Literacy and Power
Hilary Janks. New York, NY: Routledge, 2009. Pp. xxi + 245.

■ In the field of language education, two troubling issues have long been raised by scholars committed to social justice and educational change. The first issue is that many texts that address the intersections of theory and practice have often had a disturbing gendered division of labor: Theory sections have been written by male academics and application sections have been written by female academics (Norton, 1997). This has implications not only for possible distortions in the integration of theory and practice, but also for leadership in the academy. The second issue addresses the fact that many students find the language of critical theory difficult to understand, a situation that is exacerbated when students are struggling to read it in a second or foreign language (Lin, 2004).

Hilary Janks's remarkable book, *Literacy and Power*, addresses both these issues with great skill and insight. In a highly readable text, Janks has developed a model of critical literacy that integrates theory and practice in ways that are both intellectually rigorous and pedagogically innovative. The model, introduced more than a decade ago (Janks, 2000), is developed with comprehensive reference to a broad range of literature and research in the field, and draws on her extensive classroom experience in the South African context and beyond. Given the momentous changes that have taken place in South Africa in the last two decades, Janks has had a rich and unique context in which to develop, test, and rethink her ideas and their implications for practice. Readers of *Literacy and Power* are the beneficiaries of her wisdom and experience.

The book is divided into nine chapters, each of which is written in Janks's engaging style, illustrated and exemplified with multimodal texts and images. Chapter 1 examines diverse approaches to literacy, drawing on a wide range of research in the international community. This is followed, in chapter 2, with Janks's own synthesis model of critical literacy education. This model brings together four interdependent strands, which are expanded and analyzed in later chapters, both independently and in relation to one another. As Janks (p. xiv) notes, "My aim is to develop a pedagogy in which these different orientations pull together, like guy ropes on a tent, to keep critical literacy work taut."

Since the model provides the organizing principle for the book, particularly in chapters 3–8, it is useful to present its central tenets. The first strand is that of *domination*, which names and analyses the ways in which inequitable relations of power can constrain possibility

in literacy education. What is called for is Critical Language Awareness, which is centrally concerned with the question, "Whose interests are served?" in a given literacy text, event, or practice. The second strand is that of *access*, and the question that arises in this regard concerns the challenge of providing students with access to privileged forms of language and literacy, while still valuing the diverse language and literacy histories that they bring to the classroom. The third strand is *diversity*, which seeks to recognize and value students' complex social identities. However, as Janks notes, "difference tends to be organized according to relations of power, into hierarchies, and it can lead as easily to domination and conflict as to change and innovation" (p. 25). The final strand is that of *design*, "the idea of productive power" (p. 25), and the ability to draw on multiple semiotic systems to challenge and change inequitable social structures. In the final chapter of the book, chapter 9, Janks raises possible limitations of the model, noting that the nonrational and the subconscious are not easily accommodated in the four-part synthesis, and raise intriguing questions for further research and practice.

In the same spirit of critical reflection, Janks examines apparent contradictions between the ways in which teachers sometimes adopt the form of critical practice without necessarily appreciating its substance. While she takes the position that some teachers are simply "unable to understand" (p. 200) such nuances, her analysis might be complemented by the construct of investment, developed to better understand the relationship between a learner's commitment to classroom practices, on the one hand, and their multiple and imagined identities (Norton, 2000). In South Africa, as in many parts of the world, teachers are often caught in conflicting struggles for institutional power, and a visit from "the minister" might well lead to conflicts in a teacher's identity and contradictory pedagogical practices.

In acknowledging the power of English internationally, Janks notes that as increasing numbers of people gain access to the language, "they appropriate it for their own purposes, and in doing so they destabilize it" (p. 151). Such insights have much relevance to the field of English language teaching, in which learners, teachers, researchers, and policymakers are seeking to navigate a complex and ever-changing terrain. Janks's outstanding text will be essential reading on this journey.

REFERENCES

Janks, H. (2000). Domination, access, diversity, and design: A synthesis model for critical literacy education. *Educational Review, 52,* 175–186. doi:10.1080/713664035

Lin, A. M. Y. (2004). Introducing a critical pedagogical curriculum: A feminist reflexive account. In B. Norton & K. Toohey, *Critical pedagogies and language learning* (pp. 271–290). New York, NY: Cambridge University Press.

Norton, B. (1997). Critical discourse research. In N. Hornberger & D. Corson (Eds.), *The encyclopedia of language and education: Vol. 8, Research methods in language and education* (pp. 207–216). Dordrecht, the Netherlands: Kluwer Academic Publishers.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change.* Harlow, England: Longman/Pearson Education.

BONNY NORTON
University of British Columbia
Vancouver, Canada

Plagiarism, Intellectual Property and the Teaching of L2 Writing
Joel Bloch. Bristol, England: Multilingual Matters, 2012. Pp. vii + 188.

■ Discussions about plagiarism continue to attract considerable attention, and often controversy, in the media and academia alike. The latest academic contribution to the debate, Joel Bloch's *Plagiarism, Intellectual Property and the Teaching of L2 Writing,* approaches plagiarism by considering it in relation to two issues: intellectual property on the one hand, and L2 writing pedagogy on the other. Although the idea that plagiarism and intellectual property are closely connected is not new (see, for instance, Buranen and Roy's edited volume on plagiarism and intellectual property published in 1999), both areas are undergoing such dynamic development that a volume aiming to take stock of recent discussions and to outline a way forward is very much needed.

In the first chapter, Bloch introduces the main issues to be discussed in the rest of the book, ranging from the lack of consensus about what constitutes plagiarism to the role of technology and new forms of literacy in the digital sphere. Chapters 2 and 3 discuss intellectual property, as one of the main arguments Bloch puts forward in this book is that plagiarism can be understood better if considered in relation to intellectual property law. Chapter 2 traces the historical origins of intellectual property laws and the term plagiarism, both of which emerged in the eighteenth century. One of the central themes introduced in this chapter and revisited in later chapters is the emergence of metaphors to describe plagiarism, such as *theft*, *stealing*, and *piracy*, all of which have been in widespread use since the eighteenth century, shaping our views of textual borrowing. In chapters 2 and 3