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Teaching and Researching Writing (3rd ed.). Ken Hyland. Routledge (2016). 314 pp., ISBN: 978-1-138-85945-6 (hbk).

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Teaching and Researching Writing (3rd ed.) is a thoroughgoing revised new edition with its coverage of key issues in this area. The edition has been produced with an intention to provide the readers with recent findings in the area to address the novel directions and to incorporate discussions of technology, identity and error correction. In the introduction, the author clearly specifies the main objective of this volume as a complete guide to writing research and teaching. This reader-friendly volume (with its 11 chapters in four sections) features boxes (*Concepts and Quotes*), to further reinforce readers' understanding of key points and claims to be an ideal resource for language teachers, practitioners and writing researchers.

Section 1, *Understanding Writing*, comprises 3 chapters. Chapter 1, *An Overview of Writing* provides a complete description of three leading approaches in the history of writing and provides author's analysis on the best writing approach currently practiced in the society. Chapter 2, *Key Issues in Writing*, provides an insightful description of what literacy is and defines different varieties of literacy. The part *Literacy and Power* relates the literacy discussion to the power that governments exercise on people and provides the main reasons for the governments' control on the dominant literacies in the society. The writer criticizes a quotation by Truscott (Quote 3.7) citing several research studies which argue against that idea. This chapter, as the author himself reiterates, discusses some points that other authors in this field have not touched so far. Chapter 3, *Quandaries and Possibilities*, is not a heavily worded part, but rather briefly goes through the history of automaticity in writing (scoring and developing) and evaluates the qualitative and quantitative features of technology in writing. The author delineates the pros and cons of different technologies introduced into writing and shares his conclusion with the reader on the real stance of technology in writing.

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Section 2, *Researching Writing*, overviews the main points which a researcher is required to know, encourages all interested people to gain insight into research development and rejects the old mentality that research is scientists specific. It is reiterated in different parts of the section objectives that encouragement to develop small-scale research is the main purpose of the author. Chapter 4, *Practitioner Research*, initially sketches out the rationale behind action research and provides a simple procedure to help an ordinary practitioner to take preliminary steps in research development. The author, considering the theoretical and practical requirements of academic research, expatiates all research related issues in detail and provides a comprehensive account of research designs qualities for an ordinary-minded researcher. The most salient praise-worthy note accruing the advantages of this chapter can be the plethora of sample research topics which the author introduces in its different sections. Chapter 5, *Research Cases: Observing and Reporting*, provides a detailed account of two research methods (observation and self-report) as two practically salient methods using five original and published papers. The author delves into the nature of two typical methods in the frameworks of real authentic papers, which are employed for teaching purposes. This chapter also introduces genre analysis for its moves in research, and illustrates it in five papers. Another outstanding feature of such a treatment of research paper is its instructional value in that editors decide to accept or reject papers submitted to top-tier journals. Chapter 6, *Research Cases, Texts and Contexts*, starts its discussion on the nature of 'abstract' genre analysis, tracing the changes it has experienced in the journal *Nature* within a particular time period. This discussion teaches the way an abstract needs to be written and what has happened to its development since e-version journals appeared. The chapter proceeds to discussing five other main research methods (Corpus, Case-Study, Ethnographic, Literacy, and Synthesis) delineating each methods' characterizing features accompanied by an authentic, published paper, followed by the comments of the author regarding its critical features.

Section 3, *Teaching Writing*, opens a series of new chapters dealing with the practical exercise of writing which an interested researcher needs to be trained for. Chapter 7, *Approaches to Teaching Writing*, aims to link the three approaches to writing (introduced in the first chapter) to their implications in the writing practice, including the real skills required in writing with their orientations in the classroom. The author offers a detailed account of the three approaches in terms of their practical writing implications (with plenty of focus on genre) including evaluations made on each approach's critical features. The chapter mainly discusses the theoretical basis of writing within the framework of these three approaches and does not delve into the practical teaching practices. The author foregrounds this discussion as a linkage to what classroom and course objectives will be dealing with in the next chapter. Chapter 8, *Teaching Writing Classes and Courses*, moves to the discussion on the real practice of writing in classes or courses in different countries (New Zealand, Australia, Papua New Guinea, Hong Kong and England). The chapter elaborates on the processes of writing which each writing model follows in those countries. The detailed theoretical account of each writing model gives the readers a needed background on what steps they are required to follow to accomplish a well-organized written work. The author could have made the chapter more informative for the passionate mind of writing research people if the chapter contained a sample of written work with some of the theoretical assumptions pinpointed illustrated. Normally for practitioners who step into writing a research, a sample work in each genre will be more of a scaffolding nature than the mere theoretical explanations. Chapter 9, *Teaching Writing Materials and Practices*, brings the technology-assisted writing tools into readers' attention by

introducing many new sites, soft wares, computer programs, and CALL resources. The sample resources are given full consideration for their features and the way users need to interplay with them. The chapter also makes it clear for the practicing writers on how some sample Techs provide an easily accessible hyperlinks/crosschecking to what needs to be checked for while writing. The chapter ends with some practical issues in the assessment of writing. Chapter 10, *Significant Areas and Key Texts*, sketches out the areas which deal with writing followed by the important sources for the readers to go through. Chapter 11, *Key Sources on Writing*, gives a rich coverage of different publications (books, journals, conferences and professional associations with an interest in writing, the Internet writing sites and bulletin boards) and proposes that the novice practitioners explore some of these in much greater detail, confessing that this volume cannot give a full coverage to all topics in writing.

On an evaluative note, this volume is an innovative manuscript in literature which attempts to juxtapose two important areas (teaching and researching) in writing in a simple and reader-friendly design for interested practitioners and, in particular, for novice readers. The earlier works solely treating the teaching aspects of writing (Harmer, 2004; Caswell & Mahler, 2004) give an instructional command on how to deal with the practical side of writing to different age groups and few published works on how to research writing are available. However, the author could have provided some authentic samples in some parts of the volume for the readers to get a tangible feeling of what these instructions will finally lead to. A concentration on the theory with little reference to practical advice could bring some disappointment to the beginning researchers who hope to use the book as a guide for initiating their independent writing research.

This edition, in comparison to the earlier editions, Hyland, (2001) and Hyland, (2009), has made some substantial changes in the organization of chapters in order to make sound and relevant harmony among the contents of the chapters. The nine chapters in the second edition has been reorganized into eleven chapters in this current edition making it easy for the reader to move from the sketchy treatments of the topics to a detailed account and introduce other relevant sources in the newly added part of 'further reading'. All chapters have gone through full content reanalysis experiencing extensions, updating contents, removing unrelated materials, and reorganizing maltreated ones. Overall, this new edition works more fluently than the earlier editions as far as readability is concerned.

Reference

Caswell, R. & Mahler, B. (2004). *Strategies for teaching writing*. Virginia: Alexandria.

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