

first time; otherwise it leads to poor learning. Aslam's essay is about the 'Communicative Language Teaching' (CLT) method of language teaching and its implementation in large class sizes. CLT draws on many language teaching methods where the teacher is a facilitator of uninterrupted and un-interfered use of language through games, role play, cue cards, activities, etc.

All in all, *Problematizing Language Studies* is a very interesting assemblage of ideas about language and pedagogy. The pluralistic and multidimensional nature of language in society is reflected in the various themes of this book. It represents most of the current themes in Indian linguistics, and is a reflection of the rapid social change, diversity, multilingualism and plural cultural ethos that India embodies.

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Real Writing

by Graham Palmer,
Roger Gower and
Simon Haines (2008)

New Delhi: Cambridge
University Press

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Reviewed by: *Saloni Jain*

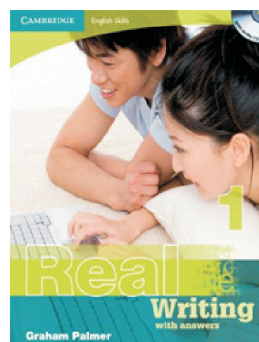
Real writing is multi-level course in writing for young or adult learners to learn day-to-day writing one would need to do when visiting or living in an English-speaking country. It

integrates reading, writing and listening in a way that learner's autonomy while learning to write remains a prime focus. The purpose of the book is to enhance the confidence of the learners and help them embrace different styles of writing.

The volume consists of four books ranging from elementary level to advanced level. Each book has sixteen units and is divided into two sections catering to formal and informal form of writing. Units 1-5 focus on social and travel situations whereas units 6-16 focus on work and study situations. Book 1 is an elementary level book of writing with simple gap filling writing or shortened messages. Book 2 is pre-intermediate level, a level for those who already have some knowledge of writing and takes them to the next level by introducing them to higher level tasks such as making presentations and process description. Book 3 is for upper intermediate level learners and book 4 is for advanced level learners; for those who want to have enough proficiency to interact in a competitive work environment.

From many books available, this shines a different light by providing a sorted layout which is not simplistic. Every unit, first introduces the topic, gives all the relevant information that a learner needs to work on along with practice questions and self-assessment checklist. The book also introduces the learner to new cultures while simultaneously increasing his/ her knowledge.

The variety of exercises given presents different ways of writing through brain storming exercises to practice exercises. Exercises in each unit are helpful for the learner to develop useful skills such as planning, organizing and checking the work. Every unit begins with 'Get ready to write', a pre-writing exercise which introduces the reader to the theme of the unit. This is followed by simple exercises to render scope of learning the conventions of writing and basic



vocabulary to complete the task. Planning exercises, writing exercises, check your work exercises, learning tip, class bonus that is group and peer work, extra questions and can-do checklist are found further in the book. This, supported by a colourful layout and pictures to enhance comprehension, provides clarity of presentation and organization.

The exercises are content based and are based on the principles of critical thinking allowing them to be friendly for the learner. Utmost care is taken to save the learner from spelling errors and inaccurate structures. Giving a closer glance, it would not be incorrect to say that these exercises view writing as an act of interactive process which takes place between the writer and the reader.

The text is well written, resourceful, stimulating and well organized. The simplicity of the language used adds to the interest level of the students as it is easy to understand.

Apart from the exercises, the book also has appendices, answer key, audio script and a CD thereby assuring that the reader finds everything required for self-study.

Although, the series seems to have covered all the areas of practical writing that is, from form filling to interpreting statistics there is repetition of activities and a general lack of grammar focused exercises for linguistic accuracy. Yet, in many ways, the book is able to accomplish its objectives and is a guiding tool for someone looking to learn how to write in English.

Saloni Jain did her Masters in Linguistics from the Department of Linguistics, University of Delhi. She had been a Guest Lecturer at the Equal Opportunity Cell, Faculty of Arts, University of Delhi. Presently, she is working as TGT English in Kulachi Hansraj Model School.

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Academic Writing: A Handbook for International Students

by Bailey, Stephen
(2010)

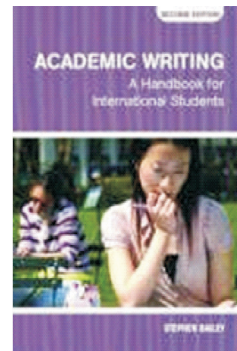
[Second Edition]

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Reviewed by: **Rajesh Kumar**



Bailey's handbook for academic writing is an exemplary source of help for international students in academic programs. Stephen Bailey, a trained professional with a long time teaching and research experience, has put this book together to help academic writings such as term papers, project reports, and dissertations for students who do not speak English with native competence. It is evident from the initial pages of the book that it primarily addresses international students in Europe and North America. However, it is claimed that this book will be helpful for any students who require help with serious academic writing in English in any part of the world. The issue discussed in this book and components of it can be helpful to native speakers as well. Writing is an essential component of every course. Effective and relevant writing for an academic course becomes a matter of concern for any student in general and international students in particular in any academic program. Recognizing the requirement of all academic programs in English, *Academic Writing* presents a handy solution.

This book is broadly divided into four parts. The first two parts i.e. the first half of the book focuses on preliminary issues in writing, whereas, part 3 and part 4 (the second half) takes students into minute details of writing such as revision and references along with examples.