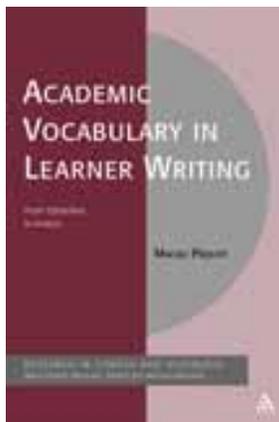_____

Professional Book Review

Paquot, M. (2010). *Academic Vocabulary in Learner Writing: From Extraction to Analysis.* New York: Continuum, 261 pp, ISBN: 978-1-4411-3036-5. $97.60.

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Instructors at universities often encounter, and deal with, some English as Foreign Language (EFL) learners' academic problems, especially those concerning academic writing. Part of the problem students confront is their inadequate vocabulary in the new language. In *Academic Vocabulary in Learner Writing: From Extraction to Analysis*, Paquot recognizes and scrutinizes this issue by suggesting a corpus-driven procedure employing three features of corpus linguistics, namely keyness, range, and evenness of distribution, which has led to the selection of the most appropriate academic words to be integrated in an academic vocabulary syllabus. The seven chapters of text are divided into three parts, providing the readers with a circular method of analysis starting with extracting academic words, then analyzing them linguistically in expert and learner corpus, and finally reaching some pedagogical implications that are depicted from the findings of the analysis.

Chapter 1 of Part I presents a description of the term *academic vocabulary,* critically examining various definitions to identify its distinctive features and establish the differences between academic vocabulary and non-academic vocabulary, viz., core (or basic) vocabulary and (sub)technical terms. Paquot acknowledges that the boundaries between these subtypes are, to some extent, fuzzy and arbitrary. Paquot defines *academic vocabulary* as being "a set of options to refer to those activities that characterize academic work, organize scientific discourse and build the rhetoric of academic text" (p. 28). This definition constitutes the basis that Paquot's academic wordlist is built on in Chapter 2, which describes the data-driven procedure to extract "potential" academic words from the study's corpora. Paquot explains in detail the five steps she has followed, employing the selected features of corpus linguistics which function as a "three layer sieve," to use Paquot's term, to extract academic words. The analysis has resulted in a new academic wordlist called the Academic Keyword List (AKL). This wordlist, which is composed of 930 academic words, is broken down into five grammatical categories, nouns, verbs, adjectives, adverbs, and others, to make it feasible to be reviewed and studied.

The second part probes EFL learners' use of academic vocabulary in general. In Chapter 3, Paquot describes the 10 sub-corpora under investigation,

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which are selected from the International Corpus of Learner English version 1 (ICLE), as well as the method employed, namely Granger's (1996) Contrastive Interlanguage Analysis (CIA), to compare learner writing and expert academic prose. In Chapter 4, which focuses on the phraseology of academic words, Paquot presents 12 rhetorical and reorganizational functions of academic vocabulary, showing how AKL can fulfill such functions in academic discourse. Paquot also explains how to turn AKL into a tool to be utilized for English curriculum designs. The next chapter, Chapter 5, examines only five rhetorical functions of academic vocabulary in detail: exemplification, comparison and contrast, cause and effect, concession, and reformulating. Paquot supports the findings of the study with examples and percentages of academic words in different genres from the British National Corpus-academic sub-corpus (discipline: humanities and arts) (BNC-AC-HUM). According to Paquot, it is not sufficient just to study native speakers' data. Hence, Paqout also analyzes EFL learners' use of the lexical devices that are related to the five rhetorical functions, drawing an elaborated comparison between native and learner writing. The comparison has revealed a number of variables that may influence EFL writing.

Chapter 6 of Part III discusses some of Paquot's pedagogical findings and implications, shedding light on the three key factors that have essential pedagogical implications: (1) some teaching techniques, such as listing connectors without their semantic environment or placing too much emphasis on connectors to achieve grammatical cohesion (rather than lexical cohesion), result in learners' incorrect usage of connectors; (2) contrastive techniques and methods of teaching are crucial to encounter the undesirable first language interference and facilitate the process of learning as well; and (3) due to the fact that EFL writing has different characteristics from those of the native speakers', teaching materials should be based on, and designed according to, EFL corpora (rather than native-speaker corpora). Finally, in Chapter 7, Paquot sums up the findings of the study, emphasizing the essential role of teaching English for Academic Purposes as a means to teach language skills, and CIA as a tool to determine the content of the teaching materials as well as the methods of teaching. In addition, Paquot suggests further examination for future studies that focus on identifying the problematic areas shared by native speakers and language learners to separate the features of novice writing from those of EFL writing. Furthermore, she encourages conducting contrastive interlanguage studies to reveal patterns of difficulty shared by learners from various ranges of mother tongue backgrounds in order to identify more interlanguage features, which may help in designing the EFL curriculum. It is also worth pointing out that Paquot's study identifies a few transfer effects that need more academic attention, such as lexical transfer and transfer of priming.

The book is well organized, with tables to improve the readers' understanding of the various lists of words and detailed examples to provide a broad overview of the notion of the academic vocabulary. Although those new to corpus linguistics may find it difficult, even complicated and confusing, I would recommend this book to those who conduct corpus linguistics, those who design

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English curricula, and those who teach a second language, in particular English and academic writing. For such readers, this book is definitely a reference and a source of ideas for teaching EFL as well as for designing teaching materials.