

Reviews

Researching and Applying Metaphor. Lynne Cameron and Graham Low, Editors. Cambridge: Cambridge University Press, 1999. 295 pp.

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Metaphor is a major research area in cognitive linguistics, literature, and philosophy, but it has mainly been ignored by applied linguists. Those who have ventured into the territory are pioneers and, to extend the metaphor, pioneers are often misunderstood. They go forth in search of rewards that others do not see or care about, leaving the less adventurous behind in a state of bemusement.

Metaphors tend to highlight aspects of the topics they refer to and conceal others in the process. The metaphor in the preceding paragraph is no exception. It suggests that pioneering research can be rewarding but also difficult for others to follow. At the same time, the metaphor is misleading. It conceals the fact that, from the perspective of other disciplines, applied linguists are not pioneers but newcomers who face the challenge of staking out a claim in densely populated territory.

In the first chapter of *Researching and Applying Metaphor*, Lynne Cameron proceeds to stake such a claim. Her paper is a solid, if daunting, attempt to establish what applied linguistics could contribute to metaphor research. Cognitive science provides Cameron's main point of reference. Cognitive scientists are interested in what goes on in the mind, and they might approach the "pioneer" metaphor above as a realization of the conceptual metaphor LIFE IS A JOURNEY. They would be interested in how this conceptual metaphor guides our understanding of the "pioneer" metaphor, but not necessarily in its linguistic form. Cameron feels that applied linguists should also consider linguistic form and discourse context. With regard to form, the explicit marker "metaphor" foregrounds the "pioneer" metaphor. The metaphor's location at the beginning of this review suggests that it has an attention-getting discourse function.

Raymond Gibbs, a conceptual metaphor researcher, discusses six research guidelines in the book's second chapter. Inevitably, the chapter is colored by his own interests, but the value of his advice extends well beyond conceptual metaphor. Indeed, his very first guideline is that researchers should "distinguish different kinds of metaphor in language" (p. 30). Metaphor ranges from the mundane "I'm at a crossroads" to Robert Frost's "Two roads diverged in a wood, and I—/I took the one less traveled by." Conceptual metaphor theory would approach both of these as linguistic realizations of LIFE IS A JOURNEY, but it would have trouble with certain other forms of metaphor. Gibbs suggests that no current theory can "account for all of the different kinds of metaphor" (p. 36). Consequently, researchers have to be clear about what they are doing and not assume that what is true for one metaphor is true for all.

Graham Low's introductory chapter about metaphor research design is also excellent, especially his discussion of who should identify metaphors in research—the researcher or third-party analysts. Metaphor comes in degrees of conventionality, ranging from "dead and buried" through "sleeping" and "tired" to "active" (Goatly, 1997, pp. 31-38). This means that subtle decisions may be necessary if a researcher wants to work with, say, active metaphors. Low discusses an example of disagreement between analysts and a researcher about what was metaphorical in a short text to illustrate the problem. Four metaphors that the researcher had expected to be identified were not noticed by the analysts. This demonstrates the (familiar) dangers of relying on researchers' intuitions and the value of analysts as "supplementary or alternative identifiers" (p. 55).

Metaphor identification is also a prominent topic in the book's second section, "From Theory to Data," especially in the chapters by Gerard Steen and Lynne Cameron. Steen is known for his work on the processing of literary metaphor, which involved using informants' judgements of metaphoricality. At the time, Steen did not connect these judgements with formal linguistic properties of the metaphors he used. Steen recognizes here that such a link is an "obvious and promising direction of research" (p. 81), and he attempts to make that link with a detailed checklist. The checklist has three levels of analysis, linguistic, conceptual, and communicative, and Steen demonstrates how it works with two metaphors in Bob Dylan's "Hurricane." One of these, "justice is a game," is found to be a conceptually conventional realization of the metaphor LIFE IS A GAMBLING GAME. Linguistically and communicatively, however, the metaphor gains prominence from its position in the sentence it occurs in and from its function in the lyrics as a

whole.

Cameron's contribution to this section focuses on the subjective angle of metaphor identification. In her work on children's experiences of metaphorical language she found that children sometimes process apparently non-metaphorical language in a metaphorical way, that is, by interpreting a weather forecaster's "hot spells" as "connected to the domain of witches" (p. 109). Such "asymmetric interpretation" (Goatly, 1997, p. 127) could be readily identified in discussions between Cameron and her young subjects, but more intuitive methods were necessary when she analyzed educational discourse data. In practice this meant including "metaphors" that, "with knowledge of the individual discourse participants, seem likely to be processed metaphorically" (p. 115).

After all this theory the third section, "Analysing Metaphor in Naturally Occurring Data," provides a welcome change of pace with, among others, papers on the relationship between metaphor and perception. Perceptions of teachers in different cultures are one of the topics in Martin Cortazzi and Lixian Jin's chapter. Chinese students, for example, tend to conceptualize teachers metaphorically as "friends" or "parents" and this may cause frustration when their teachers are British. The students may expect these "friends" to volunteer to help them, while the teacher is assuming that help, when needed, will be asked for.

While most of the preceding papers used authentic data, examples of work with constructed metaphors are given in the book's fourth section, "Analysing Metaphor in Elicited Data." Zazie Todd and David Clarke discuss using their "False Transcript Method" to produce manipulated conversations. Low, for his second paper, used manipulated essay introductions and constructed sentences to investigate the acceptability of certain verbal metaphors in academic writing: Can one write that an academic paper *thinks, knows, believes, or argues* something? A group of Low's academic peers mainly rejected "this essay thinks/believes" but accepted "this essay argues/takes the view" (p. 246).

Researching and Applying Metaphor is bound to become required reading for both experienced and inexperienced researchers. The book is particularly strong on theory and methodology, especially the introductory chapters. At the same time, two important criticisms can be made, the first being that the book assumes too much background knowledge. Experienced metaphor researchers will have this but, for newcomers, an outline of the main research traditions would have been invaluable. Although the editors did not include such a chapter, they have published a very good introductory overview elsewhere (Cameron

and Low, 1999).

Against the background of Cameron and Low's stated intention of promoting applied linguistic research into metaphor, a second major gap is the lack of an overview of what they see as the most promising research areas. Unfortunately, the book does not compensate for this by giving a sufficient range of examples of metaphor research. There are three chapters on metaphor and perception, for example, but not one on the linguistics of metaphor.

To return to the "pioneer" metaphor, it seems fair to conclude that Cameron and Low have provided excellent guidelines on how to navigate through metaphor country and what pitfalls to watch out for in the process, but that they have not indicated adequately what has drawn others there in the past or what rewards might await applied linguists who venture there in future.

References

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Language Teaching: New Insights for the Language Teacher. C. Ward and W. Renandya, Editors.

Singapore: SEOMEIO Regional Language Centre, 1999.
308 pp.

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In April 1998, 120 papers were presented at the annual RELC seminar in Singapore. This anthology contains sixteen of those papers grouped under three main headings: "Focus on the Teacher," "Computers and Language Learning," and "Language Teaching and Learning."

For me the most interesting paper in the "Focus on the Teacher" section was that of Donald Freeman on individual development in an educational setting. Basically Freeman outlines what is meant by reflective teaching and how it is possible to "do the same things differently" in the context of schools. His paper promotes a critical approach to evaluating status quo explanations of what teaching should involve.

In the section on computers, Martin A. Siegel outlines various facets of a digital learning environment and the section on a “worldboard” system sounds like something from a futuristic space-age movie. Yet perhaps in a few years special eyewear for virtual reality post-it notes and video mailing will be as integral a part of schooling as pen and paper.

If you don’t know what “CALL” stands for, Michael Levy will enlighten you. It is “Computer Assisted Language Learning,” a topic about which people seem to be highly polarized. Levy outlines a utilitarian view, a middle path. His startling finding that “only about 20% of the rules in grammar checkers work reliably with non-native speakers of English” is a salutary warning against the uncritical incorporation of this particular software feature into the language classroom. Levy’s text is insightful, but it would have been easier to read had headings and subheadings been provided.

Anyone who is interested in SLA theory will want to read the papers by N. S. Prabhu and by Merrill Swain. These two noted SLA researchers would probably disagree on some issues such as the value of output and a focus on form in the classroom, but both present excellent papers on their respective topics. Swain focuses mainly on the nature of collaborative tasks and on how to systematically integrate language instruction into content instruction. Realism is emphasized in Prabhu’s paper: “Teaching is at Most Hoping for the Best.” The author gives a lucid account of both learning and teaching, two intrinsically different processes or activities. It follows that a procedural syllabus is to be preferred over a product syllabus.

The field of pragmatics is amply covered in this anthology. Asim Gunarwan surveys the development of pragmatics within linguistics and analyzes such notions as speech acts, implicatures, and politeness. Jenny Thomas explores ten areas of pragmatics of interest to the language teacher and learner. She offers an analysis of various areas in semantics, pragmatics, and speech act theory. Regarding apologizing in Japanese and English, Thomas notes that differing notions are involved, making this area “notoriously risky.” Cognitive aspects of language usage, such as homonymy, polysemy, and possible extensions of meanings are also discussed.

Some of the papers of this anthology are of general interest to language teachers everywhere and others have a more narrow focus. The latter category might include papers on specific topics, such as those on EAP oral communication instruction, teacher supervision, new approaches to grammar in child literacy development, and papers on specific educational settings, namely Singapore, Malaysia, Thailand,

and Japan.

While Florence G. Kayad's paper offers a Malaysian perspective on language learning strategies, her report is of interest to educators everywhere. It provides a valuable account of what characterizes the good language learner and how to implement effective strategy training. The appendix lists fifty learning strategies under various headings (memory, cognitive, compensation, metacognitive, affective, and social) and is particularly helpful.

Similarly, the paper by Chaleosri Pibulchol on Thai national English textbooks for primary schools is mainly of interest for those involved in education in Thailand, but it may also be of interest to those involved in curriculum design for English language instruction in Japanese elementary schools.

Of more general interest is the paper entitled "Text and Task: Authenticity in Language Learning" by Andrea H. Penaflorida. Drawing on the work of David Nunan, Penaflorida makes a clear exposition on the "indissoluble" bond between text and task. She gives helpful classroom examples and explains concepts like task dependency, authentic materials, and principles of task design. David Crabbe's paper on learner autonomy provides an analysis of various dimensions of autonomy and of how learners individualize their classroom experiences. Rather than simply meaning working alone, autonomy refers to an internal ability to manage one's learning processes. Language curricula should accommodate learner autonomy as an essential learning goal.

Most *JALT Journal* readers are involved in education in Japan and will probably be interested in "Teaching English as an International Language in Japan" by Nobuyuki Honna of Aoyama Gakuin University, Tokyo. Joan Morley's paper on EAP oral communication emphasizes the need to aim for an appropriate level of speech intelligibility rather than a "native-like" proficiency in English. Honna echoes these views, saying that educators and students in Japan need to be more realistic and accept Japanese English as a legitimate variety as long as intelligibility is maintained. A less idealistic attitude should spring from an awareness of the international spread and diversification of English and its role in multinational and multicultural communication. How can such awareness be promoted? Honna suggests expanding the base of participants in the JET (Japan Exchange and Teaching) program to include speakers of English from India, Singapore, and other "outer circle" regions. Few would take issue with this suggestion, but one assertion made by Honna is problematical. The statement that, in the JET program, "a Japanese teacher of English is expected to cooperate only with a native English speaker in instructing a class" seems erroneous



to me. I have participated in the JET program for the past two years and the message I have received from training programs and seminars was that instruction should always involve team-teaching by equal partners fully cooperating with one another to achieve their pedagogic goals. However Honna's main point still stands. The uncritical Japanese preference for Anglo/American native speaker English is worrisome and initiatives for improvement and reorientation are long overdue. College entrance examinations are becoming more focused on practical communicative competence but they, along with high school teaching, remain very grammar oriented. Honna sees the introduction of English instruction in public elementary schools from the year 2003 as an opportunity for change, and reports positively on results from awareness training sessions. The next generation should not have the Anglophone goal as its guiding light. He adds that the "young ALTs, who can be linguistically and culturally perfectionist," should be given training to help make a more valuable contribution, establishing English as a language for multinational and multicultural understanding. The bottom line is mutual intelligibility.

Overall, this anthology provides insights for language teaching. These may not be cutting-edge new, but no doubt those who attended the RELC seminar in April 1998 were enriched by what they heard.

Issues for Today: An Intermediate Reading Skills Text,
2nd edition. Lorraine C. Smith and Nancy N. Mare.
Boston, MA: Heinle & Heinle, 1995. 253 pp.

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Issues for Today is a reading text consisting of short stories followed by reading comprehension exercises. This book is designed for the intermediate adult ESL/EFL student. The stories require the background knowledge of an adult student and would be inappropriate for younger readers. The chapters can stand alone or be taught in succession.

The book is organized thematically yet each chapter is an independent unit. Chapters 7-12 have dictionary skill building exercises. The beginning of the chapter contains a story, which is followed by vocabulary and reading comprehension exercises. Independent thought is required of the students in certain exercises, for example, by asking

for background information about their countries. Pair work and dictionary exercises are also abundant within each chapter.

Chapters 7 and 8 are representative of the text and will be reviewed here in detail. The story in Chapter 7, dealing with the criminal justice system, is appropriately challenging to an intermediate non-native speaker of English. The vocabulary is also rigorous in that the words are highly specific to the theme of the story such as “booking a suspect.” Many of the words can be more than one part of speech, thus emphasizing the need for examining words in context. Some exercises in the chapter are slightly beyond the capability of an intermediate ESL/EFL student, although the follow-up exercises at the end of the chapter are useful for independent thought and whole-class discussion.

Chapter 8 has a story dealing with the reliability of eyewitnesses. The lexicon is again very specific yet was helpful in giving students a more detailed vocabulary and dictionary skill exercises effectively evaluated students’ comprehension of context. However, the number of exercises in the chapter is not adequate so teachers will have to create their own exercises to supplement the text since, without supplementation, an intermediate class could finish the chapter’s exercises in three or four classes and achieve only spotty comprehension of the story. The follow-up exercises in chapter 8 were again a breath of fresh air for students who may have become tired of the reading analysis grind.

Some aspects of the book may present difficulties for the classroom teacher. These include the dictionary skill-building exercises that ask students to find where the part of speech is located in a dictionary entry, what the context is, and which entry is applicable to the context. Teachers may find that an intermediate level class is quite adept with a dictionary so these activities are below the students’ level. On the other hand, the information organization exercises tend to be too difficult for an intermediate level class.

Aspects of the book that readers will enjoy are the stories and the included vocabulary. The stories are challenging at the intermediate level and students must read critically to understand the story. As mentioned, the vocabulary is related to the particular subject matter, yet is beneficial for intermediate students because it helps them to build vocabulary in specific areas. The exercises are helpful for students to gain reading comprehension skills.

This book will give students a useful knowledge of issues and topics within the United States. Students may further develop their reading comprehension, dictionary, and context clue-gathering skills. Creative thought on the part of the student is a welcome addition to *Issues for Today*. This text, even with its shortcomings, can be a valuable reading



text for such a class.

The Rise and Fall of Languages. R. M. W. Dixon. Cambridge: Cambridge University Press, 1997. vi + 169 pp.

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If you have not read Dixon's latest book, drop everything and read it today. Then you will be able to conduct yourself calmly among the uncertainties that beset language workers. You will understand how languages change and interact, and you will have your own opinions about issues that exercise linguists.

This is not a careful book. It contains no academic hedging. It is written with the passion of a front-line fighter in the war to understand languages. If Dixon drops a comment about theory it is a pungent insight wrested afresh from battle. Perhaps for that reason, this book does more to clarify theoretical issues than any other linguistics book I know of. Two major services are to place Universal Grammar in context and set us straight about family trees of languages.

Dixon's treatment of formal theoreticians is deliciously wicked. There is, he says, a pernicious myth, wrong on all counts, that the profession of "theoretician" (people who do not gather data themselves but rather interpret data) is "more difficult, more important, more intellectual, altogether on a higher plane than the basic work undertaken by the descriptivists" (p. 134). Formal "theories" (he names 20 of them, beginning with Transformational Grammar), grounded only in the few languages known to the formalists, come and go with alarming rapidity. Surely "if a discipline can spawn, reject and replace so many 'theories' (in most cases without bothering to actually write a grammar of a language in terms of the 'theory') then it could be said to be off balance" (p. 132).

Dixon's discussion of family trees starts with the insight that groups of languages go through periods of equilibrium and periods of turbulence ("punctuations"). During periods of punctuation (such as, for example, the known history of Indo-European languages), languages split, evolve, die, and can be observed to descend from other languages. Under these circumstances, the metaphor of a family tree of languages may be applied. During periods of equilibrium (such as in Australia

from about 50,000 years ago until the British invasion in 1788), languages in contact tend to borrow from each other, sometimes grow apart, and sometimes become more alike.

In the 100,000-year (or so) history of human languages, equilibrium must have been much more common than punctuation. What, then, of putative family trees of languages such as those of Ruhlen (1991)? Their applicability is limited to periods when languages have undergone fission but not fusion. Accordingly, the idea of drawing up a single family tree of human languages is about as practical as trying to reconstruct a game of billiards by studying which balls ended up in which pockets.

Dixon criticizes such scholars as Greenberg (e.g., 1987), who, armed with only the family tree metaphor, find too many familial relationships. When Greenberg-style “mass comparison” turns up fascinating similarities among languages, Dixon says, the proper behavior is not to declare family trees but to investigate both family relationships and influences.

Dixon points out that professional linguists share many assumptions and understandings but have never troubled to find a name for what they believe together. He proposes the name Basic Linguistic Theory (BLT) for this body of lore. BLT consists of descriptive and analytical techniques, methods of comparison, and criteria for drawing conclusions. A linguist-in-training, then,

must be taught the principles of Basic Linguistic Theory, and also receive instruction in how to describe languages (though Field Methods courses). The ideal plan is then to undertake original field work on a previously undescribed (or scarcely described) language, and write a comprehensive grammar of it as a Ph.D. dissertation (p. 130).

Dixon reserves his greatest passion for a final plea for fieldwork. He presents a view that Whorf (1956) would have recognized:

Each language encapsulates the world-view of its speakers—how they think, what they value, what they believe in, how they classify the world around them, how they order their lives. Once a language dies, a part of human culture is lost—forever (p. 144).

Dixon predicts that, at the current pace of extinction, in a few hundred years there will be only one language in active use in the world.

The situation is urgent. He calculates that to describe a language takes one Ph.D. candidate three years and requires about US \$200,000. He pleads for a revolution in values to produce money, students, and right-minded professors.

For his part, loaded with immunizations and malaria pills, as he finished this book Dixon was setting off for the Amazon to investigate some particularly interesting languages there.

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Alphabet to Email: How Written English Evolved and Where It's Heading. Naomi Baron. London: Routledge, 2000. xiv + 316 pp.

Reviewed by
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Naomi Baron's *Alphabet to Email: How Written English Evolved and Where It's Heading* is a survey of the English language focusing on the history of the conventions of English writing. While it does not reach as far back as the emergence of the English Roman alphabet, the book details a fascinating history of written English from medieval scribing through the relatively recent development of authorial copyright and the impact of technology. The narrative is accessible to nonhistorians and highlights how written English conventions as basic as punctuation are products of a social evolution that is very much still in progress.

Baron intends this book for "teachers of composition (as well as grammar and literature), [and] teachers (and students) of English as a second language," among others (p. xiii). Addressing the relationship of written and spoken Englishes, the book is particularly relevant to teachers of ESL within the context of debates over prescriptivism in writing.

While Baron does not “solve” the debate, her history gives an abundance of examples of earlier debates during the last two centuries. Additionally, in a history of authorial copyright in written English, Baron offers a narrative that explains how copying another’s words changed from requisite flattery (in the 17th century) to unethical plagiarism (arising from British court rulings of the early 18th century). This is particularly valuable to the ESL and composition instructors teaching in contexts where collaborative writing, Internet publishing, and postmodernism are once again questioning the sacredness of authorial ownership of a text.

Alphabet to Email’s inquiry into the most recent changes of written English use, catalyzed by telegraph, telephone, and computer-mediated communication proves insightful. Its history of written English in the 20th century, specifically in the United States, shows a gradual convergence of written and spoken English conventions. Baron argues that the telegraph and telephone began this trend by replacing written letters with speech in a variety of social functions. The speed allowed by typewriters and then PC word processors also made it possible to “write as we speak”. Finally, e-mail conventions of the late 1990s have further blurred the distinction between written and spoken English, raising the question of whether email is “spoken language transmitted by other means” or “like a letter sent by phone” (p. 247). The trend is so marked, according to Baron, that it is possible for her to envision a world where written English as a form distinct from spoken English may cease to be used.

The entire narrative of the book presages Baron’s discussion of the contradictions in email language usage. She introduces language contact theory to explain the “schizophrenic” quality of email. It can be understood as a “creole” of sorts emerging from individuals “bilingual” in spoken and written English, operating in a new “social circumstance” and performing functions often conveyed in speech through the medium of writing. While not entirely satisfying, this theory offers new insight into the relationships between writing and speaking as displayed in new technology.

As a resource for language teachers in Japan, *Alphabet to Email* is easy and interesting. However, it also offers a thought-provoking discussion of where written English may be heading. Baron provokes the reader to ask how one can teach written English that is authentic and relevant within a context of profound technological and linguistic change. While the book does not offer a solution, it does give lucid description of earlier ideological, social, and technological change that one can use to inform current teaching of English composition.

Rights to Language: Equity, Power, and Education.
Robert Phillipson, Editor. Mahwah, NJ: Lawrence
Erlbaum Associates, 2000. 310 pp.

Reviewed by
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There is a growing recognition that not only do the world's linguistic resources need to be protected, but that ethnolinguistic minorities have been threatened by the rapid transnational spread of information, media, and markets. At the same time, consideration of minority language rights is often excluded from professional discussion about English language education. This is partly because of the tendency to define language teaching in strictly linguistic terms, divorced from social and political conditions of actual use, and partly because questions of power often prove threatening to English speakers, especially English teachers. It is all too common to hear English uncritically promoted as the world's *lingua franca* and the indispensable means of economic advancement. However these overdrawn formulations make it all the more important for EFL professionals to discuss issues of minority language rights. This collection of essays, a *Festschrift* to Tove Skutnabb-Kangas, would be a good place to start the discussion.

The book is a collection of essays written by a broad range of sociolinguists, discourse analysts, linguists, and language teachers who have worked with and/or been influenced by Skutnabb-Kangas, one of the most impassioned advocates for the linguistic rights of ethnolinguistic minorities around the world. There are 47 contributions covering a range of geographical contexts from Scandinavia and the U.S. to South Africa and the Pitcairn/Norfolk Islands. All of the contributions are short (most are 6 to 8 pages) and accessible, written in a style that comes from a "distillation" of personal experience, and grounded upon the principles of linguistic diversity and social justice long advocated by Skutnabb-Kangas.

The essays successfully blend theoretical discussion with micro-level case studies of the defense/loss of indigenous and threatened languages. There are too many contributions to mention in a brief review, but some are particularly instructive. Maffi introduces the Non-govern-

mental organization Terralingua (www.terralingua.org) and points out that preserving the natural environment inevitably involves protecting cultural diversity. De Varennes delineates how international law has increasingly come to acknowledge linguistic rights of minority cultural groups.

Chapters by Alexander and Heugh are particularly useful to help understand South Africa's constitutional recognition of eleven official languages and complement Desai's "imagined" conversation with parents cautioning that additive bilingual education is "not a matter of either African languages or English" (p. 176). Jokinen points out that the rights of deaf children to education in sign language are neglected in most countries of the world and, even where legally stipulated, the necessary "segregation" of Deaf children that would allow peer interaction often does not take place.

Municio-Larsson reviews the 1976 Swedish Home Language Right which officially recognized mother tongue education but which has been undermined by ideological resistance and lack of implementation on the local level. Clyne points out that Australia's multilingual policy adopted in 1992 has also been attenuated by a utilitarian emphasis on languages with instrumental economic value coupled with efforts to protect the advantage of the monolingual majority. Annamalai outlines India's constitutional provisions of language rights, yet notes how most government bureaucrats hold the view that minority languages are "not worthy of use in education, and the interests of their speakers [would] be served best by learning the majority language and . . . ignoring their mother tongue" (p. 9). Similarly, Garcia describes the dominant trend in the United States to redefine bilingual education as remedial and transitional, while the concurrent promotion of academic standards has worked to handicap minority language speakers with requirements that conflate standards with standardization.

Not all the essays are critical examinations of involuntary language shift and discursive practices that have "excluded or marginalized" ethnic minorities, rendering them invisible and reproducing discrimination (e.g., papers by van Dijk and Hussain). Some are encouraging reports of attempts to promote additive bilingualism. Pura describes Finnish parents in Sweden who established their own Finnish-medium elementary schools to develop a "strong bilingual, bicultural identity" (p. 221), and Huss describes her own family's efforts, in the face of warnings from "unsympathetic doctors and teachers" (p. 188), to raise her children bilingually. Cummins introduces three exemplary schools in New Zealand, the U.S., and Belgium that "empower" language minority cultural identity by supporting multilingual language develop-



ment. But it is Vuolab's personal insight that is perhaps most moving:

In my young days people used to command us not to speak or use my mother tongue, the Sami language. We were told we would not even get as far as the nearest airport, in Lakselv, if we used our native language. Now I can inform people who hesitate to use their own mother tongue: The struggle is really worthwhile. You can get to the other side of the Earth by being yourself (p. 16).

Phillipson's "integrative" chapter concludes the volume, synthesizing the key themes of the collection, and pointing to a non-imperialist model of the linguistic rights that rejects the "invisible and covert" (p. 276) agenda of globalized economy and affirms the rights of all peoples to use and maintain their mother tongue(s) and, at the same time, to learn the wider language(s) of social communication in additive (not subtractive) educational contexts. While this position is a challenge to the "monolingual myopia" (Skutnabb-Kangas, 1984) that infects Japan and most "developed" industrial democracies (what Skutnabb-Kangas terms A-Team countries), Phillipson draws on Said's notion of the "committed intellectual" who shares responsibility to "confront orthodoxy" rather than reproduce it (p. 265).

With its impassioned interdisciplinary focus and truly global scope, this book is an inspiring introduction to the issue of language rights, invaluable for the sociolinguistics classroom as well as the individual scholar interested in engaging more deeply with the challenge of language diversity.

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