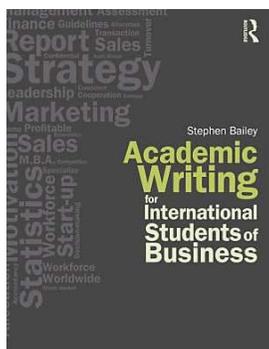


Academic Writing for International Students of Business

Bailey, Stephen. (2015). *Academic writing for international students of business*. New York, NY: Routledge.

Reviewed by Keri Dutkiewicz, Davenport University (USA)



The recently released 2nd edition of Stephen Bailey's *Academic Writing for International Students of Business* (2015) overviews general concepts about academic writing in English for non-native speakers studying business. Bailey's text can be utilized both as a classroom text and as a self-study guide, supported by a corresponding answer key at the end of the text. The 2nd edition differs from the first in that it offers a new section on writing a literature review (replacing the composing a CV section in the previous edition)

and a more in-depth explanation on the correct use of definite articles in English. Like the first edition, the 2nd edition is available as a softbound book as well as an electronic text in an easy to utilize, downloadable format.

The primary strength of *Academic Writing for International Students of Business* for both students and faculty is the manageable amount of content. The text is not overwhelming; it covers fundamental concepts with brevity readers may welcome. However, this brevity does, in places, become the text's greatest weakness. Some aspects of academic writing deserve more attention and need additional explanation. In addition, most examples in the text are from the UK; it lacks examples from Australia, the United States, and other English-speaking countries. For instance, the authors present an opening quiz designed to help students test their knowledge and focus their interests. However, this quiz may not be applicable across all cultures or institutions.

The text is organized in four parts: The Writing Process, Elements of Writing, Vocabulary for Writing and Writing Models. While generally straightforward and clear, occasionally the text can be confusing, especially when key ideas are alluded to, but not directly referenced. For example, in the section on critical reading, one activity addresses skimming versus scanning a text (p. 16), but the text itself makes no mention of scanning, outside of the glossary. The text also switches voice—sometimes Bailey addresses students directly as if they are his primary audience. At other times, as in the section on reading methods (p. 15) the voice shifts and the author seems to be writing to faculty, talking *about* students. For student readers, this shift potentially detracts from the effectiveness as they may not find material to be directly relevant to their own needs.

The first section of *Academic Writing for International Students of Business* focusing on the Writing Process contains good information about effective critical reading, working in groups, and how to avoid plagiarism, along with a standard overview of stages of the writing process. The section on plagiarism effectively connects the importance of good study and note-taking habits to the goal of avoiding plagiarism. This section also reinforces understanding through activities on avoiding plagiarism by fully understanding and practicing summarizing and paraphrasing. However, some of the other sections are not as well-developed. For example, the section on assessing texts starts with clear main ideas (p. 17) but then the example is followed by confusing questions about “positive and negative” interpretations of texts (p. 20). It is unclear if students are to analyze positive and negative aspects of the content or if they are being asked to evaluate the reliability of the texts under discussion. Furthermore, the section on references and quotations suffers in its brevity; it may be easy for students to read, but it is so cursory that it could be misleading. For example, the text only addresses Harvard formatting style, which may not be applicable to all universities.

The second section, Elements of Writing and the third section, Vocabulary for Writing, together provide a condensed style guide, with information on definite articles, punctuation, and singular/ plural located in Elements of Writing, while prepositions, conjunctions and abbreviations are found in Vocabulary for Writing. *Academic Writing for International Students of Business* concludes with a fourth section titled Writing Models. This section is a helpful overview of basic forms of writing, including case studies, literature reviews, reports, and longer essays. The final section about surveys, particularly the information about questionnaires, is insufficient for students being asked to conduct research. The text does not mention that this is only a cursory overview, nor does it address appropriate research conventions or human-subjects protocols.

Academic Writing for International Students of Business offers a manageable amount of content and a strong glossary of academic terms. The text introduces fundamental concepts important for international students completing academic writing assignments in English. It is not, however, a comprehensive style guide or handbook. The brevity of the text is simultaneously a strength and weakness. Students with limited experience with academic conventions using the book in an entry-level course may be the most appropriate audience for the text. More advanced students conducting research would likely need supplemental resources to effectively complete research projects or papers. The text could serve as a helpful companion for students not simultaneously enrolled in a writing intensive course, but who need writing support during an introductory business classes.

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