

BOOK NOTICES

DOI: 10.1017.S0272263102213078

BILINGUALISM AND IDENTITY IN DEAF COMMUNITIES. *Melanie Metzger (Ed.)*. Washington, DC: Gallaudet University Press, 2000. Pp. xii + 317. \$55.00 cloth.

In this volume of the *Sociolinguistics in Deaf Communities* series, Metzger has edited 11 diverse topics addressing two themes: the perception of Deaf people and Deaf communities, and bilingualism. Deaf people's perception of themselves and their community is explored by authors who discuss an excellent array of topics, ranging from "miracle cures" for Deaf children in Mexico to the nature of name signs in the New Zealand Deaf community; from the linguistic rights of Deaf people in the European Union to a search for the roots of the Nicaraguan Deaf community; from a semiotic analysis of Argentine Sign Language to an analysis of how a Deaf child (American Sign Language) and his hearing family (English) make sense of each other's world views.

Metzger supports her second theme, bilingualism, with a broad and varied collection of articles. She includes authors whose work encompasses a variety of signed languages: codeswitching between English and Cued English, transliteration between spoken and signed Swedish (using research on spoken and signed English as a jumping-off point), bilingual education in Spain that also includes a brief but interesting history of Deaf education in that country, turn-taking among individuals who are deaf-blind and use tactile Swedish Sign Language, and educational policy and signed language interpreters in the United States after more than 25 years of legal placement.

Metzger's work offers a truly unique look at Deaf communities around the world. This volume is a welcome addition to any language educator's library. It enhances our understanding of how Deaf people perceive themselves and their languages; as a result, it expands our understanding of the bilingual individual. The scope of this volume could have resulted in chaos but, with Metzger, we gain a deeper understanding of signed languages through glimpses of fascinating communities.

(Received 2 April 2001)

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DOI: 10.1017.S0272263102223074

COLLABORATIVE RESEARCH IN SECOND LANGUAGE EDUCATION. *Mike Beaumont and Teresa O'Brien (Eds.)*. Stoke on Trent, UK: Trentham, 2000. Pp. xiv + 209. £45.00 cloth, £13.95 paper.

The main purpose of this volume is to offer evidence of the contributions made by teachers, students, researchers, and administrators to classroom research and to the

overall educational process. To this end, the editors explore four major themes: (a) research carried out by teachers and teacher educators of direct benefit to teachers; (b) professional development based on the analysis of diverse classroom phenomena; (c) collaboration of learners with teachers, teachers with teachers, and teachers with teacher educators; and (d) different language education contexts (research sites in seven countries on three continents), from which the editors seek common features in the traditional distinction between so-called foreign, second, and modern language education.

The 15 chapters were co-written by members of the Center for English Language Studies in Education (CELSE) at the University of Manchester and colleagues from schools, educational authorities, teacher training colleges, and other universities. Part 1, "One Project: Three Studies," contains four chapters describing an in-service program that provided language teachers with their first experience developing action research projects. Chapter 1 focuses on the overall context, design, and evaluation; chapters 2–4 report on three individual projects derived from the program. Part 2, "Teacher Development through Practice-based Research," includes more reports on practitioner-based research projects, but in this case conducted in four different contexts—England, Namibia, Korea, and Bulgaria. With the same international dimension, the main object of study for the projects in Part 3, "Collaboration across Boundaries," was the assessment of teacher development programs in Greece, Russia, Poland, and the United Kingdom, which often involved the use of technology, such as video and distance learning materials. The three chapters in Part 4, "Developing Tests Together," deal with matters related to the design, development, and administration of different types of tests for both students and teachers, again within geographically diverse sites—Poland, Hungary, and England.

This volume will certainly furnish language teachers, language teacher educators, and school administrators with a remarkable number of ideas and insights to develop their own collaborative research projects in a variety of educational contexts: primary and secondary schools, colleges, and universities.

(Received 10 April 2001)

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DOI: 10.1017/S0272263102233070

EFFECTIVE PROGRAMS FOR LATINO STUDENTS. *Robert E. Slavin and Margarita Calderón (Eds.).* Mahwah, NJ: Erlbaum, 2001. Pp. ix + 394. \$89.95 cloth, \$39.95 paper.

In this book, Slavin and Calderón demonstrate that school-age Hispanic students in the United States can realize their academic expectations and in the process become capable members of society when they are trained in quality educational programs. The authors' educational research expertise presents readers with a selection of recent studies of elementary and secondary instructional programs targeting Latino students. The book's 10 chapters advance a commanding body of performance data that illustrate how

Latino students, like any other students, can be successfully educated and empowered and can even excel in an antagonistic American educational culture. The programs researched include numerous educational models specific to Hispanic students as well as adaptations of other national programs.

The contents of each chapter possess high standards and are very specialized. The framework of the book is comprehensive because it integrates an impressive array of rigorous qualitative and quantitative research from leading authorities in Hispanic education. Although the data are technical and require some expertise, they can inform advocates of Hispanic education about how to work together with schools to design and implement worthwhile educational programs for Hispanic students. For school personnel, the authors provide educational paradigms that can help Hispanic students complete high school and go beyond.

Of particular importance is that the authors incorporate research on first-rate middle and high school programs from different institutions throughout the country. By doing so, they address a research gap in Latino education—that is, they report successful high school educational practices for Hispanic students. In the process, they herald an area of effective educational practices needing further inquiry; they advance a research agenda for future investigators and writers of Latino education.

The research data included in the book should empower readers and advocates of Latino education to contest the misinformed and politically oriented opinions of the opponents of specialized educational programs for these students. After reading this book, readers will be better informed and possess a different perspective of the potential and promise of Hispanic students in the American educational system provided the system does its part.

(Received 10 May 2001)

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