

Reviews

Pedagogy as Encounter: Beyond the Teaching Imperative.
Naeem Inayatullah. Rowman & Littlefield, 2022. 145pp.
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Pedagogy as Encounter: Beyond the Teaching Imperative by Naeem Inayatullah was written during his final years of teaching at Ithaca College in Central New York State. Readers will be introduced to wide range of Inayatullah's ideas, from his views on global politics and international relations to his beliefs on teaching, student encounters, higher education power structures, culture, music, and relationships. The author puts a career's worth of experience into a compact and dynamic format. He empties his mind, heart, and soul on to the pages and leaves the reader with the decision what to accept and what to reject. This book is an insightful memoir, teacher resource, and pedagogical tool. At times readers may feel the author has veered too far from any central message. He does, however, return to his central narrative: communicating his ideas about teaching and learning. This keeps readers on a familiar enough path so they can know where they started from, where they are, where they might be going, and as I said, what they want to take away. Those interested in memoirs will find this book engaging, but also those who are looking for insights into teaching and learning will find this book thought-provoking and inspirational.

The entire book is written in the author's voice, except where he adds those of students, colleagues, and family members. He includes their voices in the main text, as well as in footnotes the use of which is deft but complicated. They provide immediate insight to the narrative unfolding before the reader—a kind of sub-commentary. However, there were times when the footnotes provided such clarity that I wondered why the author did not make the note part of the main text. I will expand on this point later.

Spread over eight chapters compacted into 127 pages, Inayatullah poses a thought-based piece that is not centered on telling the reader *what* to think, but instead providing a blueprint for *how* to think. In the first paragraph of Chapter One he says, “I believed that teaching and learning were possible when I began my career... I may have had my doubts...why did I treat doubt as a threat and not also a resource, as a gift to open” (Inayatullah, 2022, p. 1)? This gave me pause and inspired me to make a note on for future reflection. Inayatullah concludes his opening section with a kind of Socratic interplay that tells readers this book is about discovery, but only if we release ourselves from formally held views about teaching and learning. He closes Chapter One describing how teachers, instead of being domineering-authoritarian figures in the classroom, are on a parallel journey with students for equal amounts of knowledge and healing.

In Chapter Two, we see the author dive into memoir writing. Inayatullah recounts his upbringing in Pakistan, his education in Europe and the United States, and we experience the tense relationship with his father. His family and how they affect his life are a constant narrative, and one he writes about with honesty. We also learn about educators who inspired and molded him. For example, Mr. Denison, who taught him physics in high school, showed him how to be a teacher, who while simultaneously commanding the room, also removes himself playfully. Because he portrayed people in his life almost like characters in a play, the author left me with a clear understanding of what they contributed to his existence.

Chapter Three continues as memoir and brings us into the author's challenges as a burgeoning academic. Chapter Four, however, takes us into his method. The author illustrates his pedagogy by bringing us into his classroom and through various encounters. The title of the chapter – Encounter as Method – is appropriate and will provide the reader with many insights. For example, he sets up his classroom in a circle because “It is imperative for me that we all see each other's faces. The process of including all voices and ears is built into the classroom geometry and begins immediately” (Inayatullah, 2022, p. 49). The idea of encounter is revealed in the structure of his classroom; a pragmatic approach some teachers may find useful.

Chapter Five centers around conflict, exploring the concept of risk, and what we can learn within the critically tense space that is created by risk. Readers encounter the realization that out of conflict and risk can come endearing love. The story of Alex on page 82 illustrates this point beautifully and with some humor. Chapter Six takes us on Inayatullah's journey with

music as a love and tool to develop his pedagogy and self. Here we see how he lives his ideal for teachers to share space with the student and be “intrinsic collaborators” (p. 7). He admits to not being able to read music let alone play an instrument, yet he engages with students who are formal musicians and vastly superior to him regarding the musical arts. Pages 91 to 92 – finding the one – illustrate this with humility and again, humor. Chapter Seven closes the main section of the book leaving readers with various encounters that show what happens when everyone engaged in them are committed, even over-committed. Chapter Eight sums up the book in-large-part by handing it over to past students.

Inayatullah provides an insightful text worthy of exploration. The memoir/vignette style provides readers with a driving narrative. He dips into his own personal exhortations while illustrating very personal and confrontational encounters. I go to the story of Nora:

Nora didn't mind shouting at me, and I enjoyed yelling back – with the office door open, of course. My department chair walked by during one such interaction, detected our intimacy, and jumped to a conclusion... ‘You have too strong an influence on your students, especially the women’” (p. 68).

The vignette concludes with Inayatullah telling Nora about what his department head said and cited that as reason for not including her work in a future course reader. Nora berates him for his “lack of courage... ‘If my work is good enough, why can't you publish it?’” (p. 68). Inayatullah went back to his department head, after some consultation with his spouse, and said, “I can become better at my methods, but I cannot change them” (p. 68). Readers may see an erratic, obsessive teacher who oversteps his bounds. I imagine to educators in Japan, such a situation would not be imaginable, and therefore to see this in a book about pedagogy may raise questions about the author and his predilections. This is a risky way to convey a message, but one I believe he executes well while staying true to his mission.

The book is not comprised of entirely personal thoughts and recounts of encounters. The author grounds his beliefs and actions in a wide range of references that appear in the footnotes. As I mentioned earlier, this provided clarity in many cases, but some were perplexing to me. For example, in Chapter 1, Footnote 1, he says,

My purview is limited to teaching and learning as they occur in Western formal educational institutions. I suspect that

my claims are generalizable to other cultures, alternative institutions, informal spaces, and everyday life processes. Nevertheless, developing the wider scope is a challenge for a different book. (p. 1)

I thought to myself, “Why the disclaimer? The main text is so bold... ‘My subject is not progress and genocide but teaching and learning (p. 1).’ This footnote dilutes the impact... Maybe you should have expanded on this in this book...” This was a reoccurring thought because Inayatullah mentions researchers, educators, authors, writers, musicians, students, and others who have impressed themselves onto who he is as a person and a professional. I, however, catch myself and wonder if such exposition would have warranted more pages and a heftier manuscript thus compromising the boldness of the current style and form. My position here is to yield to the literary persuasion of the author; it is, after all, his book.

Throughout the book, many encounters blossomed with literature students proposed to work with Inayatullah. He took this on with great energy, enthusiasm, and sincerity. In Chapter Eight he mentions that he was growing tired of reading the works of Paulo Freire because the idea of liberation as a possibility was too prevalent in his writing. Incidentally, he mentions in a footnote on page 125 that bell hooks (1994) purported the same idea in *Teaching to Transgress*. Upon recommendation by a student, he read books by Marshall Alcorn and Thomas Rickert. The influence was immediate and did not wear off. Throughout his book Inayatullah extensively quotes both scholars. In Alcorn and Rickert he saw an alignment of why he had become a teacher. Teaching was not the career he set out on attaining, but the one that has fulfilled him.

This book illustrates how teachers could release themselves from the common dynamic of teacher as ultimate authority and student as loyal and obedient observer (Freire, 1996). Despite Inayatullah having grown weary of Freire’s scholarship, the book can be considered a piece of emancipation literature or liberation pedagogy like Paulo Freire’s *Pedagogy of the Oppressed* (1996). The difference is that Freire existed in a system where the people had real and immediate life or death decisions to make, in an environment where the government was actively exploiting them. Educating the local population truly threatened social cohesion and power dynamics.

Inayatullah, however, does not have such a context to work against. Ithaca College is a private liberal arts institution in Central New York State; the student population is not comprised of impoverished farmers

fighting the state against exploitation. He recognizes this reality in one of the many vignettes that illustrate his encounters, "Ithaca College students, overall, have plenty of discretionary income that they flaunt, knowingly and unknowingly" (p. 66). I believe this is a constant tension and reflection point in the book because while the author comes from an accomplished but humble family lineage that began as farmers in the Punjab, and has reached exemplary heights in academia, he is teaching students who, mainly, started life in a seemingly beneficial position; they were primed for success. Inayatullah faces this critical tension point in various encounters with colleagues, students, and his family.

This book, therefore, adds significance to the teaching-learning dynamic and the understanding of pedagogy. The author's outsider perspective, having not been a trained teacher in the traditional sense, has allowed him to theorize and explore his own adventures, risks, and encounters to develop a pedagogy. I believe teachers will appreciate the instructions and discussions on creating space for critical encounters, designing classroom setups to allow for authentic communication, and engaging in risk taking. These are lessons that all language acquisition teachers can learn from and incorporate into their pedagogy. Ultimately, Inayatullah does not leave readers with a list of best practices, instead choosing to let the voices of his students breathe and construct those practices alongside him.

Finally, the book challenges us to think and engage our thought processes with rigor and precision. Dewey (2004) said, "Thinking, in other words, is the intentional endeavor to discover specific connections between something which we do and the consequences which result, so that the two become continuous" (p. 140). In addition, Freire (2005) espoused, "...the task of the teacher, who is also a learner, is both joyful and rigorous. It demands seriousness and scientific, physical, emotional, and affective preparation" (p. 5). Similarly, Inayatullah (2022) reveals, "I am devoted to the precision that science brings. If I cannot be precise about why I believe something, how I am moved by something, or why I make something, then I have betrayed the spirit of what it means to be a human" (p. 22). He concludes his revelations on precision with a warning of sorts, "However, precision for its own sake is a fetish. Precision's purpose is to serve the larger story that doubt, death, and morality impel us to construct" (p. 22). Do not just go through the motions. Dig deeper and be more in the encounter.

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***Narrative Inquiry into Language Teaching Identity: ALTs in the JET Program*. Takaaki Hiratsuka. Routledge, 2022. xiv + 234 pp. ¥8,353. <https://doi.org/10.4324/9781003248729>**

Reviewed by
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As the title suggests, this volume presents the results of an investigation of the language teaching identities (LTIs) of assistant language teachers (ALTs), who are hired from abroad by the Japan Exchange Teaching (JET) Program primarily to work in Japanese public schools as team teachers of English. Hiratsuka, himself a former high school teacher in frequent personal and professional contact with ALTs, observes at the outset that there is a great deal of research and public commentary on JET, ALTs, and the Japanese teachers of English (JTEs) who work with them. However, much of this writing deals either with narrowly defined pedagogical issues or broad policy questions. Hiratsuka's investigation, by contrast, focuses on ALTs' holistic experiences through retrospective interviews, thus providing an insider's perspective on the complexities and contradictions of JET and making the volume relevant to both policy makers and practitioners.

The first three chapters of the book are introductory, with a bird's-eye view of the study presented in Chapter 1 along with an exposition of the four key terms of the title: ALTs, the JET Program, identity, and narrative inquiry. Chapter 2 looks at the JET Program in further detail: its history, working conditions for participants, and empirical research to date. Building on his criticism of the narrow focus of previous work, Hiratsuka further suggests

that research has tended to present ALTs and their experiences as static and unchanging. He then outlines the innovations of his study: the use of narrative inquiry to capture the dynamics of ALT identities as they evolve over time. In Chapter 3, Hiratsuka delves into identity as it has been applied in recent research on language learners and teachers. Drawing particularly on the identity facets outlined by Benson et al. (2013), he adopts a poststructuralist view of ALT identities as multiple and shifting, where a number of specific personal and professional selves can come into play at a given moment.

Chapter 4 describes the methodology of the study, beginning with the distinguishing features of narrative inquiry: its usefulness in capturing participants' experiences, sensitivity to context, and co-constructed character. Hiratsuka then tells his own story and how as a language learner and teacher he came to be interested in ALTs. This is followed by details of data collection: in-depth interviews with 22 former ALTs, 10 of whom were eventually selected as focal participants for the volume based on factors such as gender, age, nationality, and geographic location while working as an ALT. The chapter concludes with a model of the two main identities that Hiratsuka uses to make sense of his data: foreigner and dabbler.

Chapters 5 through 7 represent the core of the volume, in which *narrative analysis* and *analysis of narratives* (Polkinghorne, 1995) are used in turn to examine the stories of the 10 focal participants. Narrative analysis, which involves taking raw data and distilling their narrative elements, is applied in Chapter 5, where each participant's ALT history is told in the first person as it has been pieced together into a seamless account by Hiratsuka. The chapters that follow employ analysis of narratives to highlight the ways in which foreigner and dabbler identities intertwine in those stories within the ideological context of Japan. Chapter 6 focuses on foreigner identity and its three sub-identities (celebrity, sojourner, English expert), while Chapter 7 looks at dabbler identity and its manifestations (assistant, greenhorn, Japanese novice).

The next two chapters form the discussion section by exploring factors at play in these varied identities. Chapter 8 deals with internal factors such as participants' motives and expectations prior to JET, level of maturity and experience, gender, sexuality, nationality and ethnicity. Hiratsuka observes that while some of these factors are fairly straightforward in their apparent influence, others (such as ethnicity) seem to vary widely in relevance and what they suggest about individual ALTs and Japanese society. External factors are taken up in Chapter 9, including location, school type, the JTEs that the ALTs worked with, and the other ALTs with whom they came into

contact. Here as well the implication is that the influence of any one factor can be quite complex, such as when ALTs' placement preferences are ignored and they are assigned to rural areas, resulting in initial disappointment but also (in some cases) the chance to immerse oneself in local life and culture.

Hiratsuka begins his conclusion (Chapter 10) by summarizing the two identity configurations in light of previous research, often noting that his study broadly supports previous findings while revealing a complex interaction of factors underlying the ways in which participants understood their experiences. He then revisits his identity model of Chapter 4 and adds a more detailed conceptualization that captures its dynamic nature in terms of positions, attitudes, and possibilities. Hiratsuka then makes specific proposals for practice and research, notably the suggestion that the term "assistant language teacher" is a misnomer and that JET participants should be rebranded as language teaching assistants (LTAs), which would better reflect the roles that they play in Japanese schools.

A key strength of this book is its accessibility. Hiratsuka identifies different groups of primary and secondary stakeholders that his research addresses—ALTs and JTEs first and foremost, but also school and government officials, organizations that support ALTs, and teacher trainers—and he makes quite specific recommendations regarding these groups. For example, ALTs should be incentivized towards gaining greater proficiency in Japanese and understanding of Japanese culture prior to arrival in order to reduce the potential for marginalization. Similarly, JTEs should have authority to assign ALTs a greater variety of duties within schools so as to reduce their own workload and free up time for collaboration in lesson planning. Finally, those involved in recruiting and hiring need to strive for greater transparency in what ALTs can expect from the position. In order to support proposals like these, it is essential that the research be presented in a way that is digestible without compromising its theoretical and methodological rigor. Hiratsuka does this through an engaging and earnest style that juxtaposes the stories of individuals with more abstract theories and policies. An instance of this can be found in Chapter 4, where discussion of the features of narrative inquiry is followed by Hiratsuka's own language learning and teaching history, leading up to his interest in ALTs. In short, he works hard throughout the volume, and I would argue largely succeeds, at situating abstract concepts and issues in specific people, places and times.

The book is also accessible in its organization. It is laid out along familiar research-report lines with plenty of signposting to tell readers what Hiratsuka is doing before and after he actually does it. Moreover, Hiratsuka

cycles through the core stories, and many of the peripheral ones, at several different points. For example, the account (in Chapter 5) of a White male participant from South Africa who worked in a rural prefecture with few Caucasians is later referred to as an instance of the foreigner identity and its celebrity sub-identity (Chapter 6), and then pops up again in discussions of factors such as ethnicity and geographical location (Chapters 8 and 9). Similarly, a female participant from Australia describes spending large amounts of time as an ALT, often the whole day, sitting alone at her desk in the staff room with nothing to do, an experience that is revisited in light of the assistant sub-identity of the dabbler (Chapter 7), and how it can lead to professional marginalization. Continual cross-referencing of this sort makes for a fair amount of repetition, which is especially noticeable if one reads from cover to cover, but it also makes the book easy to dip into—and Hiratsuka himself suggests that different readers may want to skip over certain chapters in favor of the parts most relevant to them. More importantly, I would suggest, it emphasizes the dense and interwoven nature of the stories and how they can index different LTIs in varied and surprising ways.

Hiratsuka's study also makes important contributions to research on identity in language learning and teaching, particularly as an example of the contrastive uses of narrative analysis and analysis of narratives. Benson (2013) has suggested that these two types of analysis are not strictly separate and that they can be productively employed at different stages of the research process, from gathering data to analyzing it and then writing it up. In this case, Hiratsuka first presents each interview as a single cohesive story (narrative analysis), instead of the battery of quotes that one might expect, and then he picks those stories apart to scrutinize the themes and categories that they share (analysis of narratives). This can be seen as a "vertical/horizontal" approach, in which each case is examined vertically on its own terms, so that readers have a clear picture of each participant before cases are then analyzed horizontally, according to elements that cut across individual accounts. The suitability of these two steps in this particular order can encourage researchers to think about how different aspects of narrative inquiry might inform stages of their own projects, whether in a vertical-to-horizontal manner or otherwise.

Hiratsuka is also appropriately cognizant of the limitations of his study. He notes primarily that his small group of 10 focal participants, recruited through convenience and snowball sampling (that is, through the researcher's personal contacts and their acquaintances), leaves open the possibility of inherent bias in the data and limits generalizability, which

he suggests may not even be desirable in this case. While this may pose problems for readers looking for quantitative rigor, qualitative researchers are more likely to be concerned with how Hiratsuka handles another set of issues. One of these is the possibility of bias arising from the researcher's personal history of involvement with ALTs, both as a language learner and teacher. Hiratsuka points out that he attempted to mitigate this by aiming for as varied a sample as possible, but he also addresses it throughout the volume by telling and referring back to his own story, which helps make his status clear vis-à-vis the participants. Other issues relate to methods triangulation, or the use of different sources of data to verify conclusions, and member checking, which is the practice of providing participants with research results in order to give them the chance to disagree with findings. Hiratsuka states that neither of these was practically possible in his study, though it is not completely clear why, in the case of member checking, he was unable to run the participants' stories by each of them for confirmation. The obvious upshot of these limitations is that readers must be cautioned against taking these stories as representative of all ALTs, and that further research using more varied methods is needed to confirm and build on Hiratsuka's results.

In short, this volume is a rich resource for teachers, administrators, and researchers. Current and former ALTs will no doubt see echoes of their own experiences in these stories (as I did myself), but the book will also be useful to those hoping to improve the JET Program, whether through broad policy reforms or grass-roots action, as well as researchers interested in narrative inquiry. The ultimate achievement of Hiratsuka's study, I would suggest, lies in the way it manages to problematize the response typically given to ALTs who ask questions or complain about their condition: "Every situation is different." As Hiratsuka points out, this phrase has become so well recognized by ALTs that there is even an acronym for it (ESID). It represents the tendency of JET Program officials to avoid transparency by papering over the varied experiences of ALTs across Japan, thus whitewashing the problems and contradictions of the program as a whole. Hiratsuka pierces through this attitude by offering an important critical perspective on the JET Program, team-teaching, and most importantly, the working lives of ALTs.

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***Teaching Academic L2 Writing: Practical Techniques in Vocabulary and Grammar (2nd ed.)*. Eli Hinkel. Routledge, 2020. vii + 484 pp. ¥8,254. <https://doi.org/10.4324/9780429437946>**

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This book is an excellent comprehensive resource for academic writing teachers and researchers. In this research-informed book, Hinkel highlights prominent characteristics of academic writing and offers practical techniques and useful strategies that help writing teachers find solutions to mistakes that their second language (L2) writing students make. The theoretical discussions and practical exercises are drawn on findings from previously published research in the areas of L2 writing, lexico-grammatical studies, and corpus linguistics also makes this compendium a solid research-informed resource for novice and expert researchers. The current review will provide an overview of the book, highlight its strengths, briefly describe how some exercises from the book were implemented in two respective EFL settings, and offer constructive suggestions for the book author and publisher.

The book has three main parts, totaling twelve chapters. **Part I** (*Academic Text and Teaching Second Language Writing*) provides a rationale for the book by highlighting the linguistic and rhetorical challenges L2 writers face in addressing academic writing tasks commonly assigned in English-speaking

colleges and universities. **Part II** (*Sentences and Their Parts: Vocabulary and Grammar*) lists a range of sentence-level grammar stems and offers a stock of academic vocabulary that is commonly used in academic prose. **Part III** (*Text and Discourse Organization: The Sentence and Beyond*) moves beyond sentence-level grammar and vocabulary patterns by delving farther into larger discourse-level rhetorical features (e.g., coherence, hedging) that appear frequently in academic texts.

Hinkel centers her book on five principles (see page 7 for further details). The essential principles include: (1) learning to write in L2 is fundamentally different from L1; (2) L2 writers cannot attain the same level of academic writing proficiency as their L1 writer counterparts; (3) a writing curriculum designed for L1 writers is not necessarily meant to enhance L2 learners' writing proficiency; (4) one's proficiency in conversational English does not necessarily lead that person to produce advanced academic writing texts; and (5) more focused instruction on academic vocabulary, grammar, and discourse-level conventions are essential for helping L2 writers become proficient, independent writers. To address all five of these principles, Hinkel urges writing teachers to introduce to L2 writers essential elements such as frequent academic vocabulary and sentence stems; raise their awareness of rhetorical features in academic texts; and teach those elements by using persistent, explicit, and systematic approaches.

Utterances in conversational English and paragraphs in academic texts entail strings of words or phrases that entail grammar rules. Because academic writing is highly formulaic and conventionalized, many scholars encourage teachers to establish links between grammar and vocabulary in their instruction (Richards & Reppen, 2014). Hinkel suggests that "grammar instruction has to take place in tandem with instruction on vocabulary and recurrent academic phrases" (p. 58). To achieve this goal, she offers tips and practical techniques for raising L2 writing teachers' awareness about academic vocabulary and sentence stems, as well as highly conventionalized paragraph-level discourse features commonly found in academic prose. Hinkel does not use the words "practical techniques" lightly, as each chapter includes useful techniques and tested strategies for L2 writing teachers to implement in their instruction. To make the recommended hands-on teachable ideas visible to readers, the following headings appear throughout the book. *Action Point* offers a single teachable idea, provides numerous example sentences, and cites one or two key research studies to support the idea (see pages 272-73 for details). While *Trouble Spot* entails a description of one or two typical problems L2 writers encounter in their

writing (see examples on pages 154, 155), *How to Teach It* includes step-by-step instructions for addressing the errors illustrated in the Trouble Spot sections while offering efficient ways to remediate those errors. There also is a section titled *Talking Shop* that offers research pointers and insights intended to communicate some of the essential points to readers (see examples on pages 13 and 30). Additional exercises can be found under the heading of *Chapter Summary*, located toward the end of each chapter. While reviewing the book, we concluded that the term *Chapter Summary* not only succinctly summarizes the major theoretical points in the chapter but also includes extensive exercises to engage L2 students in the writing evaluation and self-editing processes.

Although the suggested exercises are meant to be implemented under the supervision of teachers, Hinkel recommends several *Editing Practice* tasks throughout the book to encourage students to practice writing outside of class. Hinkel believes that “the learning of many L2 academic skills, such as writing, reading, vocabulary and essay editing, is largely a solitary activity” (p. 72). Self-editing tasks help L2 writers become *independent* while solidifying their knowledge of recently learned academic vocabulary, grammar construction, and discourse-level rhetorical features.

Two first authors of the current book review (Ugilkhon and Dilnavoz) implemented the exercises from Hinkel’s book in their respective EFL classrooms. The exercises were not randomly assigned. While reviewing the book, the first two authors—who also serve as EAP teachers in Uzbekistan—discovered several level-appropriate exercises that could potentially address recurring pitfalls in their students’ writing. The first author, Ugilkhon, noticed that her undergraduate students at Andijan State Institute of Foreign Languages wrote sentences that contained exaggerations and overstatements. Instead of writing *These days, many students occasionally plagiarize their papers by using artificial intelligence tools such as ChaptGPT and QuillBot*, they would oftentimes produce utterances such as *These days, students plagiarize their papers by using artificial intelligence tools*. To introduce the concept of *hedging* and/or *hedges*, “... words, phrases, clauses, and other constructions, that are used to limit or qualify a statement, reduce the degree of certainty, and project politeness” (p. 429), Ugilkhon created a short handout drawing on the information presented in Chapter 12 (see pages 455-456) and had her students practice the use of some of the hedging devices (e.g., quantifiers, modal verbs). By the end of the instruction, most of the students were aware of the functions of hedging in academic prose and could successfully identify when a sentence was being qualified or limited.

Another success story comes from the second author, Dilnavoz, who introduced to undergraduate-level EAP students at Urgench State University (northern region of Uzbekistan) sets of activities that featured contextualized groupings of nouns. She decided to introduce the concept of “catch-all nouns” to her students after realizing that her students tended to overuse one word in their writing, either intentionally or due to a lack of alternative word options. For example, her L2 writers would repeatedly use the word *people* rather than substituting it with other lexical choices, such as *adults*, *employees*, *individuals*, *population*, *the public*, *residents*, *community*, *group members*, *workers* (see page 128 for more information). In chapter 5, Hinkel suggests that L2 writers must be taught about contextualized groupings of nouns. Using the information presented on pages 128 through 134, Dilnavoz had her students complete some tasks in a classroom. Although her students were able to produce lexical substitutes for the words *higher education* and *status*, they faced challenges in offering alternative words instead of *reason*. Dilnavoz’s post-exercise reflection resonates well with what Hinkel repeatedly highlighted in the initial chapters of the book, that is, that L2 writers lack a large repertoire of academic vocabulary. Thus, they tend to employ words immediately accessible to them instead of exploring a range of possible vocabulary options.

While the book contains a sufficient number of classroom-friendly exercises, it should be pointed out that not all the exercises contain answer keys. Since the exercises are meant for busy L2 writing teachers, answer keys are always appreciated. The author may want to host the book’s supplementary materials (e.g., additional exercises, answer key) on the publisher’s companion website, similar to other oft-cited book titles such as *How Languages are Learned* (Lightbown & Spada, 2021) and *Academic Writing for Graduate Students* (Swales & Feak, 2012). The formatting of the book also could be improved. To illustrate grammar and lexical (mis) use in writing, suggest practical tips, and present major research-based insights, the author utilizes a series of illustrations in the following format: italicizing sentence phrases in example sentences, placing two-to-three word combinations in boldface type, underlining key words, presenting information extended to multiple paragraphs inside white- and grey-shaded boxes, and including one-to-two-sentence information in small boxes. The illustrations are neither numbered nor systematically bulleted; hence, re-formatting the illustrations by either numbering the boxes or using color charts should improve the accessibility and navigation of such critical information that is presented by the author. This is something publishers should consider in the 3rd volume of the book.

Despite the minor formatting issues listed above, the second edition of Hinkel's *Teaching Academic L2 Writing: Practical Techniques in Vocabulary and Grammar* is an excellent resource to help advanced L2 writers become fluent and proficient in using academic vocabulary and grammar structures that are prevalent in academic writing. Using this book also should make them aware of discourse-level rhetorical conventions typically found in formal academic texts. Usage examples and lists of frequent grammar/sentence stems, academic words/phrases, and pre-patterned lexical chunks that should be prioritized in L2 writing instruction can be found within each chapter and in the appendices at the end of each chapter.

To summarize, this comprehensive resource book is intended for EAP teachers who aim to bolster the academic vocabulary and grammar components of their writing curriculum by employing research-informed teaching techniques. Throughout the book, Hinkel offers several writing goals and principles that should be prioritized in designing an L2 writing course curriculum. In addition, advanced L2 writers who pursue their graduate studies in TESOL or language education-related programs at English-medium universities can use the book as a go-to resource to enhance the quality of their academic writing.

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