learning. She also makes a very strong case for why ILGs should be studied in their own right, instead of relating them to the adult native grammars of the same languages. This study can therefore be considered as a landmark in the study of L2 learning.

References

Bley-Vroman, R. (1983). The comparative fallacy in interlanguage studies: The case of systematicity. *Language Learning*, *33*, 1-17.

Chomsky, N. (1981). *Lectures on government and binding*. Dordrecht: Foris Publication.

O'Grady, W. (2010). Emergentism. In P. Hogan (Ed.), *Cambridge encyclopedia of language sciences* (pp. 274-276). Cambridge: Cambridge University Press.

Pritha Chandra (PhD, Maryland) is an assistant professor in the Department of Humanities and Social Sciences at the IIT Delhi. She has wide range of teaching and research experience in the areas of Theoretical Linguistics (Syntax) and Formal Semantics. She has presented several papers at various prestigious meetings in Linguistics. She has published several papers in reputed journals of Linguistics too.
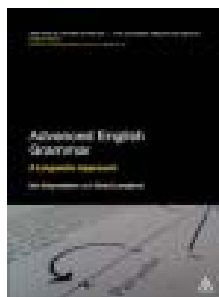
pritha@hss.iitd.ernet.in

Advanced English Grammar

By Ilse Depraetere & Chad Langford (2012).

New Delhi: Bloomsbury

Reviewed by: Bidisha Som

Learning and teaching language as a cognitive activity has been part of most literate societies since ancient times. The debate about the correct method of teaching language is also old, perhaps starting with the Greeks (Horrocks, 2010). The modern world has seen various waves of theories regarding language teaching methods, the most traditional among them being the grammar translation method. The book, "Advanced English Grammar: A Linguistic Approach" is the fruit of labour of two experienced teachers of English language who have tried to bridge the gap between traditional method of teaching English, and a thoroughly linguistic analysis of language. This was an effort to make clear to the students "that there is a logical system underlying the rules they were learning by rote memory", which is apt for the target population of this book, namely advanced learners of English.

The book is neatly laid out in six chapters. After discussing the primary notions of various grammatical forms and functions in the first chapter, the authors move on to describe the important notions in English grammar from a linguistic analysis vantage point. An important aspect of the design and choice of topics in this book is that it discusses the relevant notions of language structure that will help the student better grasp the concept rather than burden them with linguistic theories and terminologies. The chapter on 'Verb and its Compliments' addresses some main basic notions of verb morphology in the language, including the classification of verbs into lexical and auxiliary verbs, and the passive and complement structure of verbs. 'Nouns and the Noun Phrase' (or the noun morphology) covers the expected ground of modifiers, determiners and subject-verb agreement. The treatment of the 'genitives and possessive determiners' in this section is a welcome surprise, and has been dealt with clearly and with adequate examples. 'Tense and aspect' is discussed in a separate chapter in great detail. A significant aspect of this chapter is that the

authors take care to show the relationship between time and tense, and the different type of mapping possible between them, such as present tense to talk about future time etc. In a clear departure from traditional approaches, the book aims to teach the students that "choice of tense… follows from a few basic generalizations related to how time is perceived in English", referring to the underlying perceptual factors responsible for language structures. 'Modals and Modality' is a detailed chapter; it discusses the different ways to use modal verbs to communicate either epistemic or non-epistemic meaning. The discussion brings out the equation of modal meaning with respect to temporal reference and aspectual distinctions, thus creating a holistic picture of the rules governing the function of verbs in this language. The last chapter on discourse is short and crisp. At the end of the chapters, there are exercises on each chapter, which is of great use to the language teacher as these exercises can be used in classroom teaching as well as by the students themselves to sharpen their skills.

On the whole, this is a very welcome book that fills a gap between traditional grammar approach and pure linguistics analysis, and is written in a style that steers clear of the intimidating prose of linguistic analysis and the prescriptive nature of traditional grammar. It is perhaps because of the long teaching experience of the authors that there is a conversational attitude in the writing that can be expected to be student-friendly. Though the book is primarily addressed to the non-native learners of advanced level English, it could also prove useful for the native speakers as a reference book, owing to the systematic analysis of the underlying rules of the language. The idea of a nagging necessity of teaching language through linguistic theories is not entirely new, and books with this approach have been fruitfully engaged to fill the gaps (Wardhaugh, 2002). All in all, this book provides the readers with a refreshing viewpoint of the traditional method of teaching English and a linguistic

analysis of language. In addition, there is companion website to accompany the book, from where users can download resources.

References

Horrocks, G. (2010). *Greek: A history of its language and speakers*. Malden, MA: Wiley Blackwell.

Wardhaugh, R. (2002). *Understanding English grammar: A linguistic approach*, (2nd ed.). Malden, MA: Blackwell Publishing.

Bidisha Som (PhD, JNU) is an assistant professor in the Department of Humanities and Social Sciences at the IIT Guwahati. She has taught various courses in linguistics.

bidisha@iitg.ernet.in

Masti Ki Paathshala (in Hindi)

By Kamalanand Jha (2009).

Reviewed by: Parmanand Jha

Stephen Spender, the celebrated British poet, in his famous poem, 'An Elementary School Classroom in a Slum', portrays, with down to earth realism, the depressing faces of school children confined within the four walls of the school classroom. On the room wall are the pictures of Shakespeare, the Tyrol Valley and a map of the world—all far removed from the interests and concerns of the children coming from a socially and economically backward background, and whose world is represented by