This book provides a framework in which academic writing instruction can be conducted by the synergy created through the inclusion of social and cognitive genres. Drawing from his own research, Bruce outlines a model for academic writing instruction which merges social genres suggested by two genre based approaches, namely Systemic Functional Linguistics (SFL) and English for Specific/Specifiable Purposes (ESP), with cognitive genres. With reference to the genre based approaches, the author adopts a definition of genre as “a social construct, existing in order to achieve some kind of conventionalized purpose within a particular cultural context or discourse community” (p. 34–35). Whereas cognitive genres “refer to the overall cognitive orientation of a piece of writing in terms of its realization of a particular rhetorical purpose, something that is reflected in the way in which information is internally organized and related” (p. 8).

In Chapter 1, Bruce provides a framework for the relationship between academic writing and discourse competence and follows with an account of the development of the concept of discourse competence and the significance of genre-based approaches to the development of the concept. Although the author acknowledges that an agreed definition of genre does not exist among scholars, he draws on Pilegaard and Frandsen’s (1996) categorisation of text genre and text type to argue that genre definitions might be grouped as social and cognitive. Bruce further argues that an ideal approach for academic writing instruction should be both accommodationist and critical.

Chapter 2 focuses on SFL and ESP as two approaches to genre based instruction using social genres in their framework. Genres from this perspective are defined in terms of stages/steps and purposes. The author maintains that neither SFL nor ESP approaches offer sufficient support for their claim that linguistic sources are genre specific. He offers as support, research by Biber (1988, 1989) and Paltridge (1993, 1997) on relations between genres and linguistic sources, arguing that no direct association exists between the two. The author lists three important elements of a genre based approach which would result in more effective genre based academic writing instruction when taken into consideration jointly: “the social motivation and socially constructed elements of genre, cognitive organisational structures, and the actual linguistic realisations of the discourse” (p. 36).
In Chapter 3, Bruce presents major characteristics of cognitive theories in relation to organisation as well as categorisation of knowledge. The chapter focuses on the theoretical aspects of cognitive theories in order to provide an introduction to cognitive genres in academic writing. The initial part of the chapter explores knowledge categorisation and structuring through a discussion of cognitive theories. The chapter then moves to provide more explanation on the relationship of these theories to discourse classification and organisation along with its implications.

With reference to these previous chapters on the theoretical explanations of knowledge categorisation in cognitive terms, in Chapter 4 we find the application of a theoretical framework of cognitively constructed genres to academic writing. Following some explorations about the need for the inclusion of cognitive genres, the chapter then provides a review of taxonomies of cognitive genres suggested for academic writing. The last section of the chapter presents a model for introducing cognitive genres in academic writing together with the findings of two research studies in the process of developing a model.

Chapter 5 aims at relating the cognitive genre model in the previous chapter to a genre model of academic writing learning/teaching in relation to discourse competence. Firstly, the chapter discusses the notion of cognitive genre accommodating the perspective of a dual processing theory of language learning and use suggested by Widdowson (1989). The chapter then moves to a discussion of the building blocks of designing a non-discipline specific English for Academic Purposes course. The unit is designed in relation to the report cognitive genre as well as the dual processing theory.

Having concentrated on the cognitive genres in the previous three chapters; in Chapter 6, the author deals with how knowledge can be constructed in social genres. It then discusses the relationship between cognitive and social genres in relation to the teaching of academic writing with specific emphasis on discourse development, discourse competence, pedagogy, material production and evaluation. The main focus of the author is to explain social genres with reference to stages of research articles as introduction, methods, results and discussion and to provide more explanation on cognitive genres in association with knowledge construction within the sections or subsections of research articles.

The book concludes with Chapter 7, a chapter which provides a detailed description of the relationship between social and cognitive genres in relation to a non-compulsory academic writing unit designed and instructed by the author. The unit is a post graduate unit aimed at the improvement of writing skills of non-native English speaking students’ in research and dissertation writing. The chapter presents the organisation of the unit
based on the inclusion of social as well as cognitive genres by discussing the main characteristics of both approaches in terms of academic writing instruction.

The most valuable characteristic of *Academic writing and genre* is that it provides a rich and detailed discussion on the need for the inclusion of both social and cognitive genres. The author successfully manages to guide readers towards a general as well as comprehensive understanding of the necessity to deploy the dual processing theory of language learning and use. The textual organisation of the book chapters is also successful. Summaries are provided in the introduction section of each chapter to inform readers what to expect and how to form links between chapters. Headings and subheadings assist this scaffolding. Summaries are also provided at the end of chapters to review the chapter and to inform the reader about what is next to come. Moreover, the tables and figures assist the reader to link verbal and non-verbal information in order to make meaning by structuring the knowledge presented.

However, there are several limitations of the book. Firstly, although Bruce’s argument applies to both SLF and ESP, the support provided for his claims focus on mainly SFL. As a result, the ESP approach is overlooked. Another point to be taken into consideration is the importance of the social context of academic writing instruction. Inclusion of cognitive genres without a focus on sociocultural orientation of students might not be as effective as it is thought to be, considering the variation of knowledge structuring and categorisation across cultures. Finally, in relation to the previous point, the communicative goals of academic writing courses are of great importance in determining the pedagogy to be applied. If the goal of writing instruction is to empower the disadvantaged, adopting a social definition of genre is likely to be more successful as in the case of SFL.

Despite these limitations, however, the author posits a convincing argument for the need to merge social and cognitive genres in academic writing instruction by grounding his analysis in theory and application.

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**REFERENCES**


