

**Göpferich, Susanne (2015):** Text Competence and Academic Multiliteracy. From Text Linguistics to Literacy Development. (Europäische Studien zur Textlinguistik 16). Tübingen: Narr. ISBN: 978-3-8233-6934. 299 Seiten.

Yet another book on writing? Yes, but this one is different from previous ones for a number of reasons as outlined by the author in her preface: First, this monograph was written to make “text linguistics, the study of meaningful linguistic units beyond the sentence level, fruitful for the development of text competence” (p. VII). Second, it was written to link current English and German writing research to form a coherent unit and to make it accessible to the wider English-speaking readership. This is why the book is in English and NOT in German. Third, it was written to make the concept of (academic) multiliteracy a valuable concept to be developed for cross-cultural communication in general, academic and professional settings worldwide. Finally, the process-to-product perspective of the book addresses a wider audience, spanning from students of linguistics to writing instructors and writing lab staff who will benefit in multiple ways, for example to explain textual deficits, text (in)comprehensibility, to develop writing instructions and the more.

What exactly is this monograph about? It falls into five parts with chapters varying in length and in-depth consideration: (i) textlinguistic foundations; (ii) text comprehension and text comprehensibility; (iii) text production; (iv) writing instruction and (v) L1 vs. L2 writing. Thus, its scope spans the entire process of writing with all accompanying extrinsic and intrinsic impact factors involved.

Chapter 1 is devoted to the basic concepts of textlinguistics since they form a pre-requisite for the better understanding of the complex text production process and revision. Seven questions form the point of departure for the book. Among these are: “What constitutes a text?”; “How can texts be delimited?”; “How can texts be classified and understood?”; “How are texts produced in the mother tongue and in a foreign language?” (cf. p. 3). To provide answers to these questions, Susanne Göpferich starts off by considering the results of ground-breaking textlinguistic research of German linguists, now made accessible for the English-reading researcher. The seven “standards of textuality” introduced by de Beaugrande/Dressler are then discussed in the context of their text-building function together with functional sentence perspective developed earlier by Czech linguists. Following this comprehensive textlinguistic insight, Chapter 2 can be considered as a bridge from linguistic to psychological concepts on text processing. The legibility of texts is briefly explained and how one can determine comprehensibility using the Flesch Reading Ease formula together with cognitive bottom-up and top-down processes in constructive text comprehension.

Chapters 3 and 4 provide an introduction into the cognitive-science perspective of text processing. These aspects guide the readers to understand the models applied for cognitive text processing and text comprehensibility developed from the perspective of instructional psychology. Following these fairly theoretical considerations, Susanne Göpferich then provides insight into the practical investigation of text comprehensibility in Chapter 5. The reader can track the research design applied to follow the rewriting processes of five students of translation and interpreting who had to reverbilize a text on diabetes. The results revealed could identify incomprehensible text elements and missing information in the source text as well as determine textual components that make the text hard to understand. These deficiencies identified in the original text are then gathered in a table which can be used as the outset and benchmark for further linguistic research. The chapter closes with a brief argumentation

into the evaluation of text optimization research using either think-aloud protocol methods or eye-tracking during reading processes. Obviously, there is no ideal approach that saves on time and effort for tracking the processing of texts neither for reading nor writing. However, as the investigation showed, it seems to be practicable to use either of the two research methods.

Chapter 6 (part iii) discusses the writing process models and is a must-read for students of applied linguistics, in particular for students considering writing in their own study and research as well as for teachers to familiarize with the cognitive processes involved. The chapter is rather explicit but allows novice science readers to comprehend the complex nature of the writing and revising strategies involved in their mother tongue (L1) and in second language writing (L2). Then, Chapter 7 discusses three approaches to develop writing competence: process- and product-oriented approaches as well as an approach focusing on the writers and their specific personal characteristics.

Part iv (Chapters 8–9) is on writing instruction and provides didactical strategies to teach writing to students, specifically focusing on the macro-, meso- and micro-levels of composition and text. Teachers in writing courses receive both a sound theoretical basis for their work and hands-on material to develop and structure their own writing courses. Both national and international research is cited which provides a balanced view on writing research and findings. Moreover, rules for giving and taking feedback are provided that prove to be valuable for any writing instructor. All in all, the entire process of assigning, planning and completing a writing assignment is considered.

The final Chapter 9 is devoted to L1 (native language) versus writing in L2 (foreign language). This is in particular important since many non-native speakers – from students to scholars – need to acquire writing skills in English as the lingua franca not only in the academia but also in many professional domains. In this context, Susanne Göpferich also refers to translation because a number of people intuitively use translation as a subprocess for completing their writing assignments. This, however, may prompt difficulties in understanding the produced text because of different thinking styles and writing socialisations authors acquired during school and education. Thus, many factors influence the quality of an L2 text, among these are: L2 proficiency, composing competence, writing experience and confidence, but also the mental lexicon acquired during lifetime and the metaknowledge that the writer has gathered over time. Due to these manifold impact factors, it is no wonder that a couple of errors may occur on different textual or cognitive levels. To illustrate such errors, Susanne Göpferich provides a table of potential error sources from a German writers' perspective that she revealed from English language student experiments in Gießen. Again, the described experiments are very comprehensible and provide a number of interesting insights into both research and teaching of writing.

All in all, the book is a rewarding challenge to read because it includes a wealth of information, providing both a global overview of writing processes and a detailed insight into its components. This is why language and subject teachers may be interested in this book as might university administrators and course managers when designing writing-related programs. The fluent English style of the book, the well-laid out format and structure of the individual chapters is appealing both to students, novice postgraduate researchers and to writing experts because it allows for selective reading and makes an in-depth chapter-wise approach a pleasant activity. The book provides food for thought for readers to stop and think as well as to continue and re-read. The textbook nature of the book could be supplemented by comprehensibility questions at the end of each chapter. These could prompt the readers to check for their un-

derstanding of the text and also make them practice what was preached in their own writing. Overall, the book brings together research results and findings published either in German or in English in a style that is easy to read and clear to understand. Yes, another book on writing which is outstanding in a number of ways. Academic literacy development will definitely benefit from this book as requested by the author in her preface.

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