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***Writing Education Research:
Guidelines for Publishable Scholarship***

Joy Egbert and Sherry Sanden
New York, NY: Routledge, 2015.

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Publishing a manuscript is a daunting task for many novice researchers and graduate students. Egbert and Sanden's book *Writing Education Research: Guidelines for Publishable Scholarship* provides researchers with practical guidelines on composing a publishable research paper for a peer-reviewed journal and helps them identify research-based writing issues. The overarching goal of the authors is to "support the successful dissemination of new knowledge in education in a timely and useful way" (Egbert & Sanden, 2015, p. xii).

The book is divided into eight chapters. Each chapter is broken down into an overview, reviewers' comments and related explanations, language notes, guided practice, and recommended resources for reading.

In the first chapter, *Writing and Publishing in Education*, the authors demonstrate ways to successfully construct a research manuscript and emphasize the importance of the quality of the manuscript structure and language. They present different assumptions that a researcher should be aware of before submitting a publishable manuscript, such as useful content, rigorous conduct, surface edits, and appropriate journal level. For example, the researcher has to make sure that the literature reviewed is valid and reliable for the conducted study.

The *Manuscript Introduction and Purpose* chapter addresses the function of the research paper introduction. The authors portray how researchers can walk their readers through their manuscript and keep them engaged and interested. Techniques and examples for introducing the topic, research problem, researchers' rationale, and outlining the paper's structure are described in detail. A few useful

recommendations for an effective introduction include “start with a story, a compelling statistic, or a relevant quote to illustrate the problem directly” (p. 29).

Chapter 3 discusses issues related to the Review of the Literature and Theoretical Framework. The authors draw on Ridley’s (2012) perspective that a literature review is both a process and a product. The chapter includes steps for developing an informative literature review and theoretical framework. For example, the authors suggest that the researcher should decide what kind of information he or she needs to know, determine the source of the information, and figure out the method of gathering the relevant research. Additionally, the authors provide steps for developing a literature review: synthesizing, organizing, and writing. Practical resolutions based on reviewers’ comments are illustrated to guide new researchers in providing a valid justification of their decisions. For example, they stress the importance of clearly linking the methodology to the theoretical framework and research questions, so that the methods implemented make sense to the reader.

In Chapter 4, Research Questions, Participants and Context, the authors address crucial components for successfully publishing a manuscript: creating relevant research questions, explaining the research methodology, and describing the participants. Through a language-note box, they suggest some typical academic language phrases used to connect the research questions to both the theoretical framework and the research paradigm, such as “Based on the literature review, these are the research questions” and “Research questions that arise from this gap in the literature review are” (p. 55). Such phrases give readers concrete language resources to sustain the flow of a manuscript and emphasize the significance of making connections.

Chapter 5, Data Collection, Data Analysis and Limitations, discusses common issues, such as scarcity of data sources, unclear limitations, and a lack of a detailed intervention. By following chapter guidelines, reviewers can understand how and why the study reviewed is conducted (p. 85). The most notable point of this chapter is the emphasis on explicitly justifying the data sources and the approaches used to analyze them—an area that inexperienced researchers often struggle with.

In Chapters 6 and 7, Presenting Results and Discussion and Writing Conclusions and Implications, the authors discuss different ways of composing the research findings, discussion, conclusion, and implications. They highlight key criteria for the conclusion: organizing and presenting data, interpreting the evidence, connecting to existing scholarship, and addressing the implications to the target audience.

They also guide researchers on how to report findings, present results, and use tables and charts effectively. The authors suggest, for example, that the researcher should directly refer to the theoretical framework in the conclusion. They also recommend the use of clear labels, charts, and titles.

The final chapter, Title, Abstract, and Responding to Reviewers, takes the reader step-by-step through creating an effective title and abstract. The authors, for example, suggest that researchers should first check the title and abstract word requirement with the target journal. They also emphasize that an abstract should include the problem statement, participants, methodology, basic findings, implications, and results.

Overall, this book is well written and clearly structured. Although it is written mainly for those interested in publishing a manuscript, it also can be a valuable source to novice researchers and graduate students. TESOL educators, in particular, can benefit from this book since many of the research examples provided are related to the field of TESOL. Another valuable component of this text is incorporating the reviewers' voices, which provide insights on the expectations of a publishable paper. For example, the authors offer sample reviewer comments such as "it may be helpful in the preface, in the opening chapter, or in a new opening chapter, to outline the structural features ..." (p. 12). A reviewer comment such as this might draw a novice researcher's attention to the importance of providing structure when writing a manuscript. One shortcoming of the book is that it does not cover other types of publications, perhaps requiring different submission criteria, such as media reviews and forums. While an effective book in helping researchers understand the ins and outs of publishing a peer-reviewed paper, novice researchers who might consider different publishing venues should not rely solely on it.

Reference

Ridley, D. (2012). *The literature review: A step-by-step guide for students* (2nd ed.). Los Angeles, CA: Sage.

New Ways in Teaching Vocabulary

Averil Coxhead (Ed.)

Alexandria, VA: TESOL International Association, 2014.

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TESOL teachers are constantly looking for ways to make their lessons communicative, interactive, and challenging. The struggle teachers face is that students get tired of routines, or of doing the same activities or games. While some routine is needed, new and innovative activities can be a source of motivation for students. I have found Coxhead's *New Ways in Teaching Vocabulary* to be a practical resource for this purpose. This book is a compilation of vocabulary activities from a multitude of authors organized for easy selection according to student level (i.e., age, proficiency) or lesson aims.

The activities presented in this book strive to address the conditions for vocabulary learning—motivation, noticing, retrieval, creative use, and retention (Nation, 2013) to help enhance the vocabulary-learning experience of students. These exercises provide a challenge to students that boost their motivation, creating an environment most conducive for vocabulary acquisition. Moreover, teachers can include these fun activities to promote both deliberate and incidental vocabulary learning. The tasks presented in this book require students to notice words by negotiating meaning, defining a word, or by building word consciousness. Retrieval and repetition are key components in these tasks. Students are required to constantly retrieve the new lexicon they have learned while completing the activity. Through visuals, actions, objects, and diagrams, students are exposed to new vocabulary in creative ways.

Part I of the book, *Learning New Words and Phrases*, introduces vocabulary activities that raise student awareness of vocabulary in use and focus on multiword units (i.e., collocations). Some resources in this section address a particular teaching point, such as word stress or vocabulary for the weather. Other resources are more easily adaptable to any list of target words, such as *Vocabulary Comics*, an activity that allows students to make visual connections between meaning and word use.

Part II, *Consolidating Vocabulary Learning*, focuses on consolidating meaning and form and on organizing vocabulary learning through repetition, competition, group work, and practice. One example, *Rating and Raising Word Knowledge*, helps students identify prior encounters with words and rate their level of difficulty. One way of building student autonomy is through the *Low-Stakes Vocabulary*

Test, in which students are given a list of tasks (i.e., add word stress, list synonyms) and asked to complete each task and check their own answers. Last, the Back to the Board game focuses specifically on meaning and form. One student guesses a word on the board while the whole class explains it without using familiar words, making the game more challenging.

Part III, Vocabulary and the Four Strands, describes the four strands of language learning as identified by Paul Nation, who edited the 1995 edition of this book. For a balanced language course, Nation (2007) states that students should be given opportunities for meaning-focused listening, writing, speaking and reading, language-focused instruction, and fluency development. A meaning-focused output exercise that I found quite successful in a pre-intermediate writing class is Group Storytelling, in which students produce meaningful sentences using target vocabulary as they each write a creative story. The stories are passed around the class, and each student contributes.

Part IV, Strategies for Vocabulary Learning, introduces activities aimed at direct and indirect strategies for vocabulary acquisition. Students practice both deliberate vocabulary-learning strategies (i.e., studying word parts, affixes, and suffixes) and indirect learning strategies (i.e. extensive reading) with the aim of extending these strategies outside of the classroom. Some of the activities in this section specifically address the use of learner dictionaries, collocation dictionaries, and picture dictionaries. Other activities build vocabulary knowledge. The Art of Learning Vocabulary has students explore the different aspects of target vocabulary in a hanging mobile. And, Learners Teach “Found Outside the Classroom” Vocabulary gives students practice with learning new words they may encounter daily.

Part V, Vocabulary and Technology, offers motivating activities that use technology to find out more about words and phrases in context. In Mobile Vocabulary Learning Through Photo Blogging, students use a class blog to teach each other new vocabulary words by uploading pictures and writing sentences using new words. This activity allows students to strategically use the resources around them to gain a deeper understanding of target lexicon and develop autonomy.

The last section of the book, Part VI, Vocabulary for Specific Purposes, focuses on using specialized vocabulary. Identifying or categorizing specialized vocabulary can help students better understand and retain word meaning. For instance, the activity Poster Carousels gives students practice using specialized vocabulary for poster design and a mini-conference. In this activity, students select academic journal articles in their discipline and present the research using specialized vocabulary from their poster.

A resource with a plethora of vocabulary activities is most beneficial for a TESOL teacher. In my experience, I have found that these exercises are easily adaptable for different learning goals and enjoyable. One limitation, however, is that many activities are specific to one category of lexicon (i.e., colors, weather). Another shortcoming is that the technology section misses the opportunity to extend an application to the use of social media to pique student interest. For example, Instagram or WeChat (social networking apps) could be used in vocabulary exercises.

Overall, Coxhead's *New Ways in Teaching Vocabulary* is a resource I recommend for any TESOL teacher's library. The availability of activities for a wide range of students offers TESOL teachers methods for facilitating creativity in the classroom and motivating student learning.

References

- Nation, I. S. P. (2007). The four strands. *Innovation in Language Learning and Teaching, 1*, 1-12.
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21st Century Reading 3: Creative Thinking and Reading With TED Talks

Laurie Blass, Mari Vargo, and Ingrid Wisniewska
Boston, MA: National Geographic Learning/Cengage Learning,
2016.

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2*1st Century Reading 3* feels like a breath of fresh air for those who have to endure the often-challenging task of teaching reading in the EFL classroom. Written by Blass, Vargo, and Wisniewska (2016), the textbook is filled with interesting and relevant real-life materials to help develop reading skills and vocabulary knowledge, making it ideal for upper-intermediate EFL students.

Through the use of TED Talks and National Geographic texts, *21st Century Reading 3* explores themes of global interest and provides practice for much-needed skills, such as critical thinking, communication, creativity, and collaboration. An attractive feature of this textbook is that the topics presented are appealing to a range of learners—from teens to adults. Unit topics include the culture of texting

(in *The death of writing?*), the importance of sleep (in *Are you sleeping enough?*), barriers and bridges (in *Bringing the world together*), and the professional world (in *Career paths*).

21st Century Reading 3 includes a total of 10 units. Each one is divided into three main parts: two lessons and a project. The first part, Lesson A, presents a reading task featuring a topic of interest through a specific genre, such as an interview, article, or personal blog. This is followed by exercises facilitating reading-comprehension skills such as understanding key details, analyzing an argument, identifying reasons, or paraphrasing. The second part of the unit, Lesson B, features a TED Talk and focuses on developing academic skills such as recognizing arguments, making predictions, or connecting ideas by using maps. Useful for both the instructor and student, transcripts for all the TED Talks can be found at the back of the book.

A Critical Thinking section at the end of each lesson facilitates group discussion about the reading or the TED Talk while putting in practice the skills learned in the lesson. The last part of each unit involves a collaborative project. Students are asked to explore the main topic of the unit using resources external to the text, such as the Internet and other TED Talks. This section encourages students to conduct further research on the topic outside of the classroom and prepare a presentation, start a group discussion, or design a proposal.

The design of the book is in line with the topics used in the readings—formal, yet fresh and relaxed. Numerous pictures, tables, and diagrams in each unit facilitate the comprehension of the readings. The design also makes use of blank spaces and colors on the page to provide an overall appearance that is easy and pleasant to the eye of the reader. This look, in turn, makes the book more appealing to a wider range of learners. Visual learners, who sometimes feel overwhelmed by the amount of print typically found in reading textbooks, might actually feel as though this one adapts better to their learning style. The text is also inclusive of a younger audience as it provides a dynamic and casual presentation of materials, more appropriate to their interests, needs, and capabilities.

This textbook provides a dense source of world knowledge through the development of various language skills. Although the text is primarily aimed at practicing reading skills, it is also an effective tool for oral practice as each unit contains several related questions to stir oral discussion. This, paradoxically, might be one possible shortcoming of this textbook; the extensive practice exercises and oral discussions might call for careful lesson planning. Time management can become tricky when students are willing to talk!

Overall, *21st Century Reading 3* does an excellent job of reflecting

the actual needs and interests of EFL learners in our ever-increasing global society, preparing them for the real and somewhat scary world that awaits outside of the classroom.

21st Century Communication 1: Listening, Speaking, and Critical Thinking

Lida Baker and Laurie Blass

Boston, MA: National Geographic Learning, 2017.

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Written by Lida Baker and Laurie Blass, *21st Century Communication 1: Listening, Speaking, and Critical Thinking* is as engaging as it is thought provoking. This National Geographic learning-reference text inspires listeners to challenge social issues and take action on global concerns. Baker and Blass design an attractive handbook, which capitalizes on the full-colored images of *National Geographic* and the captivating brevity of TED Talks. Transcending the bleak mundanity often associated with ESL textbooks, this text serves as a multifaceted language-reference text for novice-level ESL students and TESOL instructors.

21st Century Communication is an ideal fit for a listening and speaking course text without the need for supplemental ESL materials because it facilitates a blended approach to developing academic and vocational skills through large-group instruction and independent-study components. However, this text may also function as a supplementary text. Instructors may reference *21st Century Communication* for activities if their institution's textbook lacks problem-solving or global-awareness approaches.

The text comprises eight themed units broken into two parts. Units include Connecting to Nature (photography themed) and The Livable City (urban-planning themed). Each unit is made up of various components asking students to "put it together" through relevant vocabulary exercises, communicative tasks, and critical-thinking mind-maps. Part 1 introduces a listening component that includes lectures, interviews, podcasts, and classroom discussions. Full-colored images complement and contextualize the main ideas found in the subsequent section. Part 2 contains TED Talk listening materials, which can be accessed on the TED website at no cost. This two-part approach to each chapter allows students and instructors to think critically through written and oral modes. Text enhancements such as bolding, italics, and color fonts encourage the student to "watch for

details,” “reflect,” and “communicate through group presentations.”

A wide variety of featured TED speakers, who are experts in their respective fields, contribute to the text’s rich engagement. The various professionals include a lawyer, roboticist, writer, architect, photographer, pianist, chemistry teacher, and entrepreneur. Digital-literacy skills are enhanced through the supplementary online workbook, which contains speech-recognition and auto-graded practice exercises. Learners can work independently by combining this online workbook with the 16-page independent student handbook. Part 2, the “listening,” can easily be assigned and completed as homework. A side benefit of these provided materials ensures less grading for the instructor and an ecofriendly approach to supplemental materials.

21st Century Communication also provides unit-specific holistic rubrics that can be adapted to assess students individually or collectively. The benefits of using these prestocked rubrics is twofold. The concision of these rubrics ensures that paper is not being wasted in the learning process. This truncated design also encourages collaborative efforts among group members. Using the provided rubrics will enhance the instructor’s ability to gauge student progress.

A shortcoming with the text is the extensive imagery, which *may* overwhelm the learner with excessive visual stimuli. Some of the space used for images could have been better used by expanding on a point in the text or introducing another skill, such as pronunciation skills. However, the benefit of these visuals is that they assist to immerse the student in the content and context of the discourse. The various infographics engage students in new forms of visual literacy and work as a stepping-stone toward mastering the reading of complex charts and graphs at the university level. A second limitation of the text is that not all novice students will be able to comprehend the TED Talk listening materials, which are more appropriate for a novice-high ESL course.

All in all, Baker and Blass have developed a useful ESL text for instructor and student use. The text certainly fits its objectives of providing listening, speaking, and creative-thinking guided instruction to ESL learners, but it does so in a way that is both creative and imaginative. The scope of the TED Talk content works in conjunction with the diverse range of vocabulary exercises, skill activities, and extended practice opportunities.

In line with the National Geographic Learning mission, *21st Century Communication* successfully demonstrates its commitment that in-class textbooks should be interactive and engaging. The intertextual and communicative themes, alongside breathtaking visuals and text enhancements, ensure that course work is never superficial or synthetic. Instead, students are eager to move from one theme to the next.

***Grammar in Context 3* (6th ed.)**

Sandra Elbaum

Boston, MA: National Geographic Learning, 2015.

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Decades ago we saw a revolt against the grammar-translation method—a method of teaching English that involved explicit grammar instruction with little attention to speaking and contextualized communication. Since then, we have seen a number of theories that avoid explicit grammar instruction and focus almost exclusively on communication skills. Is there no middle ground? Sandra Elbaum's *Grammar in Context 3* incorporates grammar in meaningful, communicative ways with activities that vary across the four skills—reading, writing, listening and speaking.

While *Grammar in Context 3* is intended for advanced English learners in an academic setting, anyone who desires to hone his or her writing and grammar skills could benefit from its instruction. The text includes charts and exercises that progressively remove the scaffolding for the learner. Early scaffolding exercises include fill-in-the-blanks, circle-the-right-answers, and other grammatical “training wheels” typically offered in instructional exercises. However, the text goes beyond simply filling out the appropriate grammar structure. Students are required to produce their own sentences and eventually build up to formulating short essays using the grammar structure in each lesson. When I observed an Advanced ESL class using *Grammar in Context*, I noticed that the level of cognitive attention required for tasks, along with the vast array of possibilities to personalize their essays, helped students develop their academic voices and encouraged autonomy. For example, students are asked to go back to essays written in earlier units and renew them with the newly acquired structures in mind. This serves to highlight student progress and increase learner autonomy.

Complementing the targeted grammar points, the glossed readings and visuals provided by *National Geographic* are high quality, intricate, and impactful. Moreover, the topics of the glossed readings in the 6th edition provide an effective springboard for discussions on a variety of current topics. For example, Lesson 3, themed Oscar Night in Hollywood, introduces the passive and active voice. Lesson 6, U.S. Presidents and Elections, discusses the impact that the media have had on presidential elections while also introducing modals in the past. This lesson provided a space for the class I observed to focus on

important political events in the fall of 2016. Other topics vary from movies and travel to technology and science fiction, and there is even a chapter on adoption.

Sandra Elbaum contextually interweaves a wide range of grammar points into *Grammar in Context* 3. She thoroughly covers perfect tenses, and leads users logically through adjective, noun, and adverbial clauses. Elbaum ends with unreal conditionals and wishes—a structure most ESL students struggle with and avoid when possible. Each grammar lesson includes well-organized charts illustrating the grammar structure and offers contextualized examples. For instance, in Lesson 2, *The Mystery of Risk*, the chart breaks down the contextualized sentences: “I / have / taken / some risks” into structural building blocks: subject / auxiliary / past participle / noun phrase. After the charts are various essential tips called Language Notes. What I believe to be an essential asset to Elbaum’s book, these language notes could also overwhelm an inexperienced teacher or a struggling student. An inexperienced teacher could fall into the trap of trying to teach every language note and offering an explanation for each grammar structure. If used strategically, however, the variety of language notes and the detailed charts remind teachers of things students may not know about grammatical structures. This allows them to make informed decisions about aspects to focus on in a limited class period. This also serves to remind busy teachers to mention an essential loophole to a particular grammar point. In addition, these notes facilitate autonomous learning for ambitious students who wish to go deeper at any point.

The listening activities are, in theory, useful. However, unless you teach in an affluent context, it is not practical to ask the students to buy the CD. Most of the students in the class I observed bought used books with old pencil markings and no audio. An alternative option might be to buy a CD to use in the class. Even without the CD, the discussions prompted by the readings in the text provide excellent opportunities to hone students’ listening and speaking skills via oral interaction in groups or as a class using the topics as a springboard.

I was introduced to this text as a service-learning assistant at Cypress College in an Advanced Academic ESL class. Many students planned to further their ESL studies after this class. Armed with that information, the teacher gleaned particular items from each unit to equip the students with a solid grasp of grammar points needed at the next ESL level—while maintaining a trajectory toward learner autonomy and communicative ability. The abovementioned charts and language notes assisted the teacher immensely in this endeavor.

The most relevant and practical aspect of this book is the push

toward learner autonomy while offering adequate scaffolding to help teachers and students arrive at that goal. One way the text develops learner autonomy is through the contextualized writing prompts at the end of each unit. Prompts start out small and draw from the reader's background knowledge. For instance, one of the first writing prompts is: "What are the benefits of being bilingual? Give examples ..." while a more complex prompt offered later in the text is: "What do you think would be the advantage or disadvantage of cloning human beings?"

As students develop more complex editing tools, they are encouraged to go back to earlier essays and apply new grammar knowledge. This process reinforces the grammar points while also developing student writer autonomy. Students are reminded as to why grammar instruction matters to their ESL learning. As teachers, we know we only have a limited time with our students and we must aim to empower them with the ability to learn without limits and equip them with the tools they need to voice their ideas. I believe the principles behind *Grammar in Context 3* will aid us tremendously in that endeavor.

***Keys to Teaching Grammar to English Language Learners:
A Practical Handbook (2nd ed.)***

Keith S. Folse

Ann Arbor, MI: University of Michigan Press, 2016.

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Despite the different perspectives on teaching grammar to English learners, it is difficult to argue against the significant role that grammar plays in learning a second language. Keith Folse's *Keys to Teaching Grammar to English Language Learners: A Practical Handbook* (2nd ed.) clarifies commonly discussed issues in English as a second language (ESL) grammar for ESL teachers and offers practical teaching approaches.

Straightforward explanations and examples instead of complicated jargon are consistently included in the book, while tedious literal explanations of grammatical principles are rare. The author uses a concise format to present grammar points (e.g., Simple Past: SUBJ + did + not + VERB; Past Progressive: I/he/she/it + was + not + VERB + -ing). These precise explanations systematically extend to a number of common ESL mistakes, providing a comprehensive understanding of ESL grammar teaching.

The five chapters of the book logically move from a general intro-

duction to specific grammar points to teaching techniques. By reading the chapters in sequence, readers can experience the deepening of content. Yet the arrangement of content also allows readers to find any topic, from the 16 keys, 20 hot-seat questions, or 25 specific teaching techniques, to find an answer for specific questions without having to read in sequence.

Chapter 1 begins with the comparison between ESL and traditional English grammar teaching. With different learning and teaching contexts, learner ages, and time constraints, ESL learners develop a wide variety of specific learning needs. In particular, for adult learners of Intensive English Programs, time is often extremely limited and learning objectives extensive. Consequently, the author points out, ESL teachers are expected to provide clear and explicit grammar instruction rather than merely employ communicative approaches usually used in L1 grammar instruction.

Chapter 2 reviews basic grammar terminology. Four sections are included: common grammar errors made by native speakers, the eight parts of speech, basic grammar labels for sentence structure, and 12 English verb tenses. Readers may find that some of the labels and classifications used in this book differ from those in other English grammar reference books. For example, this book employs eight parts of speech classification (nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections), whereas other grammar reference books may have more detailed categories (e.g., four separate categories for adjectives: articles, determiners, demonstrative adjectives, and possessive adjectives). However, one needs to keep in mind that this book focuses on providing understandable ESL grammar patterns rather than comprehensive explanations for “traditional” English grammar.

Chapter 3 explains the 16 keys of ESL grammar. These 16 grammar points are considered to make up the most essential grammar knowledge (e.g., verb tenses, the *be* verb, and modals). Each key contains five parts and includes typical ESL errors, grammar-point explanations in charts and tables, frequent vocabulary usages and collations, comparison with other languages, and teaching techniques. Practical explanations and teaching suggestions are provided throughout each section. For instance, in Part E of Key 7 (Articles), the author explicitly points out that Chinese, Japanese, and Russian students should be guided to use the article *a* or *an* every time they learn a count noun, since their L1 grammar differs from the English principle.

The last two chapters are more teaching oriented. Chapter 4 offers ideas for answering 20 unexpected hot-seat questions frequently asked by ESL learners, such as adjective word order, present unreal

conditional sentences, and *since* versus *for*. Chapter 5 provides 25 specific teaching techniques with teaching conditions and samples. For instance, in one teaching technique, “Reduce teacher workload: Let students write practice quizzes for each other” (p. 385), a sample student-written quiz is included. The text concludes with five appendices consisting of lists and quick references for native-speaker errors, irregular verbs, sample exercises for the grammar keys, and a glossary of grammar terminology.

The organization of the information and page layout are systematic and uniquely designed in this book. The author uses charts and tables with different fonts and colors to organize the explanations for most of the grammar points. For example, the grayed boxes in the margins provide additional information for specific grammar points and teaching techniques.

Compared to the first edition, the content of this new edition is extended and improved. Key 16, Negating, is added to Chapter 3. In addition, within each key section in Chapter 3, the author adds an additional section introducing vocabulary associated with a specific grammar point. This is a rather distinguishing feature of the new edition, as it employs information from corpus linguistics to present the high-frequency vocabulary and collocations. Information from corpus linguistics is extracted from a large number of naturally occurring language samples rather than subjectively chosen. Thus, one might argue, the examples provided within each key are more authentic. Research points out that data from corpus linguistics provides real-world usages of vocabulary, collations, and language patterns (Kennedy, 2014).

The limitations of the book are few. Readers may find it a bit confusing that some redundant content is included in different chapters or sections. For instance, present perfect tense is mentioned in Chapter 3 Key 2 (Verb Tenses, Present) as well as Hot Seat Question 16. Since this book is designed as a practical teaching book, this redundant aspect, on the other hand, allows instructors to easily access any specific location of interest in the text. Moreover, if two sections of the text are connected, side notes are provided, informing readers where to find related information.

Overall, *Keys to Teaching Grammar to English Language Learners: A Practical Handbook* (2nd ed.) can be used by ESL teachers as an effective supplementary text to other instructional texts for teaching ESL grammar. The practical features of the book promote effective teaching practices by allowing ESL instructors to find answers to common ESL grammar questions without consulting complicated grammar reference books.

Reference

Kennedy, G. (2014). *An introduction to corpus linguistics*. New York, NY: Routledge.

