

**James W. Tollefson and Amy B. M. Tsui (eds).** *Medium of Instruction Policies: Which Agenda? Whose Agenda?* Mahwah, NJ: Lawrence Erlbaum Associates. 2004. xi + 306 pp.

**Reviewed by Terry A. Osborn**

Lawrence Erlbaum Associates has steadily increased its position as one of the world's leading publishers of works related to language, and this volume continues the trend. As the authors point out, a "revival of interest in language-policy research has contributed to growing awareness that medium-of-instruction policies in education have considerable impact not only on the school performance of students and the daily work of teachers, but also on various forms of social and economic (in)equality" (p. vii). The fourteen chapters cover minority languages in English-dominant states, language in post-colonial states, and managing and exploiting language conflict. Their settings include Aotearoa/New Zealand, Wales, the United States, Hong Kong, Singapore, Malaysia, Leyte (the Philippines), India, South Africa, Bolivia, Ecuador and Slovenia. With such a broad range from scholars positioned across the globe, the volume adds to our understanding of this important feature of educational policy, namely medium of instruction. It is also appropriate for graduate courses in education, sociology, and linguistics, among others.

Annamalai looks at English in India, concluding that the quality of English teaching at middle and secondary levels is in need of improvement, contrary to the opinion that merely more instruction at earlier levels is better. Tollefson views the language minority situation in Slovenia, noting that in Europe, language minority populations vary considerably as do their circumstances and needs. He thus suggests individualized language policies specific to context as one venue of addressing the challenges of integration and ethnolinguistic nationalism.

The point Tollefson makes should be considered in the light of a paradox of language policy research in a growing transnational world. Though national boundaries may be less influential in defining individual or collective identity, linguistic and otherwise, than they once were, medium-of-instruction and similar language policies remain largely bound to the national political context. Therefore, McCarty's warning is most germane: "There is no question, however, that the United States is in the midst of a national language panic, where language has become a proxy for social class and race. Spanish speakers, in particular, have been singled out as the targets of national language hysteria. The horrific events of September 11, 2001, have exacerbated these xenophobic

trends...” (p. 87). There is no question that the politics of language in education continue to shape and be shaped by intercultural conflict. The confounding layer of national policy serves to issue a call for more study. And it is this call that Tollefson and Tsui, along with their contributors, answer so effectively in this volume.

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**Carmen Codoñer, Santiago López Moreda, and Jesús Ureña Bracero (eds.).** *El brocense y las humanidades en el siglo XVI.* Acta Salmanticensia, Estudios Filológicos, 298. Salamanca, Spain: Ediciones Universidad de Salamanca. 2003. 432 pp.

**Reviewed by Frank Nuessel**

Francisco Sánchez de las Brozas, more commonly known as *El brocense* because of his birth in Las Brozas in Cáceres, Spain, was an influential humanist and grammarian. Humanism in Renaissance Europe resulted in a relaxation of religious dogma, though in Spain its manifestations remained orthodox in large part because of the decisive impact of the Spanish Inquisition. In general, *El Brocense's* writings reflect the idea that scholarly examination of all but religious doctrine was permissible. Nevertheless, his scholarly endeavors were not well accepted by the Inquisition and he died under house arrest in 1600. Though he is best known for his work on grammar, his university professorship was in Greek. His best known work, for example, *Minerva sive de causis linguae latinae* (1562, 1587), was enormously important both inside and outside Spain in the sixteenth and seventeenth centuries.