language pathology. The book is relevant not only to SLPs, however, but also to sociolinguists interested in the clinical applications of their field and in addressing the gap between the two fields.

The first of its two sections discusses major research and ideas from sociolinguistics in the past half-century. In the chapter "Language, communities, networks and practices," the concept of the language community and social network theory are introduced. "Regional and social variation" discusses how language varies with respect to geography, class, and ethnicity. "Language and gender" highlights some of the key research of the area, as well as discussing the relevance of feminist theory in linguistics. "Bilingualism and multilingualism" defines key terminology in bi- and multilingualism. "Code-switching and diglossia" expands further on two key topics from the previous chapter. "Language and power" describes the field of conversational analysis and the insights it has given into how power is constructed, maintained, or denied through discourse. "Language and culture" discusses discourse markers as "carriers" of culture. "African American English" gives an overview of this dialect, its origins, and its grammatical features. "Language change" summarizes synchronic research on language change in Yorkshire. "Language planning" discusses various types and methodologies of planning, and their interaction with language policy. "Dialect perception and attitudes to variation" discusses how attitudes toward groups are reflected in attitudes toward their language or dialect.

The second section demonstrates how the accumulated knowledge of sociolinguistics can be applied to the clinical practice of speech-language pathology. "Acquisition of sociolinguistic variation" discusses research on the acquisition of nonstandard dialects. "Bi- and multilingual language acquisition" lays out a typology of different means of becoming bi- or multilingual. "Assessing language in children who speak a nonmainstream dialect of English" mentions several features used in standardized language testing, and the criticisms these have encountered when used with children who do not speak a standard dialect. "Childhood bilingualism: Distinguishing difference from disorder" highlights which behaviors in language testing are a sign of differing linguistic and cultural norms, and which are likely to be indicative of a disorder. "Speech perception, hearing impairment and linguistic variation" summarizes research on differences in speaker gender and dialect identification between hearing adults and adults with cochlear implants. "Aphasia in multilingual populations" discusses improvements in identification and treatment since the development of the Bilingual Aphasia Test. "Designing assessments for multilingual children" explains that a bilingual's languages are used in different domains, and that assessing one does not provide an accurate assessment of proficiency in the other. "Literacy as a sociolinguistic process for clinical purposes" advocates for a more holistic approach to dyslexia. "The sociolinguistics of sign languages" summarizes the history of the Deaf community in America, as well as research on variation in American Sign Language. "Managing linguistic diversity: interpreters in speech-language pathology" discusses the best methods to evaluate and remove barriers to interpreter-mediated interaction with clients.

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KATE BURRIDGE, *Weeds in the garden of words: Further observations on the tangled history of the English language*. Cambridge: Cambridge University Press, 2005. Pp. ix, 196. Pb $19.99.

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In this sequel to *Blooming English*, Kate Burridge continues her metaphor of the English language as garden, this time by examining its "weeds." As any gardener will tell you, a weed is a plant which dares to grow where it's not wanted; by extension, Burridge's "weeds" are lexical and grammatical forms in English seen as unwanted by prescriptivists. However, just as one gardener's weed is another's beautiful wildflower, words with very positive connotations nowadays were once an insult reserved for the evil (e.g., *wizard*), and forms such as passives, which so annoy modern style manual writers, are plentiful in many of the greatest works of English literature. Like Burridge's previous volume,

Weeds consists primarily of rewritten pieces she created for a radio program and these can be read in any order.

In her first chapter, "Introduction to the weedy traits of English," Burridge expands upon her garden metaphor, likening spoken language to natural plant growth, and standard language to a bound and cultivated garden. She marvels at those who believe in "the possibility of a totally regular and homogeneous language system," static and perfect; like most linguists, she knows that language is far too dynamic to be constrained for long. "Languages and gardens," she comments, "are never finished products." She follows with two chapters on lexical weeds: "The world of jargon, slang and euphemism" and "Word origins and meaning shifts." In the former, she discusses the migration of special-group vocabulary into the general discourse, new back-formations in the media, and a number of interesting historical developments in euphemisms. In the last, she discusses how words can change meaning substantially over time, much to the dismay of many speakers.

In "Our grammatical weeds," Burridge highlights several competing forms that muddle notions of correctness and even give native speakers pause. "Weeds in our sounds and spelling" traces how diachronic phonological change has left English with such a baffling orthography. In "The truly nasty weeds of the English language?" Burridge lays out her hit list of words and ways of speaking that she'd rather see fall by the wayside: words for mental illness and those who suffer it, political dissembling and Bureaucratese, and "advertising puffery." Finally, in the last chapter, "W(h)ither our weeds?" she returns to her garden metaphor, concluding with excellent points such as "The facts of our existence are simply not that clear-cut. They're messy, and language has to reflect this."

Both this book and its prequel would make delightful leisure reading for linguists and others who work with language, as well as excellent gifts for armchair logophiles in their acquaintance (doubly so if they happen to be gardeners!). The level of the writing is readily accessible to any educated layperson, and this would be a good recommendation for younger college and even high school students interested in language. Burridge's writing is both informative and entertaining, and her work comes highly recommended.

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Stephen J. Caldas, *Raising bilingual-biliterate children in monolingual cultures*. Clevedon, UK: Multilingual Matters, 2006. Pp. xvi, 231. Pb. $39.95.

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This is the fascinating story of the author's own family project of raising his three children French-English bilingually in English-speaking Louisiana. Caldas, a French-English bilingual himself, and his bilingual French-Canadian wife artificially orchestrate and manipulate the children's environments from birth to adolescence to ensure that the children develop full bilingual proficiency and biliteracy in French and English. Caldas's and his wife's main strategy is to speak only French to their son and their identical twin daughters. They also commit to use only French with each other, thus creating an all-French-speaking home environment. The Caldases also enroll the children in French immersion school and make extensive use of French-language media to further expose the children to French. Finally, the author and his wife purchase a cottage in Quebec where they spend the summers, providing the children with authentic societal language immersion. The outcome of this extraordinary experiment is that, by adolescence, all three children are completely bilingual and biliterate in French and English and can be easily mistaken as native speakers of both Quebecois French and American English.

As Fred Genesee puts it in the book's preface, *Raising bilingual-biliterate children in monolingual cultures* "is a welcomed addition to case study reports of bilingual first language acquisition" (xiii). Although Caldas's treatment of the simultaneous acquisition of French and English by his