

and quality. Both these pilot studies at Copenhagen Business School raise significant issues for the training of translators and interpreters and the scope of technology such as Speech Recognition in changing their roles. A final section has two papers on “the literary interpreter.” Ingrid Kurz analyses the way interpreters are portrayed, generally falsely, in four works of fiction. Line Henriksen exemplifies the creativity both of an interpreter – Jakobson’s “poetic” function through semantic cohesion or chiasmus – and Derek Walcott, who juxtaposes Caribbean creoles and English, the poet fleshing out multilingual diversity.

The articles are theoretically explicit, vivid, and practical. Together they paint an excellent portrait of the vital but often ignored profession of the interpreter. The quality of the language (in a generally glitch-free volume) suggests that interpreters appreciate the joy of lucid language.

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AMY B. M. TSUI and JAMES W. TOLLEFSON (eds.), *Language policy, culture, and identity in Asian contexts*. Mahwah, NJ: Lawrence Erlbaum, 2007. Pp. ix, 283. Pb US \$34.50.

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Probably the most important question facing all language policy makers in every country of the world is, “What is the impact of cultural internationalization and economic globalization on our local markets, cultures, and school systems?” The sticky corollary, of course, is “What is – or should be – the role of English in our country?” These questions are particularly pertinent to Asian nations, seeing as there are many more speakers of English in Asia than in the United States, United Kingdom, Canada, and Australia combined. And the problems of cultural identity vis-à-vis English have yet to be fully worked out, whether the particular Asian state is “third world,” “developing,” or “developed.” It is these complex and contentious issues that are the subject of this excellent collection of essays edited by Amy B. M. Tsui and James W. Tollefson.

Both Tsui and Tollefson have strong backgrounds in language education and policy issues. Tsui is a discourse analyst and language pedagogist on the education faculty at the University of Hong Kong. Tollefson, formerly a language-education policy specialist at the University of Washington, is now at International Christian University in Japan. In many ways this book is an extension and a sequel to their earlier 2003 edited volume *Medium of instruction policies: Which agenda? Whose agenda?* (also from Lawrence Erlbaum), which tackles some of the same issues as this book. However, the editors this time have intentionally sought out coverage from places often underrepresented in language policy debates, making this an important addition to the literature.

After a good theoretical background and overview given by the editors in the first chapter, the remaining dozen country-specific articles are presented in three parts. Part 1 focuses mainly on globalization’s impact on governmental language policies and attitudes. A variety of states are examined: Japan (Kayoko Hashimoto), South Korea (Yim Sungwon), Malaysia (Maya Khemlani David & Subramaniam Govindasamy), Singapore (Phyllis Ghim-Lian Chew) and Cambodia (Thomas Clayton). Part 2 explores the intentional linguistic “(re)construction” of national identity by the local or national governments of Hong Kong (Amy B. M. Tsui), Brunei Darussalam (Mukul Saxena), and New Zealand (Richard A. Benton). Part 3 discusses the benefits and liabilities of the presence of English in India (Rama K. Agnihotri), Nepal (Selma K. Sonntag), Pakistan (Tariq Rahman), and Bangladesh (Tania Hossain & James W. Tollefson).

In the last chapter, the editors try to summarize the research given in the preceding chapters (no easy task, as each case is unique). They suggest that all Asian governments recognize the importance of English, both as necessary for their country to participate in the international arena and as an individual’s tool for personal social mobility and advancement. This of course creates tension, because the Asian governments themselves are as complicit as the Euro-American superpowers in establishing an English presence in their countries. In many ways this book extends the debate over

claims of English represented in *Linguistic imperialism* (Robert Phillipson, Oxford University Press, 1992) vs. *Asian Englishes* (Braj Kachru, Hong Kong University Press, 2005), which started a decade and a half ago, offering new contexts and developments in the 21st century. Thus, this is a valuable book for anyone interested in sociolinguistics and language policies and practices, regardless of their geographic specialization.

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THOMAS KLIKAUER, *Communication and management at work*. New York: Palgrave Macmillan, 2007. Pp. xvi, 327. Hb. \$80.00.

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This book, intended primarily for scholars of management, business, and organizational communication, invokes the theories of Kant, Habermas, Orwell, and Marx to assess at a macro level the historical and contemporary relationships between communication and control in the workplace. In chapter 1, "Introduction: Communication and the world of work," Klikauer critiques management "recipe books" that offer simplistic solutions to complex communicative problems, and outlines his alternative view for a rational perspective that works at "a non-empirical but conceptual level by using theory language rather than observation language." In chapter 2, "The origins of communication and management at work," and chapter 3, "Critical rationality and present working society," Klikauer investigates historical explanations, ranging from Kant to Horkheimer, of the changing role in communication at work; he suggests that the transformation from feudalism to capitalism was sparked by the acceptance of rationality. In chapter 4, "Understanding communication in today's working society," Klikauer claims that forces behind instrumental rationality (which is objectively concerned with the most efficient means to an end) are no longer conscious of critical rationality (which is concerned with the reasons for achieving an end), and that this division causes serious effects for workers. In chapter 5, "Understanding modern relations at work," Klikauer critiques positivistic and empirical approaches as "limiting" and suggests that "a comprehensive understanding into the communicative aspects of the world of work needs the application of hermeneutical, communicative, critical, and emancipatory theories."

In chapters 6, "The management of labour at work," and 7, "The two domains defining the world of work," Klikauer analyzes the differing perspective on work of management and workers as well as the ways rationality affects communication amongst and between workers and management. In chapters 8, "Management and instrumental communication," and 9, "Technical domination and engineering ideology," he unfavorably compares structure and power in management with those in the military, and explains how Taylor's theory of scientific management has marginalized workers by minimizing their communications. In chapters 10, "Control and communication at work," 11, "Control and communication through socialisation," and 12, "Human resource management and the control of communication," he outlines how management asserts socially reinforced tools to maintain communicative control over the workers and how human resource departments have become advocates of instrumental (and not critical) rationality, to the detriment of the worker.

In chapter 13, "Conclusion: Communication, management, and work," Klikauer ultimately suggests that in order for workers to alter the established power structures with management, they must create new discourse forums dedicated to critical rationality that are separate from management-approved, instrumental rationality-based discourse forums. In summary, Klikauer effectively critiques current relationships between communication and management and offers a well-reasoned framework for assessing these concepts from a communicative action perspective. However, while he creates an intriguing look at communication and management through a critical rationality lens, Klikauer avoids empirical observation and does not include any first-hand examples. As a result, this