Laurie Bauer with I.S.P. Nation: English Morphology for the Language Teaching Profession
(New York: Routledge. 2020. 190 p.)

Laurie Bauer and I.S.P Nation's book offers an overview of the English morphological system. The book's cover displays white dots forming circles connected on a black background, reflecting the overarching topic of the publication. The authors seem to have intended to represent constituents of words with dots forming connected circles symbolizing the whole linguistic system.

The book serves as a collection of useful guidelines especially for teachers, textbook writers, curriculum designers and advanced non-native learners considering approaching English from a morphological point of view. It aims to include suggestions and potential problems while analyzing English vocabulary items in the teaching-learning process. The book consists of two main parts: the first delineating the recommended approach to teaching and learning English morphology and the second giving insight and guidelines to better understand the structure of English vocabulary items in categories.

In the first chapter, the authors have included the scope of word building, Bauer and Nation's 1993 system of seven word family levels with examples to each, the importance of morphological knowledge, and opportunities with suggestions that can help develop it. The authors point out that learners' knowledge of the morphological system is decisive in classifying "family members," but they also note that they cannot support in learning all the words. Learners will have to guess such words from context, recognize them because of similarity to equivalent words in other familiar languages, and study or pick them up by frequent exposure.

The authors accentuate the importance of morphological knowledge by underlining seven main reasons why a learner of EAFL needs to pay attention to the world-building system of English. The reasons include *frequency*, *meaningfulness*, *correctness*, *vocabulary growth*, *repetition*, *learning strategies* and *quality of processing*. The authors argue for the necessity of developing morphological knowledge. Evidence corroborates learners of EAFL's poor control of English morphology, whose morphological knowledge is not keeping pace with their vocabulary knowledge (McLean 2018; Mochizuki & Aizawa 2000; Ward & Chuenjundaeng 2009).

The authors note that a well-balanced language course comprises four equal strands of *meaning-focused input*, *meaning-focused output*, *language-focused learning,* and *fluency development* (Nation 2007, 2013b). Meaning-focused input can be enhanced by doing extensive listening and reading. On the teachers' part, the meaning-focused output can be increased by having learners do meaning-focused speaking with each other and writing with a real communicative purpose. Language-focused learning is involved in all components of the teaching-learning

process. Learners should do easy extensive listening and reading, speed reading, and speaking fluency activities to develop fluency. The writers mention that learning can also occur without teaching. From the perspective of acquiring morphology, the authors break the language-focused learning strand of a language course into four learning opportunities: teaching, studying, learning from feedback, and strategy training. Moreover, they have also added valuable techniques to each subcategory that should aid language teachers in planning their lessons.

After an overview of English sounds and spelling in the third chapter, from the fourth chapter onwards, the second thematic unit specifies grammar terms with their morphological features worth being concerned about in learning English as a Foreign Language. Grammar terms involved in the book are arranged in order of supposed difficulty for learners. The reader can find several helpful pieces of advice and potential problems supporting a deep understanding of the morphological system, marked with grey in each chapter.

First, the authors review the linguistic aspects of *plurals*, followed by *possessives*, *comparative and superlative*, the *third person singular -s*, the *-ing form of the verb*, *past tense*, *past participle* and *numbers*. A review about *compounds* serves as a transition chapter following the focus on inflectional suffixes and preceding the focus on derivational suffixes. Derivational morphemes are discussed in the chapters about *making nouns*, *verbs*, *adjectives* and *adverbs*, *words with prefixes*, and *words without affixes*. The eighteenth chapter of the book discusses *learned word-formation*, in which the authors justify the significance of covering such word-formations by highlighting the fact that a large amount of the English vocabulary is derived from Latin and Greek. The authors warn readers to be careful regarding drawing generalizations about morphemes throughout the book.

Chapter 19 intends to summarise the approach to the English morphology amending it with further considerations. According to the authors, lemmatized data provided by frequency lists can help make assumptions regarding relative frequencies. The authors deduce that individual inflectional affixes are more common than individual derivational affixes, and inflectional affixes are all learned by children acquiring English as a first language; however, some derivational affixes are never learned in some cases. The authors assess that inflectional morphology needs to be taught and learned before derivational morphology. The usefulness of derivation products can be measured in terms of frequency of exposure to derivational patterns and to what extent students trust derivational patterns to create words. The authors mention examples of derivational affixes that are productive enough. Finally, they conclude that students need to be taught what is productive and what is not.

The book serves its purpose by offering guidance to teachers of EAFL on how to approach English morphology in the teaching-learning process. Although the

book involves some reliable techniques in language-focused learning, pedagogical implications with morphological teaching techniques could have been further elaborated. Overall, the book fulfils its aims and provides both an outline of the English language's morphology and also detailed recommendations for learning from a morphological viewpoint.

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