REVIEWS

TESOL Quarterly welcomes evaluative reviews of publications relevant to TESOL professionals. In addition to textbooks and reference materials, these include computer and video software, testing instruments, and other forums of nonprint materials.

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Christian and Critical English Language Educators in Dialogue: Pedagogical and Ethical Dilemmas
Mary Shepard Wong and Suresh Canagarajah (Eds.). New York: Routledge, 2009. Pp. xxii + 302.

■ As one of the contributors to this important collection of essays points out (B. Morgan, p. 193), "the sociolinguistic and cognitive variability that might arise from religiosity has yet to insert itself alongside gendered, racialized and ethno-linguistic factors as a publishable debating point." Certainly many, while agreeing to the importance of attending to other aspects of personal identity, would draw strict boundaries between professional practice and religious belief. However, some permeability may be in the works. The emergence of post-positivism has helped to establish a context in which people with diametrically opposing views and values can engage in potentially productive dialogue. Such dialogue is what this book sets out to further.

The book is divided into four sections, preceded by the editors' preface and an introduction by S. Canagarajah, followed by a conclusion by the editors and an afterword by E. Stevick with C. Kristjánsson. Each section is divided into initial statements and responses to them, and followed by well-crafted discussion questions that make the book particularly useful for classroom purposes, for example, in a preservice course on professional issues and ethics.

Part I: Setting the Tone: Dialogue and Discourse begins with an essay by J. Edge, who in his perhaps inflammatorily titled 2003 article in *TESOL Quarterly* (Edge, 2003) arguably got the ball rolling. He proposes post-positivist rules of engagement conducive to a discussion that is hoped to generate a favorable ratio of light vs. heat. B. Johnston wonders if dialogue is possible among people whose ardently held values are far

removed from one another's. His conclusions are less than optimistic. M. Chamberlain establishes the fact that Christian TESOLers are aware of many of the shortcomings pointed out by their critics and have labored to address them; he identifies several shortcomings on the part of the critics as well. K. Asenavage Loptes reports on ways in which Christian English teachers live out their personal, spiritual, and professional values in contexts that restrict missionary activity. The forthright tone of the responses by A. Pennycook, R. Phillipson, and V. Ramanathan leaves little doubt that the task undertaken by the editors is a daunting one. The response by Canagarajah shows deep under-standing of that task—he has, after all, a well-established position of respect in both camps—and gives reason for hope of success.

Part II: Ideological and Political Dilemmas mainly addresses the experiences of inner-circle native-English speakers teaching in EFL settings. M. S. Wong posits several alternative ways such teachers may construct their task and identity, setting out three scenarios: worst case (teaching as access for evangelism, with little sensitivity or respect for the students or the cultural context—rare, one hopes!), typical (striving for excellence and prizing good work at least as much as good works), and hopeful (open to possibilities, eager to learn from students and fellow teachers, engaged in mutual service). S. Makoni and B. Makoni show that in the case of Anglophone Africa, the situation regarding English-speaking missionaries is far more nuanced than is generally realized; though colonialism wrought terrible evils, the missionaries have not typically been the stereotypical bad guys of anti-imperialist rhetoric. M. Byler and J. Stabler-Havener reflect on the particular dilemmas of Christians who are U.S. citizens and find themselves representing (in their students' eyes) values and policies they may in fact deplore. The responses by S. Vandrick, M. Varghese, and Z. Dörnyei are thoughtful, nuanced, and characterized by an engaging openness in their will-ingness to reflect on personal experience in this very public setting.

Part III: Pedagogical and Professional Dilemmas deals with just that. J. Liang writes of his experience as a nonnative-English teacher and of his Christian faith as a source of courage and empowerment. D. Snow urges all language teachers, Christians in particular, to be language learners also, as a way of dealing constructively with issues of power and control—setting about learning a new language can be a crash course in humility and thus a salutary experience. K. Purgason reflects on the dilemmas facing teachers with convictions who respect their students, but for whom letting untruth go unchallenged is an unacceptable breach of integrity. The thoughtful responses by B. Morgan, D. Ferris, and T. Osborn show that the dilemmas encountered in reflective practice are multifaceted indeed.

Part IV: Spiritual and Ethical Dilemmas sets forth the most divergent points of view yet (outside of the response essays). R. Kubota, who grew

up in Japan practicing her family's Buddhist and Shinto religions but also attending Christian Sunday School, proposes an additive model of spirituality while deploring proselytization. C. Bradley describes the nonreligious spirituality of a colleague whose example inspires him. D. Smith argues that both religion and spirituality are artificially absent in the world view embedded in most Western language pedagogy, and that this ought not to be the case. R. Robison posits that the question of truth in teaching English is far more complex than it may appear, and that while self-knowledge is important, utter transparency (as opposed to truthfulness) is not necessarily the best path to take. Little common ground is apparent. Once again the response essays, this time by D. Brown, A. Mahboob, and A. Curtis, take the discussion to a deeper level.

Wisely, the editors' conclusion does not attempt a summary of such a complex and wide-ranging discussion. Instead, it sets forth various challenges to move the discussion forward in healthful and helpful ways. The Stevick/Kristjánsson afterword is a hopeful envoi.

This book is an excellent resource for theorists and practitioners who wish to develop useful, appropriate ways of bringing mindfulness of religious/spiritual perspectives into an ever more inclusive professional discourse, as well as for those who think the whole thing is a terrible idea. All can benefit.

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Learning the Literacy Practices of Graduate School: Insiders' Reflections on Academic Enculturation

Christine Pearson Casanave, Xiaoming Li (Eds.). Ann Arbor, MI: University of Michigan Press, 2008. Pp. xi + 267.

■ Casanave and Li have edited a collection of articles in which faculty and graduate students from diverse linguistic and cultural backgrounds reflect on their participation in academic literacy practices, socialization into academic communities, and transformation of identities in the frameworks of communities of practice, genre studies, and identity. In particular, the intertwined concepts of legitimate peripheral

participation, situated learning, and communities of practice (Lave & Wenger, 1991) underlie most of the chapters. Learning academic literacy practices to become a professional in an academic discipline resembles learning through apprenticeship. In addition, becoming a professional involves "not just a greater commitment of time, intensified effort, more and broader responsibilities within the community, and more difficult and risky tasks, but more significantly, an increasing sense of identity as a master practitioner" (Lave & Wenger, 1991, p. 111). These issues are addressed in the authors' reflections.

The distinctive feature of this collection is that a personal narrative is used in each contributor's reflection on his or her participation in academic literacy practices, interaction with other members, or an increasing sense of identity as a professional in the academic community. This feature of the book can be explained partly by the backgrounds of many of the contributors, whose areas of expertise lie in studies concerning L2 composition or literacy in which narrative inquiry is extensively used for exploration.

This book is organized into three parts, each consisting of five to six chapters. In the first part, "Learning to Participate," the authors' stories reveal that native- and nonnative-English speakers as well as traditional and nontraditional students alike struggled with academic literacy and research practices that were not explicitly instructed. Casanave's opening chapter shows that middle-class mainstream graduate students are not free from linguistic challenges. She describes difficulties she had in understanding a disciplinary language and joining class discussions, and how insecure she was. Hedgcock reflects on the academic writing skills that he polished with the help of the strategies he developed rather than by explicit instruction. In addition, his story tells us that he recognized a wider academic community that lay beyond the doctoral program, and it made him attempt to write course papers that could be publishable articles. Li, a scholar originally from China, tells us her experience of writing a thesis with an argumentative edge, which required her to deviate from the academic writing convention she was familiar with in her home country. Fujioka, a doctoral student from Japan, reflects on her experience of changing the main dissertation advisor, which involved negotiating with powerful people. Her experience also indicates the importance of the recognition of ownership as a dissertation writer and selecting a mentor with whom one can communicate ideas in a better way. Costley explores what the label *the non-traditional student*, which fits her profile, encompasses, and describes how she found ways to adopt academic discourses in her field.

The second part, "Mentors and Mentees," contains articles in which both current and former graduate students and their professors reflect on their interactions. A chapter co-authored by Simpson and Matsuda presents a doctoral student–advisor relationship in which the advisor

facilitates a doctoral student's participation in an academic discipline, and the student develops his professional identity by being exposed to professionals' works and by making connections with other members in the field. The next three chapters include an advisor and an advisee's collaboration in dissertation writing. Li and Flowerdew's chapter shows that dissertation writing involves a negotiated learning experience for both the advisor and the advisee. Hirvela and Yi's chapter describes how a student was empowered as a writer through a dissertation experience including miscommunication with an advisor and how the advisor learned much from his commitment. Zhu and Cheng's chapter shows a discrepancy between an advisor's and an advisee's personal theory about the dissertation literature review and how they discussed and negotiated the matter. A chapter co-authored by Lu and Nelson, an international graduate student and a faculty member, depicts Lu's identity transformation through classroom practices and Nelson's stance as an instructor of the class. Liu et al. show a doctoral student's collaboration with mentors within the institution and in the wider academic community.

The third part, "Situated Learning," shows that learning takes place everywhere—classroom, home, and other places—and that the overlapped communities of practice and graduate students' multiple identities are recognized in the process of socialization into academic disciplines. Kuwahara's chapter shows strategies, resources, and social networks for surviving the doctoral program based on her experience in the first year. Buell and Park, who helped each other with their dissertation writings, reflect on what they learned from this experience from the perspectives of a researcher, a research participant, a native speaker of English, and a nonnative speaker of English. A chapter co-authored by Ohashi, Ohashi, and Paltridge depicts how a doctoral student, who worked on his dissertation while on tenure track, overcame the difficulties in learning and working in an unfamiliar environment with the support of an advisor and family. In the narratives of Prior and Min, Prior shows that his academic life as a faculty member has multilayered features, and Min shows that the learning that took place in and outside of the classroom shaped her academic life as an international graduate student and affected her identity transformation. In the last chapter, Okada, being constrained from teaching due to health problems at the time, narrates how a graduate school set her free from the fixed notion of identity and allowed her a new identity—a novice researcher.

The strength of this book is that it tackles issues which have not been discussed openly—challenges faced by graduate students, how they overcame the challenges and moved on, and what led them to become professionals. In addition, each article is concise and accessible to readers who are not familiar with the underlying theoretical frameworks.

However, the limitations of this book, if any, may arise from the concision of each article. For example, issues such as the process of learning academic literacy practices can be well explored and described through full-length qualitative studies; however, it is very difficult to present such studies in a book chapter. Therefore, authors' reflections on academic enculturation in this collection may be too simplified. Nevertheless, this book provides faculty members, graduate students, and prospective graduate students with an excellent resource to make their teaching or learning at graduate schools an exciting and fulfilling experience.

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Technologies in the Second Language Composition Classroom
Joel Bloch. Ann Arbor, MI: University of Michigan Press, 2008. Pp. viii + 255.

■ Because technology is a topic of perpetual interest to L2 educators, teachers can sometimes feel pressured to integrate technologies into their pedagogies without a thorough understanding of the theoretical issues involved. Despite this pressure, Joel Bloch's premise in *Technologies in the Second Language Composition Classroom* is that "it is not enough to offer 'tips' in how to use a technology in the classroom" (p. 7). This book, part of the Michigan Series of Teaching Multilingual Writers, is designed to introduce L2 teachers to the theoretical issues that justify and complicate the use of technology in the classroom so that they can make informed decisions about how they can use technology.

Bloch recognizes that his audience may, for a variety of personal or institutional reasons, be unenthusiastic about the introduction of technology into the classroom, and early in the book he makes a case for the usefulness and importance of technology. But he quickly moves on to his larger point: that teachers need to understand the theoretical issues involved in the use of technology. One such issue to which Bloch returns throughout the book is the *architecture* of technology, that is, the way the design of technologies reveals how users are expected to interact with those technologies. For example, Bloch points out that the shift

from word processing to more interactive uses of technology (e.g., computer-mediated discourse [CMD] and hypertext) has coincided with the general shift from expressivist to social-constructionist theories of language learning. And even among interactive technologies, architectural differences are important; students often write differently on a listserv than on a blog because the designs of those two technologies facilitate different sorts of interaction. Consequently, Bloch argues that teachers should be aware of issues such as architecture in order to assess how the technologies they choose to use in their classrooms may or may not be appropriate for their particular pedagogical goals.

In chapter 1, Bloch discusses the relationship between technology and literacy. He argues that, while the term *technological literacy* is somewhat nebulous and often burdened by naively optimistic myths of progress, technological literacy can provide students with important cultural capital. Chapter 1 continues with discussions of topics relevant to the use of technology, including interactivity, composition theory, language learning, intercultural rhetoric, and authorship. In his discussion of authorship, Bloch focuses on how technology can change what it means to be an author, given, for instance, the relatively unrestricted nature of online publishing, writers' ability to create alternate and even multiple personas, and the interactivity of writing on blogs and wikis.

In chapter 2, Bloch gives an overview of how technologies—including word processing, computer networks, the Internet, CMD, blogging, and corpora—might influence the teaching of writing. Bloch also devotes space in chapter 2 to discussing some of the drawbacks of technology, including concerns about copyright, fair use, and plagiarism; about the lack of guidance most teachers receive in integrating technology into their classrooms; and about whether students in L2 writing classrooms can reasonably be expected to learn language and learn to use unfamiliar technologies at the same time. Bloch's discussion of the influences, both positive and negative, that technology can have on composition teaching shows why classroom teachers need to cultivate a critical attitude toward the use of technology.

Chapters 3–5 deal with particular technologies in more depth and offer specific suggestions for integrating these technologies into the classroom. Chapter 3 deals with computers and the Internet and discusses issues such as computer-based writing feedback, using web sites for teaching writing, and having students create their own web pages. Chapter 4 deals with blogs, whose architecture, Bloch suggests, makes them ideal for the composition classroom by encouraging frequent, topic-focused, interactive, and (potentially) audience-centered writing. In chapter 5 Bloch discusses the use of corpora in the classroom to teach vocabulary or rhetorical features such as attribution markers in real rhetorical contexts. He returns again to the issue of architecture,

discussing ways in which the user interfaces and relative accessibility of different corpora affect their pedagogical usefulness.

This book's greatest strength is that it grounds questions about using technology to teach L2 composition in theoretical terms. An example is Bloch's discussion of authorship in chapter 1. Rather than launch directly into a discussion of plagiarism (as some readers might expect in a discussion of authorship vis-à-vis technology), Bloch shows how broader theoretical issues of authorship complicate the idea of plagiarism, rendering inadequate simple lists of tips for helping students avoid plagiarism. By providing this sort of theoretical grounding, Bloch enables readers to take the best advantage of the specific suggestions for using technology he offers in chapters 3–5.

A minor limitation of the book is that it does not always focus specifically on issues related to L2 composition; in fact, Bloch acknowledges that some of the technologies discussed may be inappropriate for many L2 classrooms (e.g., synchronous CMD that requires participants to process written messages very quickly, or web site construction that requires familiarity with HTML coding). Also, there is almost no discussion in the book of social networking applications such as Second Life or Facebook. Because so many students worldwide are active users of these applications, the theoretical and pedagogical issues they raise would seem important to explore.

Even with these limitations, Bloch's book is a helpful resource for teachers, both preservice and in-service, interested in using technology in their classrooms. Such teachers, as Bloch argues, have a responsibility to be familiar with the theoretical issues involved in doing so, and this book provides a lucid overview of these issues.

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Generation 1.5 in College Composition: Teaching Academic Writing to U.S.-Educated Learners of ESL
Mark Roberge, Meryl Siegal, and Linda Harklau (Eds.). New York: Routledge, 2009. Pp. ix + 273.

■ Ten years after the publication of the volume *Generation 1.5 Meets College Composition* (Harklau, Losey, & Siegal, 1999), at a time when heated debates and heightened awareness of Generation 1.5 realities have raised the academic bar and called into question standard pedagogical practices, Roberge, Siegal, and Harklau introduce a new

volume, *Generation 1.5 in College Composition: Teaching Academic Writing to U.S.-Educated Learners of ESL.* As an extension of the earlier work, the book further illuminates the diverse nature of this population's academic experiences and calls attention to the persisting gap between their instructional needs and the literacy education available to them prior to and during college. However, what the volume highlights the most is the outcome of emerging partnerships among higher education faculty in constructing integrated curricula that foster holistic learning, facilitate academic development, and accelerate the integration of these learners into the college community.

Generation 1.5 in College Composition is a collection of 16 chapters organized into three parts: Frameworks, Student Characteristics and Schooling Paths, and Curricular and Pedagogical Approaches. Chapter authors include researchers, theorists, and teachers. Collectively, they provide a comprehensive view of the background, existing arguments, and potential solutions to the challenges of this generation. Part I establishes a foundation of the term Generation 1.5 by charting the origins and current circumstances of the discussions involving this classification. Mark Roberge's assessment of the term Generation 1.5 (chapter 1) endorses its utility as a tool that facilitates dialogue and research into the scholarship, academic opportunities, and barriers facing this group. Linda Harklau and Meryl Siegal (chapter 2), noting the lack of accurate statistical data and sufficient legislative efforts on behalf of immigrant students, illustrate how despite their growing numbers these learners continue to have trouble entering or remaining in the higher education system. Vivian Louie's immigration perspective (chapter 3) explores the demographic characteristics, historical settlement, and educational trends of U.S. immigrants, and draws particular attention to the significance of *generational status* as it relates to assimilation and academic achievement. Paul Kei Matsuda and Aya Matsuda (chapter 4) chronicle the presence of ESL learners in the American college landscape along with the emergence of discussions relating to unique profile of Generation 1.5, which prior to TESOL, had appeared in other language-related literature decades earlier. Sarah Benesch's theoretical perspective (chapter 5) criticizes the Generation 1.5 label as a term that perpetuates the modernist view of language dominant in current policy making and practices, and one which encourages further academic marginalization of this population.

Part II focuses on how Generation 1.5 is prepared for college and, in doing so, provides insights into the students' perceptions of self and the academic processes they encounter. Harriett Allison's comparison of high school reading/writing practices and the literacy skills demanded by college curriculum (chapter 6) sheds light on the discrepancies between the two institutions' academic instructions and expectations.

Jan Frodesen (chapter 7) investigates the issues affecting college placement and academic literacy development of bilingual learners who have immigrated to the United States as adolescents. Cathryn Crosby (chapter 8) examines the specific study techniques that Generation 1.5 employs to manage intensive college reading/writing tasks. Jennifer Mott-Smith (chapter 9) evaluates the effects of high-stake writing assessment tests on the Generation 1.5 students' perceptions of themselves, their academic competency, and the educational system. Through a large-scale study, Genevieve Patthey, Joan Thomas-Spiegel, and Paul Dillon (chapter 10) track and analyze the placement and progress of Generation 1.5 community college students who, despite serious drawbacks, demonstrate perseverance and achieve the highest rate of transfer to 4-year universities.

Part III presents an array of pioneering pedagogical paradigms that have been adopted as a response to the growing presence of U.S.-educated immigrants in American colleges. The curriculum designed by Robin Murie and Renata Fitzpatrick (chapter 11) offers a comprehensive program that takes into account the importance of an interdisciplinary approach, relevance in curriculum content, and the value of shared learning. Through interdepartmental collaborative efforts, Christine Holten (chapter 12) redefines an assessment approach, solicits student input in the placement process, and helps construct a course for immigrant writers that combines components of both ESL and developmental writing. Dudley Reynolds, Kyung-Hee Bae, and Jennifer Shade Wilson (chapter 13) report on their individualized approach to composition instruction that offers one-on-one pedagogy with writing coaches, capitalizes on peer feedback, and integrates online technology. In the context of her proposed socio-literate approach (Johns, 1999), Ann Johns (chapter 14) advocates the development of rhetorical flexibility to strengthen English learners' comprehension of and performance within unfamiliar and diverse genres. Mary Schleppegrell's functional approach to grammar (chapter 15) guides student writers to produce effective texts by focusing on grammar instruction as a meaning-producing system and organizational tool rather than an editing instrument. Sugie Goen-Salter, Patricia Porter, and Deborah vanDommelen (chapter16) suggest revisions to university composition curricula, focusing on five major pedagogical principles that include student-centered activities designed to enhance learning. They advocate for shifting the focus of the classroom instruction onto students as agents of change, exploiting their self-knowledge and helping them achieve greater competency by actively participating in their own learning.

The volume provides a thorough groundwork of current concerns involving Generation 1.5 through an exemplary collection of original research. The chapters provide diverse yet complementary perspectives with an analytical exploration of new approaches that are a definite

departure from current standards. The majority of data, however, are obtained through individual or small-group case studies. Large-scale empirical studies may be able to provide additional information. Moreover, the featured studies demonstrate the effect of language skills on academic success without purposeful follow-up beyond college. Research that examines the performance of immigrant college graduates in the workforce is essential to establish the relationship between achievement in academic literacy and career success and earning power. Given the linguistic diversity of this population, inclusion of studies contrasting the literacy development of student cohorts from different linguistic backgrounds may be of value to help determine the extent to which diverse groups may require different instructional programs.

This volume proves to be a tremendous undertaking that reflects a decade's worth of investigation into the pressing issues of immigrant ESL learners and pedagogical interventions aimed at resolving their academic concerns. The collection paves the way to a deeper understanding of the challenges and possibilities of this largely unexplored territory. It functions as an instructional tool in teacher training (p. vii), and provides a valuable reference for scholars interested in research in this field and for practitioners seeking new instructional approaches. Ultimately, the book serves as an effective one-stop resource for professionals in the fields of linguistics, composition studies, and education, and for anyone wishing to understand and explore this complex and challenging topic.

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Global Linguistic Flows: Hip Hop Cultures, Youth Identities, and the Politics of Language
H. Samy Alim, Awad Ibrahim, and Alastair Pennycook (Eds.). New York: Routledge, 2008. Pp. xi + 260.

■ According to multiple authors in *Global Linguistic Flows: Hip Hop Cultures, Youth Identities, and the Politics of Language*, Hip Hop studies have largely been U.S.-centric, focusing mainly on U.S.-produced Hip Hop and only slowly moving to consider what Alim has termed the Global Hip Hop Nation (GHHN). Drawing parallels with theories concerning the spread of English, Pennycook and Mitchell write that "Global Hip Hops do not have one point of origin…but rather multiple, copresent, global origins" (p. 40). This theme sets the tone for this collection, in which a diverse group of scholars working in various countries argue that a bidirectional flow is constantly taking place between the global and the local in the GHHN.

The importance of the local is emphasized throughout the volume, especially in Disk 1 (the authors refer to sections as *disks* and chapters as *tracks*): "Styling locally, styling globally: The globalization of language and culture in a global Hip Hop nation." Authors of a few chapters in this section directly address how members of non–U.S. Hip Hop communities need to claim membership and establish legitimacy in the GHHN because of the myth that U.S. Hip Hop is the authentic form. Pennycook and Mitchell open the collection (Track 1) by challenging this single origin myth. In Track 2, Androutsopoulos uses the Bakhtinian notion of intertextuality to explain how the multiple spheres of Hip Hop (lyrics, niche media, and fan discourse) should not be considered in isolation but rather as influencing each other. Next, Roth-Gordon (Track 3) takes us to Brazilian *favelas*, drawing on Bourdieu's theory of cultural capital to explain how local Hip Hop fans draw on U.S. Hip Hop culture and language in order to build linguistic capital in their local communities. However, she also points to how the local remains important in Brazilian Hip Hop as artists take on issues like racial inequality in Brazil. In addressing racial discrimination, Brazilian Hip Hop artists stigmatize whiteness, a practice that we see repeated in Track 4, "You shouldn't be rappin', you should be skateboardin' the X-games." Here, Cutler explains how MCs (a term that broadly refers to one who performs Hip Hop music) in the described MC battle insult opponents by connecting them with figures of white U.S. culture such as Bart Simpson, Chuck Norris, or the reviled Vanilla Ice. According to Cutler, the white MC Eyedea has to fight for legitimacy within the Hip Hop community; however, because he has to keep it real, he cannot deny his skin color. In Track 5, Higgins explores how Tanzanian Hip Hop MCs use language switching between GHHN language and local Swahili street slang to make Hip Hop local while simultaneously establishing legitimacy in the global community. Because of this fluid switching, Higgins describes the local/global relationship as an empowering one. In the final track of Disk 1 (Track 6), Omoniyi continues this theme, drawing from blog postings, song lyrics, and other sources to show "how

African and Nigerian Hip Hop artists discursively carve out a recogniz-able creative patch and a legitimate nonsubordinate local identity whilst retaining membership in a global community" (p. 114).

The second half of the book, Disk 2, is entitled "The power of the word: Hip Hop poetics, pedagogies, and the politics of language in global contexts." In Track 7, Sarkar focuses on the Hip Hop community in Quebec, describing how local rappers mix a variety of languages to challenge a language policy promoting standardized French. In Track 8, Lin discusses a particular local Hip Hop artist in Hong Kong, demonstrating how such artists are overtly political and challenge established structures through the use of the vulgar Cantonese *chou-hau* (p. 160), a sharp contrast to the more popular and corporate Cantopop industry. Tsujimura and Davis take us to Japan in Track 9 to explore how Japanese Hip Hop has appropriated rhyming techniques from global Hip Hop culture, rhyme schemes that are not traditionally found in Japanese poetry. The last tracks in the collection move toward pedagogical applications. In Track 10, Newman discusses the deeper meanings behind seemingly sexist, violent, and otherwise offensive Hip Hop lyrics in a New York City university classroom. Alim and Ibrahim's closing tracks take this pedagogical focus deeper and are the most applicable for those seeking ideas for classroom practice. In Track 11, Alim claims that teachers "… need to seriously consider the language ideological combat that is being waged inside and outside of our classroom walls" (p. 227), and that teachers perpetuate the myth that simply learning "White English" is the key to social mobility. To challenge this, Alim describes ways to create a space for languages and language varieties besides Standard American English (SAE) in the classroom. While he summarizes major themes throughout this book, Ibrahim, in Track 12, continues Alim's focus on pedagogy development and urges making students not only "knowledge producers" (p. 245) but also curriculum designers.

One unique yet problematic aspect of this collection is the editors' and authors' incorporation of words and phrases from GHHN Englishes throughout, most notably in the track titles. While this effort is an important step toward helping Hip Hop languages gain legitimacy, it perhaps should have been done more consistently, because its limited use reiterates the belief that SAE is the only appropriate English for academic writing. Also, the collection could have been organized more effectively, because the section titles are not specific enough for those targeting a particular topic. In particular, there could have been a separate section on pedagogy that grouped the last few articles together.

These reservations aside, this collection provides a fascinating and excellent introduction to the many strands of research in the field of Hip Hop studies, thus expanding scholars' understanding of issues such

as the ownership of English, status of local languages in the face of English hegemony, and transnational flows of globalization. Those more familiar with Hip Hop scholarship will appreciate two unique aspects of this collection: its truly global body of work and its conscious focus on language. For those interested in pedagogical applications, the last few tracks will help develop new pedagogies to increase student investment in learning. Such pedagogies have the power to assist students from marginalized groups to claim a space and a voice in the often disorienting spaces of a globalized world.

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Language Policy, Culture, and Identity in Asian Contexts
Amy B. M. Tsui and James W. Tollefson (Eds.). Mahwah, NJ: Lawrence Erlbaum, 2007. Pp. ix + 283.

■ In this edited volume, Tsui and Tollefson gather an impressive and eclectic range of studies on language policy and planning (LPP) in 12 Asian countries. Bookended by two editorial chapters, these dozen studies are unified by a focus on issues of politics, ideology, and identity interacting in response to both domestic concerns and ongoing globalization. The role of English as an educational priority is another common focus as governments wrestle with the challenges of both historical, often colonial, legacies and international integration. Taken as a whole, the volume provides a fascinating and valuable new perspective on LPP and language education that emphasizes the constructed and often fluid nature of language and identity.

Each of the book's dozen content chapters is nominally assigned to one of three sections: "Globalization and Its Impact on Language Policy, Culture, and Identity," "Language Policy and the (Re)Construction of National Cultural Identity," and "Language Policy and Language Politics: The Role of English." In practice, these headings serve more of an organizational purpose than a descriptive one because each chapter examines issues of globalization, cultural identity, and the role of English to varying degrees. The volume's tripartite structure is maintained for the sake of expediency in the following chapter summaries.

The book's first section presents LPP in several East and Southeast Asian countries. Examining the Japanese government's response to the recession of the 1990s, Kayoko Hashimoto argues that proposals to

declare English an official language and promote bilingualism were unsuccessful because they ran counter to longstanding policies emphasizing a homogeneous Japanese identity in the face of both external challenges and the demands of internal minorities. In contrast, Yim Sungwon argues that South Korea has more fully emphasized English as a key to successful globalization. Examining six middle school English as a foreign language (EFL) textbooks, Yim finds that each treats the language as a vehicle for promoting national pride and proactively sharing Korean culture with the world. Maya Khemlani David and Subramaniam Govindasamy also use an evaluation of EFL texts in their discussion of LPP in multilingual Malaysia. In the face of inequalities among citizens of Malay, Chinese, and Indian heritage, EFL education offers one means of creating national unity through textbooks that illustrate active cooperation among all ethnolinguistic groups. Phyllis Ghim-Lian Chew's chapter on Singapore examines how official promotion of rigorous English and Mandarin standards has attempted to root out dialects seen as threatening the city-state's global competi-tiveness. Chew argues these efforts represent not a form of linguistic imperialism but a popular desire to maintain Singapore's unique cultural and economic advantages. Finally, Thomas Clayton's evaluation of Cambodian LPP following decades of debilitating warfare emphasizes the decisive role of external actors. Despite government efforts to promote the Khmer language, economic realities mean that English and French, the languages of international aid and commerce, continue to dominate many aspects of education.

The volume's second section presents chapters on Hong Kong, Brunei Darussalam, and New Zealand. Amy Tsui's chapter examines Hong Kong's changing linguistic and cultural identity under British and Chinese rule. She argues that decades of British governance have left a strong local identity but an uncertain Chinese one that is reflected in ongoing debates over the roles of Cantonese, Putonghua (Mandarin), and English in education. Mukul Saxena's chapter on Brunei's complex heritage discusses the monarchy's attempt to assert a homogeneous Malay linguistic identity in the face of language minorities, a privileged English-speaking elite, and the growing influence of Arabic in education. Discussing New Zealand's indigenous Maori population, Richard Benton examines why most Maori citizens no longer speak Maori following decades of government assimilation policies. Benton argues that recent official recognition and local promotion of the language have raised Maori's profile but may also threaten its unique cultural symbolism.

The book's final section focuses on several South Asian nations. Rama Agnihotri's chapter on India's LPP argues that postcolonial decision making has created significant social and educational problems. The

privileging of Hindi over other languages has exacerbated regional inequalities, and more recent efforts aimed at fostering trilingualism in Hindi, English, and mother tongue languages have largely failed. In Selma Sonntag's chapter, the recent conflict between Nepal's autocratic monarchy and rebel Maoist groups centered in large degree on the linguistic and cultural rights of non-Nepali minorities. With the nation's political future in flux, it is unclear what direction LPP will take in years to come. Pakistan's LPP future similarly appears uncertain in Tariq Rahman's analysis. While the government has promoted Urdu, a language foreign to most Pakistanis, a privileged elite that includes the military continues to fund English education for its members, further alienating much of the population. Finally, Tania Hossain and James Tollefson's chapter on Bangladesh highlights the role of the Bangla language in the struggle for independence from Pakistan and its subsequent emphasis in postindependence LPP. While initial policies envisioned Bangla gradually replacing English as the medium of instruction, a lack of resources has meant that English retains a dominant role in elite and higher education.

By capturing the rich and often contentious national settings in which EFL education occurs, *Language Policy, Culture, and Identity in Asian Contexts* is a provocatively engaging title for readers interested in interrogating the role of English in and beyond the language classroom. Although the volume does not attempt a comprehensive survey of the continent (with mainland China perhaps the most notable absence), it offers a complex look at a range of issues faced by instructors, school administrators, and policymakers. In addition to proving of particular interest for professional and graduate student audiences interested in LPP issues, the book should provide a valuable resource for teacher educators and preservice or in-service teachers examining the social, cultural, and economic contexts and implications of international EFL education.

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