

Analysis of Structural Components and Language Functions in Arabic Academic Journal Book Reviews

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Abstract

The present paper analyzes Arabic academic journal book reviews, in soft disciplines (neither sciences nor engineering) in an attempt to identify the generic components and structure, and language functions in Arabic academic journal reviews and compare them to those in English. To this end, I have analyzed the structure of a corpus of ten book reviews written by Arab reviewers, mainly university professors, following Suárez and Moreno's (2008) classification of rhetorical moves of academic journal book review, and Hyland's (2000) categories of evaluation in book reviews. The results showed that the Arabic reviews share similarities in major components/moves and sub-moves with those in English. The results also demonstrated differences in terms of absence of some sub-moves in the Arabic corpus; such differences might be attributed to the academic practice among Arabic reviewers. The study highlights the importance of teaching the structure, the components and the strategies through which one achieves the functions of language in book reviews to Arab reviewers and graduates students.

1. Introduction

Publishing houses nowadays depend heavily on book reviews and reviewers' comments to sell their books (sometimes as best-sellers). Book reviews play a number of roles and are sometimes referred to as published peer reviews (e.g. Hyland, 2000). While research articles writers generally keep away from critical reference, book reviews are mainly evaluative and texts convey more risks of personal conflict. Besides, book reviews provide an alternative forum in which academics can set out their views; however, it is sometimes recognized as a neglected and unsung genre (Hyland, 2000). Interestingly, the book review has a dual purpose: ideational and interpersonal, namely, providing an overview of the text (dissemination of information) and raising particular problematic issues for the field (evaluation of research). Reviews reveal not only how writers express ideational judgments of importance, value and correctness, but also how they handle the complex interpersonal relationships that this expression necessitates.

Clearly, like instances of other genres, not all book reviews are the same; they differ in their perfection (Swales, 1990); that is some are short and more focused as in the hard fields, while others are longer and providing a general view of the book organization as in the soft fields. More to the point, a number of reviewers insert the book in the field while others give more attention to

making topic generalizations or informing about the author or potential readership, and so forth. In brief, reviews vary according to reasons related to the discipline, reviewers' awareness of the craft of reviewing, the academic community, and so on. Academic writers when reviewing are expected to act as members of groups with special professional practices and requirements.

Review is a potentially threatening genre for both the author of the reviewed volume and the community in general; thus, an orientation to certain norms of engagement in a community to which the reviewer and the author belong helps in meeting the expectations and practices of their disciplines. Admittedly, judgments can carry social consequences and criticism becomes a potential source of friction because it can represent a direct challenge to a specific author; however, recognizance of reviewing norms would minimize personal threat while simultaneously demonstrating an expert understanding of the issue. The interactional conventions of the genre facilitate a careful balancing act which reflects ideational and interpersonal orientations; and they demonstrate the various ways that writers and readers are linked through their participation in the same discipline.

The study of genres has received an increasing interest since 1990s (Swales 1990). Following the genre analysis tradition, several studies on book reviews have analyzed book reviews in terms of the rhetorical structure, the evaluation categories (components), and language functions, explicitly praise and criticism (Hyland's, 2000; Motta-Roth, 1998). Such studies recognize book reviews in English as being shaped according to a rhetorical structure that gives it genre status.

Motta-Roth's (1998) "pioneering" analytical study of discourse analysis and academic book reviews, which was based on 180 book reviews in English in the fields of Chemistry, Economics, and Linguistics, reveals a schematic description of the typical structural organization of academic book reviews corresponding to four rhetorical moves (introducing the book; outlining the book; highlighting parts of the book; providing closing evaluation of the book); and these moves comprised of one or a number of sub-functions. This description has received an addition of new sub-moves by Suárez and Moreno (2008); however, Suárez and Moreno's model is, in turn, based on Motta-Roth's (1998). See table 1.

Table 1: Suárez and Moreno's rhetorical moves model

Move 1: INTRODUCING THE BOOK	Move 2: OUTLINING THE BOOK	Move 3: HIGHLIGHTING PARTS OF THE BOOK	Move 4: PROVIDING CLOSING EVALUATION OF THE BOOK
1.1 Defining the general topic of the book and/or Developing an aspect of the general topic and/or	2.1 Providing an overview of the organization of the book and/or	3.1 Providing specific evaluation	4.1 Definitely recommending the book or
1.2 Informing about potential readership and/or	2.2 Stating the topic of each specific chapter/Stating the topic of parts of the book with no reference to specific chapters and/or (this sub-move is newly added to the model)	3.2 Fusion of moves 2. & 3.	4.2 Recommending the book despite indicated shortcomings or
	2.3 Citing extra-text material	3.3 Fusion of subfunct. (2.1.or 2.2 or 2.3) and 3.1	4.3 Not recommending the book despite indicated strengths or
1.3 Informing about the author			4.4 Providing neutral summary-conclusion of the book or
1.4 Making topic generalizations and/or			
1.5 Inserting book in the field and/or			
1.6 Informing about the writing technique/methodology used by the writer and/or			
1.7 Informing about the use of sources			4.5. Definitely not recommending the book

A logical implication of the findings of the previous studies in the field of book review genre analysis (Hyland 2000; Motta-Roth 1998; Suárez and Moreno 2008) which were based on different languages, the present paper also **hypothesizes** possible variation in the rhetorical structure of academic book reviews as a factor of the language culture. It **raises the question** of whether differences exist in how academic book reviews are organized to accomplish their communicative function in the Arabic writing culture. Since one useful method that helps in defining the genres is move analysis, comparing the Arabic sample book review with the identified structure and language functions in Hyland's study, I **aim** to shed light on the rhetorical components and language functions of the sample book review. The present paper also takes advantage of the tradition set by

Suárez and Moreno (2008) of carrying out a cross-linguistic study of the rhetorical structure of English that may allow me to understand the tendencies followed in book reviews. In brief, the major research question that the present study attempts to answer is:

- **Do English and Arabic book reviews from academic journals conform to a similar rhetorical structure and language functions?**

2. Data

To answer our research question, this analysis is based on a corpus of 10 academic journal book reviews in Arabic. The sample reviews were published in 7 academic journals, and they relate to soft disciplines: education, history, law, economy, and language. In order to make a valid comparison, I selected the sample reviews from similar text types of those soft-fields related samples that were used by Hyland, and Suárez and Moreno in order to observe linguistic and rhetorical features which are comparable between the two writing cultures (in English and Arabic). And in line with Hyland's corpus of soft fields' length of reviews (where they were between 1700 words and 400 words), the present sample reviews were selected.

The texts in the corpus of the present study were excerpted from following the following Arabic academic journals:

The Pedagogical Journal: the University of Kuwait
AlMustaqbal AlArabi Journal
The Journal of Law: the University of Kuwait (June 2002)
The Cultural Journal: The University of Jordan (July 1997)
Arab Economy Research Journal (Summer 2010)
 (Additions): *The Arab Journal of Sociology: (17/18 winter/spring 2012)*
Ajman University of Science and Technology Network Journal (3rd, 2005)

3. Methodology

The ten Arabic reviews were given tag-names (between 1-10 and 10-10). To identify the structural moves/ components, the Arabic statements mentioned in the Arabic corpus were compared with Suárez and Moreno's rhetorical move scheme and Hyland's (2000) categories of evaluation. And for identifying the linguistic functions I weighed the Arabic review against Hyland's strategies of praise and criticism and his generic mitigation strategies. Table 2 below presents a summary of Hyland's generic evaluation categories, which were also taken into consideration in the analysis task of the sample of the present paper.

Table 2: Hyland's generic evaluation categories

Content: a. general: overall discussion b. specific: argument; coherence/explanatory or descriptive value
Style: exposition; clarity, organization, difficulty, readability
Readership: value for a particular readership, purpose and discipline
Text: extent, relevance, diagrams' number/usefulness and quality
Author: experience, reputation, qualifications, previous publications
Publishing: price, quality and production standards of the book.

The methodology which was employed in the present study was directed to answering the paper question. In order to describe the patterns of textual organization preferred by Arabic reviewers, all the book reviews in the Arabic corpus were analyzed in terms of moves, and sub-moves. Suárez and Moreno's (2008) model, which was essentially built on Motta-Roth's (1998) rhetorical model of book review moves, was followed initially. The moves were recognized by identifying the function of statements in the texts under analysis. Suárez and Moreno's scheme is comprised of four moves: **move one** (Introducing the book); **move two** (Outlining the book); **move three** (Highlighting parts of the book); and **move four** (Providing closing evaluation of the book).

However, despite similarities between Suárez and Moreno's (2008) model and Hyland's, I found it necessary to modify the model by adding other new components to the model of analysis, so that it fits the Arabic reviews. For example, I modified Suárez and Moreno's move one by putting aside the "contextualization" sub-move as a separate move since it appears as is in the Arabic reviews. And I added to the model "opening with praise" move that was identified in Hyland's study, since it was evident in the Arabic review. Besides, I added Hyland's "publishing" category of evaluation to the model which was not in Suárez and Moreno's (2008) model. In brief it was like combining two existing models to best illustrate the Arabic reviews. It is imperative to mention that most of Hyland's categories of evaluation were existing in Suárez and Moreno's move one, thus it was useful to refer to this particular move wherever a Hyland's move existed.

Based on the table above, sub-functions/sub-moves in move one (Introducing the book) and move two (Outlining the book) are optional, that is, a move can be realized by one or more sub-move. In contrast, in move four, options are mutually exclusive; only one sub-move can appear in the review.

In Move one (Introducing the book) reviewers normally give a short account of the book content by means of sub-moves 1.1. (Defining the general topic of the book); this sub-move is similar to **Hyland's "content: general"** evaluation category. Sub-move 1.2. (Informing about potential readership) states the audience to which the book is addressed; this is like **Hyland's "readership"** evaluation category. Sub-move 1.3. (Informing about the author) offers some information about the author's academic background, previous works, and so on; this is exactly as in **Hyland's "author"** evaluation category. Sub-move 1.4. (Making topic generalizations) is used by reviewers to present information linked to the book, making use of their own background knowledge. Sub-move 1.5. (Inserting book in the field) serves to insert the book in the field by talking about previous books on the same topic. Sub-move 1.4 and 1.5 are again referred to by Hyland as "**contextualization**"- which will be explained in a separate point below. Sub-move 1.6. (Informing about the writing technique used by the writer) tells the reader about the writing style employed by the author; this sub-move is known at Hyland's as "**style**" evaluation category; Style in the sample review is evaluated in the closing evaluation of the book. Sub-move 1.7 (Informing about the use of sources) describes the sources which are used by the author of the book.

Move two (Outlining the book) outlines the book under review. The evaluation here seems to be as neutral description because its purpose is to outline the book and not to evaluate it. This move can be realized through one or more of the following sub-moves. Sub-move 2.1. (Providing an overview of the organization of the book) describes the overall organization of the reviewed book by stating the number of pages and chapters. Sub-move 2.2 has two options: stating the topic of each chapter or describing the content of the book with no reference to chapters, that is by describing the content with no reference to the specific chapters. Sub-function 2.3. (Citing extra-text material) is similar to **Hyland's "text"** evaluation category, and it reports on the extra-text material appearing in the book being reviewed, such as bibliographies, graphs, appendices, tables, illustrations, and so forth.

Move three (Highlighting parts of the book) is always realized through sub-function 3.1. (Providing focused evaluation) where the reviewer usually points out positive and negative remarks on specific aspects of the book. Move 3 (Highlighting parts of the book) is sometimes joined with move 2 (Outlining the book) when the book reviewer clearly aims at making a simultaneous description of the chapters of the book and providing focused evaluation on them. During this move the reviewer concentrates on specific aspects of the book, giving a positive or negative comment.

Move four (Providing closing evaluation of the book) has a two-fold function: closing the review and giving an opinion on the overall value of the book. The evaluation of this last part of the review differs from the evaluation of move 3 in being more general or being a summary of what has previously been mentioned. Within this move, there are five possible options. Option 4.1 (Definitely recommending the book) consists in a direct recommendation of the book. Option 4.2 (Recommending the book despite indicated shortcomings) lies in giving a favourable judgment on the reviewed book, but meanwhile highlighting some negative points. Option 4.3 (Not recommending the book despite indicated strengths) is the opposite of option 4.2. Option 4.4 (Providing neutral summary of the book) consists in closing the review through a conclusion of the

book with no evaluation at all. This move rounds up the text, and it provides a final evaluation of the whole reviewed book. Sub-move 4.5. (Not recommending the book definitely) refers to the rejection of the reviewed book. Positive closing comment reconfirms an attention to reader sensitivities, creating a socially appropriate solidarity framework of the entire work. Closing complementary remark re-establishes the reviewer's credentials as an honest and reasonable scholar. It positions him as a colleague who recognizes the contribution of an impartial critique to the community's communal pursuit of knowledge. And the used closing strategy was offering positive comment on the book's contribution or a commendation to readers; meanwhile, in contrast, a closing criticism followed the praise to address style issues as substantive comment.

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Move five (Contextualization-added) serves in signaling the reviewer allegiance to an orientation or a group, and drawing on considerable knowledge of the field. Sometimes the Arabic reviewer begins his/her review with contextualization, where the reviewer signals his/her allegiance to an orientation or a group. The reviewer draws on considerable knowledge of the field responding to the complex demands of interactional situation displaying and awareness of the discipline in the real world and an awareness of appropriate expression of the following praise and criticism. In the contextualization move, the reviewer draws on readers' familiarity with the research network and disciplinary knowledge and an interpretive framework which includes understand of mutual appropriate social interaction. This contextualization also serves in demonstrating an expert understanding of the issue; in addition, it creates a socially appropriate solidarity framework and it positions the reviewer as a colleague.

Move six (Opening with praise) serves in consists of two sub-moves: offering global praise for the volume in its field, and attributing credit directly to the volume itself/ or its value for particular readership. This structure exists in Hyland's analysis of his corpus, where the decision to open with praise for him is an almost **routine move in Hyland's** (2000) corpus. This move functions as a basis for critique, and it establishes rapport with the audience and mitigate the criticism which is to follow. The opening move is said to exist when offering global praise for the volume in its field, attributing credit directly to the volume itself and its value for particular readership.

Move seven (Publishing) refers to the details of price, quality and production standards of the reviewed book.

3.3 Fusion of subfuncts. (2.1.or 2.2 or 2.3) and 3.1	1 1 1 0 1 0 0 0 0 0	4.70	
Move four (Providing closing evaluation of the book)			
4.1 Definitely recommending the book	0 1 1 0 0 0 1 0 0 0	3.52	9.411
4.2 Recommending the book despite indicated shortcomings	1 0 0 1 0 0 0 0 0 1	3.52	
4.3 Not recommending the book despite indicated strengths	0 0 0 0 0 0 0 0 0 0	0	
4.4 Providing neutral summary-conclusion of the book	0 0 0 0 0 1 0 0 0 0	1.17	
4.5. Definitely not recommending the book	0 0 0 0 0 0 0 1 0 0	1.17	
Move five (contextualization)			
5.1 Signaling the reviewer allegiance to an orientation or a group and drawing on considerable knowledge of the field	2 0 0 2 0 0 1 0 0 0	5.882	5.882
Move six (opening with praise)			
6.1 Offering global praise for the volume in its field	2 0 0 0 0 0 0 1 0 0	3.52	3.529
6.2 Attributing credit directly to the volume itself/ or its value for particular readership	0 0 0 0 0 0 0 0 0 0	0	
Move seven (publishing)			
7.1 Offering information about the quality of the book	0 0 0 1 2 0 0 1 0 0	4.70	8.235
7.2 Offering information about the production standards of the book	0 1 0 0 1 0 0 1 0 0	3.52	
7.3 Offering information about the price of the book	0 0 0 0 0 0 0 0 0 0	0	
Total			100%

Seemingly, the sum of the frequencies of sub-moves within move 1 (Introducing the book) is higher than the total frequency of appearance of each move; this is likely because this move contain more sub-moves. Within move 1, sub-moves 1.2 Informing about potential readership, 1.3 Informing about the author, and 1.6 Informing about the writing technique present the highest frequencies in the Arabic corpus, which might suggest that this descriptive move is more elaborated on by Arabic reviewers.

(The added) sub-moves 6.1 Offering global praise for the volume in its field, and 6.2 Attributing credit directly to the volume itself/ or its value for particular readership within move 6 (opening with praise) reflect the Arabic reviewers' lower tendency to criticize books in a straightforward way.

Sub-moves 1.4 Making topic generalizations, 3.1 Providing specific evaluation, 4.3 Not recommending the book despite indicated strengths, 6.2 Attributing credit directly to the volume itself/ or its value for particular readership, and 7.3 Offering information about the price of the book received no attention by any of the Arabic reviewers. This inattention might be ascribed to the academic practice

5. Discussion

The analysis of the Arabic corpus of book reviews has shown similarities in terms of the generic components utilized by the Arabic as well as English reviewers, and the linguistic features and functions that are achieved by means of certain strategies.

5.1 Structural components (generic structure)

My analysis indicated that there are eleven component moves by means of which the schematic structures of Arabic Academic reviews are built. The application of Move Analysis to the Arabic book reviews has led to the results displayed in the aforementioned Table 3, which indicates to the identified existing moves, and sub-moves.

Succinctly stressed, the components of the Arabic reviews mainly include move one (Introducing the book); move two (Outlining the book); move three (Highlighting parts of the book); move four (Providing closing evaluation of the book); move five (Contextualization); Move six (Opening with praise); and Move seven (Publishing).

In comparison with the set model of move analysis where English reviewers tend to develop moves 2 and 3 more independently, the present paper has shown that the Arabic reviewers tend to combine moves 2 (Outlining the book) and 3 (Highlighting parts of the book) to a much greater extent. And, there is a tendency to close Arabic reviews through option 4.2 (Recommending the book despite indicated shortcomings).

Move 1 (Introducing the book) seems to be the most highly structured component since it occupies the highest frequency (with more than half of all occurrences) of the total appearance of all moves.

a. Move one: Introducing the book. The analyzed reviews include most of the sub-moves (that is from sub-move 1.1 to 1.7, except for sub-move 1.4):

Examples of sub-move 1.1:

(1-10)

(2-10)

وانطلقت الدراسة من فرضية مفادها ان الوجود التاريخي للمسيحيين في العراق يتعرض للتهديد في ظل استمرار السياسة الامريكية

(4-10)

وعبر صفحات الكتاب يوضح المؤلف المدخل الذي ولج منه الغزاة الجدد الى عقول الخليجين ونفوسهم وهو مدخل التربية... .

(10-10)

يقف هذا الكتاب امام حدث تحرير جنوب لبنان... بالتحليل والدراسة مسلطا الضوء على ما حققته المقاومة اللبنانية من نصر... .

Sub-move 1.2:

(1-10)

ويحقق فائدة للمرشدين النفسيين في المدارس

(3-10)

سيظل مرجعا لكل باحث في هذا الموضوع... .

(8-10)

ان قراءة كتاب جاك دونللي... ذات مردود جيد سواء بالنسبة الى الاحثين في مجال حقوق الانسان... .

In passing, the analyzed book reviews include more examples of sub-move 1.2, but they are mentioned as part of move four (in the COMMENTAR تعليق section of the sample), as in:

(1-10)

سوف يستفيد منها المرشدون النفسيون والاختصاصيون والاجتماعيون... وسوف يستفيد منها ايضا المعلمون واولياء الامور في فهم... مما يساعد على علاج هذه المشكلات... ويسهم في تنمية الطلاب... ويحقق ما نصبو اليه من خلال التربية الحديثة.

(2-10)

يستحق... أن يكون مرجعا امام صانع القرار السياسي والقوى السياسية العراقية ورجال الدين المسلمين وزعماء العشائر... .

Sub-move 1.3 (Informing about the author) can best be clarified in the following examples:

(5-10)

ويعد الكاتب من المتخصصين بالاقتصاد الحضاري ويعمل استاذا في جامعة ارازموس في هولندا.

(6-10)

والكتاب من تأليف رجال بوبريك انترولوجي يشتغل حول الصحراء وله كتابات مهمة في المجال... .

(9-10)

أ. مؤلف الكتاب: "ذم الخطأ في الشعر" مؤلفه ابو الحسن احمد... ولد في همذان... وابرز شيوخه... علي بن ابراهيم... ومن اشهر كتبه....

Examples of sub-move 1.5:

(1-10)

والكتاب الذي نعرض له ونراجعه من الكتب الجيدة في مجال الارشاد النفسي

(3-10)

وقد عالج فيه المؤلف موضوعا من اهم الموضوعات المطروحة... على الساحة القانونية وهو موضوع العمل الطبي وما يثيره من مشكلات قانونية دقيقة... .

(8-10)

وفي هذا الاطار جاء كتاب حقوق الانسان العالمية بين النظرية والتطبيق لمؤلفه... .

Also, 1.6 sub-move (Informing about the writing technique) is evident in the corpus, for example:

(1-10)

الكتاب جيد في اسلوبه وطريقة عرضه للارشاد المصغر

(2-10)

هذا كتاب يتحدث برؤية تاريخية علمية موثقة زبروح وطنية صادقة.

(3-10)

وكان عرضه لها عرضا واضحا يسهل للقارئ متابعة الافكار وتسلسلها... .

(5-10)

ويبرر هذا الامر من خلال مشاهدات ووقائع... وتناول مقارنة بين منهجين اثنين... ويسترسل الكاتب في حديثه... ويستطرد الكاتب بالحديث عن... .

Examples of sub-move 1.7 (Informing about the use of sources):

(9-10)

المصادر والمراجع والحواشي

(1) لترجمة ابن فارس انظر: انباه الرواه للقطبي... .

(2) مجلة المخطوطات العربية: المجلد 25 الجزء ان 1.2 ص 31

b. Move two: Outlining the book. The analyzed reviews comprised the sub-move 2.1 (Providing an overview of the organization of the book), sub-move 2.2 (Stating the topic of parts of the book with no reference to specific chapters), and 2.3. (Citing extra-text material).

Examples of sub-move 2.1:

(1-10)

يقع الكتاب في 388 صفحة، ويتضمن اثني عشر فصلا، تناولت المشكلات الدراسية واسبابها، والارشاد المصغر واساليبه في علاج هذه المشكلات، ودور الاختبارات النفسية في تشخيص قلق الدراسة و..... .

(5-10)

وقد تضمن الكتاب 199 صفحة تناول فيها عبر ثمانية فصول مناقشة افكاره في

(8-10)

يتضمن خمسة اجزاء هي على التوالي: الجزء الاول:...الجزء الثاني..... .

(10-10)

ويعالج المؤلف هذا الموضوع في مقدمة وفصلين شارحا في الفصل الاول العوامل والاسباب...ومتوقفا في الفصل الثاني امام "حزب الله" بتاريخه ونشأته... .

Examples of sub-move 2.2:

(3-10)

انتقلنا مع الكاتب في الباب الاول من كتابه الذي عالج فيه موضوع مبدأ احترام ارادة المريض حيث عرض... .
ثم عالج في الباب الثاني المشكلات التي يثيرها مبدأ الالتزام باحترام ارادة المريض حيث درس في الفصل الاول... .

(4-10)

في المقدمة اشار المؤلف الى الاصول العربية الاسلامية للثقافة الخليجية والى العناصر الايجابية في هذه الثقافة كالترابط الاسري...

(6-10)

وصف الخيمة (ص25): اعتمد الوصف على ذكر مكونات الخيمة... .

(1-10)

- وطرح المؤلف برنامجا للارشاد المصغر موضحا اهدافه واجراءاته... .
- والمجال الثاني الذي ركز عليه المؤلف هو المشكلات الدراسية التي عرفها بأنها... ويقصد ب "قلق الدراسة" أما قلق الامتحان فهو ايضا... . ويتم تشخيص قلق الدراسة وقلق الامتحان من خلال... .
- أما المجال الثاني الذي ركز عليه المؤلف فكان الارشاد المصغر واستخداماته... . وحدد المؤلف المهارات التي يتعلمها الطلاب من خلال جلسات الارشاد... . أما مهارات الامتحان فتشمل... .
- وقدم المؤلف برنامجا للإرشاد النفسي المصغر... ويشير الى عدة اساليب ارشادية هي:

- ووضع المؤلف دليلا للمناقشات الجماعية...

- وقدم المؤلف نماذج من المهارات الدراسية... وأوضح طريقة الدراسة الأكثر جدوى على النحو التالي

2.3. (Citing extra-text material).

(6-10)

من الكتب النادرة التي تؤرخ بالنص والصورة لإرث حضاري... لا يخفي عمقا انتروبولوجيا.

(7-10)

ونشرها في هذا الكتاب يشكل ثنائي اللغة بحيث يظهر النص الانكليزي مقابل النص العربي... مقترحات للترجمة على الشكل الاتي.

c. Move three: Highlighting parts of the book. The analyzed review comprised the sub-move 3.3

(Fusion of sub-moves). Example:

(1-10)

- وطرح المؤلف برنامجا للإرشاد المصغر موضحا اهدافه واجراءاته واساليبه... وعرض نماذج تطبيقية لهذه الاساليب وتقنياتها... وأثبتت النتائج كفاءته في تنمية مهارات الدراسة... وعرض هذه التجربة في الفصل الاخير من الكتاب مما جعله من الكتب الارشادية التي تجمع بين النظرية والتطبيق... والمجال الثاني الذي ركز عليه المؤلف هو... أما المجال الثاني الذي ركز عليه... ووضع المؤلف دليلا...

(2-10)

في المدخل يعالج المؤلف الهوية المسيحية... ويشير الى... وتؤكد الوثائق التاريخية ان...
ثم يتحدث المؤلف في الفصل الاول عن اطلالة تاريخية على الوجود المسيحي في العراق...

(5-10)

وجاء بعد ذلك ليشرح الفصل الخامس... وابتدأ بالرد على بعض الافكار...

d. Move four: Providing closing evaluation of the book. The analyzed reviews comprised the sub-moves: 4.1, 4.2, 4.3, and 4.4, sometimes named as "تعليق Commentary".

Sub-move 4.1:

(3-10)

كتاب دور الارادة في العمل الطبي يعد... من افضل الكتب التي دونت باللغة العربية في مجال العمل الطبي وسيظل مرجعا لكل باحث...

(8-10)

لأهمية ما طرح فيه ندعو القارئ الكريم الى قراءة الكتاب كاملا نظرا الى مستواه وقيمه العلميه.

Sub-move 4.2

(1-10)

- التعليق:

الكتاب جيد في أسلوبه وطريقة عرضة للإرشاد المصغر و... وكلها موضوعات في مجال الإرشاد النفسي المدرسي . وقدّم الكتاب معلومات وخبرات حديثة سوف يستفيد منها المرشدون النفسيون و... وسوف يستفيد منها أيضا المعلمون وأولياء الأمور في فهم... مما يساعد على علاج هذه المشكلات... ويسهم في تنمية الطلاب... ويحقق ما نصبوا إليه من خلال التربية الحديثة.

ومع هذا فإننا نأخذ على هذا المؤلف بعض الملاحظات: أهمها أنه ركز على استخدام الإرشاد النفسي المصغر في علاج المشكلات الدراسية ولم يعط للتنمية والوقاية نفس القدر من الاهتمام الذي أعطاه للعلاج... مما يجعل القارئ يخرج بانطباع أنه... وهو ليس كذلك لأن... .

(2-10)

هذا كتاب هام عن تاريخ وواقع المسحيين في العراق... فإنه يستحق القراءة المتأنية وأن يكون مرجعا...

(10-10)

أحيي جهد المؤلف وإن كان قد اغفل قضايا مهمة كانت تجب معالجتها أو حتى الإشارة إليها... .

Sub-move 4.3

(7-10)

لا يملك خيار الا وان يعجب بابداع البياتي... ما يستحقه من تقدير على المهمة الصعبة التي قام بها... ويستحق... ثلاث تحيات... .

Sub-move 4.4

(9-10)

ولابن فارس فضل السبق في هذا الحكم الحاسم الحازم ولو التزم الشعراء... هذا الحكم لبرئ الشعر من الغلط... .

e. Move five: Contextualization. Hyland puts in one important move, that is contextualization,

which precedes Suárez and Moreno's move one in the sample Arabic review- which leads to having one more move instead of four. Examples:

(1-10):

يشغل الإرشاد النفسي المدرسي مكانة كبيرة في التربية الحديثة التي جعلت التلميذ محور العملية التربوية وحولت المدرسة الحديثة من الاقتصار على تدريس مناهج ومقررات الى رعاية التلاميذ من جميع النواحي الجسمية والنفسية والاجتماعية والروحية. وادى هذا التحول الى زيادة دور المعلم في تنمية الصحة النفسية للتلاميذ وزيادة... وأصبحت وظيفة المرشد النفسي من الوظائف الاساسية... التي تهدف الى... .

فالإرشاد النفسي المصغر أسلوب حديث ثبت كفاءته في التعامل مع المشكلات الدراسية... ونتوقع ان يكون كذلك... اذا تدرب المرشدون النفسيون عليه وطبقوه وفق اصول علمية وفتية مدروسة.

(2-10)

قام الاحتلال الامريكى للعراق...بتدمير الدولة العراقية...واسهم في الصراع المفتعل بين الطوائف...وتلك الظروف طرحت تساؤلات... .

(4-10)

مما لا شك فيه ان القوى الاستعمارية التي رحلت من بلاد المسلمين في هذا القرن قد طورت اساليب...تدخلها في بلاد المسلمين...وسلاح هذا الغزو الفكرة والكلمة... .

(8-10)

ظلت قضية حقوق الانسان محجوبة وراء الكتابات الفكرية والايولوجية التي عرفها العالم اجمع.... .

f. Move six: *Opening with praise* is a structure found in Hyland's analysis of his corpus. The decision to open with praise was an almost routine move in Hyland's (2000) corpus. Similar to Hyland's, this move functioned in the sample reviews as a basis for critique, and it operated to establish rapport with the audience and mitigate the criticism which was to follow. The opening move was by offering global praise for the volume in its field, attributing credit directly to the volume itself and its value for particular readership. Examples include the following statements that immediately followed the contextualization in the examined Arabic reviews:

Sub-move 6.1

(1-10)

- والكتاب الذي نعرض له من الكتب الجيدة في مجال الارشاد النفسي
- يتناول موضوعا جديدا لم يكتب فيه كثيرا باللغة العربية...ويحقق فائدة للمرشدين النفسيين

Sub-move 6.2

(7-10)

يعد كتاب "حب وموت ونفي" بما يتضمنه من قصائد مترجمة الى اللغة الانجليزية اهم ما صدر.... .

g. Move seven: Publishing. This move was obvious in the Arabic reviews as in:

Sub-move 7.1

(9-10)

رسالة او كتيب صغير الجرم عظيم الشأن ...
ب. نشر الكتاب:..... طبع طبعتين...وهي طبعة محققة.... .

Sub-move 7.2

(2-10)

يقع الكتاب في 463 صفحة من القطع المتوسط....

(5-10)

صدر في عام 2007 كتاب بعنوان "حديث الاقتصاد" للكاتب ارجر كلامر ضمن سلسلة... التي يحررها....

(6-10)

يتضمن الكتاب حوالي 170 صفحة من الحجم الكبير....

5.2 Language functions

The most frequent evaluative (semantic) terms in the sample were: "useful إضافة good , يحقق فائدة , up-to-date , جيدة , جمع بين النظرية والتطبيق and theoretical and practical , من افضل الكتب , of the best هام , succeeded in وفق بـ , encyclopedic موسوعة , نادر , dear , admirable به , rewarding جيد , ذات مردود جيد , of a great category الشان عظيم , etc.

The language function analysis of the Arabic corpus followed Hyland's (2000) strategies of praise and criticism and the generic mitigation strategies. Language functions, complementing and criticism, have also largely been seen in terms of politeness phenomena in written genres, moderated by strategies such as hedging to meet the complex demands of professional settings, maintain rapport and mitigate criticism. Compliments and criticisms are seen as enactments of strategic politeness, drawing on Brown and Levinson's (1987) model of face-maintenance.

Since the subject review is an example of social interactions where such interactions are usually fraught with potential face threat, the reviewer recognizes that criticisms are risky as they undermine a hearer's positive face; that is why he tended to open his review with praise as in:

- والكتاب الذي نعرض له من الكتب الجيدة في مجال الارشاد النفسي... يتناول موضوعا جديدا لم يكتب فيه كثيرا باللغة العربية ...
ويحقق فائدة للمرشدين النفسيين في المدارس....

This choice of opening with compliments conveys support and interest demonstrating solidarity between participants. However, complements and praise carry risks since conveying praise implies an authority to appraise and make public judgments.

Evaluations are potentially damaging to the author of the volume as criticism can undermine his/her academic reputation, which might justify the Arabic reviewer's delaying of criticism to the last part of his review. Thus, how evaluation is framed is important as it carries a socio-pragmatic force beyond the propositional meaning of the utterance. And it was clear in the present Arabic review some techniques used to frame the reviewer's evaluations. Hyland introduced six strategies of framing these evaluations in terms of mitigation of criticism strategies, in which the language can do its function of attenuating the full effects of the critical speech acts (see Table 4).

Table 4: criticism mitigation strategies

The use of praise-criticism pairs
The use of hedges
Personal responsibility/opinion
Other attribution
Metadiscoursal bracketing
Indirectness

Hyland (2000) pointed out to that every review of his corpus included at least one example of use of one strategy of mitigation. In the Arabic reviews of the present paper, there were identified the following employment of strategies:

1. **The use of *praise-criticism pairs***: Praise is syntactically subordinated to a criticism, but their adjacency a more balanced comment softening the negativity of the evaluation. Consider the following examples:

(10-10)

ولا يسعني في النهاية الا ان احيي جهد المؤلف وإن كان قد اغفل قضايا مهمة كانت تجب معالجتها... .

(7-10)

ان المرء وعلى الرغم من الملاحظات الثانوية المذكورة ... لا يملك خيارا الا وان يعجب بابداع البياتي... .

The adjacency and the successiveness of praise and then criticism create a more balanced comment softening the negativity of the evaluation that was in the subsequent paragraph. Such pairing and adjacency can be elaborately weakening the criticism which makes criticism more abstract.

2. **Metadiscoursal bracketing**: This has the effect of bracketing (new voice) negative comment from what was the general positive flow of the review. The general effect was to introduce criticism almost as an aside at the end of the review. In this strategy the reviewer evaluates aspects of the text which explicitly refer to the organization of the discourse or the writer stance towards its content or the reader. Like writers in Hyland's study, the Arabic reviewer chose to signal praise and criticism explicitly with mitadiscourse. Consider the following:

(1-10)

نأخذ على المؤلف بعض الملاحظات اهمها أنه ركز على استخدام... ولم يعطي التنمية والوقاية نفس القدر من الاهتمام... مما يجعل القارئ يخرج بانطباع ان الارشاد المصغر لا يستخدم الا في علاج المشكلات الدراسية وهو ليس كذلك لأن دور الارشاد المصغر في... لا يقلل اهمية دوره في علاجها وفي مساعدة... .

3. **Indirectness:** to offer limited praise as a means of conveying criticisms indirectly. This weakens the negative force of the proposition by saying less than the writer means and leaves the reader to make the appropriate connections-injecting evaluative ambiguities, as in:

(8-10)

وبسبب تشعب المواضيع التي يتناولها المؤلف ربما نكون قد اغفلنا بعضها اثناء قرائتنا وعرضنا للكتاب

4. **The use of hedges:** their purpose is to mitigate the interpersonal damage of critical comments. For example:

(8-10)

ربما نكون قد اغفلنا بعضها اثناء قرائتنا وعرضنا للكتاب

5. **Personal responsibility/opinion:** by foregrounding their commentary as a personal response, reviewers could make a subtle adjustment to the interactional context and set up a different relationship with their readers, allowing them to adopt less threatening authorial voice, repositioning themselves as an ordinary reader than as an expert, representing it as the writer's individual opinion. As in:

(3-10)

ان كتاب... في تقديرنا من افضل الكتب التي دونت باللغة العربية في مجال العمل الطبي... .

7. Conclusion

In this paper I have analyzed a set of (ten) Arabic academic journal book reviews in soft fields (education, history, law, economy, and language) selected from seven different Arabic academic journals where Arabic reviewers tend to represent their tendency and proclivity in reviewing, following Suarez and Moreno's scheme of moves, and Hyland's categories of evaluation of book reviews. I have explored Arab writers' available generic components (through which Arab reviewers achieve the communicative purpose of book reviews genre) and linguistic features used to express the genre components and attempted to justify why reviewers employ different linguistic mitigation strategies. The study has also identified generic and linguistic similarities and variations, in terms of existence and absence of moves and some sub-moves).

All in all, the Arabic reviewers of corpus of the present paper have proved that the book review not only draws on familiarity with disciplinary knowledge of the field, but also on an interpretive framework which includes understanding of appropriate social interactions. The present study can be said to have successfully answered the research

question posed at the beginning. The study shows that there are common and recognizable features between English and Arabic academic journal book reviews, in terms of the components/moves and the function of praise and criticism and the strategies that are employed to tone down the direct criticism.

It is hoped that the findings of the current paper can be used to familiarize Arab reviewers as well as graduate students with the generic moves and options in the course of writing a book review.

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