

(Part I); (ii) the more enthusiastic empowerment of official languages and the hybrid linguistic and cultural identities constructed in response to this selective empowerment of languages, so that ethnic and indigenous languages have also become strong identity markers during and after colonialism (Part II); (iii) the expanding roles of Cameroon Pidgin English (CPE) and its emergence as a new overt identity symbol, expanding its functions and being used by more and more people as a result of its suitability in interethnic and intergroup interaction (Part III); and (iv) patterns of societal interaction and communication that reflect the hybrid identities of multilingual speakers, for example, the sociocultural aspects of respect and politeness systems in spoken and written English in Cameroon (Ch. 10) and the construction of social identities by youths through the recontextualisation and semantic restructuring of English words and expressions (Ch. 11; Part IV). To illustrate how the above issues are interrelated, the conclusion provides a unifying big picture that focuses on language policy, linguistic identity construction, indigenous language empowerment through teaching, and social interaction.

The impacts of political language policy on daily language use in sociocultural and interpersonal interactions, multiple identity construction, indigenous language teaching, and empowerment are current issues in sociolinguistics. Anchimbe's book is fascinating, with rich documents, such as indigenous language policies during colonialism (German from 1884 to 1916, French from 1916 to 1960, and British from 1916 to 1961) and after independence and up-to-date materials on these issues and on Cameroon in particular, such as examples of CPE in use (radio broadcasts, pidgin news, court weddings, and the electoral code in CPE). *Language policy and identity* should be a must for anyone interested in the sociolinguistics of Cameroon and beyond.

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RITA FINKBEINER, JÖRG MEIBAUER, & PETRA B. SCHUMACHER (eds.), *What is a context? Linguistic approaches and challenges*. Amsterdam: John Benjamins, 2012. Pp. v, 253. Hb. \$149.

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This volume is aimed at advancing the debate on the notion of context in linguistics by aggregating diverse viewpoints on the concept. The contributions are collected

into two sections: the first reviews how context is and has been conceptualized in theoretical pragmatics, neurolinguistics, clinical pragmatics, interactional linguistics, and psycholinguistics, and the second presents case studies of particular linguistic phenomena in relation to context. Specifically, contributors to the second section consider idioms, unarticulated constituents, argument linking, and quantifier expressions from the point of view of figurative language theory, frame semantics, discourse representation theory, and optimality theory, respectively.

After the introductory chapter in which the editors frame the volume, Jörg Meibauer in Ch. 2 summarizes contemporary theories of context in the pragmatic literature, specifically contrasting the notion in discussions of minimalism vs. contextualism. The author relates these traditional theoretical pursuits to experimental research, emphasizing the value of psycho/neurolinguistic methods for investigating the semantics/pragmatics divide. In Ch. 3, Petra Schumacher reviews electrophysiological experiments targeting the effect of context on language comprehension. These studies converge on a view of context as operating in two discrete stages: first an expectation-driven mechanism, then a discourse-updating mechanism. Louise Cummings in Ch. 4 examines research in clinical pragmatics to develop an argument against the possibility of theorizing context, contending that the very pursuit of a complete account renders unintelligible the notion of context. In Ch. 5, Kasia Jaszczołt analyzes how context is approached from both two-dimensional formal semantics and post-Gricean contextualism, then uses default semantics to assess the claim that epistemic context is reducible to a metaphysical construct. Anita Fetzer in Ch. 6 reviews how context is approached from interactional, sociolinguistic, and discourse perspectives, in particular relating the ways in which context is understood as static/dynamic, product/process, speaker-/hearer-/collective-centered, and subjective/individual. In the following chapter, Pia Knoeferle and Ernesto Guerra discuss nonlinguistic visual context from the vantage point of real-time language comprehension. The psycholinguistic research they review suggests that a notion of nonlinguistic visual context should be expansive enough to capture the effect of material objects (both immediately and recently available), speaker's gaze and gestures, and other nonlinguistic cues.

The second section deals with case studies on context. Rita Finkbeiner opens this section arguing from experimental evidence on a German idiom that such idioms are context-creative and context-evocative, and therefore lie on the semantics/pragmatics interface. A related argument is made by Kristen Börjesson in the following chapter, in which she advocates for conceptual framing in the interpretation of utterances, insofar as frames invoke certain thematic roles as potential discourse referents, which may be explicitly identified or remain implicitly available. Udo Klein focuses on the interaction between grammar and world knowledge, specifically the role of each in linking clausal arguments to semantic roles in a formal analysis of the (causative path) resultative construction. Another formal account appears in the final contribution to the volume, in which Chris Cummins and Napoleon

Katsos take a constraint-based approach to explicitly model context in the usage of quantifiers.

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KIRKLAND, DAVID, *A search past silence: The literacy of young Black men*.
New York: Teachers College Press, 2013. Pp. xv, 167. Pb. \$39.95.

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A search past silence is an eloquent, poignant story-fication of the literacy practices of six Black male teens. Drawing on over five years of ethnographic research, Kirkland frames his book not as an analytic contribution (of which he is skeptical, suggesting that decontextualized—and thus distorted—research on Black male literacy is prevalent in academia), but rather as a sympathetic, experiential telling with the power to reveal the “heart” (4) of deep ideas about Black male literacy, hopefully triggering in academic readers a compensatory, humbled version of the titular “silence.” Rooted in this narrative approach, then, the book is organized around sixteen short vignettes, with evocative themes like “Meaning,” “Race,” and “Masculinity.”

The first division of vignettes, “Silence,” sets the context: from the nourishing cocoon of the “cypha,” or hip-hop-inspired supportive circle for language/identity/community, the young men (only in tenth grade at this part of the story) are silenced through police brutality, but write their own versions in diaries, collaborative raps, and public speeches. Kirkland writes beautifully here and throughout, describing how the men “inherited the silence of the world around them, that resounding whisper of the dawn breeze that deftly passes through the dark corridors without disturbing the landscape of stereotype and dreams deferred” (p. 21, accompanied by a characteristically elliptical footnote, “See also Ferguson, 2000”).

The second section, “Language,” focuses on the interactional and multimodal nature of the men’s expressions. The men’s experiences are strongly shaped by interaction with women: Shawn’s grandmother, Derrick’s ex-girlfriend, generations of Keith’s birth family. And their texts make use of many modes: tears, tattoos (“a contract sealed to skin” (65), Derrick calls it), demeanor, and the body in general are shown to be semiotic resources (“languages”). Kirkland develops the theme of silence here through the paradox of Black “loudness,” deftly