For researchers and practitioners in the fields of English for Academic Purposes (EAP) and English for Specific Purposes (ESP), the name Tony Dudley-Evans will be a familiar one. Dudley-Evans was for many years the editor of the *Journal of English for Specific Purposes* and has published extensively in a variety of areas to do with EAP including academic genres, EAP instruction and course design as well as on the linguistic features of science writing and the discourse of economics. The volume *Academic writing in context* is a Festschrift for Dudley-Evans on his retirement from the University of Birmingham and the university’s English for International Students Unit. The eighteen contributors, all of whom have either worked or collaborated with Dudley-Evans over his 25 year association with the University of Birmingham, span several continents and have long publishing and teaching histories in the field of EAP.

While there is no predominant unifying theme to the sixteen chapters, the title, *Academic writing in context*, gives some indication of the book’s scope. The ‘in context’ component has several dimensions: one is the context of the university and its impact on students entering tertiary education. This facet is explored from the perspective of learning to write in chapters by Charles Bazerman and Ann Johns. Context and culture, specifically the impact of cultural context on academic writing in English, is the focus of the paper by Anna Mauranen. Several chapters address the disciplinary contexts of academic writing and investigate salient features of disciplinary genres as well as lexicogrammatical features that are intrinsic to those disciplines. Another dimension of context examined in this volume is differences between student and professional writers in their rhetorical choices, for example, Greg Myers’ chapter on expressing opinion in student writing. In *Academic writing in context*, ‘context’ also has an historical dimension: contributions by leading researchers in the field such as John Swales, Greg Myers and Vijay Bhatia include a reflective dimension as these writers in their chapters return to earlier work, both their own and in the literature, to provide methodological insights, reflections or interpretations. The book’s sub-title, *Implications and applications*, highlights that many of the papers are concerned with implications for practice and how the findings can be applied to the teaching of academic writing.
The introductory chapter by the book’s editor, Martin Hewings, provides not only an overview of the book’s scope and chapters, but identifies three themes from Dudley-Evans’ work which are reflected in contributions to the book. These themes are, firstly, the importance of recognising the wider social and cultural contexts in which academic texts are produced and the subsequent importance of academic writing specialists working closely with subject specialists. The second theme is the value of genre analysis and relating genres to their social contexts; the third is the importance of establishing and maintaining links between linguistic theory and classroom practice. The discussion of these themes and the associated chapters in the book make this introduction a useful overview for newcomers to the field of EAP. The chapter by Charles Bazerman, ‘Distanced and refined selves: educational tensions in writing with the power of knowledge’ identifies tensions which new students face as they are initiated into the particular ways of knowing and meaning making in the disciplines. Ann Johns’ chapter, ‘The future is with us: preparing diverse students for the challenges of university texts and culture’, continues the theme of examining the impact of the university on new students but does this from the perspective of curriculum development and response to the challenges of culturally and linguistically diverse students. The detail provided in John’s chapter on the Freshman Success program, the findings from the students’ needs analyses, as well as the questions posed as a way of moving beyond critique provide much food for thought for those engaged in EAP curriculum design. The longevity and outcomes of the Freshman Success program also provide useful evidence for the possible transformational outcomes of such programs.

The chapter by Anna Mauranen, ‘Descriptions or explanations? Some methodological issues in Contrastive Rhetoric’, is the first of a number of chapters which address different patterns of rhetorical organisation in academic writing. Reflecting on her earlier comparative study of Finnish and Anglo-American academic writing, Mauranen’s chapter argues for a change in approach in contrastive rhetoric studies. She argues that more attention should be paid to identifying patterns across a range of genres in order to provide a ‘thicker’ description of culturally determined rhetorical differences.

For those who enjoy robust debate with students on how argument and opinion are encoded in academic writing, the chapters by Tim Johns and Greg Myers provide research evidence as well as examples to discuss with students. Tim Johns’ chapter, ‘From evidence to conclusion: the case of ‘indicate that’’, examines using corpus data from the research journal Nature verbs preceding that clauses and the subjects of those verbs. Johns triangulates his corpus-based findings by writing to the Nature authors of his texts to enquire whether they felt ‘indicate’ was closer in meaning to ‘show’ or to ‘suggest’. What follows
is an engaging and intriguing discussion. Myers’ chapter, “In my opinion’: the place of personal views in undergraduate essays’, compares opinion markers in students’ writing with opinion markers in non-academic genres. It likewise provides useful insights on the relationship between objectivity and opinion markers. Ann and Martin Hewing’s chapter on anticipatory ‘it’ clauses in academic writing also investigates the ways in which students engage with disciplinary knowledge, albeit from a longitudinal perspective.

The following four chapters address from different perspectives questions to do with genre. Vijay Bhatia’s chapter, ‘Analysing genre: Some conceptual issues’ revisits some methodological concepts important for genre analysis, including ‘moves’ and ‘generic integrity’. Tom Huckin’s examination of abstracts from the MEDLINE database relates to his previous work on abstract structure while Helen Drury’s fine-grained analysis of undergraduate science short answer questions has implications for a typological approach to genre analysis as well as pedagogical implications. Alison Love’s chapter on the discourse cycles of an introductory anthropology textbook provides a means of examining the expectation level of textbooks for new students, particularly the ways in which conflicting knowledge and interpretations are presented to students.

Many of the chapters invite readers to re-examine accepted notions to do with knowledge about text structure and purpose, methodologies, and teaching EAP. Meriel and Thomas Bloor’s chapter, ‘There’ll be some changes made: predicting future events in academic and business genres’, focuses on lexico-grammatical realisations of predicting and forecasting. As the authors point out, their findings about the complexity of these rhetorical functions and their corresponding linguistic realisations are in stark contrast to the ways in which EAP textbooks tend to explain expressing futurity in academic writing. EAP textbook writing is the focus of the final chapter by John Swales and Christine Feak. Many EAP readers will have drawn on their Academic writing for graduate students (1994) and English in today’s research world (2000) in their teaching. This chapter provides a personal account of the processes involved in this collaboration, including the connection to Dudley-Evans and the provenance of some of the materials.

Academic writing in context came across my desk while I was researching a paper on discipline specific writing. The title of the book seemed promising but on closer inspection many of the papers revisited earlier work by the authors, and as such did not greatly assist with my investigations. That said, the book provides breadth and depth to important developments in the EAP field. For EAP teachers, there are many aspects which can be readily adapted to classroom work including ideas for needs analyses, awareness-raising with students about rhetorical strategies and language choices in their academic writing, and materials development. For EAP researchers and other applied linguists,
chapters on genre analysis and discursive features of disciplinary writing are mostly engaging and well argued. Academic writing in context is a welcome addition to the EAP literature and is highly recommended.

Review by Robyn Woodward-Kron
Clinical Communication and Learning Development, University of Melbourne