements, essays, and letters of concern and are designed with the drafting process in mind. All stages of the writing process are included, offering students a challenge in organizing information and articulating their ideas with clarity and accuracy.

The book serves its stated purpose. Students are exposed to authentic texts taken from many sources. Although some of these sources (e.g., *International Wildlife, Canada and the World*) would not necessarily be assigned at the university, they are written at a level of language similar to that assigned in university courses. These more popular

texts provide an important middle ground of authentic prose which intermediate-level EAP students can access, thereby gaining confidence.

Another plus is the variety of exercise formats. The prereading exercises activate students' schemata through written and oral questions. The postreading activities stress skills necessary for text comprehension through several types of assignments: group work, jigsaw activities, discussion questions, and short answer responses. The task-based writing exercises send students to the library and out into the community to conduct interviews. They ask students to make predictions and use their newly acquired information to develop essays.

Though the book requires only an intermediate-level of proficiency, some of the activities and readings appear to be too difficult for students of this level. The use of authentic texts is a superb idea, but one must remember that the vocabulary of intermediate learners remains somewhat limited. Additionally, the author concedes that there is little focus on grammar in the book; an integrated treatment of this area of language and the area of vocabulary development would have enhanced the book's appeal.

In summary, *Basically Academic* is a very good tool for teaching the skills required in the academic environment of higher education. This book would make a significant contribution to any EAP class. ■

Bridge to College Success: Intensive Academic Preparation for Advanced Students

Heather Robertson.

New York: Newbury House. 1991.

MARGUERITE DUBOIS

California State University, Los Angeles

Bridge to College Success is for students attending or planning to attend college. To benefit from this book, students must be advanced ESL learners with scores of at least 475 on the TOEFL. Native English speakers with at least a ninth-grade reading level can also benefit from the text. The purpose of this textbook is to present students with authentic assignments to help them acquire the skills necessary to succeed at the university level. Another goal, specifically directed at ESL students, is to help them adjust to and understand the U.S. educational system.

The book is divided into 10 chapters. It is attractive and well-illustrated. Each chapter focuses on a general educational theme (e.g., social sciences, business) and begins with a detailed outline of specific objectives.

In each chapter, students are asked to: discover key terms, take notes while listening to an authentic theme lecture, read an excerpt from a college textbook and answer questions, and guess meaning from context. While reading, they are encouraged to increase their speed and apply various reading strategies. Students are also guided in writing various types of assignments (research reports, business letters, etc.). They are exposed to individual and group work as well as to class discussions in which the question discussed may have no right answer. Because students are doing real-life college tasks, they are indeed getting ready to function at the university.

The main skills of notetaking, listening, reading, writing, and speaking are continuously reinforced, and different subskills needed to accomplish specific tasks (such as interpreting laboratory reports containing graphs and diagrams) are taught. When a new skill is required to accomplish a task, the skill is pretaught.

At the end of the book, there are three valuable appendices. The first gives the meaning of roots to guide students in guessing un-

known words. The second provides detailed instructions for writing research papers. The last is an inventory of skills students might need to review or reinforce. The instructor's manual provides lesson tips, sample midterms and finals, and answer keys. Lecture transcripts are available.

Bridge to College Success is an outstanding content-based textbook. As a former ESL student who has been through five years of university in the United States, I feel its approach is one that maximally prepares ESL as well as native English-speaking students. Since students learn to master listening, speaking, reading, and writing skills through work centered in motivating educational themes, they are effectively preparing for college success. ■

Lexis: Academic Vocabulary Study

Arline Burgmeier, Gerry Eldred, and Cheryl Boyd Zimmerman.
New York: Prentice Hall, Inc. 1991.

RACHEL GADER

American Language Center, UCLA Extension

I ncreasingly, universities are establishing content- and theme-based ESL curricula. In response to this trend, Burgmeier, Eldred, and Zimmerman have designed *Lexis: Academic Vocabulary Study*. Suggested as a primary, multiskills text, *Lexis* is intended for high-intermediate ESL students who need to acquire academic vocabulary. The book contains high-interest readings and activities which help learners recognize words in related contexts, practice word formation, use words in natural communicative situations, and use a dictionary as a vocabulary-expanding tool. The authors claim that the text is uniquely designed to "incorporate [words into the learners'] passive vocabularies and ultimately into their active vocabularies" (p.viii). All vocabulary building occurs within the context of thematic readings. This contextualized learning creates a cognitive hold on the learner's memory.

The text is organized into eight chapters of four parts each. These are intended to be completed in the prescribed order. Part 1, "Establishing the Context," contains 4 prereading questions and 10 true-false comprehension questions. The exercises titled, "Understanding Words," "Putting Words in Sentences," and "Using Words in Context," are highly grammar-based and dictionary-oriented; they deal with collocations and involve in-text writing. On the average, these sections contain 35 to 40 exercises, which involve, for example, looking words up in the dictionary, writing sentences, completing paragraphs, and describing pictures or graphic information.

Overall, the authors have produced a text which is much needed in the ESL market—one which provides intensive practice with high-frequency vocabulary items students need for academic success. However, there is a definite mismatch between the authors' stated intentions and their execution. First, the authors claim their focus to be the original and productive use of vocabulary in natural situations. Yet, in "Using Words in Context," students are asked to perform

such tasks as dictation, chronological ordering, and sentence unscrambling, none of which involve productive use of language. No oral practice is provided, nor are there adequate built-in opportunities for pair or group work. How is the goal of transferring vocabulary from passive to active or original use achieved? How much reworking of the material will be needed for the instructor—as facilitator of an atmosphere of experimentation, encouragement, and discovery—to create natural situations for production?

In sum, the authors' intent in writing *Lexis* is laudable. The book is generally well thought-out and thorough, with appropriately selected readings. Yet given the above restrictions, I would not recommend it as a primary text for a communication-based vocabulary course. Instead, I'd choose it as a supplemental text or as a guide for individualized, home-based study. ■

Reading at the University

Linda Harbaugh Hillman. Boston, MA: Heinle & Heinle. 1990.

LUCY HAHN KAZAKES

Carson High School

Reading at the University, a volume in the Heinle and Heinle "English for Academic Purposes" series, focuses on reading comprehension for advanced ESL/EFL students who are beginning or plan to begin their studies at an American university. With high-interest, authentic selections from college-level texts, it introduces students to the full range of disciplines—and their concomitant discourse styles—that college freshmen are likely to encounter. The fields of anthropology, biology, business, chemistry, computer science, economics, English composition and rhetoric, ethics, history, philosophy, and sociology are all represented.

Hillman says that since "training in reading comprehension is the *sine qua non* of this book" (p. xvii), she aims to train students to understand, not to test whether they have understood, "so all work is done with the book open" (p. xviii). The "student-centered and process-oriented" (p. v) activities are designed to help integrate reading, writing, speaking, and listening skills.

The chapter on cultural anthropology, which presents several short ethnographic studies, is particularly engaging. At the beginning of the chapter, a "Getting Started" section instructs students in study skills, telling them to survey the chapter and then skim the parts of the readings that catch their attention. Next is a schema-activating "Preparation" section with introductory questions designed to reveal the students' prior knowledge and inspire them to learn more. Hillman follows each reading with factual, analytic, and vocabulary-building questions and exercises. The chapter exam after the series of readings includes essay questions which require students to synthesize information and give their own opinions. Finally, in a "Be the Professor" section with a metacognitive angle, students take the point of view of the instructor and write questions for their classmates to answer.

Reading at the University has a thorough and detailed table of contents and a useful index, plus appendices, including a cognitive skills

test (based on Ankney and Joyce's Piagetian concrete-operational skills test) which enables students to rate their own problem-solving ability (p. 347). Throughout the book, all pages are perforated so that students can tear out exercises to hand in. There is also a separate instructor's manual with ideas for teachers and answers to exercises.

Because it provides a wide range of genuinely interesting readings and many excellent student activities, this text is likely to be accepted widely in college ESL/EFL programs. ■

Bridging the Gap: College Reading, 3rd Ed.

Brenda D. Smith.

Glenview, IL: Scott, Foresman, and Company. 1989.

LINDA CAPUTO

Pasadena Community Skills Center, California State University, Los Angeles

This book is designed to help students make the transition—bridge the gap—from general reading to the specialized reading of freshman college classes. It would be a suitable reading text for high school seniors intent on college or for entering college freshmen in an introductory reading course. I would recommend that nonnative English speakers be at an advanced level of English proficiency.

The book is organized into 11 chapters. Each one introduces a new skill, provides short exercises to practice the skill, and then applies the skill to three longer sections which are arranged according to different levels of readability. A section on vocabulary building is included in each chapter after each of the longer reading selections. This section encourages students to guess the meanings of words through context.

In the initial chapters, concentration and study strategies are discussed. The third chapter, "Vocabulary," offers instruction and practice in using context clues and word structure to determine the meaning of unfamiliar words. The recognition of main ideas in a passage and the selection of significant supporting details are covered in chapter 4. In the next chapter, five different methods of organizing textbook information for later study are explained (e.g., summarizing, notetaking, outlining). The remaining chapters teach rate flexibility (skimming and scanning), test-taking strategies, inference (connotation, implied meaning), bias (propaganda, opinion), and graphic illustration. The book concludes with an opportunity to apply all these skills to an actual chapter from a college textbook. This final chapter is an exceptionally good test of the student's ability to transfer the skills learned to the real world of university discourse.

An instructor's manual, which contains the answers to all of the exercises as well as suggestions for additional practice accompanies the book. Other welcome features are scoring guides for the written

exercises and chapter-specific test packets. These include short quizzes on each chapter's contents and reading selections with self-test questions for additional practice. Answer keys are also included.

This third edition contains several new features including new readings, new written response statements for the readings, and questions which preview and activate students' previous knowledge for longer selections. Attractive features retained from the previous edition include essay exams for writing practice following each selection, readings on sociology, psychology, business, marketing, and other topics from courses students are likely to take, and perforated pages so that students can tear out and hand in assignments.

I recommend this text to anyone teaching a transition course in reading for nonnative or native speakers of English. It provides students with a broad range of skills that they will need at college and with in-depth opportunities to practice individual skills before actually applying them. *Bridging the Gap* lives up to its name. It is excellent preparation for what lies ahead in university classes. ■

***Insights Into Academic Writing:
Strategies for Advanced Students***

Margot C. Kadesch, Ellen D. Kolba, and Sheila C. Crowell.
White Plains, NY: Longman. 1991.

ELIZABETH AHLERS

University of California, Los Angeles

Raimes (1987) proposes that the purpose of writing is to learn about both language and content. Classes designed for that purpose must begin by delineating content. The most prominent aspect of *Insights Into Academic Writing* is its content-driven design. The 10 units give students realistic assignments based on authentic, academic prose. All but the last unit contain at least two content area readings upon which activities and writing assignments are based. Units 1 through 7 are built upon the following areas: social science, anthropology, philosophy, poetry, economics, business, and history/law/political science. Text types for writing assignments include summary/reaction, personal narrative, comparison/contrast, essay test, and critical, opinion, and argumentative essays. The course culminates in Units 8 through 10 with a term paper on the impact of technology on the workplace.

Recognizing that we must prepare students for the realities of academic writing requirements outside of the process approach classroom (Horowitz, 1986), the authors combine process approach techniques with product-based rhetorical goals. Their approach strikes a healthy balance between process and product: The product is always in view, yet the emphasis is on the process and strategies for producing the product.

Different prewriting and revision activities are incorporated into every unit depending on the writing task. For example, in the philosophy unit where students produce a summary/reaction essay, a two-column chart and a list of questions about what makes a person "good" or "moral" lead students to compare their opinions to those of four philosophers before they write. Similarly, before producing a critical essay on literature, students engage in prewriting activities which involve identifying poetic images. In the revision phase, they strengthen their prose by adding direct quotations for support. Other

pluses include the teaching of strategies for timed essay examinations—an area Horowitz claims is neglected by the process approach. Throughout the text, organizational planning is taught via simple diagrams illustrating possible paragraph ordering.

The text is not without potential drawbacks. Teachers should be aware that these process approach techniques may not fit every student's individual writing process. Also, because every assignment has different prewriting and revision activities, students may feel a lack of continuity. The specificity of the prewriting activities may also limit the transferability of skills to students' later tasks. To overcome these drawbacks, teachers may wish to remind their students of techniques already learned and demonstrate how they could adapt these strategies for other assignments.

While the book is recommended for use with both native and nonnative English-speakers, the reading passages may prove difficult for second language students. Teachers may therefore need to design additional vocabulary and grammar lessons. Finally, although editing is suggested at the end of each unit, no explicit instruction is provided.

Insights Into Academic Writing emphasizes the synthesis and analysis of cross-curricular material which supports "writing as a mode of learning" (Knoblauch & Brannon, 1983). If supplemented with lessons in vocabulary and grammar, it can help students grow in their language ability and gain important cross-curricular experience. ■

References

- Horowitz, D. (1986). Process, not product: Less than meets the eye. *TESOL Quarterly*, 20 (1), 141-144.
- Knoblauch, C.H., & Brannon, L. (1983). Writing as learning through the curriculum. *College English*, 45(5), 465-474.
- Raimes, A. (1987, October). Why write? From purpose to pedagogy. *English Teaching Forum*, pp. 36-41.

Writing Up Research: Experimental Research Report Writing for Students of English

Robert Weissberg and Suzanne Buker.
New York: Prentice Hall Regents. 1990.

BARBARA LAUBE

University of California, Los Angeles

Writing *Up Research* is an excellent instructional guide, which helps ESL students gain authority over their own research writing. Since instructional materials in this text are geared toward fine-tuning both organizational and linguistic skills in writing research reports, this resource will most benefit students who are already both proficient researchers and writers of English. The authors' goal is "... to provide a straightforward, readable guide to the conventions followed by English-speaking researchers in writing up their work" (p. 203). Primarily a genre-based instructional guide drawing on the work of Swales (1990), the book provides logical explanations of and appropriate exercises in the most frequent, relevant, linguistic and rhetorical items used in writing scientific research. Instruction is designed to guide students through writing research and encourage them to examine their reasons for choosing particular rhetorical forms, grammatical structures, or vocabulary items. Model research reports from the social sciences, natural sciences, physical sciences, and engineering are included, so the book is useful for students from a variety of disciplines.

Chapter 1 provides an overview and an outline of the sections of the typical experimental research report: abstract, introduction, method, results, and discussion. The remaining chapters deal with each section in depth and provide students with the necessary linguistic support to master this genre. Each chapter strikes an appropriate balance between grammar instruction and opportunities to apply germane lexical, rhetorical, and writing process information. "Information Conventions" provides examples of different organizational patterns for each section of a research paper. "Language Conventions" presents high-frequency linguistic elements needed to effectively articulate research in writing—including noun phrases and signal words. "Guided Writing" and "Writing Up Your Own Re-

search" (included within "Integration") provide written activities which allow students to practice and apply the conventions learned to their own research report. Other parts of the book acquaint students with aspects of research such as using the library and proper citation of bibliographical sources.

Although the activities and explanations provide appropriate instruction in elements essential to each part of a paper, the introduction is given inordinate attention (70 pages), particularly compared with treatment of the the discussion (24 pages). Hopkins and Dudley-Evans' (1988) research demonstrates that discussions are the most difficult sections to write because they require writers to (a) construct a complex argument, (b) compare and validate the reported research findings with those of previous research, and (c) present the findings within the larger context of the field while acknowledging the study's limitations. Nevertheless, this imbalance in treatment does not detract from the usefulness of this thoughtfully constructed text. ■

References

Hopkins, A., & Dudley-Evans, T. (1988). A genre-based investigation of the discussion sections in articles and dissertations. *ESP Journal*, 7, 113-121.

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