

The book review genre: A structural move analysis¹

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The current study aimed at showing whether native, ESL and EFL book review authors differed in terms of types of rhetorical moves they employ in the reviews they write. 60 book reviews ($N = 60$) from applied linguistics journals were randomly selected from a pool of 87 book reviews published in *Asian EFL Journal*, *ESP*, *System*, and *TESOL Quarterly* between 2004 and 2010. The reviews were converted into *.txt files and submitted to the *AntMover* software for move analysis. Two human coders used the Motta Roth's (1995) framework for the analysis of the moves. The intercoder reliability of the study was estimated through a Spearman's ρ at .819 ($\rho = .819$), and the convergent validity of the instruments by another Spearman's ρ at .782 ($\rho = .782$). The data were submitted to a set of Kruskal-Wallis H Test. The results of the study indicated that writers' linguistic backgrounds have a statistically significant role in their choice of book review moves and move structures. It was also found that book reviews fall into the two categories of 'informative' and 'evaluative' reviews with the difference between the two lying in the presence or absence of writers' focused evaluation of the books under review in terms of their advantages and/or disadvantages.

Keywords: Move Analysis; Genre Analysis; Book Review; Informative Review; Evaluative Review

1. Introduction

Unfortunately, one of the most nagging problems second/foreign language learners often face is their inability to express themselves in well-organized pieces academic writing. They not only have lexical problems but they also have difficulty in structuring the text. This difficulty gets more vicious with

¹ Dr Mohammad Ali Salmani Nodoushan was the supervisor of this research. However, the University of Tehran decided to dismiss him for 'political' and 'religious' reasons which had nothing to do with his academic activities. At the order of Dr Nosratollah Zargham and Dr Fereydoon Nahreini, the dean and the vice-dean of Kish International Campus, Dr Majid Nemat'i's name appeared on the final report of the study instead of Dr Salmani Nodoushan's name only after he had completed and submitted the report. He was intimidated not to sue any of the parties involved, but this notice is a legal disclaimer for any probable claims by Dr Majid Nemat'i or a third party in future.

topic change. In this connection, most academic writing teachers argue that genre analysis studies are of benefit to writers since they deal with the nature of writing. Book review writing is an academic genre graduate students are almost always expected to write. However, they often fail to write acceptable book reviews perhaps due to their unfamiliarity with the structure of book reviews. The paper reports the results of a research done in 2011 to see if book review writers' linguistic backgrounds contributed to this failure on the part of book review writers. The study specifically sought to answer the following questions:

1. Do EFL, ESL, and native English speakers differ in their choice of rhetorical moves and move cycles in the book reviews they write?
2. What are the obligatory moves employed by natives and non-natives?

2. Background

When asked to produce a piece of writing of academic value, most—if not all—writers choose English as the language of text. English is preferred to other languages because it is the dominant language for communicating the intended information in scientific circles (Flowerdew & Dudley-Evans, 2002). The amount of interest in becoming proficient in English has increased through centuries, and especially after the Second World War (Hutchinson & Waters, 1987), due to intercommunication, growth of technology, invention of the Internet, and so forth.

Training in English has, therefore, gained momentum in the past few decades and especially after World War Two. A skill that most trainees find difficult to master is the skill of writing. It is difficult for them to master partly because they are not familiar with the accepted structure of different texts, nor do they receive training in this regard unless they are advanced students of English. One development in teaching the writing skill which has been gaining popularity in the past few decades is the genre-based approach to the teaching of writing. The technical term “genre” lies at the heart of this approach.

Genre has been defined as the staged, structured, communicative events, motivated by various communicative purposes, and performed by specific discourse communities' (Berkenkotter & Huckin, 1995; Bhatia, 1993; Bhatia, 2004; Flowerdew & Wan, 2010; Johns, 1997; Swales, 1990; Swales, 2004). Genres have been approached by researchers on two plains: (1) the lexicogrammatical features of a given text, and (2) the identification of their rhetorical structures or 'structural move analysis' (Hyon, 1996). This latter approach is what Nwogu (1997, p. 122) referred to as “the identification of schematic units or moves.”

According to Dudley-Evans and St John (1998, p. 89), “A ‘move’ is a unit that relates both to the writer’s purpose and to the extent that s/he wishes to communicate. A ‘step’ is a lower level text unit than the move that provides a detailed perspective on the options open to the writer in setting out the moves in the introduction.” Swales and Feak (2003, p. 35), too, defined the term ‘move’ or ‘schematic unit’ as referring to “. . . a defined and bounded communicative act that is designed to achieve one main communicative objective. Because it is a functional category the length of a move can range from a single finite clause to several paragraphs.” Henry and Roseberry (1997) stated three reasons for any move study:

1. Introducing the overall organization of text
2. Clarifying the linguistic features for specific communicative purpose
3. Connecting the organization of text and the linguistic features of social context

Ding (2007) asserted that move analysis is an inevitable part in genre studies. He held the idea that moves are semantic and functional units of texts, which can be distinguished due to their communicative purposes and linguistic boundaries. It can be said that the building blocks of a genre are moves; a ‘move’ in a genre is comprised of some parts of that genre that serves a communicative purpose.

As mentioned earlier, move analyses are done either at the surface level or what is referred to as lexicogrammatical features of a given text, or they deal with the identification of rhetorical structures of texts—what is called Structural Move Analyses (SMA). Example of the surface level analysis studies include Hyland (1994, 1996) on *epistemic modality or hedges*, Lindermann and Mauranen (2001) on *function words* like *just*, Hewings and Hewings (2002) on *it*, Thompson (2001) on *citation analysis*, and Tarone, Gillette, Dwyer, and Icke (1998) on *passive voice*. However, there are a number of studies that based their analyses on the rhetorical patterns of texts or what Nwogu (1997, p. 122) referred to as “schematic units or moves.” Studies like Hill, Soppelsa, and West (1982) on *structural organization of research articles*, Salager-Meyer (1990) on *abstract*, Wood (1982) on *method section*, Brett (1994) and Williams (1999) on *result section*, Belanger (1982) and Dudley-Evans (1994) on *discussion section*, and Hopkins and Dudley-Evans (1988) on *dissertations* fall into this latter category. As such, a study of the move structure of book reviews falls in the latter category.

A book review is a kind of evaluation from a critical point of view. In other words, the communicative purpose of a book review is to evaluate knowledge production (Motta-Roth, 1996). Book reviews are of paramount importance because of a number of reasons. According to Babaii and Ansari (2005), if we accept that the main purpose of book reviews at the end of most academic

journals is to evaluate the produced knowledge, then it can be claimed that they are an aid in the acquisition of academic literacy.

In a study which is very much in line with the present study, Motta-Roth (1995) investigated book reviews in three different fields of study: linguistics, economics, and chemistry. This study was done to contribute to the definition of academic written genres. The results showed that, although book reviews follow specific rules and regulations in terms of information, function, and context, some variations exist. These variations are done by the reviewers to account for epistemological reasons specific to each of the three fields (e.g., object of study, the methodologies commonly used, etc.).

In another study done by Babaii and Ansari (2005), researchers tried to characterize Book Reviews as an academic written genre with regard to their transitivity system in a systematic way. In the second phase of their study, book reviews were analyzed based on the variation they explored in different disciplines. The results of the study showed a difference in type and frequency of processes and participants. Further, they found dissimilarity in the semantic configuration of book reviews specific to each discipline.

So far, no study is done on book reviews with regard to their authors' linguistics background. The present study took into account this missing variable in book reviews and sought to find the probable difference in move structures of reviews written by native and non-native (i.e., either ESL or EFL) writers.

3. METHOD

3.1. Corpus Procedures

This study is based on 60 ($N = 60$) 'book reviews' which were gathered from applied linguistics journals. To do a precise analysis, the researchers gathered many more book reviews than were needed in the corpus. This procedure returned 87 book reviews all of which were judged as free from grammatical and textual errors by both researchers. This was vital since the book reviews were supposed to be fed into the *AntMover* software for analysis.

To determine how many of these book reviews to include in the study, the researchers applied the Cochran (1977) approach for determining sample size. Cochran's equation outputs have been summarized by Bartlett, Kotrlik, and Higgins (2001) in a table captioned *Table for Determining Minimum Returned Sample Size for a Given Population Size for Continuous and Categorical Data* (See Appendix A). The margins of error used in this table are .03 for continuous data and .05 for categorical data. Bartlett, Kotrlik, and

Higgins (2001) suggest that researchers may use the table if the margins of error shown are appropriate for their studies.

Since the margin of error for the current study was .05, it was decided that 60 book reviews (well beyond the number suggested by the table in Appendix A) from the pool of 87 book reviews be included in the corpus for this study. The 60 book reviews were selected on the basis of their length (in terms of the number of words), the time range in years (in which they had been published), and the journal titles where they had been published. This was necessary for the reliability and validity of the data.

3.2. Instrumentation

The study used two types of instrumentations: The *AntMover* software and the Désirée Motta Roth (1995) move structure framework. These instruments are described here.

3.2.1. AntMover

AntMover is an automatic text structure analyzer program which is available on the Internet for free. Once a text file is opened in *AntMover*, it is imported into the program for analysis. The user can then choose up to four views of the file.

1. View 1 is the original file without any processing;
2. View 2 is a processed view of the file, which is divided automatically into individual sentences/parts;
3. View 3 is a view of the file after a 'moves analysis' has been performed, giving a rhetorical (structural) label automatically to each sentence/part in the file. This labeling can be used to give the user an idea of the overall structural/rhetorical organization of the text for help when reading or writing in English; and
4. View 4 is an outline view of the structural organization of the file, with the text data itself omitted.

Each book review from the corpus was fed into the *AntMover* for the identification of the moves and steps in the text.

3.2.2. Désirée Motta Roth (1995) Move Model

The second instrument which was used in the study was the framework for move analysis developed by Désirée Motta Roth (1995). This framework has been designed for human coders, and can be used in manual analyses of the move structures of book reviews. The framework assumes that a good book

review includes 4 moves:

- Introducing the book
- Outlining the book
- Highlighting parts of the book
- Providing closing evaluation of the book

The framework also identifies the steps that are found in each of these moves. Human coders can use the steps and the moves represented in this framework for the analysis of moves and steps in a corpus including book reviews. Table 1 displays the Motta Roth (1995) framework for move analysis for the genre of book reviews.

Table 1.

Framework for the Analysis of Moves of the Subgenre of Book Reviews.

Move	Step	Description	Code
Move 1		INTRODUCING THE BOOK	M1
	Step 1	Defining the general topic of the book	M1S1
	Step 2	Informing about potential readership	M1S2
	Step 3	Informing about the author	M1S3
	Step 4	Making topic generalizations	M1S4
Move 2		OUTLINING THE BOOK	M2
	Step 1	Providing general view of the organization of the book	M2S1
	Step 2	Stating the topic of each chapter	M2S2
	Step 3	Citing extratext material	M2S3
	Step 5	Inserting book in the field	M1S5
Move 3		HIGHLIGHTING PARTS OF THE BOOK	M3
	Step 1	Providing focused evaluation	M3S1
Move 4		PROVIDING CLOSING EVALUATION OF THE BOOK	M4
	Step 1a or Step 2b	A definitely recommending/disqualifying the book Recommending the book despite indicated shortcomings	M4S1a M4S1b

A description of the moves and steps represented in the Motta Roth framework is provided here. For examples of each move/step, please see Motta Roth (1995). A sample analysis from the corpus for the current research is provided in Appendix B.

MOVE 1: INTRODUCING THE BOOK

Authors often use this move to give a description of the book. This description is often in the form of an informative abstract. To do this, authors employ certain procedures that are called steps. Take the following examples from Dunning (1990, p. 95):

“Academic Writing: Techniques and Tasks by Ilona Leki is a writing

textbook for the advanced ESL student who is collegebound.”

Move 1 is very often composed of one or a combination of the following steps:

- Step 1: Defining the general topic of the book
- Step 2: Informing about potential readership
- Step 3: Informing about the author
- Step 4: Making topic generalizations; and
- Step 5: Inserting book in the field

MOVE 2: OUTLINING THE BOOK

The next move is usually the longest one and appears in a number of paragraphs close to the beginning of the book review. According to Motta-Roth (1995), this move presents a detailed informative description of how the book is organized in terms of parts, chapters, sections, and so on. Moreover, the move provides information in relation to what topics are treated in each chapter, which approach has been adopted by the book author, and what kind of additional information is included in the book (i.e., graphs, pictures, and tables). Step 6 in this move, if used by book review authors, employs lexical phrases to refer to the specific parts and sections into which the book has been divided. This is done to afford a general description of the sequence in which topics, parts, section, or chapters within the book are organized (Motta-Roth, 1995).

e.g., The author divides the book into X parts.

In the seventh step of Move 2, the book reviewer zooms into each chapter and brings an increasing amount of detail:

e.g., The first chapter of the book illustrates X.
Chapter 2 provides a historic overview of Y.

The second move is very often composed of one or a combination of the following steps:

- Step 1: Providing general view of the organization of the book
- Step 2: Stating the topic of each chapter
- Step 3: Citing extratext material

MOVE 3: HIGHLIGHTING PARTS OF THE BOOK

In Move 3, the reviewer breaks from Move 2 by shifting the review focus from the description of the organization of the book, and by focusing the review on

a positive and/or negative evaluation of book (Motta-Roth, 1995). Although praise and blame can potentially appear throughout the book review, Move 3 is an independent piece of text through which the reviewer chooses specific parts of the book to highlight and becomes especially subjective in his/her comments (Motta-Roth, 1995). Since Move 3 is concerned with “highlighting” and “emphasizing” the best and/or the worst in the book, it is coded as a Move separate from the overall evaluation presented throughout the review. Through Move 3, authors often:

- a) highlight the most important pro and the worst con of the book;
- b) give a summarized account of what caught their attention;
- c) identify the criteria which they followed;
- d) present their reasons for their evaluation (sometimes through intertextuality); and
- e) give examples or data from the book to sustain their evaluation.

Take the following example:

Without doubt, the volume offers a panoramic view of current trends in the field and hints at what may lie ahead Considering its theoretical orientation, I do not consider that the collection is meant for novices or apprentices (Xin, 2010).

MOVE 4: PROVIDING CLOSING EVALUATION OF THE BOOK

In this move which is commonly reserved for the last paragraph in the review, the author uses such lexical cohesion markers as ‘*In brief*’, ‘*In sum*’, ‘*To sum up*’, and so on to signal to the reader that the book review is reaching its end. In this final move, the reviewer’s point of view is overtly stated to the reader through a definitive appraisal of the book (Motta-Roth, 1995); the reviewer tells the reader whether the book is worth reading or not. In other words, in this move the writer makes some suggestions where as in Move 3, the reviewer gives an evaluation of the book (*i.e.*, evaluation versus suggestion/recommendation). Sometimes, Move 4 also provides a final evaluation. Thus, in addition to functioning as a ‘recommendation’ for the reader, this move also serves the purpose of closing the text (Motta-Roth, 1995). It rounds up the text in a final evaluation of the whole book by breaking up with the detailed perspective adopted in Move 3.

According to Motta-Roth (1995), the lexical phrases which are often found in this move convey an idea of totality and termination; these include ‘altogether’, ‘in summary’, ‘in conclusion’, ‘finally’ etc. In addition, sometimes reviewers use lexical phrases to convey a type of evaluation; examples of these phrases are ‘an important contribution’, ‘a stimulating/an excellent

book' and the like. Other phrases used in this move are expected to take into account what the reviewer has formerly said throughout the review (e.g., thus, despite, in spite of, etc.). The author, through this move, can totally recommend or disapprove of the book, or use a combination of the two. Moreover, reviewers very often make a final recommendation with a necessary quality to it by using the modal 'should'. Therefore, a book review combines 'descriptive' as well as 'evaluative' components in the form of moves. Through the use of this move, the reviewer adopts one of the two possibilities:

- a) the reviewer definitely recommends or disqualifies the book; or
- b) the reviewer recommends the book despite its indicated shortcomings.

e.g.

Reflective Language Teaching is an excellent book for second language teachers and teacher educators and any other readers who are interested in teacher reflection and improving language teaching practice. Indeed, it should be required reading for all in-service professional development programmes for second language teachers (Moore, 2010).

3.3. Data Procedures

After gathering the required corpus, each book review was assigned a unique code (e.g., BR#1, BR#2, BR#3 . . . BR#60). In the next step, a set of analyses were performed. A frequency count was performed to identify the total number of words in each book review. Then each book review was saved as a *.txt file to be fed into the *AntMover* software developed by Anthony (2003).

A structural move analysis was also performed by two human coders. The researchers separately coded each book review and identified the moves; they labeled the moves according to the model proposed by Motta Roth (1995). They also counted the number of words in each book review and each move, and identified the linguistic and discursive features (i.e., cohesion, hedging, etc.) used in each move. Then the coders met and discussed their codings and compared them with the output from *AntMover*. Where there was a difference in their coding, it was resolved through extensive discussion, and it was agreed that, where needed, a third coder should be asked to code the problematic 'book review'.

It had been decided from the start of the study that wide disagreements and odd codings should definitely result in the faulty book review being discarded from the corpus—which fortunately did not happen. The human coders used the textual and metadiscursive features found in the book reviews to identify

and code the moves and steps. In addition, in their meeting, the coders used the context in which a segment of text occurred to crosscheck and confirm their move and step identifications.

The frequency of each move in each book review was recorded; this was done to verify the extent to which any given move had been used. It was decided that, like in a study done by Rasmeenin (2006), moves be classified as obligatory, conventional, or optional. The same definitions for obligatory, conventional, and optional moves as had been used by Rasmeenin (2006) were used in this study:

- *Obligatory move*: If a particular move occurred in each and every book review in the corpus (i.e., the move frequency is 100%), it would be labeled obligatory.
- *Conventional move*: If a particular move occurred quite often in a book review genre in the corpus (i.e., the move frequency is between 66% and 99%), it would be labeled conventional.
- *Optional move*: Moves that occurred less frequently in book review genres in the corpus (i.e., moves for which the frequency is less than 66%) would be labeled optional.

Table 2 displays the rationale for the identification of move types and classification of moves as obligatory, conventional, or optional.

Table 2.
Frequency Based Move Classification

Move classification	Frequency of occurrence (%)
Obligatory	100
Conventional	66-99
Optional	less than 66

Reproduced from Rasmeenin, 2006—with permission (email correspondence: 15 January, 2011)

The recurring patterns or the uses of move cycles were totaled, averaged, and tabulated. This resulted in the identification of general move sequences and patterns. Then, the frequencies and percentages that followed were used as the data that were analyzed qualitatively and quantitatively.

3.4. Validity and Reliability

To estimate the convergent validity of the data, the frequencies identified by the human coders were totaled and averaged and then correlated with the frequencies obtained from *AntMover*. This was done through the use of a one-tailed bivariate correlation analysis using Spearman's *rho*. The resulting value

($\rho = .782$) indicated an acceptable level of validity. As to the reliability of the data, the Inter-coder Agreement was estimated. The frequencies identified by the human coders were correlated through another one-tailed bivariate correlation analysis using Spearman's ρ . The reliability index was high enough to make the study reliable ($\rho = .819$).

4. Results

The 60 book reviews that make the corpus for the present study were submitted to two types of analyses: (a) Descriptive analysis, and (b) Inferential analysis.

Descriptive analysis was necessary for finding the frequency of words in each book review. For this reason, the 'Show Readability Statistics' option from *Microsoft Word Premium 2007* was used. Each book review was checked against this option, and the total number of characters, words, etc. in each book review was identified.

The result of the 60 book review analyses showed that a total of 68396 words had been used by the writers. The average word count for the book reviews was 1139.93 words per book review. The shortest book review consisted of 617 words and the longest 1730 words; therefore, the word range was 1113. A total of 1006 moves were identified in the corpus. Table 3 displays the frequency counts.

Table 3
Word Count Results for the 60 Discussions

BR#	Word #	BR#	Word #	BR#	Word #	BR#	Word #	BR#	Word #
01	1580	13	1730	25	1103	37	1092	49	1657
02	1397	14	1218	26	1085	38	1703	50	1618
03	1713	15	1237	27	1104	39	1356	51	747
04	1239	16	1142	28	1030	40	1430	52	1716
05	1415	17	1560	29	1239	41	648	53	664
06	883	18	848	30	1338	42	826	54	835
07	738*	19	1330	31	782	43	1236	55	925
08	936	20	1107	32	1154	44	1132	56	777
09	1534	21	758	33	1021	45	955	57	623
10	1260	22	946	34	854	46	643	58	1074
11	1235	23	1540	35	1131	47	1091	59	1306
12	1459	24	690	36	647	48	749	60	1610

Table 4 demonstrates the frequencies and percentages of the four moves in the corpus.

Table 4.
Frequencies and Percentages of Moves in the Corpus

ID	Move 1	Move 2	Move 3	Move 4
TOTALS	464	243	139	160
Percentages	46.12%	24.16%	13.82%	15.90%

Figure 1 illustrates the frequencies of the four moves and provides the reader with a visual comparison of the four moves.

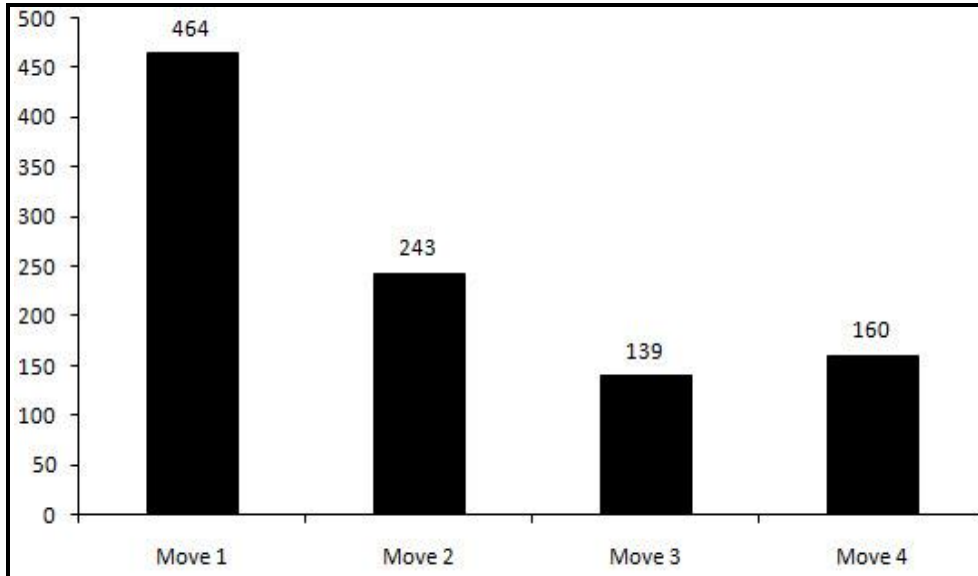


Figure 1. Frequencies of the four moves in the corpus.

1. Move 1 (i.e., Introducing the book) was the most frequent move ($f = 464$); it accounted for 46.12% of the moves observed in the corpus.
2. Move 2 (i.e., Outlining the book) with a frequency of 243 ($f = 243$) was the second most frequent move in the corpus. It accounted for 24.16% of the total moves observed in the corpus.
3. Move 3 (i.e., highlighting parts of the book) was the least frequent move. It had a frequency of 139 ($f = 139$). It accounted for 13.82% of the total moves observed in the corpus.
4. Move 4 (i.e., Providing closing evaluation of the book) with a frequency of 160 ($f = 160$) was the third most frequent move in the corpus. It accounted for 15.90% of the total moves observed in the corpus.

The move frequencies and percentages for each author group (i.e., native, ESL, and EFL) were also calculated. Table 5 demonstrates the frequencies and percentages of the four moves in each author group.

Table 5.
Frequencies and Percentages of Moves in Author Groups

Authors' Background	Moves Types	Move Frequency	Move Percentage
Native	Move 1	202	41.22%
	Move 2	129	26.33%
	Move 3	77	15.71%
	Move 4	82	16.73%
ESL	Move 1	171	50.15%
	Move 2	67	19.65%
	Move 3	45	13.20%
	Move 4	58	17.01%
EFL	Move 1	92	52.87%
	Move 2	47	27.01%
	Move 3	16	9.20%
	Move 4	19	10.92%

Figure 2 provides the reader with a visual comparison of the four moves in the three groups under study.

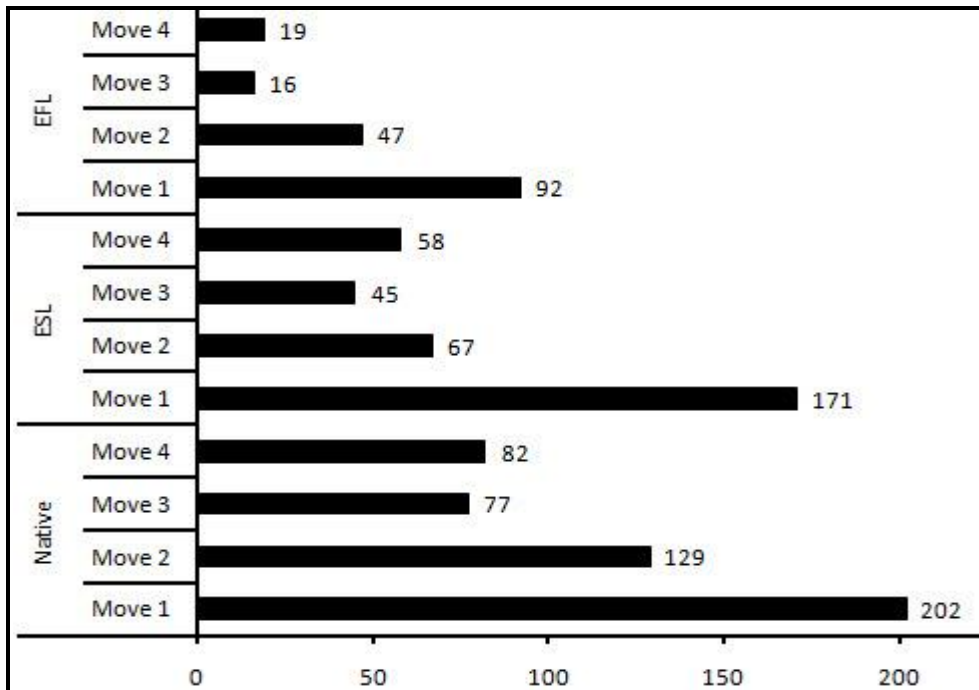


Figure 2. Comparison of the percentages of the four moves in the three study groups.

Table 6 compares the percentages of moves found in this study for the three groups of the authors under study.

Table 6.
Move Percentages in Three Different Groups Under Study

Moves	Move Description	Move Percentages in Author Groups		
		NATIVE	ESL	EFL
1	Introducing the book	41.22%	50.15%	52.87%
2	Outlining the book	26.33%	19.65%	27.01%
3	highlighting parts of the book	15.71%	13.20%	9.20%
4	Providing closing evaluation of the book	16.73%	17.01%	10.92%

As Table 6 shows, in relation to moves 1 and 2, EFL authors use them more frequently, ESL authors are the second in the line, and native authors use them less frequently. However, this sequencing is reversed in relation to Move 3 where native authors use this move more frequently than ESL authors, and ESL authors, in turn, use it more frequently than EFL authors. In relation to Move 4, ESL authors are the most frequent users, natives stand in the second position, and EFL authors use it least frequently.

In addition to descriptive analyses, it was necessary to run inferential statistical analyses for purposes of hypothesis testing. To make this section reader friendly, it is necessary to restate the research questions here. As it can be remembered from the introduction, the study sought to answer the following questions:

1. Do EFL, ESL, and native English speakers differ in their choice of rhetorical moves and move cycles in the book reviews they write?
2. What are the obligatory moves employed by natives and non-natives?

The first question requires statistical analyses; the last question needs qualitative treatment. Since the data for this study were of a frequency type, and because three subject groups were under study, it was necessary to run the non-parametric counterpart of One-Way ANOVA for data analysis. Therefore the Kruskal-Wallis H Test was used.

The first aim of the study was to determine if native, ESL, and EFL book review authors significantly differed in their use of rhetorical moves. To this end, the move frequencies for moves 1 through 4 were totaled and then a Kruskal-Wallis H Test was run on the resulting SPSS variable with author background as the categorical grouping variable. The test revealed a statistically significant difference in move use across the three author groups

($n_{\text{native}} = 20$, $n_{\text{ESL}} = 20$, $n_{\text{EFL}} = 20$; $\chi^2 (2, 60) = 49.396$; $p = .000$). The native author group recorded a higher median score ($Md = 49.18$), the ESL author group recorded a median score of 31.83 ($Md = 31.83$), and the EFL author group recorded a median score of 10.50 ($Md = 10.50$). Table 7 displays the results of this analysis.

Table 7.

Kruskal-Wallis H Test for Total Move Use Across Author Groups

	Total Moves		Effect Size
Chi-square (χ^2)	49.396	r (native vs ESL)	.75
df	2	r (native vs EFL)	.86
Asymp. Sig. (p)	.000	r (ESL vs EFL)	.86

The Kruskal-Wallis H Test only shows the existence of the difference. It does not tell us anything about the size of the difference. In order to estimate the size of the difference, a set of Mann-Whitney U tests between pairs of groups (i.e., Native vs ESL, Native vs EFL, and ESL vs EFL) should be conducted. Since the alpha level for Kruskal-Wallis H Test was .05, and because Kruskal-Wallis H Test compares more than two groups while Mann-Whitney U test compares only two groups, the alpha level should be adjusted so that Type I error would not occur. To this end, the alpha level of .05 was divided by the number of author groups (i.e., 3) so that the adjusted alpha level of .017 would result (i.e., $.05/3=.017$). This procedure is called Bonferonni correction to the alpha values.

Three instances of Mann-Whitney U test were conducted to estimate the size of the observed difference for native vs ESL authors, native vs EFL authors, and ESL vs EFL authors (See table 7 above). As indicated by Cohen (1988), the r values show the size of the observed difference where an r value of .1 indicates small difference, an r value of .3 indicates a medium effect size, and an r value of .5 indicates a large effect size. The difference observed in total moves use by native and ESL authors in this study was very large ($r = .75$); the same was true for natives versus EFL authors ($r = .86$) and ESL versus EFL authors ($r = .86$). That is, the linguistic background from which the book review authors come has a significant role in determining how frequently they use moves in their writings.

The second aim of the study was to determine if native, ESL, and EFL book review authors significantly differed in their use of rhetorical Move 1 (i.e., Introducing the book). To this end, the move frequencies for moves 1 were submitted to a Kruskal-Wallis H Test with author background as the categorical grouping variable. The test revealed a statistically significant difference in Move 1 use across the three author groups ($n_{\text{native}} = 20$, $n_{\text{ESL}} = 20$,

$n_{EFL} = 20$; $\chi^2(2, 60) = 44.094$; $p = .000$). The native author group recorded a higher median score ($Md = 46.35$), the ESL author group recorded a median score of 34.53 ($Md = 34.53$), and the EFL author group recorded a median score of 10.63 ($Md = 10.63$). Table 8 displays the results of this analysis.

Table 8.

Kruskal-Wallis H Test for Move 1 Use Across Author Groups

	Total Moves		Effect Size
Chi-square (χ^2)	44.094	r (native vs ESL)	.51
df	2	r (native vs EFL)	.86
Asymp. Sig. (p)	.000	r (ESL vs EFL)	.85

Three instances of Mann-Whitney U test were conducted to estimate the size of the observed difference for native vs ESL authors, native vs EFL authors, and ESL vs EFL authors (See table 8 above). The difference observed in Move 1 use by native and ESL authors in this study was large ($r = .51$); the same was true for natives versus EFL authors ($r = .86$) and ESL versus EFL authors ($r = .85$). That is, the linguistic background from which the book review authors come has a significant role in determining how frequently they use Move 1 in their writings.

The third aim of the study was to determine if native, ESL, and EFL book review authors significantly differed in their use of rhetorical Move 2 (i.e., Outlining the book). To this end, the move frequencies for move 2 were submitted to another Kruskal-Wallis H Test with author background as the categorical grouping variable. The test revealed a statistically significant difference in Move 2 use across the three author groups ($n_{\text{native}} = 20$, $n_{\text{ESL}} = 20$, $n_{\text{EFL}} = 20$; $\chi^2(2, 60) = 42.487$; $p = .000$). The native author group recorded a higher median score ($Md = 50.10$), the ESL author group recorded a median score of 25.85 ($Md = 25.85$), and the EFL author group recorded a median score of 15.55 ($Md = 15.55$). Table 9 displays the results of this analysis.

Table 9.

Kruskal-Wallis H Test for Move 2 Use Across Author Groups

	Total Moves		Effect Size
Chi-square (χ^2)	42.478	r (native vs ESL)	.83
df	2	r (native vs EFL)	.87
Asymp. Sig. (p)	.000	r (ESL vs EFL)	.44

Another set of Mann-Whitney U test was conducted to estimate the size of the observed difference for native vs ESL authors, native vs EFL authors, and ESL

vs EFL authors (See table 9 above). The difference observed in Move 2 use by native and ESL authors in this study was very large ($r = .83$); the same was true for natives versus EFL authors ($r = .87$). However, the size of the difference observed in Move 2 use by ESL versus EFL authors was medium ($r = .44$). That is, the linguistic background from which the book review authors come has a significant role in determining how frequently they use Move 2 in their writings.

The fourth aim of the study was to determine if native, ESL, and EFL book review authors significantly differed in their use of rhetorical Move 3 (i.e., highlighting parts of the book). To this end, the frequencies for Move 3 were submitted to another Kruskal-Wallis H Test. Here again, the test revealed a statistically significant difference in Move 3 use across the three author groups ($n_{\text{native}} = 20$, $n_{\text{ESL}} = 20$, $n_{\text{EFL}} = 20$; $\chi^2(2, 60) = 13.544$; $p = .001$). The native author group recorded a higher median score ($Md = 40.40$), the ESL author group recorded a median score of 30.60 ($Md = 30.60$), and the EFL author group recorded a median score of 20.50 ($Md = 20.50$). Table 10 displays the results of this analysis.

Table 10.

Kruskal-Wallis H Test for Move 3 Use Across Author Groups

	Total Moves		Effect Size
Chi-square (χ^2)	13.544	$r_{\text{(native vs ESL)}}$.32
df	2	$r_{\text{(native vs EFL)}}$.54
Asymp. Sig. (p)	.001	$r_{\text{(ESL vs EFL)}}$.34

Three instances of Mann-Whitney U test were again conducted to estimate the size of the observed difference for native vs ESL authors, native vs EFL authors, and ESL vs EFL authors (See table 10 above). The difference observed in Move 3 use by native and ESL authors in this study was medium ($r = .32$); the difference observed in Move 3 use by native and EFL authors was large ($r = .54$), and that of ESL versus EFL authors was medium ($r = .34$).

The fifth aim of the study was to determine if native, ESL, and EFL book review authors significantly differed in their use of rhetorical Move 4. To this end, another Kruskal-Wallis H Test was run on the appropriate SPSS variable. The test revealed a statistically significant difference in Move 4 use across the three author groups ($n_{\text{native}} = 20$, $n_{\text{ESL}} = 20$, $n_{\text{EFL}} = 20$; $\chi^2(2, 60) = 33.619$; $p = .000$). The native author group recorded a higher median score ($Md = 43.15$), the ESL author group recorded a median score of 35.58 ($Md = 35.58$), and the EFL author group recorded a median score of 12.78 ($Md = 12.78$). Table 11 displays the results of this analysis.

Table 11.

Kruskal-Wallis H Test for Move 4 Use Across Author Groups

	Total Moves		Effect Size
Chi-square (χ^2)	33.619	r (native vs ESL)	.33
df	2	r (native vs EFL)	.77
Asymp. Sig. (p)	.000	r (ESL vs EFL)	.76

Again, three instances of Mann-Whitney U test were conducted to estimate the size of the observed difference for native vs ESL authors, native vs EFL authors, and ESL vs EFL authors (See table 11 above). The difference observed in Move 4 use by native and ESL authors in this study was medium ($r = .33$); However, the difference observed in Move 4 use by native and EFL authors in this study was large ($r = .77$). The same was true about ESL versus EFL authors ($r = .76$). This means that the linguistic background from which the book review authors come has a significant role in determining how frequently they use Move 4 in their writings.

The last aim of this study was to determine which moves are obligatory, which conventional, and which optional. The criterion for assigning moves into any of these categories came from Rasmeenin (2006). According to Rasmeenin, where a move is observed in all instances of a genre within a corpus, it should be considered as obligatory. Therefore, it was decided that, if a particular move occurs in each and every book review in the corpus (i.e., the move frequency is 100%), it will be labeled obligatory. Based on Rasmeenin's (2006) framework, moves that occurred quite often in the book review genres in the corpus (i.e., the move frequency was between 66% and 99%) were labeled conventional. Finally, moves that occurred less frequently in the book review genres in the corpus (i.e., moves for which the frequency was less than 66%) were labeled optional.

To be able to assign the moves into these classes, the researchers evaluated each book review and decided which moves were present in the book review. Then the percentage of occurrence of each move in the book reviews was calculated. Table 12 displays the results.

Table 12.

Percentage of Occurrence on Moves in Book Reviews

	Move 1	Move 2	Move 3	Move 4
Native	100%	100%	80%	100%
ESL	100%	100%	75%	95%
EFL	100%	100%	55%	60%

Figure 3 provides a visual comparison of these percentages for each move as have been used by native, ESL, and EFL book review authors.

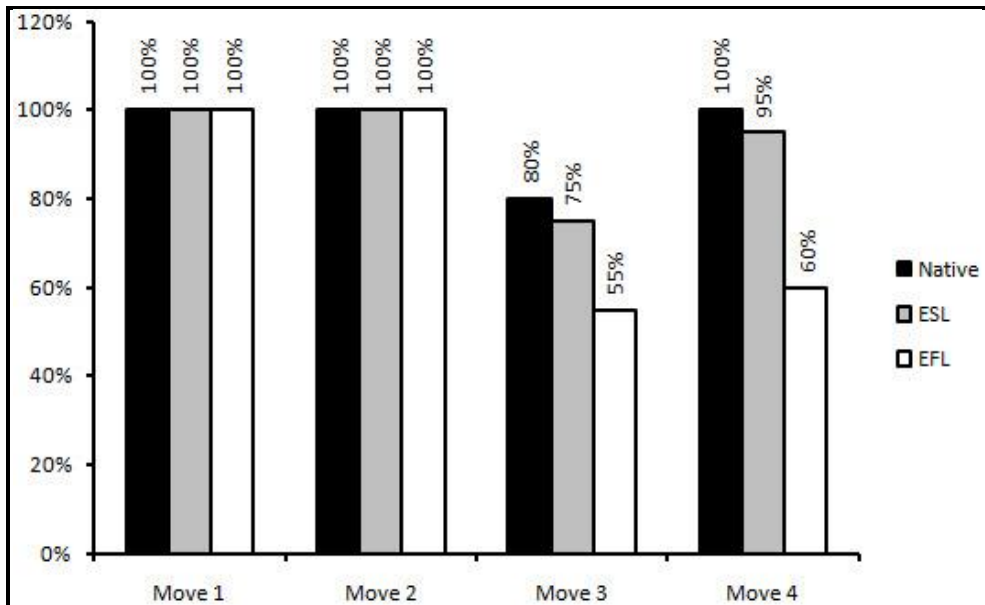


Figure 3. Percentages of moves 1 through 4 used by native, ESL and EFL authors.

As it is clearly seen in Table 12 and Figure 3, Moves 1 and 2 are considered obligatory by all authors from all language backgrounds. These moves appeared in all book reviews in the corpus. However, native and ESL book review authors considered Move 3 as conventional while EFL book review authors treated this move as optional. The most crucial discrepancy was observed in relation to Move 4. Native book review authors treated this move as obligatory; however, ESL authors treated it as conventional, and EFL authors as optional.

5. Discussion

The present study aimed at identifying any probable significant difference between native, ESL, and EFL book review authors' treatment of rhetorical moves in book reviews. It was found that there was such a difference between all author groups not only in their total move use but also in their use of Moves 1 through 4. To summarize the results of the study, it was found that moves are used differentially by native, ESL, and EFL authors. The way authors with different language backgrounds treated moves as obligatory, optional and conventional was not the same either.

The results indicated that authors commonly draw on two perspectives in their approach to book reviews. Some reviews are written with an informative focus; their aim is just to give the readers a descriptive summary of the contents of the books under review. However, some other reviews are written with a critical focus. In this second type of book review, authors cite information from sources other than the book itself to provide a focused critical evaluation of the book.

It was noticed that Move 3 (i.e., highlighting parts of the book) plays a key role in determining which review should be considered as informative and which as evaluative. Informative book reviews in the corpus lacked Move 3; however, evaluative reviews treated this move as obligatory.

As interesting as it may seem, it was noticed that natives often tended to write evaluative reviews. 16 out of the 20 book reviews written by native book review authors were evaluative, and only four were informative. However, ESL authors wrote evaluative reviews less frequently and informative reviews more frequently. 15 out of the 20 book reviews written by ESL book review authors were evaluative and only five were informative. The difference was even greater than this in the book reviews written by EFL authors. 11 out of the 20 book reviews written by EFL book review authors were evaluative and nine were informative. This discrepancy may be the result of authors' level of mastery in the English language. It may also result from a shortage in their knowledge of the common rhetorical structure of book reviews.

A more important reason for this may be found in what Dudley-Evans (2000) calls authors' 'epistemic modality' where authors show their degree of commitment to the claims they make. In informative reviews, the authors avoid making any personal claims in terms of Move 3. In evaluative reviews, on the other hand, authors often make use of epistemic modality (through the application of such devices as hedging, down-toners, boosters, and the like) to make personal claims and evaluations. This is often represented by Move 3 in evaluative book reviews.

Another point observed in the study was that authors do not strictly follow the same move and step sequences as has been suggested in Motta Roth's (1995) framework for book reviews. Authors seem to liberally reorder the sequence of steps in their book reviews to create their own styles. This was observed in almost all reviews and in all author groups. More interestingly, it was noticed that Moves 1 and 2 in many of the reviews seemed to be intertwined. It was not possible for the researchers to find even one book review in the corpus in which the book review author had adopted a linear one-after-the-other move-and-step sequence. This is perhaps because of authors' commitment to texture. A piece of writing requires cohesion and

coherence to be considered a well-organized piece of discourse. Sequencing moves and steps linearly results in the production of a piece of writing which is mechanical and machine-made. It seems that authors avoid linear sequencing of moves and steps so that their written texts will appear lively.

A last point observed in the corpus was that authors (and especially native ones) cycle moves in their reviews. This was observed in both informative and evaluative reviews. Move 1 was the most frequent move observed in the cycles. This again seems to be a requirement of texture and cohesion. Through move cycling, authors show their awareness of the nature of written discourse.

6. Conclusion

The study found that all authors introduced the books under review in all of their reviews. It was further noticed that authors sometimes did not expand their introductions of the books under review either by making topic generalizations or by recommending the book under review for, or inserting it in, a specific field. All authors, regardless of their English background, always outlined the books under review in all of their reviews. They, nonetheless, sometimes did not cite materials from outside of the book in their outlining of the book under review. In their outlining of the books, authors always provided a general view of the organization of the book, and very often stated the topic of each chapter in the book. Moreover, native authors always either definitely recommended/disqualified the books under review or just recommended the book despite indicated shortcomings. However, ESL and EFL authors failed to do so in some of the books they reviewed. Finally, it was concluded that authors, no matter whether they were native speakers of English or used English as an ESL/EFL language, did not always provide a focused evaluation of the books under review through a discussion of the advantages or disadvantages of the books. Only the native English-speaking authors provided such an evaluation in the evaluative reviews they wrote. Last, but not least, it was concluded that while native English-speaking authors had a tendency toward writing evaluative reviews, ESL and EFL book review writers preferred to write informative book reviews more frequently.

The current study has several pedagogical implications. The first, and perhaps the main pedagogical suggestion of this study could be that authors of course books intended to be used in EFL/ESL writing courses need to shift into a genre-based approach to writing such books. As such, the results of the current study indicate that materials developers need to make informed decisions as to what content should be incorporated into the materials they develop on the basis of genre-based studies and research. EFL/ESL writing

teachers, too, may benefit from the findings of this study. Such teachers need to be informed about the areas of writing in which EFL/ESL writers lag behind their native counterparts. This information can definitely from studies similar to the current study. Teachers, based on the results of the current and similar studies, will know which areas of EFL/ESL writing need remedial instruction in writing courses. The current study can also inform ESL/EFL book review writers of the shortcomings of the reviews they write. Authors of book reviews, through the findings of this and similar studies, will realize which areas of the book reviews they write require further attention and need to be brushed up.

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Appendix A*Table for Determining Minimum Returned Sample Size for a Given Population Size for Continuous and Categorical Data*

Population size	Sample size					
	Continuous data (margin of error = .03)			Categorical data (margin of error = .05)		
	$\alpha = .10$ $t = 1.65$	$\alpha = .05$ $t = 1.96$	$\alpha = .01$ $t = 2.58$	$p = .50$ $t = 1.65$	$p = .50$ $t = 1.96$	$p = .50$ $t = 2.58$
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	196	250
500	72	96	147	176	218	286
600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	363
900	76	105	170	209	270	382
1,000	77	106	173	213	278	399
1,500	79	110	183	230	306	461
2,000	83	112	189	239	323	499
4,000	83	119	198	254	351	570
6,000	83	119	209	259	362	598
8,000	83	119	209	262	367	613
10,000	83	119	209	264	370	623

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Appendix B: Désirée Motta Roth Framework and Sample BR Analysis

This Appendix provides a sample move analysis for a book review. For ease of reference, the Désirée Motta Roth (1995) Move Model has been reproduced here:

Move	Step	Description	Code
Move 1		INTRODUCING THE BOOK	M1
	Step 1	Defining the general topic of the book	M1S1
	Step 2	Informing about potential readership	M1S2
	Step 3	Informing about the author	M1S3
	Step 4	Making topic generalizations	M1S4
Move 2	Step 5	Inserting book in the field	M1S5
		OUTLINING THE BOOK	M2
	Step 1	Providing general view of the organization of the book	M2S1
	Step 2	Stating the topic of each chapter	M2S2
Move 3	Step 3	Citing extratext material	M2S3
		HIGHLIGHTING PARTS OF THE BOOK	M3
Move 4	Step 1	Providing focused evaluation	M3S1
		PROVIDING CLOSING EVALUATION OF THE BOOK	M4
	Step 1a	A definitely recommending/disqualifying the book	M4S1a
	or Step 2b	Recommending the book despite indicated shortcomings	M4S1b

Framework for Structural Move Analysis of Book Reviews (by Désirée Motta Roth, 1995)

Source: Motta Roth, D. (1995). Book reviews And disciplinary discourses: Defining a genre. *Proceedings of the TESOL 29th Annual Convention & Exposition*. (pp.385-86). Long Beach, CA, USA.

*Here is the analysis.

SAMPLE BOOK REVIEW	Move(Step)
<i>Oxford Practice Grammar Series</i> . Norman Coe, Mark Harrison, Ken Patterson, John Eastwood, and George Yule. Oxford University Press, 2006	M1, M1S3
Norman Coe, Mark Harrison, and Ken Paterson’s <i>Basic</i> , John Eastwood’s <i>Intermediate</i> , and George Yule’s <i>Advanced</i> , the three books that make up <i>Oxford Practice Grammar</i> series, are essential textbooks for foundation year students who need to attain a standard sufficient to enable them to sit the IELTS and other such examinations and for the academics who are charged with helping them.	M1, M1S3, M1S2

<p>The <i>Basic</i> book, divided into 11 sections, deals with aspects of grammar which range from the present simple tense to relative clauses and is, as its title suggests, essentially a grammar book;</p>	M2S2
<p>yet it has the added advantage of having several features which make it more than just a conventional reference book,</p>	M1S1
<p>one of which is the color pictures which accompany each grammar point to ensure that the pages possess an aesthetic quality necessary to give substance to the tabular explanations and make sure that the lessons do not take on the monotony grammar books can sometimes do.</p>	M2S1
<p>Another is how it deals with presentation and practice. Unlike a reference book, once a point has been explained, a great deal of reinforcement practice is given such as exercises requiring students to choose appropriate words from a list in order to complete a sentence and more complex tasks which involve the construction of both statement and interrogative sentences, each of which provide a brisk and lively pace for both teachers and students.</p>	M1, M1S2
<p>Another area of contrast is whereas a reference book simply explains a point, the <i>Basic</i> book includes different types of assessment tests at each stage of the text--after each point is addressed, at the end of each section, and at the back of the text--to help students check what they have learned, the latter of which is useful in that it both consolidates for the students what they have accomplished throughout the entire course and helps teachers and administrators assess to what extent the book has benefited the students and therefore acts as a tool to gauge its suitability for further English language courses and programs in any given educational institution.</p>	M1, M1S2
<p>Lastly, an interactive CD-Rom lends more liveliness to the lessons than a traditional grammar reference would and helps students to find and correct their own mistakes.</p>	M1

<p>The <i>Intermediate</i> book and its 16 sections are the next step in the series.</p>	<p>M1</p>
<p>Illustrating more difficult grammar points from word classes (e.g. nouns, verbs, adjectives, conditionals, subjunctives and linking words), this text offers the same colorful layout, effective presentation of teaching points and practice, assessment tools, and CD-Rom as the <i>Basic</i> does, but the opening units of this text are mainly revisionary, something which can be beneficial to many students who need to review what they have learned in earlier courses.</p>	<p>M1, M1S2</p>
<p>Furthermore, the <i>Intermediate</i> book presents the points in its core chapters in a more in-depth way than the <i>Basic</i> book does and details more instances about how the grammar can be used.</p>	<p>M1</p>
<p>The last book in the series, the <i>Advanced</i> text and the 17 sections that compose it, like its predecessor, presents revisionary material (for both texts) and helps students continue on the cline to tackle still more advanced grammar points (e.g. from simple sentences and verbs to connectors and focus structures), but it does not have any color pictures, something that gives it the appearance of leaning towards a more conventional grammar book.</p>	<p>M1, M1S4</p>
<p>Nevertheless, its teaching points, focus on assessment, and CD-Rom, like its two companions, ensure readers that it does not deviate from its intention of providing a course format which goes beyond being a mere reference book;</p>	<p>M1</p>
<p>instead it is a successful blend of the conventional forms of grammar instruction with more modern elements designed to maintain the students' interest and attention.</p>	<p>M1</p>

<p>While teachers and students will assuredly agree that the texts that make up the Oxford Practice Grammar series are solid resources for the teaching and learning of grammar, the books, due to the absence of other important items which are normally present in core course texts such as contextualized reading practice, still have to be treated as supplemental materials;</p>	<p>M4S1b</p>
<p>yet I would greatly emphasize that they are extremely important supplementary materials and should be given high prominence in any English language program where students need additional help in grammar.</p>	<p>M4S1b</p>

* Review by Francis A. Andrew, Colleges of Applied Science, Nizwa, Oman