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Book Reviews

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that helps integrate the disparate theoretical and methodological perspectives across the social disciplines. Finally, chapter 12 ends with a detailed discussion of practical implications. These practical suggestions are meant for sojourners who want to increase their success in adapting to new cultural environments.

Although Kim's book is readable and informative, I would have liked her to address the issue of cultural identity in a global context from cultural studies and postcolonial perspectives. As there is more international migration and global workers constantly travel back and forth between their own cultures and other cultures, the lines between adaptation and reentry often get blurred. The new breed of migrant workers' constant going back and forth between various cultures makes them live on the border psychologically between bicultural and even multicultural identities. According to Oboler (1995, p. 88), as new immigrants continuously cross borders, constructing a "transnational socio-cultural system," scholars are increasingly interested in accounting for the effects of such "transnationalism." In fact, the subject of living between two or more cultural worlds has received significant attention from postcolonial and cultural studies scholars who write about "borderlands and hybridity" and about "cultural indeterminacy and spaces in between" (Shome, 1996, p. 44). These issues of cultural hybridity and diasporic identity are absent in Kim's work. Second, as a qualitative researcher, I would have liked to see more thick descriptions in the form of anecdotes and testimonials in this book. In sum, Kim's work represents an attempt to integrate various strands of research that span different social science disciplines. Her book should have value for both scholars and students of different stripes who are interested in learning more about cross-cultural adaptation.

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Rights to Language: Equity, Power, and Education. Robert Phillipson (Ed). Hillsdale, NJ: Lawrence Erlbaum, 2000. Pp. 310. ISBN 0-8058-3835-X (paperback).

This book, edited by Robert Phillipson, is a tribute to applied sociolinguist activist Tove Skutnabb-Kangas in celebration of her lifelong career of rights activism and 60th birthday. Phillipson is her husband, a well-reputed scholar himself, having studied at Leeds, Cambridge and the University of Amsterdam. As a language rights activist for minorities and immigrants and a globally recognized proponent of language pedagogy, Skutnabb-Kangas is indeed

worthy of this wonderful interdisciplinary conversation concerning equity, power, and education. The edited volume is divided into parts 1 through 5 with a total of 46 articles. Although many of the essays are five pages or less, there are several pieces written by world-renowned scholars such as Teun Van Dijk, Cees Hamelink, Ngũgĩ wa Thiong'o, Gella Fishman, and Joshua Fishman. The chapter authors come from disciplines as varied as comparative literature, political science, communication, sociology, psychology, economics, anthropology, and law. Articles are written from not only varying disciplinary perspectives, but some also fittingly used historical and poetic approaches. A primary objective of this book, besides heralding Skutnabb-Kangas's critical intellectual work, is to showcase seminal and cutting-edge scholarship pertaining to the intersection of language, cultural agency, educational inequity, power imbalances, and the politics of humanity. That, it does well. Seldom do we see books that self-authorize scholarship presented in varying forms: creative, empirical, and/or theoretic. This pastiche ensures an enjoyable read. Within this review, I will provide an overview of parts 1 through 5. Afterwards, I will offer a critique of the book by noting its strengths and limitations and conclude with a discussion of the book's intended audience and scope.

Part 1 of the book is titled, "Language: Its Diversity, Its Study, and Our Understandings of It." This first segment of the book, in 10 distinct but related chapters, explains the importance of language as a vehicle for understanding the self. Without acknowledgment of one's mother tongue as significant to one's personal, political, economic, social, and cultural development, the mother tongue experiences linguistic decay due to a numerical decline of native speakers. This section teaches the reader that mother tongues are not only linked to successful life outcomes but most importantly to the valuation of one's humanity. Part 1 of the book covers the following topics: languages as tools for human survival (chapter 1); necessitating the link between linguistic, cultural, and biological diversity (chapter 2); exploring permissive, active, and proactive language defense techniques as typologies (chapter 3); treating sign language as mere apparatus to Western linguistic systems (chapter 4); Kurdish language policing, policy making, and politics as non-issues in some sociolinguistic work (chapter 5); historicizing linguistic oppression and eventual emancipation in Finland (chapter 6); theorizing linguistic pluralism as a renovation of the European model of monolingualism (chapter 7); a bilingual poem suggesting the return to indigenous languages (chapter 8); reenfranchisement of language and a radical ecology (return to one's place of ancestry or place that can be called home) (chapter 9); and, finally, an open, yet personal, letter of thanks to Tove for teaching the limitations of monolingualism (chapter 10).

Part 2 of the book is titled, "Rights: Language Rights, Their Articulation, and Implementation," and speaks radically against polity that prohibits freedom of language choice and usage in varying contexts, including formal ones. There are nine chapters in this section pertaining to the following: noted connections between language policy, citizenry, global economy, territoriality, and class inequality (chapter 11); securing language and human rights and resisting the commodification of culture (chapter 12); Skutnabb-Kangas's research as a catalyst for two legally binding international treaties on language (chapter 13); a bilingual poem concerning linguistic marginality, isolation, and separation from home (chapter 14); linguistic use, access, control, and shaping of meaning (chapter 15); protecting and defending language rights of Norfolk

Islanders in the South Pacific (chapter 16); the secondary status and legal rights pertaining to Latvian language (chapter 17); classifying and understanding the concerns of minority linguistic communities (chapter 18); and, concluding part 2, theorizing language ecology as "homeness" and promoting linguistic healing (chapter 19).

Part 3 of the book is titled, "Equity: Justice for Speakers of All Languages." This segment explores the following: literature as an artistic mediator of diversity and incapacity (chapter 20); the nexus of economic policy, federal taxation, and linguistic control (chapter 21); the normalization and standardization of nonnative English speech (chapter 22); linguisticism or language death, classroom asymmetry, and cultural labeling (chapter 23); the balance of the expressive (language, culture, and identity) and instrumental (politics and economics) facets of ethnicity (chapter 24); Skutnabb-Kangas's influence on the establishment of the Swedish Parliament's Home Language Reform Act (chapter 25); Skutnabb-Kangas's role as intellectual activist and ambassador/mediator for minority speakers in the United States and Sweden (chapter 26); a bilingual poem on code switching and assimilation as a Sweden Finn (chapter 27); the intersection of language contact, conflict, and human rights (chapter 28); and discourse, identity politics, interethnic relations, and legislative control in Denmark (chapter 29).

Part 4 of the book is titled, "Power: Policies for Multilingualism." This portion of the volume accents the following: language ideology and competition as forces contributing to marginalia (chapter 30); political factors related to language hierarchy, development, and maintenance (chapter 31); the postcolonial paradox of apathy, acquiescence, and language rights (chapter 32); ongoing language development and planning in South Africa (chapter 33); language loyalty and mother-tongue education in South Africa (chapter 34); A-Team versus B-Team approaches to language maintenance (chapter 35); the challenges of being bilingual in a monolingual context (chapter 36); and, finally, a textual analysis of *yoik*, the revised ancestral and political music of the Sami in Sweden (chapter 37).

Part 5 of the book is titled, "Education: Affirming Diversity, Confirming Rights." This final section of the book includes chapters concerning the following: the mother tongue, language rights, and early childhood language education of sign language users (chapter 38); the systematic suppression of the mother tongue among L2 children and the misguided diagnosis of language disorder (chapter 39); Finnish-speaking school children as linguistic minorities in Sweden and resistance to home language classes (chapter 40); resistance to bilingual education in Slovakia (chapter 41); questioning the liberation potential of English in South Africa when multilingualism is supposed to be the goal (chapter 42); the debate on whether universal literacy in Africa means the stigmatization of the mother tongues as deficient languages (chapter 43); a challenge to 21st-century U.S. classrooms promoting multilingualism (chapter 44); language pedagogy, educational change, and the power to enforce equality (chapter 45); bilingual immersion models and the personal influence of Skutnabb-Kangas's work (chapter 46); and a final chapter that summarizes the book's goals and objectives while giving tribute to Skutnabb-Kangas. The final chapter is written by the editor of the book, Robert Phillipson.

There are several strengths to this book. It is well written, accessible, and wide ranging in content. The opening to each segment or part of the book has an excerpt from Tove Skutnabb-Kangas's research. Without having Skutnabb-Kangas write a chapter, this was the next best thing. It illuminates her theoretic, practical, and political perspectives, while showcasing the clarity and concision of her writings. Several continents and countries and their respective languages are discussed, and it is amazing to hear that one scholar's work has had such a tremendous influence on the lives of people throughout over a dozen countries. Tove Skutnabb-Kangas's work has been published in different languages. Her research has inspired the writing of new legislation in different countries, and she has had the opportunity to be heard, celebrated, and have her work carried on by others. The bilingual poems added a nice touch to the book. They were expressive and liberatory and active reflections of what Skutnabb-Kangas stands for to this day. As a poet, I enjoyed reading these politically charged lyrical commentaries.

The limitations of the book are related to the length of chapters, brevity of analyses, scarcity of empiricism, and the lack of an introduction to the book. I was a bit disappointed by the length of the pieces. I suppose it was a logistical decision, in terms of time, money, and resources, to keep pieces short; however, two to five page articles greatly limited what could be shared. I wanted to read more from several authors such as Hassain who writes eloquently about identity politics. Several authors mention postmodernism, postcapitalism, and postcolonialism with very little explanation. Their analyses were oversimplified, and these theoretic paradigms were treated as tag lines. Many of the pieces mentioned Skutnabb-Kangas's work, but there were several that did not, although these latter pieces were aligned with Skutnabb-Kangas's philosophy. I can only remember one of the pieces being empirical. That chapter did offer a sketchy version of an ethnography, which seemed to be more of a narrative about linguistic subordination in the classroom. It would have been nice to have an extensive preface or at least an introduction to the book. The absence of it seemed awkward. I must admit Phillipson does do a concluding chapter that integrates the chapters, but it seemed too late at that point. His work was more of an afterthought. Perhaps, he did not want to detract from the celebration, but as editor, it is expected that the reader receive a brief note concerning what is to come.

Overall, *Rights to Language* is a wonderful collection of intellectual responses to epistemic violence, institutional control, political praxis, and polity of human rights to language, of unbridled and uninterrupted attachment to one's mother tongue. The book makes the point that the politicization of identities contributes to the disengagement of the self as illustrated by assimilated groups. The resounding cry is "let native and non-native speakers of various languages have full access to their humanity without all of the excess politics and economic policies that serve as prohibition measures!" The volume is appropriate for any class concerning language rights activism, theories of language rights, and language and critical theory. It is written so that it is accessible to advanced undergraduates, graduate students, advanced lay persons, and interdisciplinarians concerned with language equality. Even if it is not used for classroom purposes, and I think it should be, it is an important volume to have

on any committed linguistic and cultural identity theorist's shelf. Congratulations to Tove Skutnabb-Kangas, Robert Phillipson, and the contributors to the book for being champions of justice and human rights.

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Bilinguality and Bilingualism (2nd ed.). Josiane F. Hamers and Michel F. A. Blanc. Cambridge, UK: Cambridge University Press, 2000. Pp. xiv + 468. ISBN 0-521-64843-2 (paperback).

Hamers and Blanc's monograph on bilingualism has a remarkable history: Originally published in French in 1983, it was translated into English in 1989, and now, a second edition of this highly successful book has come out. It offers an updated and revised summary of languages in contact, from individual bilinguality to societal bilingualism.

The most striking feature of the book is the range of topics it covers. The study of bilingualism has always been an interdisciplinary area, and during the past decade, this tendency has increased, with further domains of investigation drawn into the broader scope of the field. For this reason, even this bulky book, with its 468 closely typed pages, cannot promise more than a mere outline of the main issues involved, with only occasional in-depth analyses. Also, as a result of the increased specialization in the field, the original chapter on second-language acquisition had to be omitted in the second edition "because the explosion in the amount of research necessitates a book on its own" (p. xiii). Being a second-language acquisition researcher myself, I can well understand the authors' difficulty, and yet, I could not help feeling somewhat disappointed to see a summary of bilingualism with hardly any representation of the research conducted in applied linguistics on instructed second/foreign-language learning and interlanguage use.

So what is the authors' main concern in this volume? In their own words, it is "the identification of universals of behavior when two or more languages are in contact" (p. 2). The core issue throughout the book is the relationship between culture, identity, mental processing, and language behavior in multi-cultural settings. To do this complex issue justice, the authors blend together at least five separate scholarly approaches: sociological, sociolinguistic, social psychological, psycholinguistic, and neurolinguistic. In addition, they also cover topics related to measurement, language planning, and bilingual education, thereby creating a very rich tapestry indeed. In their endeavor to offer a balanced summary, Hamers and Blanc attempt to address questions associated with both the micro and macro levels of analysis. Admittedly, this is no easy task (as is evidenced by the difficulty in bridging the gap between social cognition theory and social identity theory, cf. Abrams & Hogg, 1999), and the authors are well aware of the challenge: Their response is to consciously strive to bring together for each topic area investigations focusing on the individual, interpersonal, and intergroup levels, but as they summarize, this has not always been possible: