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In the early 1980s, the influence of Krashen's Monitor Theory (see, e.g., Dulay, Burt, and Krashen 1982) and its practical counterpart, the Natural Approach to language teaching, were strong. These authors, in reaction to one influential strand of earlier pedagogical theory which held that successful L2 learning was predicated on getting learners to master syntactic structures of a target language through conscious awareness and practice of those structures, believed such instruction largely ineffective or even detrimental to the acquisition process and therefore generally useless. What was necessary and sufficient to encourage acquisition was something which was thought to be exactly the opposite: a focus on 'comprehensible input', closely recreating the conditions under which children learn mother tongues.

The reactions to this line of argument ranged from strong objections to the theory itself (see, e.g, Gregg 1984) to objections to the ill-defined Krashenian notion of what it means to 'teach grammar' or 'call attention to form' (Rutherford and Sharwood-Smith 1985), to claims that instruction of some sort actually does seem to work (Long 1983, Yorio 1994), to evidence that 'comprehensible input' by itself is not sufficient (Harley and Swain 1984). Nowhere was it ever demonstrated conclusively that grammar instruction has no positive effects. Since that time, grammar teaching has begun to redefine itself, usually conceding the need for more contextualization. Part of this redefinition involves the search for models, part the search for methods, and part the search for validation.

Perspectives on Pedagogical Grammar is a worthwhile collection of articles pursuing these issues. The book is divided into three sections entitled "What Sort of Grammar?", "Grammar, Lexicon, and Discourse", and "Putting Grammar to Work"; in the review I depart somewhat from the actual order of presentation.

The book's first section addresses the nature of rules available for pedagogic use. Vivian Cook's contribution raises the question of the applicability of generative grammar to L2 teaching. While this question has been addressed many times before for older generative models, recent (i.e. post-1981) revisions

in the theory call for a reassessment. The paper offers a brief overview of the principles-and-parameters model together with the L1 evidence bearing on it and then moves to the issue of the availability of UG to L2 learners, taking a generally favorable view of recent research. While Cook expresses the usual skepticism regarding the usefulness of the model for pedagogy, e.g., for the development of instructional materials, he is much more sanguine than other writers in the past about such prospects, primarily since the newer model has resulted in a radically different picture of internalized grammars, "hence any teaching program that utilizes syntax has a new and rich source of ideas to call upon" (P.29). The value lies not so much in student or teacher awareness of UG principles as in the use made of known parameters: if languages differ for the most part on matters of simple parameter setting, a whole host of learning problems might be addressed through awareness of the wide-ranging effects of these settings.

Philip Hubbard, in his paper, invites pedagogues to mine for insights three competing generative alternatives, specifically Relational Grammar (RG), Lexical-Functional Grammar (LFG), and Generalized Phrase Structure Grammar (GPSG). None of these models is given more than a cursory description, but on the positive side, possible advantages and an illustrative application is provided for each. For RG the illustration is with unaccusatives (see discussion of Yip below); for LFG it is the use of thematic roles; for GPSG it is the complex but highly systematic set of verb subcategorizations.

Paul Westney, in "Rules and Pedagogical Grammar", takes a different approach to the issue of grammar teaching as it is commonly understood, and one which falls in more coherently with the critical spirit of the volume as a whole. His article is a mass of caveats to those confident that adequate and accurate rules are readily available to teachers, whether to use for their own edification or to present to their students for conscious mastery, where 'rule' is defined as "observed regularity with predictive value" (74), but where the notion 'grammar' is somewhat less well delineated. While rules of "low-level syntax" are indeed capable of explicit formulation, these rules - which might include plural and possessive marking and gross rules of word order (cf. Rutherford 1980) - are easily learned in principle (if not actually put into use) at the lower levels. When we move to the higher levels, we are faced not only with the question of whether to use 'rules of thumb' (Berman 1979) but also of what these rules of thumb might be and whether they ought to be followed up by something more precise. Yet in many key areas including article use, the some/any distinction, and modal use, it is not clear that such precision is currently available, and if it is available, whether it is amenable to teaching and consequent acquisition: an adequate linguist's rule may not be 'translatable' to a pedagogical one.

While Westney's thesis largely concerns the proper formulation of rules, Odlin claims in his paper that despite the presumed veracity of their source, some of the key data which go into the formulation of any rules are suspect. The paper starts with the uncontroversial observation that NS judgements on the possible sentences of a language are more reliable than those of NNS and that in turn, teacher and linguist judgments (in that order) are more reliable than those of laypeople. Westney then aims at refinement of our conception of this 'introspective hierarchy', illustrating that in some cases at least, disagreements on grammaticality and acceptability vary among NSs, leading to a credibility problem where NNS seek NS judgements.

David Little argues for an approach to pedagogical grammar which emphasizes the lexicon, defending it on communicative and learning principles. A grammar-based syllabus, at the lower levels at least, begins with rules which cannot emerge as psychological equipment until a critical mass of lexis is internalized; a naive lexical approach which focuses on words without reference to their syntactic and semantic associations is difficult to use. Giving a sample pedagogical application, Little shows how students can attempt reconstructions of authentic texts in which lexical properties, especially of verbs, form an integral and communicatively vital part of the lesson. Such lessons approach grammar rules in a quasi-inductive way. He briefly outlines the training which teachers might undergo to utilize such an approach.

An example of an actual lexical approach in use is given in Tim Johns' description of ongoing work at the University of Birmingham, which involves not textual reconstruction but instead the extensive use of computer concordances. Chief underlying motivations for the project are two suspicions, one similar to Westney's about the databases of traditional grammar and vocabulary teaching, which lead to inaccurate descriptions, and the other about their top-down methodology. Johns justifies formal attention to grammar and lexis on the basis of both student interest and in view of the possibilities opened up by the recent development of computer corpora. The result is the possibility of more highly inductive learning and teaching in which learners at the higher levels construct from the data the recurrent frames necessary for mastery of problem areas. The author provides illustrative examples of the utilization of concordances in the Birmingham program.

Russell Tomlin's long contribution offers as a partial solution to overly formal syntactic pedagogy not a lexical but a functional approach to grammar pedagogy. Broadly speaking, the suggestion is that discourse-pragmatic correlates of particular grammatical constructions should be made wherever they are available and well-established. The first problem, and the one which takes up most of the discussion, is the validation issue: how do we determine whether a

particular item is in fact used as part of a (presumably) conscious attempt to achieve some effect beyond the purely informational one and is so used to the same end by other speakers such as to establish a rule of use? The second problem is how, if at all, such relevant conclusions may be put to pedagogical use - whether through explicit instruction by rule, through consciousness-raising activities of some sort, or by another means. The illustrative example used throughout is the foreground-background distinction as it has been argued to be reflected in the main clause-dependent clause distinction.

The paper by Ruqaiya Hasan and Gillian Perrett, as its authors admit, will not be seen primarily as a piece on pedagogical grammar but rather mainly as one on "the social basis of linguistic theory", challenging the common assumption that "grammar is one area of study that can be discussed in convenient isolation from everything else" (P.219). In this respect it is similar to the Tomlin piece but carries with it the intellectual and terminological baggage of Halliday's systemic-functional school of linguistics, of whose assumptions a lengthy synopsis is given. Paramount in this system are the subsystems of the interpersonal, the textual, and the ideational, which are three faces of each linguistic event; it is argued that language as an object cannot be studied fruitfully apart from social context. The example discussed at length, the semantics of modality, is particularly appropriate to advancing their program, since the choice of modals is an area in which social-interpersonal roles play a large part in lexical choice; the authors argue that awareness of social context on the part of the teacher will determine in large part the best way to teach these verbs.

David Nunan's excellent paper expresses reservations about the applicability of acquisition theory to pedagogic practice. In this case the issue in question is what bearing Pienemann's (1985) claims about teachability have on the sequencing of grammatical structures introduced, at least to lower-level students. As a highly sophisticated readdressing of the issue of natural order of acquisition (see Dulay, Burt, and Krashen 1982 and earlier studies), Pienemann predicts the futility of trying to override natural sequences in teaching. However uniform these developmental facts may be, Nunan argues that they in no way translate into straightforward instructions for syllabus writing for a number of reasons including (a) the impracticality of omitting so-called advanced structures from input, (b) the fact that certain structures are first learned and used as unanalyzable formulas, and (c) the (not easily testable) possibility that certain structures may benefit from (or even require) a 'gestation period' during which they occur in input but not in output.

The only papers purporting to offer concrete results of any approach to grammar teaching are those by Virginia Yip and Peter Master. Yip reports on

the effect of what she calls a consciousness-raising activity (insofar as it is addressed to a specific problem area) involving the testing of student responses to a correction task on the frames of ergative vs. non-ergative verbs. Such verbs, which occasion grammatical subjects in patient roles (e.g., happen, occur, and many intransitive verbs like roll which have transitive counterparts), tend to be erroneously marked with passive morphology in interlanguage grammars apparently for semantic and/or L1 transfer reasons. The controlled pretest-posttest study shows performance improvement in an experimental group following explicit discussion of the impossibility of certain forms and the possibility of others. Master's paper reports on two more or less identical quasi-experimental studies of English article instruction in which groups of university writing students, some given explicit and systematic instruction on the use of English articles and some not, were compared on pre- and posttests. Instruction was shown to make a difference in student performance, although the qualification is added that the intensity and sequencing of this instruction may have played a key role in outcomes.

There are two major generalizations which come out of this book. The most universally expressed of these is the belief that there is a role for explicit attention to form in language instruction; there is scarcely a trace of Krashenian sentiment here, though there is also no great support for traditional grammar syllabi. The overall tone of the contributions is exploratory and tentative, and the authors are in general forthright about this inconclusiveness. This is a virtue of the book, since there are few if any claims to validation. Some of the arguments for one approach or another are based on illustrative examples which might not generalize well. Will RG, LFG, or GPSG offer us much beyond what Hubbard says they will, and is this very much to begin with? How will awareness of language in social settings help us teach relative clauses or morphology? Are disparate intuitions about acceptability/grammaticality really a pervasive and vexing problem? Certain authors such as Cook, Tomlin and Johns are careful to hedge their bets on their respective arguments. Moreover, the measures of attainment given by Yip and Master do not, unfortunately, rule out the Krashenian claim that what is being measured is the ability to monitor well on an administered posttest rather than the ability to perform with nativelike accuracy in naturalistic production.

Another feature of the book is the recurring theme of the importance of the lexicon as a focus in grammar instruction, as evidenced in around half of the papers. This is an interesting focus which derives its strength from at least two sources. One is current grammatical theory, which in Cook's terms 'minimizes the acquisition of syntax, maximizes the acquisition of vocabulary items with lexical entries for their privileges of occurrence' (P.43). The other is the recent

attention given, largely in conjunction with concordance work such as Johns', to the role of the lexicon in language learning. Nattinger and DeCarrico (1992) argue that "lexical phrases" take a sort of intermediate place between word and syntax and that they are "form/function composites" (1992:11) which play a central role in L1 acquisition and ought to play a greater one in L2 pedagogy. Lewis (1993), in a highly advocatory work on lexical syllabi, argues that

> Language consists of grammaticalized lexis, not lexicalized grammar. Lexis is the core or heart of language but has always been the Cinderella...language teaching has traditionally developed an unhelpful dichotomy between the generalizable, pattern-generating quality of grammar and the apparently arbitrary nature of individual vocabulary items. The reality of language data is more adequately represented by a Spectrum of Generalizability upon which grammatical or vocabulary items may be placed... (1993:89)

He echoes much the same sentiment as Westney about the inadequacy of traditional rule-formulations and argues for pedagogical activities much like the word-based reconstructions which Little describes.

One can imagine that it will be the second strand of thinking which will be the more influential one for readers of Perspectives on Pedagogical Grammar. Whatever the Krashenians have advocated in recent years regarding attention to form, grammar still seems to form an integral part of language-teaching programs and will undoubtedly continue to do so. This volume may aid teachers in the decision of how that grammar is presented, and it will hopefully stimulate research on the relative efficacy of lexically-oriented syllabi.

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