

language learning and development; however, this is the one chapter in the book that may cover a topic in more detail than is needed for an introductory textbook, particularly given the breadth of other topics that are covered in single chapters.

Finally, Chapter 9 gives an overview of bilingualism, including types of bilingualism, debates around the impact of bilingualism on linguistic and cognitive development, and bilingual language development. Chapter 10, the final chapter of the textbook, gives a brief wrap-up as well as an epilogue to the life stories of the learner profiles that were introduced in the first chapter.

Overall, this book offers an accessible and reader-friendly introduction to SLA. It would be particularly useful for introductory courses at the undergraduate level. Hummel manages to cover a wide range of topics related to SLA without the text become overly dense or intimidating. The book is well designed, with cartoons and textboxes breaking up the main text and clear introductions and summaries provided to draw a reader's attention to the most crucial information. The book is well referenced and does a good job of discussing specific research studies that inform the topics being discussed. A particular strength of this book is the suggestions for further reading and viewing. Along with providing references for books and articles that readers may find useful, references and URLs for a large number of free online videos are also included. Many of these include talks and demonstrations from experts in the field and would be of interest to students who want to explore content areas further. Overall, this book is highly recommended for instructors who are looking for a solid and reader-friendly introductory SLA textbook for their students, or for any reader seeking a comprehensive yet approachable introductory text in this area.

Jennifer Foote

The Reviewer

Jennifer Foote is an Assistant Professor in the Faculty of Extension at the University of Alberta. Her research interests include second language speech perception, pronunciation instruction, and computer-assisted language learning.

An Introduction to English Sentence Structure: Clauses, Markers, Missing Elements

Jon Jonz

Sheffield, UK: Equinox Publishing, 2014, 285 pages, ISBN 978-184553-146-1

This grammar book will certainly be appreciated by those who are curious to dip their toes in the waters of functional grammar. In this introduction to English sentence structure, the focus is mainly on how *event structure*, the things that happen in our everyday lives, is represented in language.

Author Jon Jonz assumes his readers have no previous knowledge of functional grammar and walks the reader through the lessons with clear explanations and a supportive tone. This book can be used as a self-study guide, although, as Jonz notes in the preface, it will more likely be used as a textbook as part of a course. An online instructor's manual is also available for download on the publisher's website.

The book's subtitle is *Clauses, Markers, Missing Elements*. Jonz says that to develop a sense of how English sentences work it is important to consider first how clauses are built, second, how they combine together, and finally, to recognize what is left unsaid. In ten chapters, Jonz takes the reader from the basics of recognizing the elements of clauses to analyzing multiclausal sentences. Each chapter begins with a section called "Preliminaries," in which the author reviews the main points of the previous chapter and sets up the current lesson, which consists of an explanation followed by practice exercises. The chapters are all similarly structured, which may become repetitious for some; however, others may find comfort in the repetition, as there are many new concepts to take in and the reader may not wish to be challenged further.

The author takes almost all of his examples from the 1898 classic novel by H. G. Wells, *The War of the Worlds*. This indicates the level of English that is required in order to understand the examples used in the book. Furthermore, it means the focus of the book is on written language of a literary nature and, as a result, may not suit the reader interested in studying colloquial language.

To ease the reader into the study of functional grammar, Jonz includes terminology from both structural and functional grammars, guessing that the reader will already know structural terms. He includes a glossary to help with terms that may be unfamiliar to the reader, and for added ease the glossary terms appear in the text in boldface. The layout and design of the book also contribute to the user-friendly approach; there are clearly marked sections and plenty of white space, so the reader will not be overwhelmed with pages of heavy text.

Jonz anticipates a reader who is a student of humanities, an English teacher in training, an aspiring writer, or someone who loves language. In fact, Jonz himself comes across as someone who is very passionate about language, and he begins his preface with the prediction: "You're going to enjoy this book" (p. ix), a sure sign that this is not a traditional grammar book. He considers this book to be a starting point that will prepare the reader to go on to study functional grammar in more depth. Here Jonz mostly "borrows" from the linguists M. A. K. Halliday and Talmy Givón, but points out that there is a diversity of functional descriptions, each with its own insight. The references included at the back of the book will be helpful for those who are interested in learning more.

Language students accustomed to seeing “right” and “wrong” answers to grammar questions may be surprised by the lack of definitive answers in this book. In fact, Jonz does not use the name “Answer Key” but instead offers “Suggested Responses” to underline the fact that answers may differ depending on one’s interpretation. This may not be satisfying to students who are used to seeing “correct” answers to grammar exercises. For those students who need more feedback, it may be more productive to use this book with the guidance of an instructor rather than in independent study.

Overall, this book is a user-friendly introduction to analyzing language using the functional grammar approach. Minor quibbles include the repetitive structure of the chapters and the use throughout of examples taken from *The War of the Worlds*. While it may have a unifying effect, focusing solely on one work of fiction means that those who dislike the genre may find it more difficult to engage with the exercises. However, I certainly recommend this book as a resource to be used by instructors teaching from a functional grammar perspective and as a self-study guide for those independent students who are comfortable investigating queries on their own.

Karin Keefe

The Reviewer

Karin Keefe is a Vancouver-based writer and ESL instructor. Her interests include EAP curriculum and academic test prep. She is pursuing an MA in TESL at the University of British Columbia.

Books Available for Review, Vol. 32, Issue 2, 2015

Glaser, K. (2014). *Inductive or deductive? The impact of method of instruction on the acquisition of pragmatic competence in EFL*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Myles, J. (2015). *Beyond methodology: English language learners K-12*. Charlotte, NC: Information Age Publishing.