

## BOOK NOTICES

**TEACHING AND LEARNING ENGLISH AS A GLOBAL LANGUAGE: NATIVE AND NON-NATIVE PERSPECTIVES.** *Claus Gnutzmann (Ed.)*. Tübingen, Germany: Stauffenburg Verlag, 2000. Pp. 312. DM 96, cloth.

This collection originated from a conference held in Braunschweig, Germany, in June 1998 at which participants were invited to analyze the role of English as a global language and to develop research perspectives for its teaching and learning. Written by nonnative as well as native speakers of English (working in English-speaking countries where English is not a native language), the articles provide a basis for consideration of whether “the concept of English as a global language is assessed differently by experts depending upon whether they are native or non-native speakers of English and if so, to what extent” (Introduction).

Nineteen papers are grouped into six sections. Those in section 1, “Sociolinguistic and Political Framework,” are written by Manfred Görlach, Richard J. Alexander, and Hero Janßen. “Linguistic Standardization, Variability of English(es), and Problems of Mutual Intelligibility” contains contributions from Anthea Fraser Gupta and Juliane House. Section 3, “Culture(s), Intercultural Communication, and Intercultural Learning,” is represented by Peter Doyé, Lawrence Guntner, Viktor Link, and Claire Kramsch. Articles in section 4, “Pedagogical Implications, New Curricula, and Teacher Education,” are by Alastair Pennycook, Claus Gnutzmann, and Dieter Wolff. Contributors to section 5, “Learner Centered Approaches and Learning Objectives,” are Gerlinde Mautner, Meinert A. Meyer, and Roger Bowers. Papers by Franck G. Königs, Robert Vanderplank, and Jürgen Handke close the volume in section 6, “Methods, Media, and Telecommunication.”

This thought-provoking collection is rich not only in insight and information but also in intellectual stimulation. By providing a forum for authors to take on such controversial and often contested issues as language and identity, early school-age English instruction, norms and standards, European multilingualism, language dominance, linguistic innovation, as well as classroom practice and media resources, Gnutzmann has given readers, whether native or nonnative speakers, plenty to draw on for making their own assessment of English as a global language.

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**YOUNG BILINGUAL LEARNERS IN NURSERY SCHOOL.** *Linda Thompson*. Clevedon, UK: Multilingual Matters, 1999. Pp. viii + 230. \$79.00 cloth, \$39.95 paper.

This book is a ten-chapter ethnolinguistic study of the language and social behavior of a group of 3-year-old third-generation British children schooled in the northeast of En-

gland. Their families are settled migrants who speak languages other than English at home and in their community. The study uses audiotaped recordings of the children's language, together with thick contextual description, to provide insights into ways in which young children learn to be communicatively competent in their new environment.

Chapters 1 and 2 describe the linguistic and cultural heritage of the families of the children. A geographical and historical view of the migrants' homeland, the linguistic composition, migration, and settlement pattern in Britain, and attitudes toward language learning within the migrant community are all clearly detailed.

Chapter 3 describes theoretical paradigms for the study. This framework provides readers with a clear view of language learning in young children by aggregating ideas from psychology, systemic linguistics, anthropology, and sociolinguistics. The author credits social psychologist Lev Vygotsky as well as the systemic linguistics of Firth, Halliday, and others. Lepage and Tabouret-Keller's description of bilingualism as an act of identity further grounds the study.

Chapter 4 describes the site of the study, rationale for the study, discussion of research methods used, the quantitative paradigm for the study of communicative competence, and a framework for ethnolinguistic descriptive analysis. Future researchers on young children will appreciate the author's five levels of data analysis described in chapters 5–9.

The author concludes with linguistic biographies of the children that are based on Bronfenbrenner's Ecological Systems Theory. This provides readers with insights into contextual language choice and its effects on ethnic identity.

This book has something for everyone. It is well written and meticulously researched, contains easy-to-follow figures, and has a superb bibliography. The author understands the major theoreticians and cites them well. Although some may find the initial chapters slow reading, the final chapters are well worth the wait.

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**CREOLE GENESIS, ATTITUDES, AND DISCOURSE: STUDIES CELEBRATING CHARLENE J. SATO.** *John Rickford and Suzanne Romaine (Eds.).* Amsterdam: Benjamins, 1999. Pp. ix + 410. \$138.00 cloth.

Charlene Sato, a noted scholar in SLA and creole studies, is honored by this text. Many chapters analyze Hawai'ian Creole English (HCE), which Sato promoted as a living language, and it is in that spirit that the editors have included short stories in HCE.

Two chapters deal with challenges to conventional notions concerning pidgins. Bickerton disputes pidgins having a single contributor to their lexicon, as reflected by names like Pidgin English. He proposes that there were multilexical pidgins in Hawai'i. A European bias has shaped our understanding of the lexical choices made by pidgin speakers throughout Oceania. According to Drechsel, analysis has focused on the accounts of Europeans who may have had little knowledge of local languages and thus reported only words they recognized, resulting in an overrepresentation of English.

The origin of tense, mood, and aspect markers are debated by Roberts, Holm, and McWhorter. Whereas Holm posits an African substrate, Roberts and McWhorter provide evidence in support of so-called native-born innovation.

Disputed origins of African American Vernacular English (AAVE) are debated by Rickford and Mufwene. Rickford seeks evidence for a creole connection through copula patterning in AAVE and Jamaican Creole. Mufwene's contribution questions a creole origin for AAVE.

Parkvall, Lipski, and Schwegler revisit substrate influence. Parkvall posits a French pidgin that could have developed in the Senegambia. Lipski investigates the contributions by Chinese immigrants to Cuba on Afro-Caribbean Spanish. Schwegler looks at similar pronoun forms and makes the claim that an Afro-Portuguese pidgin was used in Black Latin America.

The final chapters focus on education in and attitudes toward vernaculars. In one of the most entertaining chapters, Grimes provides an account of reactions to a pop icon in Hawai'ian culture, Bu, an HCE speaker, star of a local television program, and runner-up for governor of Hawai'i. Eades and Siegel describe how programs to improve attitudes toward vernaculars in Australia are succeeding in the courts and schools.

The wealth of material on HCE would have pleased Sato and the inclusion of other creoles has been effectively integrated by the editors, making for a valuable analysis of some of the significant issues in creole studies.

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