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REVIEWS

FOREIGN LANGUAGE AND MOTHER TONGUE. *Istvan Kecskes and Tünde Papp*. Mahwah, NJ: Erlbaum, 2000. Pp. xxv + 148. $39.95 cloth.

Foreign language and mother tongue presents Kecskes and Papp's cognitive-pragmatic theory of language acquisition in bilinguals and multilinguals. The unique aspects of this theory are that it examines the positive effects of learning a second language on the first language and that it uses multicompetence rather than monocompetence as its starting point. The authors argue that "people who know more than one language have different knowledge of their first language L1 than do monolingual people, and this difference can be due to the effect of subsequent languages on the development and use of L1 skills" (p. ix). This is essentially their first hypothesis. Their second is that the more conscious, analytic, bottom-up approach to L2 learning can have a positive effect on the L1, which was learned using a more subconscious, synthetic, and top-down approach. Their third hypothesis is that because of a so-called common underlying conceptual base, new knowledge and behaviors obtained through the L2 can enhance the real-world knowledge and linguistic skills of learners in their L1 as well as in their L2.

The book contains a preface, seven chapters, and a conclusion. The preface briefly introduces the theory and includes a fairly lengthy discussion of the authors' views on transfer and transfer research in SLA. In chapter 1, after explaining what they mean by mother tongue and foreign language, the authors argue that the real problem in acquiring a second or foreign language is not primarily grammatical but conceptual. Chapter 2 describes a two-year longitudinal study that tested the above hypotheses on 14- to 16-year-old Hungarian high school students in three types of programs by measuring the effects of foreign language instruction on the students' L1 writing ability using measures of structural well-formedness, linguistic versus visual memory, and metaphorical density at three points in time. The measurements of visual versus linguistic memory, particularly as they relate to the second hypothesis, are discussed in greater detail later in chapter 5.

Chapter 3 describes the bilingual or multilingual's Language Processing Device (LPD), which consists of a Common Underlying Conceptual Base (CUCB) and two or more Constantly Available Interacting [language] Systems (CAIS), neither of which is exactly the same as the monolingual system. Chapter 4 further clarifies their model in terms of L1 and L2 acquisition, and the relationship between language and concepts in these two processes are contrasted. Drawing on threshold theory, the authors are particularly interested in the second threshold that L2 learners cross because, at that point, competence in the L2 is sufficient to affect the CUCB, and consequently the L1 as well. The significance of this second threshold is again discussed in chapter 7 as it relates to diachronic transfer. It is claimed that in the beginning stages, negative transfer plays a prominent role in the transfer of structural, phonological, and lexical features.

Once the second threshold is crossed, multicompetence is attained, and positive transfer of knowledge and pragmatic skills predominates.

Chapter 6 discusses the effect of language distance, both typological and cultural, on the development of multicompetence. The authors hypothesize that, whereas greater closeness facilitates rapid acquisition of the L2, greater distance results in a larger effect on L1 competence because it forces greater adaptation of the CUCB. Although it is their weakest hypothesis, it is an interesting one that merits further investigation.

In their conclusion, the authors restate some of their main points, discuss their theoretical approach in relation to other theories that they have drawn on, and present the implications of their theoretical framework and supporting research for future research in linguistics and language education.

This well-written book draws on and contributes to the fields of psycholinguistics, theoretical linguistics, sociolinguistics, cognitive linguistics, bilingualism, and first and second language acquisition and would be of interest to those practicing in these disciplines. It provides much inspiration for future research within this particular theoretical framework. Kecskes and Papp's own research narrowly focused on the effects of L2 acquisition on L1 writing by learners in one particular age range in one particular language-learning context, but the theory itself could and should be tested on other learners in different age groups and language-learning contexts with respect to other skills.

In addition to its theoretical value, the book also has practical and political value. For example, I found the chapter on the value of studying a typologically and culturally distant language to be especially intriguing. Language programs for the less commonly taught languages often need to justify their existence because of low enrollments. If indeed future research supports the claim that the more distant the L2 from the L1, the stronger the positive effect of learning the L2 on the L1, then this would be useful information toward that end.

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LANGUAGE POLICY AND PEDAGOGY: ESSAYS IN HONOR OF A. RONALD WALTON. *Richard D. Lambert and Elana Shohamy (Eds.)*. Amsterdam: Benjamins, 2000. Pp. xii + 279. $65.00 cloth.

Language policy and pedagogy, as its subtitle suggests, is dedicated to A. Ronald Walton, who died quite young in 1996. Walton had served as the deputy director of the National Foreign Language Center (NFLC) in Washington, D.C., since its founding in 1986, and the contributors to this volume all have had direct or indirect connections to the NFLC. Further, the essays in this volume are all related to issues and areas that were of concern to Walton during the course of his career. All of that having been said, this work is considerably more than a typical *Festschrift*; it is in fact a timely and important contribution to the growing literature dealing with both language policy and planning studies and contemporary issues in U.S. foreign language education policy and practice.

The book leads off with its very best chapters. The first, by Bernard Spolsky and

Elana Shohamy, entitled "Language Practice, Language Ideology, and Language Policy," provides an outstanding introduction to the central issues and problems of contemporary language planning and language policy studies. This chapter is then followed by one written by Joshua Fishman that deals with "The Status Agenda in Corpus Planning." Although the relationship between corpus and status planning is a fairly old topic, Fishman's treatment is anything but outdated; it is an interesting and compelling addition to the literature. A number of chapters in this volume deal directly with foreign language teaching and learning in the U.S. context. Among these are Richard Lambert's "The Winds of Change in Foreign Language Instruction," which paints a somewhat grim future for our profession (though not without offering some light at the end of the tunnel). Richard Brecht and A. Ronald Walton's chapter, "System III: The Future of Language Learning in the United States," argues that technologically sophisticated, customized language learning in modular forms is the inevitable future for language learning, even as Myriam Met's "Elementary School Immersion in Less Commonly Taught Languages" and Xueying Wang's "Forging a Link: Tapping the National Heritage Language Resources in the United States" seem to suggest a somewhat stronger future for what Brecht and Walton call System II approaches (that is, those concerned with the less commonly taught languages). Next, a number of chapters address issues related to various aspects of the language-culture relationship as it plays out in foreign language settings. Included in this group are Ross Steele's "Language Learning and Intercultural Competence," Eleanor Jorden's "Acquired Culture in the Japanese Language Classroom," and Galal Walker's "Performed Culture: Learning to Participate in Another Culture." The volume ends with a fascinating study by Ralph Ginsberg and Laura Miller entitled, "What Do They Do? Activities of Students During Study Abroad."

In short, *Language policy and pedagogy* goes a long way toward delivering on its title: It really does provide significant insights into both language policy studies and the application of language policy and planning in the educational and pedagogical sphere.

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LANGUAGE CREATION AND LANGUAGE CHANGE: CREOLIZATION, DIACHRONY, AND DEVELOPMENT. *Michel DeGraff (Ed.)*. Cambridge, MA: MIT Press, 1999. Pp. 586. $65.00 cloth.

Editor Michel DeGraff provides us with a thought-provoking collection of studies that address topics involving language acquisition, creole formation, language change, and the connections between the three phenomena. One of the main goals of the volume is to arrive at a better understanding of the interaction between the "extraordinary external factors" surrounding the formation of pidgins and creoles and the "ordinary internal factors" involving U(niversal) G(rammar)–constrained language invention (p. 11), a UG-type repackaging of Thomason's ordinary-processes–extraordinary-results take on language mixture. The underlying theme DeGraff uses to connect the varied contributions is, in fact, UG: "This volume is seeking the right 'version of universalist influence inter-

preted as constraints on the formal structure of creoles, in fact of natural language'" (p. 17). In characterizing the processes of pidginization and creolization, DeGraff chooses a narrow definition, that of the plantation situation (p. 2), thus disregarding interethnic pidgins and creoles (e.g., Hiri Motu and Tok Pisin in Papua New Guinea) and fort creoles (e.g., many of the Portuguese-based creoles). Although DeGraff does not point this out, he does mention other biases of the book: (a) it focuses only on morphosyntax from a generative UG-like focus; (b) it largely neglects variationist and quantitative approaches; (c) it does not explore the connection between UG and all-purpose cognitive structures (except Newport; see below); and (d) it considers only a subset of creoles that emerged from contact with European colonizers.

The volume has an introduction and five major parts, each of which contains one or more chapters. I will focus on those chapters that seem particularly interesting from a general acquisitional viewpoint.

Bickerton examines the question of acquiring a language without positive evidence. Taking as points of departure the Language Bioprogram Hypothesis (LBH) and his claim that creolization is L1 acquisition with impoverished input, he draws a parallel between the jargon-creole difference in creolization and the pre– versus post–2-year-old difference in L1 acquisition. In both cases, he claims that the former stage is presyntactic and the latter characterized by full access to syntax.

Adone and Vainikka discuss the acquisition of *wh*-questions in Mauritian Creole (MC) child grammar. Taking as subjects 20 MC-speaking children and using natural and elicited comprehension data, they test three hypotheses: first, whether long-distance *wh*-movement is part of UG, suggested (but not confirmed) in an earlier study on English; second, whether the subjects distinguish arguments from adjuncts in *wh*-movement through UG (confirmed); and third, whether short-, middle-, and long-distance *wh*-movement options are available to children through UG (confirmed; though is a minimal distance principal operational?).

Mufwene offers a sketch of the LBH, interpreting Bickerton's characterization of it as containing "not only parameters on which individual I-languages may select different typological options but also the markedness values of each setting—for instance, which option is the least or most marked" (p. 97), which he takes as empirically verifiable. Mufwene tests this definition against data collected from his child, concluding that his data "seem to advocate interpreting the Language Bioprogram as a biological clock, genetic program or biological blueprint, regardless of whether or not it may be equated with Chomsky's UG defined in terms of principles and parameters" (p. 111).

The contributions on signed language to creolization and acquisition are particularly interesting. Newport reports on a deaf child's acquisition of a deterministic rule for motion verb sign sets based on inconsistent, probabilistic input from his parents. She notes that this may well be due to UG but that there is also evidence that children are also just as able to deduce deterministic rules out of inconsistent, probabilistic input in nonlinguistic learning tasks, where adults are not (pp. 172–173). Kegl, Senghas, and Coppola find in the Idioma de Señas Nicaragüense a case of abrupt creolization that emerged from various signing systems, incomplete and inconsistent among themselves (the substrate), and no target (superstrate) language. Among other things, their study includes evidence from native and nonnative children signers that serial verb constructions may be a universal option.

Henry and Tangney examine L2 acquisition of Irish with restricted input. Their finding is that, where children have to choose between a maximally simple grammar (in

UG terms) and a grammar exactly matching the input data they receive, they opt for simplicity.

Last, Bruyn, Muysken, and Verrips show that many creoles have a double object construction found also in L1 acquisition. Their main point, emerging from their survey of both creole and acquisition data, is that "speakers of natural languages in any stage of development can do perfectly well without the [prepositional dative construction], if there happens not to be an appropriate preposition available in their system" (p. 367).

The main drawback of DeGraff's endeavor is the lingering elusiveness of UG: I found no attempt by DeGraff to define or characterize it explicitly. This negative is offset by some of the above-mentioned studies, which advance empirically verifiable claims about the nature of UG. This may be one of the most important contributions of this well-edited and nicely printed volume.

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HANDBOOK OF UNDERGRADUATE SECOND LANGUAGE EDUCATION. *Judith W. Rosenthal (Ed.)*. Mahwah, NJ: Erlbaum, 2000. Pp. xxii + 380. $99.95 cloth, $39.95 paper.

This edited volume was inspired by Rosenthal's belief that it is becoming increasingly more important for American students to know more than one language and that greater collaboration among educators at colleges and universities will not only be beneficial for the programs and their students but will also "promote a more language-competent society" (p. ix). Unfortunately, because of institutional or disciplinary boundaries, many educators involved in a particular type of second language program may be unaware of colleagues with similar concerns. This book attempts to bridge this gap by showcasing a wide variety of undergraduate programs that share the aim of promoting bilingualism among their students.

The book consists of 16 chapters grouped into seven parts. The first of these contains two chapters that provide background information on demographic and immigration trends in the United States (Ignash) and an overview of some core concepts in second language acquisition (Gass). Parts 3 and 4 focus on different types of programs found in American colleges and universities such as foreign language (Klee), English as a second language (Reppy & Adames), dual or bilingual language (Rosenthal), and American Sign Language (Wilcox & Wilcox). The focus in part 4 is on language programs that aim to promote the linguistic and cultural revival of heritage languages among Native Americans (Reyhner, Lockard, & Rosenthal) and among the children and descendants of immigrants (Campbell & Rosenthal).

Part 4 moves from language teaching in institutions of higher learning in the United States to language education in a number of different countries. Particularly valuable are the chapters on Canada (Wesche), Australia (Baldauf & Djité), and South Africa (Reagan), where the impact of language-planning policies on the provision of language-

training programs can be seen. In contrast, the chapter on Germany by Hufeisen focuses on the theoretical importance of distinguishing second from third language learning and offers relatively little information about programmatic features.

The last three chapters of the book explore issues relevant to all contexts of language teaching. Crandall discusses the implications of present demographic trends in the United States on the training of teachers who can function in linguistically diverse classrooms. She provides an overview of the skills that all educators, whether K–12 or postsecondary, need to develop to meet this challenge. Many of the authors mention the growing importance of technology in the institutional settings they describe. Warschauer and Meskill offer examples of technological tools and consider the advantages and disadvantages of using new technology in the language classroom. This is followed by a valuable collection of annotated references of organizations, publications, web sites, and multimedia of interest to second language teachers, researchers, and administrators (Smoke & Rosenthal). In the concluding chapter, the editor raises many questions about how the goal of a language-competent society can be attained.

I was particularly interested in seeing whether the book would be useful for a new course on bilingualism that I was putting together and so read the various chapters with this perspective in mind. One of the book's most valuable features is the number and range of case studies. Each one provides just enough information so that the reader can get a clear picture of the context without being drowned in details. I was fascinated to learn, for example, about a dual language program at the University of Texas at El Paso where Spanish-speaking students study ESL and pursue some part of their academic training in Spanish, or about a program that aims to "reclaim" the defunct Australian Aboriginal language Kaurna. Additionally, the annotated information source chapter may alone make the purchase of this book worthwhile. On the negative side, the effort to allow each paper to stand alone means that certain terms are repeatedly redefined. This could have been alleviated by providing definitions of terms such as "grammar-translation," "audiolingual," and "adjunct model" in the introductory chapter. Furthermore, I feel that the presentation of so many different types of programs needs to be rounded out by a discussion of the theory and research on the development and maintenance of bilingualism. After all, that is the only way that we can understand why second language teaching is generally more successful in Europe than in the United States. However, that is a minor quibble for a welcome addition to my library.

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AT WAR WITH DIVERSITY: U.S. LANGUAGE POLICY IN AN AGE OF ANXIETY. *James Crawford*. Clevedon, UK: Multilingual Matters, 2000. Pp. 144. $49.95 cloth, $15.95 paper.

LANGUAGE DIVERSITY AND EDUCATION. *David Corson*. Mahwah, NJ: Erlbaum, 2001. Pp. xi + 253. $29.95 paper.

The need to recognize the presence and significance of language diversity in educational settings in the United States has become increasingly apparent to educators and educational policy makers in recent years. Among the more contentious debates about public

education that we have witnessed have been those concerned directly with language and linguistic matters, not the least of which have been those dealing with the education of minority-language students in general and bilingual education programs in particular. Also, frequent touchstones for educational debate have been efforts to "recognize" African American Vernacular English as many children's first and dominant language variety—a matter of no linguistic controversy at all but one of immense political and educational controversy, as events in Oakland, California, made quite clear. Although of increasing significance and relevance, it is interesting that relatively few works have sought to target one of the more important audiences concerned with such debates: future classroom teachers. Issues of language and language diversity are largely absent from the teacher education literature, and preservice teachers are relatively unlikely to be exposed in any significant or in-depth way to such matters in their formal preparation (see Reagan, 1997). As David Corson notes in *Language diversity and education*, "A major challenge for beginning teachers is to understand how language differences construct and reflect ideologies and power relations, especially through the work that teachers do themselves" (p. 96). Fortunately, the two books under review here provide an excellent start for helping new and future teachers to develop the type of critical language awareness necessary if they are to meet the needs of their students more adequately.

At war with diversity: U.S. language policy in an age of anxiety is a collection of essays by James Crawford that addresses aspects of the English-only movement in contemporary American society. Crawford, whose earlier works include several seminal books dealing with the politics of bilingual education and the English-only movement, provides a thoughtful analysis of English-only political activism, tracing the history and ideological assumptions of the antibilingual movement from its earliest incarnations in colonial America to the present. He also offers a powerful critique of recent political efforts to challenge the English-only movement, using the case of Proposition 227 in California as a model for failure in this regard. Also addressed in *At war with diversity* are contemporary efforts to revitalize Native American languages. His arguments are extremely compelling and make clear the political and ideological nature of educational debates about language, language rights, language policy, and language diversity. Although not explicitly writing for teachers, Crawford's analysis is, in my view, essential background knowledge for any future educator and certainly provides a solid foundation for the development of critical language awareness in the U.S. context.

David Corson's *Language diversity and education* moves us to the next level of specificity, seeking to directly address future teachers. The volume provides a broad overview of the applied linguistics knowledge base with which teachers should be familiar. Included in the book are chapters dealing with language in social life and education; language, power, and social justice in education; different cultural discourse norms; nonstandard language varieties and their educational implications; bilingual education and English as a Second Language programs; gender and discourse norms; and research methods for language diversity and education. Informed by and sensitive to both the Canadian and the U.S. experiences, this volume presents a truly outstanding introduction to applied linguistics for teachers. More than this, though, it explicitly makes clear the reasons that issues of language should be of concern to educators: not simply for pedagogical reasons (although these are certainly important) but even more for reasons related to human rights and the quest for social justice in society. Language, in short, touches

> every aspect of education, because in schools language is the medium of instruction, it is the content of instruction, and it provides the pedagogical means by which that instruction is realized. . . . More than all of this, beyond school, the life chances of students are determined by their ability to interact critically with the discourses around them, while still avoiding the temptation to be seduced by the disempowering messages those discourses often contain. (p. 14)

Seldom does one find two books on related subjects that go together as well and that are as complementary as *At war with diversity* and *Language diversity and education*. Both books are well written, cogent and powerful, but even more, both address central sociolinguistic issues that should be of interest and concern to all educators. There should be little question that a greater understanding of linguistic diversity is of immediate and pressing importance for all classroom teachers, and these two works provide an excellent groundwork for the development of that understanding for both preservice and inservice educators.

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LES CRÉOLES: L'INDISPENSABLE SURVIE. *Marie-Christine Hazaël-Massieux*. Paris: Éditions Entente, 1999. Pp. 319. F 150, paper.

This book, which appears in a series called *Langues en Péril* "languages in peril," is an accessible and well-written panoramic view of the French-based creoles spoken in the Caribbean and the Indian Ocean. In her introductory remarks, author Marie-Christine Hazaël-Massieux addresses the confusions regarding the notions of language and dialect, presenting clearly and concisely how a linguistic system can be a language without being written or prestigious or belonging to any given geographical region. She touches on why some of the French-based creoles, such as Louisiana Creole French, may be endangered and extends the definition of an endangered language to include cases in which a creole can lose its "creoleness" through decreolization. This allows her also to discuss the question of diversity among French-based creoles, although, as she points out, this rich diversity is often overlooked for ideological or other reasons.

In chapter 1, we are introduced briefly to the French-based creoles of Louisiana, Haiti, Guadeloupe, Dominica, Martinique, Saint Lucia, and French Guiana in the United States and the Caribbean, and those of Reunion, Mauritius, and the Seychelles in the Indian Ocean. In chapter 2, Hazaël-Massieux provides the reader with a succinct linguistic description of the creoles in question, addressing as well the question of the origins of their lexicon and structure. With regard to tense, aspect, and mood (TMA) distinctions, she frames the debate in terms of African language origin versus 17th- to 18th-

century dialectal French origin, showing how the particles of the colloquial French periphrastic constructions of that time served as the basis for the TMA markers in all the creoles today. Little or no mention, however, is made of the origin of the TMA distinctions themselves or what role universal tendencies might have played. What comes to the fore is the minority status of these essentially oral languages that are usually branded as faulty or substandard. Raising this question leads into chapter 3, in which Hazaël-Massieux examines the issue of minority languages. Here, she traces the instances of missionaries' and travelers' reports on the creoles starting in the 17th century, in which they are referred to as "gibberish" or "bastardized." Even though these languages show signs of strong vitality, she points out that they are always spoken beside other, more prestigious, and more widely spoken languages, which represent the danger to the survival of the creoles in most cases.

In chapter 4, Hazaël-Massieux takes up the topic of what it means to be an endangered language. She begins by briefly examining the prestige of English on the global stage and the effect this has had on other major but less widely spoken languages, such as French. Using this as a starting point, she introduces the terminology and concepts to be able to talk about language loss—concepts such as substrate, superstrate, adstrate, attrition, obsolescence, radical versus gradual language death, and diglossia. Again, the presentation of the topic is lucid and didactically well done. In the next chapter, she goes on to detail the manner in which some of these creoles constitute endangered languages.

In chapter 6, Hazaël-Massieux speaks to the difficulties of developing a writing system for an oral language. After a general introduction, she discusses key issues such as whether a French-based creole is damned to contamination from French if it is written, whether an oral language is even a "real" language, whether a written creole should be the sole official language of a community, and the niche of creoles in their respective communities as a problem of diglossia.

Chapters 7–9 examine creoles in education, media, and literature. Hazaël-Massieux takes the reader through situations in different places, touching on, among other things, educational reform and the development of written creole in Haiti, creole and the press, radio, and Internet, and last, translation of literary works into creole and literature written in creole itself.

Chapter 10 looks at language maintenance issues of the creoles, and chapter 11, the final chapter, briefly discusses—from a comparative perspective—creoles based on other lexifier languages, such as the English-based Jamaican and Sranan, and the Portuguese- and Spanish-based Papiamentu. The appendixes include a highly useful assortment of materials, such as maps, demographic facts about the communities in which the French-based creoles are spoken, texts in the different creoles, and a bibliography with dictionaries and grammars.

The wonderful aspect of this volume is its readability and its comprehensiveness. It would make ideal supplementary reading for introductory linguistics or sociolinguistics courses (in French, naturally). A comparable work on English-based creoles for the English-speaking public now has an exemplary model from which to work.

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