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Peter Crosthwaite & Lisa Cheung. 2019. *Learning the Language of Dentistry. Disciplinary Corpora in the Teaching of English for Specific Academic Purposes*, John Benjamins Publishing Company, 238 pp. ISBN: 978-90-272-0427-1.

- 1 This 93rd volume is part of the larger Studies in Corpus Linguistics (SCL) collection. Entitled *Learning the Language of Dentistry – Disciplinary Corpora in the Teaching of English for Specific Academic Purposes*, it was co-written by two corpus linguists, Peter Crosthwaite from the University of Queensland and Lisa Cheung from the University of Hong Kong. Following Hyland's work, the two authors analyse the use of data-driven learning (DDL) for dentistry students from the University of Hong Kong. Their aim is to "showcase new innovations in corpus analysis" (p. 8). Dentistry students need to learn how to write scientific papers, and though much research has been conducted on medical professional writing (Salager-Meyer 1994; Carnet 1996) very little research is available on dentistry writing. In Hyland's foreword, the reader quickly understands that the use of specialised corpora to design a curriculum that would guarantee access to target authentic language is an "attempt to equip students with the communicative skills they need to participate in particular disciplinary contexts" (p. xiii).
- 2 This 238-page volume is divided into two sections. The first section, which includes four chapters, focuses on the "corpus-based exploration of language features across the

dentistry register” (p. 25), in which the theoretical foundations of the research project are presented. This section also introduces the authors’ will to create a curriculum that is both student-centred and need-focused. To that end, they base their research on Biber’s (2010) and Hyland’s (2006; 2016) previous work, notably on their assumption that DDL could “develop students’ awareness of the register and genres of dentistry writing while enculturating these students into their discipline” (p. 4). The three chapters in the second section deal with how the data collected in the first section were used to create learning/teaching materials and pedagogy. The implementation of the new programme is presented and results are analysed to offer new insights into DDL.

- 3 The first chapter gives a broad introduction to the volume by presenting its aim, that of the “creation and analysis of specialized language corpora” (p. 1). Great attention is given to defining various key concepts in relation with specialised language learning and teaching: English for Specific Purposes (ESP), English for Specific Academic Purposes (ESAP) as opposed to English for General Academic Purposes (EGAP), and a particular attention is given to English for the Discipline (ED). The rationale for the course developed is then presented, with an emphasis on the specific register of dentistry writing (Biber & Conrad 2009). As this chapter comes before the beginning of Section 1, a quick introduction to each chapter is made, guaranteeing easy access to relevant information for the reader.
- 4 The second chapter introduces one of the rationales for the study being described and analysed in this volume: using corpus linguistics to extract the “linguistic dimensions of dentistry experimental research articles” (p. 27) to solve the lack of research on dentistry writing. After justifying their choice of working on dentistry experimental research articles, the authors present how they categorised the linguistic features of experimental dentistry research articles by comparing them with articles written for a general medical readership, using Multidimensional Analysis (MDA). The method of corpus construction is then very meticulously described, as are the various MDA’s conducted on the corpus. The findings of this chapter allow the authors to obtain a teachable set of functional, lexical and grammatical elements of experimental dentistry research papers, and create lists of disciplinary lexis and phrases that frequently occur within the experimental research article genre.
- 5 The objective of the curriculum described in the volume is presented in the third chapter: to teach linguistic features and rhetorical functions for community dental health project as part of ED (p. 14). This specific domain was selected as it is less clinical, but uses a wide range of “modals, infinitives, and associated base form verbs [...], with nominalisations and nouns” (p. 62). An MDA and three Contrastive Interlanguage Analyses (CIA) were then conducted to characterise rhetorical language patterns and to discover the features of nativeness and non-nativeness of learner language, using two sets of corpora on novice (525,140 tokens) and professional (364,480 tokens) writings, each showing differences ranging from the use of tenses to the lexis used. These results could help raise awareness among students to allow them to understand the rhetorical practices of professional writing, and therefore acquire effective writing strategies for scientific report writing in the context of public health research.
- 6 The fourth chapter analyses a different type of dentistry writing – that of case reports – which places great emphasis on the complexities involved in patient care. The authors conducted three automated analyses of a large corpus of over 800 dentistry case

reports from online open access journals and comprising more than 1,300,000 words. The aim was to focus on disciplinary lexical features through sentiment analyses, semantic taggers and keywords, whose triangulation would give an insight into the case report genre, as well as a teachable set of keywords. Significant differences in the use of terms across the case report and research article genres in dentistry writing were found, which is highly suggestive of a particular focus on patients in the case report genre, as opposed to a focus on procedures in research articles.

- 7 Chapter 5 presents the rationale and the implementation of the new purpose-built corpus to be used by ESAP students, i.e., DDL activities. The following chapter deals with usage and the evaluation of the students' corpus use. Finally, chapter 7 analyses the perception of students, of ESAP tutors and of disciplinary content tutors.
- 8 An important point is made in chapter 5 regarding the teaching of ESP, shifting from "learning to write" to "writing to learn". The idea behind this shift is based on the fact that authors want to help students become acquainted with disciplinary language features and discourse practices. To that end, cooperation between language teachers and health care professionals seems mandatory. In addition, DDL – combining language output with statistical output – is reminiscent of constructivist and connectionist approaches to language learning. The new curriculum that is described and analysed in this chapter seeks to explore the use of disciplinary corpora for ESAP materials development and data-driven learning pedagogy, with a "specific focus on the integration of a purpose-built corpus query platform and accompanying corpus-based pedagogical activities into a 5th-year undergraduate ESAP disciplinary writing course for dentistry" (p. 115). This type of course materials is meant to promote higher-order cognitive processing, as well as learner autonomy that students require to make sense of multiple sources of data. Individual activities were produced and prepared by the authors to ensure progression for students to "(a) complete the tasks and (b) become proficient in using the corpus" (p. 132). After failing their first attempt at implementing the new course, the second run revealed that students finally managed to solve language problems, while managing to understand disciplinary discourses as part of "writing to learn".
- 9 Chapter 6 introduces the use of DDL by students with the help of a tracking system. The authors focus on the students' "idiosyncratic DDL query histories and platform engagement" (p. 22), by assessing how they completed both the activities and their community health project assignments. A questionnaire was then given to students to learn about their corpus-use habits before and after the study period. A majority of students appeared to use Google or other online English-to-English dictionaries for language reference resources. During the study, students were tracked on different modalities including: "(1) User ID; (2) time, date and duration of user log-in to platform; (3) individual corpus query syntax; (4) any filters applied to corpus query results, (5) corpus function used (i.e. concordance, frequency breakdown, etc.)" (p. 154). The authors pride themselves in the fact that the tracking findings presented in this chapter surely represent "one of the most comprehensive analyses yet conducted on students' corpus queries and usage habits for DDL within an individual discipline" (p. 170).
- 10 The last chapter deals with the qualitative evaluation of the study presented, based on the thoughts and opinions of students, ESAP teachers and disciplinary tutors. For students, specificity is the factor viewed most positively, and most of them are in

favour of the DDL approach that was implemented. Problems with accessibility, the normalised use of other reference resources such as Google, and the fact that the corpus only should be used to solve language problems come out as the main negative factors minimising the students' uptake of DDL. ESAP teachers expressed the need for corpus work to be introduced as early as possible in the students' curricula to get them to understand its value for writing academic English. Finally, very positive comments came from the disciplinary tutors, who value the use of DDL for the promotion of "writing to learn".

- 11 This volume seems to reach its main objectives that were to "create a range of corpora and use[d] a variety of corpus tools in a bid to reveal the language features underlying the discursive practices of dentistry writing" (p. 175). The authors certainly managed to produce a wide range of materials for the teaching and learning of the language of dentistry, by methodically presenting all the steps they undertook to conduct this study. This volume stands as yet another proof that DDL materials can enhance the teaching and learning of the writing skills that need to be mastered by students from the science/health field (Boulton, 2013; Boulton, Carter-Thomas & Rowley-Jolivet, 2012; Boulton & Cobb, 2017).
- 12 One minor issue of the volume is the very long, yet necessary descriptions of the corpus analysis tools from section 1. Even though these are needed to justify the well-researched and well-planned study at stake, readers could sometimes lose interest, either because of the complexity of using the corpus analysis tools, or because of the very descriptive nature of the protocol. But this complaint is very minor when compared with the richness of the volume, and it can only be hoped that the study presented here will pave the way to similar DDL studies in other fields and communities.

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