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PRAISE AND BLAME IN ACADEMIC DISCOURSE: A CASE OF CONTENT-RELATED EVALUATION IN BOOK REVIEWS

The presented article looks at the expression of positive and negative evaluation related to the content of the book under review in two corpora of academic book reviews obtained from linguistics and psychology academic journals spanning the years 2008 – 2018. The overall aim has been to compare and contrast instances of evaluative meaning from two related but not entirely identical fields of knowledge. An analysis such as this one has not yet been attempted to perform on a corpus of academic books from these two disciplines only. The study has used the UAM (Universidad Autonoma de Madrid) Corpus Tool software (O'Donnell 2008) with the view to providing answers as to whether there exist disciplinary variations in the frequency and distribution of positive and negative evaluative acts related to the parameter of CONTENT in the two corpora under analysis. The findings indicate that reviewers from linguistics and psychology choose to implement somewhat different strategies in managing praise and blame concerning content-oriented meanings, respectively.

Keywords: academic discourse, evaluation, review genres, academic book review, content, linguistics, psychology

1. Introduction

As in speech, so also in writing, the expression of personal opinion permeates all manner of contexts and communicative situations. The rigid world of academia, so often perceived as neutral and impersonal, is not immune to the forces of the phenomenon of evaluation, which has proved to be keenly and successfully incorporated into the language of academics (see, e.g. Hyland 2000; Römer 2005, 2010; Shaw 2009; Hunston 2011; Hyland 2017). Although

intuitively conceived as impersonal and devoid of subjective motivations, academic discourse exudes an air of formality but blends surprisingly well with all ranges of evaluative meanings and expressions of personal preferences. Numerous instances of praise and blame are particularly prominent in the review genres, where academics express their assessments and opinions about the work of others. Perhaps the most prominent member of the academic review genre – the book review – serves as an ultimate example of how the professional mixes with the personal.

A closer look at the existing literature on the academic book review shows that the genre has been extensively studied on smaller and larger corpora, within one discipline and across various dissimilar fields, synchronically and diachronically, in the English language, and through comparative analyses with other languages. Aspects such as negative evaluation, complementing, gender variation, or authorship have inspired a significant amount of research that offered a new understanding of the genre (e.g. Tse and Hyland 2006; Moreno and Suárez 2009; Römer 2010; Itakura and Tsui 2011; Junqueira and Cortes 2014; Zasowska 2019). However, as tempting as it may be to argue that the book review has already been investigated almost from every angle, it should be emphasized that the genre still presents both challenge and opportunity for a researcher.

One common way of exploring evaluative meanings in academic book review has been to do so in the corpora of texts that belong to one discipline only or two or more entirely different disciplines, often taken from two opposite sides of the scientific spectrum, i.e. hard and soft sciences. What this article proposes is an analysis of evaluation in book reviews from linguistics and psychology, disciplines that may appear to have a lot in common but are in no respect identical. Although some overlap between these two fields of knowledge is not to be questioned, for example, regarding their shared interest in language and human communication, it may still be argued that linguistics and psychology come from two very different directions of knowledge. In brief, linguistics is the study of human language, and psychology is the study of the human psyche. Without a doubt, there are strong points of connection between them, as the bridge is built upon the existence of a human subject themselves. However, the study of human language and the human psyche do not necessarily go hand in hand, and some sharp areas of divergence can be named. This is especially evident in the historical aspects of the development of the two or the scope of research, methods, concepts and data used in their respective studies. The overall rationale for the study lies, therefore, in opposing a certain silent expectation that drives researchers to juxtapose entirely dissimilar ideas or objects together in the hope of finding some analogy and contrast, which they often do find.

This article uses two hundred forty book reviews from nine academic journals in linguistics and psychology, covering the period from 2008 to 2018. The primary objective of the study is to investigate whether there are differences

in the frequency and distribution of positive (praise) and negative (blame) evaluative acts in book reviews in respect of assessments related to the content of the book under review. Another is to provide answers as to whether or not the obtained research findings could account for disciplinary variation between the selected fields of knowledge. The study is based on the author's unpublished doctoral dissertation on evaluation in academic discourse (Zasowska 2023). In it, the UAM (Universidad Autonoma de Madrid Corpus Tool) software, short for UAMCT (O'Donnell 2008), has been implemented and an annotation scheme of numerous relevant categories has been proposed. The chief focus of this article is on the category of CONTENT and its two distinct subcategories, namely, GENERAL-CONTENT and LOCAL-CONTENT.

2. The academic book review

In the context of academic discourse studies, the book review gained importance and recognition in the 1990s with the publication of North (1992), for whom the genre displayed an array of distinctive features and should be regarded as an independent academic production. North's (1992) view is replicated elsewhere, most notably by Johnson (1992:51), who argues that "peer review is a fact of life of academia", and Belcher (1995:140), who emphasizes the "vital informative and evaluative role" of the genre. In other sources, Gea-Valor (2005) looks at the politeness strategies implemented by the reviewers in their assessments of fellow academics' work, while Hyland (2000:44) takes into consideration the personal "stakes" hidden behind the act of reviewing as well as the social creation of knowledge. Shaw (2004, 2009) takes a diachronic perspective in his investigation of evaluative meanings in book reviews, while Römer (2005) focuses on the role of gender of the reviewer. A prominent and much-cited piece of study comes from Motta-Roth (1995) and her dissection of the book review structure, known as the Move Analysis. Elsewhere, Lindholm-Romantschuk's (1998) study proposes a detailed overview of book reviewing in the social sciences and humanities.

Taking a broad look at the timeline of academic activity, one cannot but notice that the book review has been the subject of intensive research in the last twenty-five years, with its popularity steadily decreasing in the last few years. Currently, we have witnessed a slow decline in the publishing of academic books and monographs, which, in turn, translates into an erosion of the popularity of the book review genre. Recent changes in publishing policies and the rise and spread of so-called "entrepreneurial" universities can be listed as responsible for this situation (see Hyland and Jiang 2019; Perez-Llantada 2021). As a result, the academic article now reigns supreme in almost all academic productions, being the most coveted and prestigious emblem of academic competence.

3. Materials and methods

As already said, the proposed article is concerned with the investigation of evaluative meanings in two hundred forty book reviews obtained from two disciplines of linguistics and psychology and spanning the years 2008 – 2018. The book reviews have been retrieved from nine academic journals from the *Science Direct Elsevier* database such as *Discourse and Communication*, *English for Specific Purposes, Journal of English Linguistics, Journal of English for Academic Purposes, Lingua, Language Teaching Research, Journal of Socio-linguistics, Journal of Linguistics*, and *World Englishes* representing linguistics and *Archives of Clinical Neuropsychology, Applied Psychological Measurement, Brain, Behaviour, and Immunity, Cognitive and Behavioral Practice, Evolution and Human Behaviour, Intelligence, Journal of Economic Psychology, Person-ality, Individual Differences*, and *Psychosomatics* representing psychology. The total number of running words was 22, 700 for the linguistic corpus (LING) and 180, 591 for the psychological one (PSYCH).

The UAMCT corpus linguistics software has been programmed to annotate instances of evaluation in the two databases. As a result, an annotation scheme has been proposed consisting of two main categories: EVALUATION-TYPE and EVALUATION OBJECT (Zasowska 2023). The former involves two main subcategories, POSITIVE-TYPE and NEGATIVE-TYPE, which have been used to classify positive and negative instances of evaluation. The latter category, EVALUATION-OBJECT, consists of seven main categories (types): CONTENT, STYLE, READERSHIP, TEXT, AUTHOR, PRODUCTION STANDARDS, and GENERAL-TYPE. The proposed article is concerned with the first out of the seven main categories: CONTENT-TYPE, which subsequently consists of two types: GENERAL-CONTENT and LOCAL- CONTENT, which correspond to the assessment of content of the book in a broad perspective and in a more narrowed one, respectively. The analysis seeks to demonstrate the frequency and distribution of evaluative acts as far as the assessment of CONTENT of the book is concerned. It also aims to show the most preponderant subcategories of each type of CONTENT and, finally, compare and contrast the results obtained for the two databases.

3.1. The UAMCT annotation scheme: Evaluation-type

Figure 1 shows the two main categories of EVALUATION-TYPE that relate to the polarity of evaluative acts in the book reviews under analysis. The parameters POSITIVE-TYPE and NEGATIVE-TYPE correspond roughly to the concept of praise and blame, that is, positive and negative evaluation. The full annotation scheme has been utilized in Zasowska (2023); however, due to space restrictions, the present article focuses on a part of it, as indicated by broken lines in Figure 1.
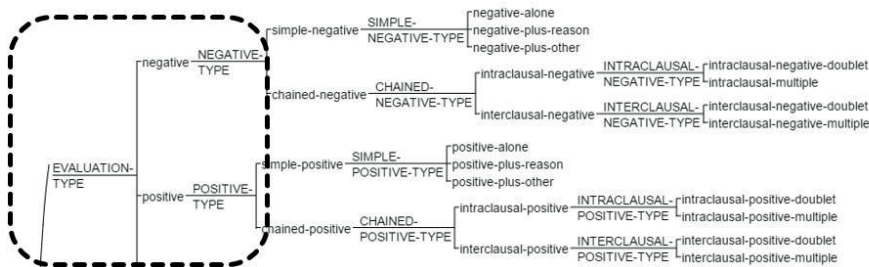
Fig. 1. The categories of EVALUATION-TYPE (Zasowska 2023)

In brief, POSITIVE-TYPE and NEGATIVE-TYPE are divided into SIMPLE-TYPE and CHAINED-TYPE, both of which are further subdivided into their respective subtypes. The essence of the analysis lies in taking a closer look at the syntactic structure of evaluative meanings. As a result, SIMPLE-TYPE for both polarities involves evaluations classified as -ALONE (i.e. occurring singly in a syntactic unit and left without a further comment within the same segment), -REASON (receiving an explanation within the same or an adjacent unit), -PLUS-OTHER (receiving a comment different from an explanation, such as a paraphrase or an example). The CHAINED-TYPE refers to evaluations that occur within the same clause (INTRACLAUSAL) or involve two or more clauses within the same sentence (INTERCLAUSAL), which are subdivided into DOUBLETS and MULTIPLES.

As signalled earlier, space restrictions as well as the original complexity of the annotation scheme, prevent the present author from differentiating at this stage between all of the proposed parameters and their syntactic structures. Therefore, this analysis focuses on positive and negative polarity in general in relation to the content-related evaluative meanings.

3.2. Annotation scheme: evaluation-object: content-type

The parameter of CONTENT of a book under review refers to the information, ideas or arguments that an academic book author presents in their work. Put differently, CONTENT-TYPE encompasses the subject matter, topics, themes, and concepts that are addressed within the pages of a book. Generally, defining the content of a book involves providing a broad overview or summary of the key elements and subject areas covered. Among these, an important step consists in the identification of the main subject, which is almost always announced by the author or the editors of the volume in the opening pages. Practically, this identification involves an assessment of the congruity of the announced subject and its actual textual representation in the book.

The category of CONTENT-TYPE in this analysis consists of two subcategories: GENERAL-CONTENT-TYPE and LOCAL-CONTENT-TYPE. The difference between these

two types is of crucial importance as far as book reviewing is concerned and may be explained in terms of the specificity of the evaluation act. The former refers primarily to the accuracy of content and use of evidence, research, and sources to support knowledge claims (the parameter of CONTENT-QUALITY) or the range and depth of information (COVERAGE) in relation to the *general* subject-matter of the book reviewed. The latter adopts a more 'localized' meaning, referring to either self-contained sections of the book such as chapters or to even smaller units such as specific details, case studies, a piece of empirical evidence, examples or specific analyses presented in individual chapters. In other words, GENERAL-CONTENT-TYPE applies to the overall evaluation of the book, while LOCAL-CONTENT-TYPE is more specific, more detailed, and, therefore, sharper in focus.

As shown in Figure 2, the parameters of GENERAL-CONTENT-TYPE are CURRENCY (up-to-dateness of information and ideas presented in the book), APPROACH (methodology employed by the author), COVERAGE, CONTENT-QUALITY, NOVELTY (novel perspectives and the freshness of research), SIGNIFICANCE-FOR-THE DISCIPLINE (how well the book addresses current debates and challenges existing knowledge), IMPLICATIONS (whether the knowledge claims reach beyond the field of the discipline), and APPLICABILITY (adaptation of knowledge to different contexts).
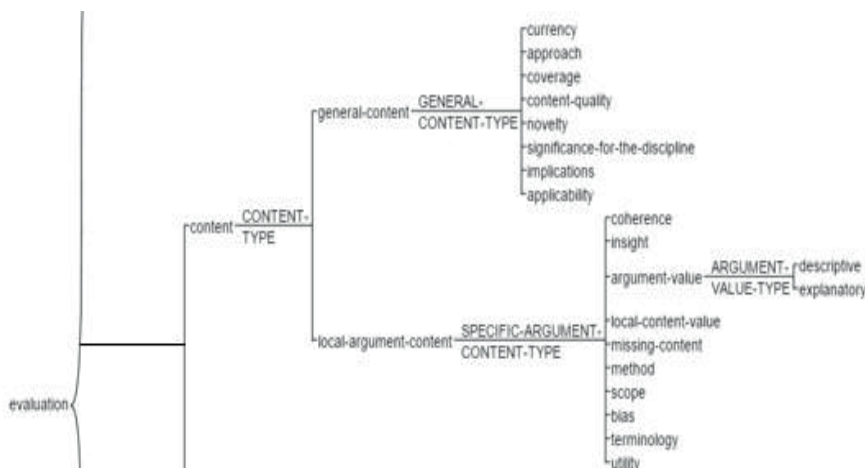

Figure 2. The parameters of GENERAL-CONTENT-TYPE

The 'local' subcategory of CONTENT – LOCAL-CONTENT-TYPE – is shown in Figure 3. As can be seen, some of its parameters are consistent with the parameters from the previous category despite having been assigned different labels. This is a result of a constraint imposed by the UAMCT software, which disables the usage of identical names in two separate locations within the annotation scheme. As a result, the parameter of APPROACH from the GENERAL-
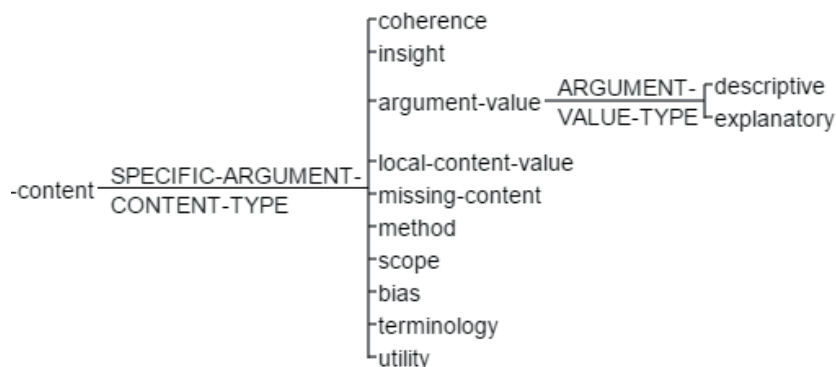
Fig. 3. The parameters of LOCAL-CONTENT-TYPE

CONTENT-TYPE now assumes the name of METHOD, while the parameter of COVERAGE is denoted by SCOPE. In a similar vein, the local-content counterpart of NOVELTY is now UTILITY, while the term NOVELTY corresponds to INSIGHT.

Upon closer inspection of the LOCAL-CONTENT-TYPE parameters, the reader will notice some new subcategories such as COHERENCE, which, if preserved, ensures that each section, paragraph or sentence should contribute to the overall coherence of the book, ARGUMENT-VALUE and its DESCRIPTIVE and EXPLANATORY potential, MISSING CONTENT that refers to the absence and omission of significant information, arguments, data, or perspectives, BIAS denoted as a particular inclination that indicates a lack of objectivity and impartiality in the expressed assessment and, finally, TERMINOLOGY, that is, the terminology used to convey concepts assessed in terms of their appropriateness or consistency.

4. Results

The following section is concerned with the presentation of the research findings with respect to the content-related evaluation acts in the two corpora of academic book reviews in linguistics and psychology. In comparing and contrasting the two disciplines under analysis, this article adopts a one-side-at-a-time approach, concentrating on the linguistics corpus first and subsequently shifting its focus to the psychology database.

4.1. EVALUATION-TYPE: positive and negative polarity in the LING corpus

As far as POSITIVE and NEGATIVE polarity evaluations are concerned, the results obtained from the UAMCT analysis revealed that the LING corpus contained 2,450 evaluations representing two polarity types, as shown in Figure 4.

LING: Polarity Types

negative ▌ 615

positive ▌ 1835
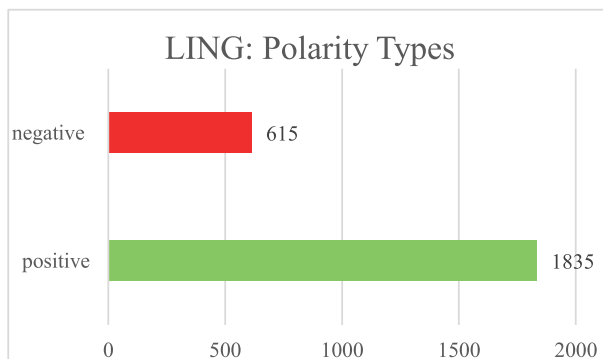
0   500   1000   1500   2000

Fig 4. The division of polarity types in the LING corpus

Among these, 1,835 were categorized as POSITIVE polarity segments, while 615 were labelled as NEGATIVE polarity segments. Below are two excerpts from the LING corpus to illustrate these evaluations. The bold type indicates where evaluation has been identified.

POSITIVE-TYPE

(1) However, new chapters on Enoch Powell, Ronald Reagan, and Barack Obama have been added, making this edition **more complete** than the first [Linguistics/DAN_013_2014.txt].

NEGATIVE-TYPE

(2) However, the study also features a number of theoretical and analytical **weaknesses** [Linguistics/DAN_002_2008.txt].

Table 1 shows the seven categories of EVALUATION-OBJECT, out of which CONTENT has received the most evaluations, and alongside almost every distinguished category, the difference has been found to be statistically significant.

4.2. Content-type as evaluation-object: positive and negative polarity in the LING corpus

As said earlier, the CONTENT-TYPE parameter comprises two distinct categories, including aspects associated with the general content of a reviewed book, as well as its more local manifestations, including chapters, sections, and even singular arguments. For CONTENT-TYPE as EVALUATION-OBJECT, the results obtained from the UAMCT analysis reveal that the LING corpus contained 1,373 evaluations, out of which 956 examples are positive and 417 examples are negative assessments.

Table 1. The categories of EVALUATION-OBJECT in terms of polarity: general and descriptive statistics in the LING corpus

Evaluation-object	positive			negative			Comparison		
	N	%	N	%	ChiSqu	P	Signif	Effect Size
content	**956**	**52.0**	**417**	**67.8**	**46.46**	**0.0000**	**+++**	**0.323**
style	180	9.8	97	15.8	16.41	0.0000	+++	0.180
readership	181	9.9	11	1.8	41.52	0.0000	+++	0.370
text	117	6.4	31	5.0	1.43	0.2312		0.057
author	44	2.4	3	0.5	8.92	0.0028	+++	0.171
publishing	10	0.5	25	4.1	40.59	0.0000	+++	0.258
general	63	3.4	1	0.2	19.34	0.0000	+++	0.292

The detailed results obtained for GENERAL-CONTENT and LOCAL-CONTENT in terms of polarity as well as statistical data are shown in Table 2. It is worth noting that the differences between GENERAL-CONTENT and LOCAL-CONTENT are statistically significant.

Table 2. Content-type in terms of polarity: general and descriptive statistics in the LING corpus

Content-type	positive		negative		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
general-content	601	32.8	67	10.9	111.11	0.0000	+++	0.546
local-content	355	19.2	350	56.9	316.84	0.0000	+++	0.798
TOTAL:	**956**	**52%**	**417**	**67.8%**				

One more way to illustrate the clear preponderance of positive evaluations for GENERAL-CONTENT than LOCAL-CONTENT is proposed in Figure 6. At the same time, an interesting observation emerges from the analysis of GENERAL-CONTENT and LOCAL-CONTENT counts. For GENERAL-CONTENT, there is a significant preponderance of positive evaluations, while for LOCAL-CONTENT, both positive and negative evaluations are distributed almost equally.

In the categories of GENERAL-CONTENT, it can be observed that positive comments most often focus on CONTENT-QUALITY, followed by COVERAGE, APPROACH, NOVELTY and SIGNIFICANCE-FOR-THE-DISCIPLINE. On the other

Table 3. GENERAL-CONTENT-TYPE in terms of polarity: general and descriptive statistics in the LING corpus

General-content-type	positive		negative		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
currency	38	2.1	6	1.0	3.14	0.0765	+	0.091
approach	94	5.1	21	3.4	3.01	0.0827	+	0.085
coverage	114	6.2	17	2.8	10.84	0.0010	+++	0.170
content-quality	196	10.7	16	2.6	38.08	0.0000	+++	0.342
novelty	72	3.9	3	0.5	18.34	0.0000	+++	0.259
significance-for-the-discipline	67	3.7	2	0.3	18.63	0.0000	+++	0.271
implications	17	0.9	2	0.3	2.17	0.1411		0.079
applicability	3	0.2	0	0.0	1.01	0.3156		0.081
TOTAL:	**601**	**32.8%**	**67**	**10.9%**				

hand, when negative evaluations occur, the primary criticism tends to target APPROACH, followed by COVERAGE and CONTENT-QUALITY. Other parameters play a minor role.

Table 3 also shows a statistically significant difference for four parameters, namely, COVERAGE (illustrated in example 5), CONTENT-QUALITY (example 6), NOVELTY (example 7), and SIGNIFICANCE-FOR-THE-DISCIPLINE (example 8), which are likely to be evaluated positively rather than negatively. There has also been observed a weak statistical significance ($p < 0.1$) for the parameters of CURRENCY (example 9) and APPROACH (example 10). No statistically significant difference between positive and negative evaluation types has been revealed for IMPLICATIONS and APPLICABILITY.

(3) It is **by far one of the most comprehensive works** on discourse I have ever read. [Linguistics/DAN_009_2012.txt]

(4) In this book, Staples **successfully achieves her goal** of finding out about the linguistic features of IENs' discourse in the context of a nurse-patient interaction. [Linguistics/ESP_012_2016.txt]

(5) Chapter 9 presents **a fairly novel approach** to sociolinguistics and asks: how is sociolinguistics embedded in linguistic theory? [Linguistics/ JEL_005_2014]

(6) The discussion provides a theoretical basis for further qualitative study of the relationship between traditional genres and new Internet technologies. [Linguistics/ESP_007_2014.txt]

(7) The present volume is **a timely contribution** to research dealing with intensive target-language exposure [Linguistics/LTR_015_2015.txt]

(8) On the one hand this approach **clearly has the advantage of** opening readers' eyes to the myriad elements from all kinds of different levels that are at stake in a particular example [Linguistics/DAN_001_2008.txt]

The parameter of LOCAL-CONTENT-TYPE comprises a long list of features. As can be seen from Table 4, the probability that the evaluation unit employed is positive is high only for INSIGHT (illustrated in example 11). Conversely, features such as COHERENCE (illustrated in example 12), ARGUMENT-VALUE (example 13), MISSING-CONTENT (example 14), SCOPE (example 15), and BIAS (example 16) demonstrate a tendency for negative evaluation, which has been shown in a chi-square test. Four parameters, namely LOCAL-CONTENT-VALUE (example 17), METHOD (example 18), and UTILITY (example 19), have not shown statistical significance.

Table 4. LOCAL- CONTENT-TYPE in terms of polarity: general and descriptive statistics in the LING corpus

Specific-argument-content-type	positive		negative		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
coherence	4	0.2	10	1.6	16.06	0.0001	+++	0.162
insight	67	3.7	6	1.0	11.42	0.0007	+++	0.187
argument-value	69	3.8	95	15.4	100.64	0.0000	+++	0.417
local-content-value	187	10.2	74	12.0	1.63	0.2016		0.058
missing-content	0	0.0	137	22.1	414.49	0.0000	+++	0.898
method	10	0.5	5	0.8	0.54	0.4614		0.033
scope	11	0.6	18	2.9	21.31	0.0000	+++	0.189
bias	0	0.0	4	0.7	11.95	0.0006	+++	0.161
terminology	2	0.1	2	0.3	1.32	0.2507		0.048
utility	2	0.1	0	0.0	0.67	0.4126		0.066
TOTAL:	**355**	**19.2%**	**350**	**56.9%**				

(9) Language and Professional Identity offers an **interesting insight** into the complexity of the way groups function in institutional interaction and how group identities are talked into being [Linguistics/DAN_001_2008.txt].

(10) The volume offers exemplars of how CA **can be used to serve an interventionist agenda** across many institutional context [Linguistics/DAN_012_2013.txt].

(11) She has not explained how she made those identifications, but it would have been useful to do so [...] and the author does **a good job of dissecting the wide array of c**ontextual elements in message boards that can influence interactional strategies [Linguistics/DAN_016_2015.txt]. [Linguistics/DAN_003_2009.txt]

(12) Second, a **surprising omission** in this book is the cross-cultural nature of Internet genre [Linguistics/ESP_004_2012.txt]

(13) In this chapter, **only a single paragraph is dedicated** to grammaticalization, i.e. the semantic bleaching and reanalysis of a lexical item as a functional category (37-38) [Linguistics/JOL_003_2010.txt].

(14) More generally, the book **suffers from a considerable degree of one-sidedness** [Linguistics/JOL_003_2010.txt].

(15) [...] and the author does a **good job of dissecting the wide array of** contextual elements in message boards that can influence interactional strategies [Linguistics/DAN_016_2015.txt].

(16) Salazar combines the MI score with frequency criteria in an attempt to overcome the shortcomings of each method (Biber, 2009) but the **effectiveness of this methodological choice is unclear** [Linguistics/ESP_011_2016.tx]

(17) There are **helpful guidelines** for getting teachers to accept the SLOs emerging from the NA Linguistics/ESP_014_2017.txt]

4.3. EVALUATION-TYPE: positive and negative polarity in the PSYCH corpus

The data gathered from the UAMCT analysis have revealed that the PSYCH corpus contains 2,355 evaluations, representing two polarity types, as shown in Figure 5. There are 1,834 segments classified as positive comments and 521 segments as negative ones. The data presented in Figure 7 demonstrates that the prevailing polarity type identified in reviews of psychology academic books is positive, in which they closely resemble the distribution of positive and negative evaluations in the LING corpus discussed in the previous section. The two types of polarities in the PSYCH corpus are illustrated below.

POSITIVE-TYPE

(18) In Chapter 1, David C. Stone and Kyle Brauer Boone **provide interesting historical and contemporary references to** feigning in art, literature, movies, and real-world criminal cases [Psychology/ACN_002_2008.txt]

NEGATIVE-TYPE

PSYCH: Polarity Types

negative 521

positive 1834
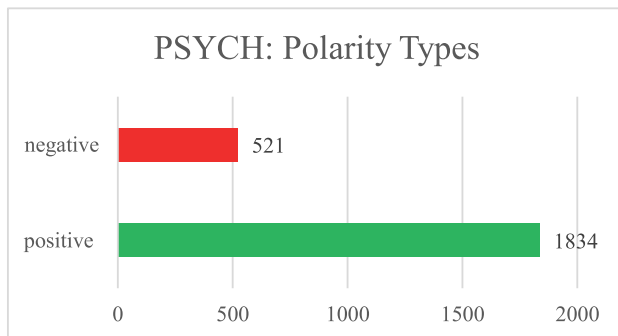
0   500   1000   1500   2000

Fig. 5. The division of polarity types in the PSYCH corpus

(19) **The most troubling entry of the book is** Phelps' chapter on educational achievement testing, which comes across as more of **an emotionally charged polemic than a dispassionate review** of the literature. [Psychology/ACN_004_2009.txt]

The distribution of evaluation in the PSYCH corpus in terms of the major EVALUATION-OBJECTS largely resembles that observed for the LING corpus. Table 5 shows that the clearly dominant position of the parameter of CONTENT remains unchallenged.

Table 5. The categories of EVALUATION-OBJECT in terms of polarity: general and descriptive statistics in the PSYCH corpus.

Evaluation-object	positive		negative		Comparison			
	N	%	N	%	ChiS-qu	P	Signif	Effect Size
content	903	49.2	347	66.6	49.13	0.0000	+++	0.354
style	250	13.6	82	15.7	1.49	0.2225		0.060
readership	151	8.2	14	2.7	19.16	0.0000	+++	0.253
text	103	5.6	21	4.0	2.04	0.1528		0.074
author	52	2.8	7	1.3	3.70	0.0545	+	0.106
publishing	14	0.8	13	2.5	10.74	0.0010	+++	0.142
general	82	4.5	0	0.0	24.13	0.0000	+++	0.426

4.4. Content-type as evaluation-object: positive and negative polarity in the PSYCH corpus

It is important to emphasize the fact that, as in the case of the LING corpus, in the PSYCH corpus, there is a rather similar distribution of focus: GENERAL-CONTENT tends to receive relatively more positive evaluations. By contrast, LOCAL-CONTENT tends to be criticized more heavily, as evidenced in Table 6.

Table 6. CONTENT-TYPE in terms of polarity: general and descriptive statistics in the PSYCH corpus

Content-type	positive		negative		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
general-content	464	25.3	54	10.4	52.75	0.0000	+++	0.399
local-argument-content	439	23.9	293	56.2	197.62	0.0000	+++	0.673
TOTAL:	**903**	**49.2%**	**347**	**66.6%**				

It is worth highlighting that the distribution of positive evaluations in this respect is more balanced, whereas negative evaluations distinctly lean towards LOCAL-CONTENT.

Similar to the situation with the LING corpus, positive evaluations related to GENERAL-CONTENT predominantly centre around CONTENT-QUALITY. This is followed by evaluations of COVERAGE, APPROACH, NOVELTY, and SIGNIFICANCE-FOR-THE-DISCIPLINE. By contrast, negative evaluations revolve mainly around the parameters of CONTENT-QUALITY, COVERAGE, and APPROACH.

Table 7. GENERAL-CONTENT-TYPE in terms of polarity: general and descriptive statistics in the PSYCH corpus

General-content-type	positive		negative		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
currency	37	2.0	0	0.0	10.68	0.0011	+++	0.285
approach	51	2.8	11	2.1	0.71	0.3996		0.043
coverage	95	5.2	13	2.5	6.68	0.0097	+++	0.142
content-quality	166	9.1	21	4.0	13.99	0.0002	+++	0.207
novelty	33	1.8	4	0.8	2.79	0.0947	+	0.094
significance-for-the-discipline	39	2.1	0	0.0	11.27	0.0008	+++	0.293
implications	14	0.8	2	0.4	0.87	0.3521		0.051
applicability	29	1.6	3	0.6	3.06	0.0802	+	0.100
TOTAL:	**464**	**25.3%**	**54**	**10.4%**				

As can be seen from Table 12, there is a statistically significant difference between four parameters, namely, COVERAGE (24), CONTENT-QUALITY (25), CURRENCY (26), and SIGNIFICANCE-FOR-THE-DISCIPLINE (27), which are evaluated positively rather than negatively. There has also been observed a weak statistical significance (p<0.1) for the parameters of NOVELTY (28) and APPLICABILITY (29). No statistically significant difference between positive and negative evaluation types has been revealed for APPROACH (30) and IMPLICATIONS (31). It is worth stressing that the results obtained for the PSYCH corpus differ from the findings in the LING corpus. These differences will be addressed in more length in the Discussion section.

(20) The pieces of information provided in this book is not enough for those readers who need a deeper understanding of IRT and to apply those concepts in psychometric research. [Psychology/APM_009_2014.txt].

(21) The authors provide copious illustrations of assessment-driven outcomes in the voices of parents and children alike. [Psychology/ACN_011_2013.txt].

(22) From this perspective, A Psychodynamic Understanding of Modern Medicine is a timely k that addresses this very issue. [Psychology/PSS_003_2013.txt].

(23) In addition to Canfield's overall account of becoming human, his explication and critique of the traditional mentalist view and clear articulation of the alternative Wittgensteinian world view results in important challenges for the field of psychology [Psychology/IN-TEL_0011_2013.txt].

(24) The edited book Advancing Methodologies to Support Both Summative and Formative Assessments neatly fits in this gap [Psychology/APM_011_2015.txt].

(25) In this respect, Duckworth's book is most definitely not the mother of self-help books. [Psychology/JEP_011_2017.txt].

(26) The biggest strength of this book is that it has brought together many diverse methodologies [Psychology/APM_011_2015.txt].

(27) […] one hopes their radical vision will encourage debate amongst teachers and politicians rather than simply frightening the horses. [Psychology/INTEL_015_2015.txt].

Among ten different parameters in the category of LOCAL-CONTENT, the highest number of evaluations has been observed for LOCAL-CONTENT-VALUE, with 255 positive evaluations. Although negative evaluations of LOCAL-CONTENT-VALUE are not the most frequently represented group, almost every fifth negative evaluation concerned this parameter. The most common negative evaluations pertain to MISSING-CONTENT and ARGUMENT-VALUE. For parameters, namely, INSIGHT

(32), ARGUMENT-VALUE (33), MISSING-CONTENT (34), and BIAS (35), statistical significance has been observed, as indicated in Table 8.

(28) Along the way, there are insights into the functional analysis of biological systems [Psychology/EHR_006_2010.txt].
(29) At any rate, the argument of eventual benefits is questionable [Psychology/EHR_005_2010.txt].
(30) I would have liked the addition of a comparison of their approach with the approach of using the weighted composite of abilities (e.g. "Weeks," Chapter 19 of this volume). [Psychology/APM_010_2015.txt].
(31) At best, the chapters are one-sided portrayals of multifaceted individuals (Chapman, 1988; Reed, 1987; Terman, 1930; Yerkes, 1930) [Psychology/INTEL_003_2008txt].

Table 8. LOCAL-CONTENT- TYPE in terms of polarity: general and descriptive statistics in the PSYCH corpus

Specific-argu-ment-content-type	positive		negative		Comparison			
	N	%	N	%	ChiSqu	P	Signif	Effect Size
coherence	2	0.1	1	0.2	0.22	0.6397		0.022
insight	76	4.1	9	1.7	6.81	0.0091	+++	0.146
argument-value	44	2.4	90	17.3	167.30	0.0000	+++	0.546
local-content-va-lue	255	13.9	63	12.1	1.14	0.2856		0.054
missing-content	2	0.1	116	22.3	418.46	0.0000	+++	0.917
method	15	0.8	3	0.6	0.31	0.5756		0.029
scope	20	1.1	2	0.4	2.19	0.1390		0.085
bias	2	0.1	5	1.0	9.91	0.0017	+++	0.130
terminology	3	0.2	2	0.4	0.93	0.3350		0.043
utility	20	1.1	2	0.4	2.19	0.1390		0.085

Generally, the distribution of positive and negative evaluations of LOCAL-CONTENT in the PSYCH corpus differs from the distribution established for the LING corpus. A more detailed analysis of this observation is offered in the forthcoming section.

5. Discussion

As observed by Gea Valor (2000:86), the genre of book review is "a highly-threatening act since it basically involves the assessment of the work of a fellow researcher". Whether this type of assessment takes the form of praise or blame, according to face theory, both types of statements are face-threatening acts requiring the use of appropriate strategies. Without attempting to establish whether the degree of face-threatening resulting from negative reviews is significantly higher than in the case of praise, one can only surmise that in the case of evaluations in book reviews, reviewees tend to anticipate a predominantly positive reception of their work, although they do acknowledge the potential negative feedback for the sake of the author themselves and for the sake of the benefit of the discipline they represent or the benefit of their readers. If we focus on CONTENT-related evaluations, this is precisely the case: positive comments outnumber negative remarks.

It follows from the analyses presented in the previous section that both in the case of the LING corpus and the PSYCH corpus, CONTENT-TYPE occupies the top position. It is also a common feature of both corpora that, in respect of this EVALUATION-OBJECT, positive evaluations outnumber negative ones. However, this observation probably exhausts the number of similarities observed for the two corpora as similarities at the level of the individual parameters involved are no longer visible.

5.1. General-content-type

The category of CONTENT as an EVALUATION-OBJECT is one of the most frequently referred to in the two corpora, irrespective of the polarity of the evaluations. With as many as 956 positive evaluations against 903 in the PSYCH corpus, CONTENT in the LING corpus exceeds the level of 52% of all positive evaluations, which is higher than in the PSYCH corpus by almost 3%. A similar tendency can be observed in the case of negative evaluations. Again, the LING corpus presents more negative evaluations than the PSYCH. However, given the lower total number of negative assessments in the PSYCH corpus, this result translates into a difference of only 2%, yet sizeable enough to be statistically significant. Generally, while CONTENT is the key element of evaluation in both book review corpora, there is more emphasis laid on it in the LING than the PSYCH.

It has already been said that the parameter of CONTENT refers either to the content of the whole volume reviewed or its local manifestations, such as chapters, paragraphs, and smaller stretches of text. When viewed in terms of this dichotomy, there can be observed a marked preference given to LOCAL-CONTENT,

especially in the case of multi-authored publications. However, a close-up of the distribution of positive and negative evaluations shows that the picture is more intricate. If for the LING corpus positive remarks on the GENERAL CONTENT-TYPE are 1.7 times more frequent than remarks on the LOCAL-ARGUMENT-CONTENT-TYPE, this index drops to as little as 1.1. in the case of the PSYCH corpus. By contrast, in the LING corpus, negative evaluations of the LOCAL-CONTENT are 5.22 times more common than criticism of GENERAL-CONTENT. The same index rises to 5.43 in the PSYCH corpus. Thus, it would be more accurate to claim that while book reviews in linguistics and psychology are content-centred, the realizations of the review genres exhibit different discipline-related patterns: while in both corpora, positive evaluations are more numerous than negative ones, relatively more negative evaluations of the LOCAL- CONTENT-TYPE is the primary object of negative evaluations, with the psychology book reviews being even more critical in this respect than linguistic book reviews.

The broad category of CONTENT consists of a number of more specific parameters identified for GENERAL-CONTENT and LOCAL-ARGUMENT-CONTENT. Although not all of them have proved to be disciplinary-specific, a number of them have. The general panorama of the distribution of the parameters of GENERAL-CONTENT revealed by this analysis is dominated by an unquestionable prevalence of positive evaluations in both corpora. Although many of these have been found statistically significant for each of the corpora, a comparison of the results obtained points to different weighing of these parameters from an interdisciplinary perspective.

One parameter that dominates the category of GENERAL-CONTENT is CONTENT-QUALITY. This dominance is evident for both corpora, although there are slight variations in the distribution of positive and negative assessments related to CONTENT-QUALITY between the two databases. Notably, in terms of quantitative distribution, the LING corpus stands out with a total of 196 positive evaluations, which is 30 more than is observed for the PSYCH dataset. This difference is clearly reflected in the percentage of these evaluations within the overall category of CONTENT, with LING scoring 10.2% compared to 9.1% in the PSYCH corpus. It is, therefore, legitimate to argue that the LING corpus accentuates the positive aspects of CONTENT-QUALITY more prominently than the PSYCH corpus.

Nevertheless, it is important to observe that, in contrast to the prevalence of positive comments regarding CONTENT-QUALITY, negative comments in this regard are less common in the LING corpus compared to the PSYCH one. In the former corpus, a negative evaluation is likely to occur every thirteenth time, while in the PSYCH corpus, an unfavourable assessment of CONTENT-QUALITY is encountered every eighth time CONTENT-QUALITY IS evaluated. This allows us to state that psychology book reviews do not tend towards an almost unbounded enthusiasm for positive features of CONTENT-QUALITY.

The second parameter most frequently used in both corpora to assess GENERAL-CONTENT is the parameter of COVERAGE, referring to the range of

information provided, which should be sufficient to enable the reader to have a comprehensive understanding of the topic at hand. COVERAGE accounts for a total of 131 evaluations in the LING corpus (114 positive and 17 negative ones) and 108 assessments in the PSYCH corpus (95 positive and 13 negative ones), which represents 5.1% and 4.4% of all evaluation acts, respectively. While in quantitative terms, the difference does not seem to be wide, given an almost identical number of positive evaluations for both corpora, the difference of 19 evaluations would tentatively indicate that linguistics book reviewers pay more attention to this aspect of the book than it is in the case of psychology reviews.

APPROACH is the third topmost parameter in both corpora and it is an important one as its distribution reveals much about disciplinary preferences. First, APPROACH enjoys more attention in the LING corpus than in the PSYCH one, as it appears in 115 evaluation segments in the former and only 62 in the latter. In both corpora, the evaluations are positive rather than negative (94:21 vs. 51:11, respectively). Yet, the small number of negative assessments indicates that either the quality of APPROACH taken in psychology book reviews is unquestionable or the approach taken by authors is of lesser importance to the reviewers. The observable contrast in the distribution has been verified through a statistical examination (https://www.socscistatistics.com/tests/chisquare2/default2.aspx). This analysis demonstrated a chi-square statistic of 4.8682. The p-value was set at .027356, and the result was significant at p<.05. The chi-square statistic with Yates correction is 3.8813. The p-value was .048827, which shows that the results is significant at p<.05. The results obtained strongly indicate that there is a relation between the discipline and the distribution of the parameter of APPROACH as an EVALUATION-OBJECT. Psychology book reviews seem to resort to APPROACH only when the assessment is positive.

The parameter that ranks fourth is difficult to establish. Judging by the number of evaluations, irrespective of their polarity, it could be NOVELTY or SIGNIFICANCE-FOR-THE DISCIPLINE. The former is decidedly well-represented in the LING corpus, with 75 hits; the latter being high in the PSYCH corpus, with 39 occurrences followed by NOVELTY appearing in 37 evaluative comments.

NOVELTY is almost exclusively referred to in a positive context. Of 75 hits in the LING corpus, 72 represent praise. Similarly, 33 out of 37 comments focusing on NOVELTY in the PSYCH corpus are positive. It is evident from the data that the issue of originality and innovation as aspects of NOVELTY plays a prominent role in linguistics book reviews as its share in the total of positive evaluations is twice as big as in the PSYCH corpus. Although not ignored by psychology book reviewers, NOVELTY is rarely acknowledged in this field. When it is, though, the comments usually stress "filling a gap" or the uniqueness of the work.

An interesting aspect of NOVELTY is the low number of negative comments observed in both corpora. In this respect, both corpora show a far-reaching

similarity in the way criticism is formulated. Rather than define the authors' attempt as unoriginal or uninventive, reviewers resort to mitigating strategies in which such phrases as *little will be new* or *not entirely new* lessen the impact of criticism.

SIGNIFICANCE-FOR-THE DISCIPLINE is another CONTENT-related parameter, which appears relatively high among the parameters of this category in both corpora. It is directly related to the parameter of NOVELTY since it implies that the book under review has a substantial impact on the discipline by advancing knowledge. It is not surprising, then, that the values obtained in the analysis of the two corpora are very similar to the ones found for NOVELTY. In the LING corpus, there have been observed 69 evaluations, of which only two were negative. By contrast, the number of evaluations in the PSYCH corpus is much lower, totalling 39 evaluations. Interestingly, all of them were found to be positive. This quantitative difference between the two corpora is also reflected in the share of such evaluations: SIGNIFICANCE-FOR-THE DISCIPLINE comments account for 2.7% of all evaluations in the LING corpus and only 1.5% in the PSYCH. It strongly indicates that the importance of scholarly contribution to the field in more accentuated in the LING.

Closely related to NOVELTY is the parameter of CURRENCY, which refers to the timeliness or topicality of the information in the reviewed book. The number of comments on both polarities is similar and oscillates around 40. However, their distribution in the two corpora varies. While all 37 evaluations in the PSYCH corpus are positive, 6 out of 44 evaluations in the LING are negative, indicating that research is "outdated", "bit dated", and "reflecting the state-of-the-art of the late 1990s". More common are positive evaluations in which reviewers point to CURRENCY by describing the book as "up-to-date", "welcome", and "much-needed". Given a similar number of comments on CURRENCY, there is no significant difference in the interest paid to this parameter in the two corpora, the only difference lying in the absence of negative evaluations in the PSYCH dataset.

Likewise, the parameter of IMPLICATIONS seems to receive similar limited attention from the reviewers in both fields. The total number of evaluations ranges from 16 in the PSYCH corpus to 19 in the LING, a solid majority of which are positive. In each of the corpora, only two instances of negative evaluations were observed. Generally, the contribution of IMPLICATIONS-focused evaluations in either corpus is insignificant as it approximates the value of 1%.

At this point, it must be emphasized that the analysis of the last parameter in GENERAL-CONTENT as an object of evaluation reveals the most relevant finding and perhaps also the most significant one. The parameter of APPLICABILITY defined as the possibility of implementing knowledge in practice, has been found to be more strongly associated with psychology book reviews than linguistics ones.

The parameter of APPLICABILITY is represented in 29 positive evaluations and three negative ones in the PSYCH corpus and only three positive assessments in

the LING one, which clearly indicates the singularity of this value in the realm of psychology. While the parameter of SIGNIFICANCE-FOR-THE-DISCIPLINE mentioned earlier undoubtedly unites the two disciplines, the emphasis on the practical applicability of research is a unique characteristic of psychology, well reflected in the genre of book review. The parameter of APPLICABILITY is exemplified below.

(32) Sport psychology practitioners can **easily implement** this protocol to evaluate the success of interventions in their own practice [Psychology_ACN_014_2014.txt]

(33) This book is not only a 'must read' but a **'must do'** [Psychology_EHR_001_2008.txt]

(34) The result is a **concise, readable text with great practical value**, particularly for trainees and clinicians new to CBT [Psychology_CBP_010_2013.txt]

5.2. Local-content-type

The second type of CONTENT as an EVALUATION-OBJECT is represented by LOCAL-CONTENT-TYPE. This category has a complex structure consisting of ten parameters partly corresponding to the parameters specified for the GENERAL-CONTENT-TYPE.

As in the case of GENERAL-CONTENT, SPECIFIC-ARGUMENT-CONTENT evaluations concentrate primarily on the parameter of LOCAL-CONTENT-VALUE, which accounts for 43.5% of all LOCAL-CONTENT assessments in the PSYCH and 37.2% in the LING corpus. Although LOCAL-CONTENT-VALUE predominates for this EVALUATION-OBJECT, a difference of more than 6%, which translates into about 57 assessments more in the PSYCH corpus, makes this parameter seen as more typical of psychology book reviews than of reviews of linguistics publications. The difference between the two disciplines becomes particularly apparent in the case of positive evaluations, which are typical of the PSYCH. Conversely, the number of negative assessments is similar for both corpora. The above claim regarding the greater visibility of remarks on the LOCAL-CONTENT-VALUE should, therefore, be clarified and rephrased as follows: the greater share of LOCAL-CONTENT-VALUE in the PSYCH corpus is primarily attributable to the greater number of positive evaluations.

The second most common parameter used to assess LOCAL-CONTENT is ARGUMENT-VALUE, which has been found in 134 evaluations in the PSYCH and 164 ones in the LING one. What the two corpora share in this respect is the fact that both positive and negative evaluations of explanatory arguments are more frequent than evaluations of descriptive arguments, partly because evaluations of the latter type are not numerous in the PSYCH corpus. Generally, the analysis shows that positive assessments of descriptive arguments are typical of the LING corpus and negative ones of the PSYCH.

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MISSING-CONTENT is also among the favourite parameters employed for the assessments of LOCAL-CONTENT. The very nature of this parameter, indicating the absence of significant information or perspectives, leads to the expectation that it will only appear as a reference point for negative evaluations. Indeed, except for the instance described earlier, this is precisely the case. In the LING corpus, this parameter appears in 137 negative evaluations, which is as much as 22.1% of all negative evaluations. Thus, it can be seen that one in five criticisms is related to the absence of something that the LING reviewer considers essential in the book. This index is even slightly higher, yet not statistically significant, for the PSYCH corpus, where it reaches the value of 22.3%. The parameter of MISSING-CONTENT is exemplified below.

(35) It would also be of interest to note that **comments on missing-content** usually take the form of the third conditional clause or subjunctive mood following the verb *wish*:

(36) The section **could have benefited** from further interactive exercises, step-by-step guidelines, and session-by-session approaches. [Psychology/ CBP_006_2010.txt]

(37) **I wished that** Carlstedt **had more thoroughly discussed** a few important points, which, in my opinion, are relevant to his model. [Psychology/ ACN_014_2014.txt]

The parameter of INSIGHT, which on the level of LOCAL-CONTENT corresponds to NOVELTY, represents around 5.8% of all evaluations in the PSYCH and 4.7% of all evaluations in the LING, which testifies to its greater role in the evaluation of minor sections of psychology books reviewed rather than the whole volumes. It is worth noting that the number of positive evaluations far exceeds the number of negative assessments in both corpora. Furthermore, despite the fact that negative evaluations are relatively rare, their contribution to the PSYCH case is almost twice as high as that of the LING database.

The distribution of the parameter of SCOPE, which can be seen as a local equivalent of COVERAGE, differs significantly from the latter. While there is no difference in terms of how often the parameter is mentioned in reviews, as it appears in 4.7% of all linguistics evaluations and only 1.4% of psychological reviews, confirming a trend similar to coverage, there is an intriguing shift in the polarity of the assessments. Although positive reviews outnumber negative ones in both corpora, there is a noticeable reversal in SCOPE in the LING corpus, where negative evaluations occur almost twice as frequently as positive ones.

Except for the parameter of UTILITY, a discussion of which will follow at the end of this section devoted to LOCAL-CONTENT, the other parameters appear relatively infrequently. However, this does not mean that a discussion of them can be omitted altogether. For example, the parameter of COHERENCE, which

specifies the logical integrity of the book, occurs only three times in the PSYCH corpus and as many as 14 times in the LING. The fact that it appears in as many as ten cases out of fourteen in negative evaluations indicates the value of this parameter in the field of linguistics and its marginality in the assessment of psychology books.

The parameter of METHOD does not provide a sufficient number of examples for in-depth analysis: it appears in both corpora with a similar frequency, i.e. 15 in the LING and 18 in the PSYCH. The vast majority of evaluations are positive, although their contribution to the total number of evaluations for each corpus somewhat varies. In the LING one, they represent a total of 1.3% of all evaluations, and in the PSYCH, 1.4%, which is not a statistically significant difference.

BIAS is among the least represented parameters in both corpora, with seven hits in the PSYCH corpus and only four negative ones in the LING. Interestingly, BIAS has also received positive evaluations in the PSYCH corpus, highlighting the balanced nature of the claims made in the reviewed book. For linguistics, BIAS expressed in the book reviews remains a negative feature, representing the one-sidedness of argumentation.

Equally low are the figures for the parameter of TERMINOLOGY, which has been found in 5 cases in each of the corpora, which amounts to 0.6% of all evaluations. Remarks on TERMINOLOGY do not appear to be part of some pre-conceived scheme for book review writing and seem to be merely the product of a sudden reaction to the accuracy or gross inaccuracy of the author's use of terminology.

Finally, the parameter of UTILITY, corresponding to the previously discussed APPLICABILITY, once again confirms the conclusions drawn when discussing GENERAL-CONTENT, namely that APPLICABILITY is a highly significant value in the field of psychology. While, in most cases, the results of linguistic research are intended primarily for the field of linguistics itself and serve as a driving force for the development of various theories and concepts, a distinct feature of psychology, as evident from book reviews, is the translatability of research into practice. In the case of UTILITY, this parameter is mentioned in 22 evaluation segments, with as many as 20 instances where reviewers express a positive viewpoint, while only in two instances do they question the utility of research. These 22 evaluations constitute 1.5% of all evaluations within the PSYCH corpus. In stark contrast to these findings, there are only two positive evaluations within the LING corpus, which accounts for as little as 0.1% of all evaluations.

6. Concluding Remarks

The above analysis has sought to offer insight into how linguistics and psychology reviewers perform the task of academic book reviewing, focusing on a number of dimensions on which the content of the book from their respective

fields can be assessed. On the basis of the data presented, one cannot but conclude that the book reviews in the two corpora indicate the existence of differences between the two disciplines, emphasizing the importance of the *extent* to which CONTENT as an EVALUATION-OBJECT is represented in the two corpora. While most of these differences are not drastic, they are nevertheless pronounced enough to be described as disciplinary differences. To them belong, most crucially, the parameters of APPLICABILITY and UTILITY for GENERAL- and LOCAL-CONTENT TYPE, respectively, as has been accentuated in the previous section.

The following analysis has also indicated possible avenues for future research. For instance, since this study has been largely quantitative in nature, it would be beneficial to look more closely at the selected evaluative acts in a more qualitative manner to trace aspects such as the use of modal verbs or negation. Also, drawing on Shaw (2009), it is hypothesized that negated structure could carry considerable evaluative force and, as such, merits further analysis. Further, following in Shaw's (2009) footsteps, it may be argued that implicit evaluation in book reviews is deserving of closer investigation. As far as the selection of disciplines is concerned, it would be interesting to juxtapose linguistics and psychology with yet more related but not identical fields of knowledge, such as sociology or philosophy. Furthermore, a number of questions concerning the management of praise and criticism remain unresolved, at least for the time being. For example, it appears to be a legitimate avenue for research to attempt to ascertain why linguistics book reviewers manage criticism differently than their psychology counterparts. Specifically, if we consider some sociolinguistic parameters, such as the distribution of power or distance between the reviewer and the reviewee, we may arrive at one more promising path of research worthy of academic pursuit.

All in all, while further research on evaluation in academic discourse is most desirable, it is the hope of the present author that the presented study has offered a new perspective on the workings of book reviewing in linguistics and psychology.

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