

content and colleagues from other (sub)disciplines. Whether its special status will eventually allow it to become more rhetorically diverse and inclusive, especially for NNS authors, remains of course to be seen: whatever the outcome, the volume is a useful addition to the academic genre bookshelf and should be welcomed by linguists and EAP practitioners alike.

[Davide Simone Giannoni]

GILLAERTS, Paul / SHAW, Philip (eds.), *The Map and the Landscape. Norms and Practices in Genre*, Peter Lang, Bern 2006 [Linguistic Insights. Studies in Language and Communication 49], pp. 256, ISBN 3-03911-185-5, £ 28.80, \$ 48.95, € 41,20.

This volume examines the multifaceted characteristics of genre seen as both the centre of a particular disciplinary domain and the realization of its discourse. Genre is therefore investigated by emphasizing, on the one hand, its taxonomic and normative features, and, on the other, its axiologic and cultural values. As a result, genre is not seen as a static phenomenon but rather as a dynamic one, where taxonomy and axiology underline the relations and tensions between norm and textual practice occurring within various disciplinary domains. Such dynamism is discussed in four different sections: *Written Cases*, *Effects*, *Oral Cases*, and *Education and Training*.

The first section opens with Paul Gillaerts's contribution, which applies genre norms (as defined in normative literature) to genre textual practice in sales letters, thus showing that sales letters are increasingly adopting features of personal letters, as the potentialities of this hybridisation can be exploited to create a more persuasive and effective kind of text. The presentation of the second written case is by Birgitte Norlyk, who concentrates on job adverts: if, on the one hand, business organizations require serious job advert texts written in such a way as to attract efficient applicants, marketing organizations, on the other hand, create advertising texts (presenting both potential applicants and corporations) whose appeal relies on pathos, informal discourse and narrative elements. The resulting text thus represents another hybrid genre reflecting the complex organizational context of multiple voices, audiences and interpretations. The contribution by Elizabeth De Groot focuses on a cross-cultural analysis of annual reports of Dutch and British companies. This study, carried out through interviews, reveals that the same genre has conflicting norms whenever the comparison is between national cultures rather than between professional ones. This is due to the awareness of different national legal requirements, and the recognition, from the British counterparts, that investors constitute a central part of their audience.

The opening paper of the second section of the volume, *Effects*, is by Frank Van Meurs, Hubert Kurzilius and Adriëne Den Hollander. By analysing the job advert genre, the authors investigate the effects English usage has on potential applicants using a Dutch job website (www.monsterboard.nl); their research suggests that English – although it is a foreign language – does not seem to influence the effectiveness of communication that takes place in the job advert genre. In the next chapter, Brigitte Planken, Dennis Van Mierlo and Frank Van Meurs explore the effect of the various moves characterizing the genre of the product recall notice – the type of text written when a company discovers that a faulty product has been brought onto the market – whose communicative purpose is to minimize risks to consumers, withdraw the product, avoid litigation and protect the company's name. Their findings indicate that the absence of the 'apology' move worsens the image of the company and lessens its communicative purposes.

In the third section, *Oral Cases*, the conflict between norms and practice is investigated in spoken discourse. Dorien Van De Mieroop deals with the attempt to blend neutral speech with persuasive purposes. Her results suggest that the more neutral the speech seems, the more persuasive it is likely to be, and the more easily its communicative purpose is achieved. Bas Andeweg and Jaap De Jong's chapter focuses on the use of anecdotes in speech openings. The authors confirm that anecdotes are used to attract the audience's attention and to make the introduction effective; their conclusion, however, suggests that speakers who use anecdotes appear less authoritative than those who rely on Aristotelian 'ethical' arguments.

The last section of the volume, *Education and Training*, includes three studies which aim to compare (academic) theory and (work) practice. The first study – by Geert Jacobs – reveals how prescriptivism is unavoidable in training situations, focusing on the most effective learning methods adopted in online writing classes as far as press releases in business communication are concerned. Jacobs suggests that although peer feedback can be regarded as interesting evidence of learning, it is much less effective when set in an educating context where students are not familiar with the genre. Prescriptivism is also analyzed in Richard Nordberg and Philip Shaw's contribution, which takes into consideration the relationship between teachers' norms for textual genres and students' perceptions of them, first in academic settings and later in workplaces. Apparently, the writing tasks required in workplaces are different from those required in teaching situations; the authors conclude that normative procedures commonly adopted in the workplace should be interpreted as tactical moves in academic training contexts. Miguel F. Ruiz-Garrido also signals the gap between workplace and teaching realities. Such a gap, however, could be bridged if genres were analysed as 'colonies', thus showing the prototypical or macro-genre grouping of the common features of different sub-genres. In this way students could acquire both the rhetorical and the linguistic strategies appropriate to the various discourse communities.

The multimethodological approach on which this volume is based underlines

the polyfunctional, dynamic and layered character of genre itself. The successful attempt to bring together theory and practice is certainly very valuable for researchers, students and professionals alike, as this volume will increase their awareness of the complex relationship between what is conceptualized by theory and its day-to-day realization in the workplace.

[Stefania Maria Maci]

SUÁREZ-GÓMEZ, Cristina, *Relativization in Early English (950-1250): the Position of Relative Clauses*, Peter Lang, Bern 2006 [Linguistic Insights. Studies in Language and Communication 49], pp. 149, ISBN 3-03911-203-1, £ 20,30, \$ 34,95, € 29,00.

Relativization is a fascinating topic which has been explored both from a diachronic and a synchronic perspective. The main issues have been the identification of the position of the relativizer which introduces the relative clause – movement to the front or deletion *in situ*, i.e. *wh*-relativizer vs. *that/zero* – and the variation in relative clause structure according to its type, i.e. restrictive vs. non-restrictive. This new monograph concentrates on the position of the relative clause in relation to the main clause in early English. Such an investigation is sustained by a sound theoretical background, with a definition of relativization supported by a thorough description of the set of relativization strategies employed in early English and of the codification of relative clauses in restrictive and non-restrictive classes.

After an overview of the origins of relative clauses, the author's analysis (which relies on a corpus of 518 texts taken from the *Helsinki Corpus of English Texts: Diachronic and Dialectal*) seems to confirm the hypothesis that in the period between 950 and 1250 relative clauses shifted from their position as adjoined clauses placed outside the main clause (as in *We sing every day and every day we must gratify our Saviour with certain goodness, who always wants us to show mercy to men*, p. 77), to clauses closely attached to the noun they modify inside the main clause (as in *Your Father who is in heaven knows what is needful for you*, p. 77). The author argues that such a movement took place through a topicalization stage in which the antecedents of relative clauses were dislocated to the left of the main clause (as in *But he who begins good and continues therein until the end of his life shall be saved*, p. 78).

In the three centuries under investigation both options could co-exist, although the process was practically completed by the earliest stages of Middle English. Suárez-Gómez identifies several factors which were likely to influence the position relative clauses adopted (i.e. adjoining vs. embedding) with respect to the main