Review of *Teaching English Grammar to Speakers of Other Languages*

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Marie Møller Jensen, Aalborg University

This volume, edited by Professor Eli Hinkel, forms part of the Routledge ESL and Applied Linguistics Professional Series. It is aimed at students at both undergraduate and postgraduate levels studying TESOL-related degrees as well as at practicing teachers and educators within the field. It adopts an engaging style which should appeal to a wide audience. It is very much concerned with providing practical advice and offers a range of materials, study questions and discussion points as well as lists of essential reading.

The volume contains 12 chapters distributed across three sections; principles and foundations of grammar teaching; strategies and techniques; and grammar for productive skills: speaking and writing.

Part one is concerned with the principles and foundations of grammar teaching and contains contributions from Marianne Celce-Murcia on "The importance of the discourse level in understanding and teaching English Grammar", Sandra Lee McKay on "Teaching grammar: English as an international language", Susan Conrad who investigates "Using corpus linguistics to improve the teaching of grammar", Keith S. Folse who looks at "Grammar in student books vs. grammar that students need: which grammar to include, which grammar to omit" and finally Anne Burns who reports on "Functional approaches to teaching grammar in the second language classroom". This part focuses on areas for instruction and different methodologies and, as we can see from the titles, the section covers a range of different approaches.

Chapter one (Celce-Murcia) describes a system for grammar teaching which departs in viewing language as discourse which is governed by contexts and purposes. The chapter is rich in examples and addresses how this approach to grammar teaching can be adapted to different levels of learners (from beginners to advanced). The different patterns which Celce-Murcia describes are to be seen as heuristics which learners can utilise in a number of ways. Furthermore, these different templates will also help learners achieve coherence and fluency. Chapter two (McKay) investigates how we can conceive of the notion of Standard English in an international context (English as an international language, EIL). After a brief survey of the current status of English, McKay presents several examples of activities which can be used to raise awareness of different aspects of variation in English to students of different proficiencies. The chapter ends with some discussion points which would prove useful for students of TESOL or similar as a way of further consolidating the points raised. Chapter three (Conrad) offers a brief introduction to corpus linguistics and describes how insights from corpora can inform grammar teaching, in particular with regards to content. At the end of her chapter, Conrad offers suggestions for how teachers can incorporate corpus linguistics into their own teaching practice and includes a brief list of corpora and software which may be useful. She also provides discussion points which would be useful for student teachers to reflect on. Chapter four (Folse) provides an overview of which grammar points are usually included in textbooks and encourages teachers to reflect on which grammar points to include and which to omit. Folse offers both sample activities and discussion points at the end of the chapter. The final chapter in this section, chapter five by Burns, adopts a functional approach and highlights Systemic Functional Grammar and the metafunctions of language suggested by Halliday. In this way, language learning and teaching is re-framed as the creation of meaning within a social context. The

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chapter is rich in text examples which highlight the different discourse functions discussed and the chapter offers a range of discussion questions for student teachers which should enable them to use this approach to language teaching effectively in an L2 classroom.

Part two deals with strategies and techniques which can be used in the classroom and pays special attention to the implementation of teaching methodologies and underlying weighing of pros and cons of each approach. It consists of four chapters: "Grammar practice" by Penny Ur, "Grammar teaching as consciousness raising" by Rod Ellis, "12 principles of grammar instruction" by Jack C. Richards and Randi Reppen, and finally "Practical grammar teaching: grammar constructions and their relatives" by Eli Hinkel.

Chapter six (Ur) assesses grammar practice within different models of grammar teaching and the underlying learning theories. In the second part of the chapter, Ur focuses on the design of grammar practice activities and also provides discussion questions. Chapter seven (Ellis) focuses on types of consciousness in language learning (consciousness-as-noticing, consciousness-as-understanding, consciousness-as-control) and how these can be linked to different types of activities, which are richly exemplified. Chapter eight (Richards & Reppen) presents 12 principles for grammar instruction based on a view of grammar as both knowledge but also ability. The 12 points cover varied aspects of grammar teaching such as teaching awareness of differences between text types and written and spoken language over using corpora in grammar instruction to how to use student errors to inform teaching practice. Chapter nine (Hinkel) takes a practical view of grammar instruction and focuses on teaching academic writing from a construction grammar perspective. The chapter finishes by offering sample activities and ideas for teaching as well as discussion questions. Furthermore, the chapter includes two appendices with constructions and formulaic sequences for speaking and participating in meetings as well as for use in written academic English. These appendices would be very valuable to learners of English on all levels.

The final part contains three chapters which look at grammar for productive skills, focusing on speaking and writing. The contributors to this section are Michael J. McCarthy who discusses "Teaching grammar at the advanced level", Dana R. Ferris who look at "Promoting grammar and language development in the writing class: why, what, how, and when" and Ken Hyland who provides suggestions for "Writing with attitude: conveying a stance in academic texts". The chapters in this section highlight the importance of ensuring that learners acquire a high proficiency in grammar in order to strengthen their productive skills.

Chapter 10 (McCarthy) focuses on teaching grammar to advanced learners and attempts to establish what might constitute a syllabus at this level. He approaches this from the perspective of corpus linguistics and studies into spoken grammar from which he is able to draw several examples. Chapter 11 (Ferris) discusses why, what, how and when it is possible to integrate grammar and vocabulary instruction effectively into a writing class. The chapter is rich in examples and offers a list of discussion questions at the end, a sample mini lesson in an appendix and guidance for conducting a language self-study project (aimed at language learners rather than TESOL students). Finally, chapter 12 (Hyland) looks at how to convey stance in academic texts as many students are often advised to completely remove themselves from this type of writing. Hyland covers the use of hedges and first person pronouns as ways of conveying author attitudes in this particular style of writing. Again, the chapter features a range of tasks and examples as well as discussion questions for those wishing to reflect further on the topic covered in the chapter.