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

children is broad in scope and lacks linguistic detail, the book can be read easily by anyone interested in rearing bilingual and biliterate children, irrespective of his or her background. As a matter of fact, most chapters are anecdotal in form and, at times, as entertaining as fiction. Chapter after chapter, Caldas describes, in a style lacking technicalities, the background of the study, the methodology followed to document the children's degree of bilingualism and biliteracy (audio and video recordings, diary notes, standardized instruments, teacher and child surveys), the characteristics of the home and the community, the children's schooling, and the children's linguistic and social development during the adolescent years. The only section that adds a scientific dimension to the book is chap. 11, which presents the results of the quantitative analyses.

The book's strongest sections are chaps. 8 through 10, in which Caldas discusses how family, school, and society all play a role in the construction of the children's bilingual identities during adolescence. This is a period of bilingual development that has received little attention from other researchers, and thus the author's contribution is particularly valuable to those interested in dual language development beyond childhood. In adolescence, the author shows, the parents' influence on their children's language development decreases drastically while peer influence becomes the major force behind language choice. Therefore, it is only contact with the native francophone peers that furthers and perfects the author's project goal of rearing perfectly fluent bilingual children. A successful example of longitudinal research carried out within the family, Caldas's book should be in the must-read list of all parents who intend to raise their children with two languages.

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ALISON SEALEY AND BOB CARTER, *Applied linguistics as social science*. New York: Continuum, 2004. Pp. xv, 239. Pb $49.95.

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Applied linguistics as social science underscores the essential association between language and society and attempts "to make a case for regarding the discipline of applied linguistics as a social science" (1). Although Sealey and Carter are not bringing up the issue for the first time (despite the impression that the book seems to be giving), highlighting and reiterating the social and cultural nature of language in general and applied language studies in particular could be considered the major contribution of the book.

Setting out by introducing key issues in social theory and linguistics, the authors briefly review considerations of language in sociological theory and, from a realist social theoretical standpoint, represent language as an emergent cultural property. To explore issues of social scientific applied linguistics in terms of specific research issues, Sealey and Carter turn to language education as "a research field which involves a significant proportion of the people who are identified as applied linguists" (85). They argue that mainstream variables-based research traditions ignore the social situatedness of language and learning. They contend that even more socially oriented ethnographic studies account inadequately for the complexity of the process of language learning. The authors go on to revisit social categories of age, ethnicity, and class as considered in mainstream sociolinguistics. They also deal with properties and powers of language in the world in their discussions of linguistic autonomy, literacy education, and global and threatened languages. In the concluding chapter, summarizing their social realist approach to research in applied linguistics, Sealey and Carter briefly review their key claims and present a discussion of "why applied linguistic research questions need social theory" (187). Moreover, they touch upon the limits of empirical approaches, the centrality of theory, and the need for a relational view in applied linguistics research, stating that applied linguistics researchers "may feel much better equipped to address the policy-makers' concern with 'what works', if the question can be reformulated as 'what works for whom in what circumstances?' " (197).