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Language Socialization in Bilingual and Multilingual Societies

Robert Bayley and Sandra R. Schecter (eds). Clevedon: Multilingual Matters, 2003. Pp. xii + 311. ISBN 1-85359-636-1 (hbk): \$79.95. ISBN 1-85359-635-3 (pbk): \$29.95.

There has long been a need for an updated collection of language socialisation studies. Schieffelin and Ochs (1986b) published their edited volume, *Language Socialization Across Cultures*, soon after the research paradigm was first formulated. Since then, a great deal of research has been conducted in situations of linguistic and cultural contact. Bayley and Schecter's edited volume includes several interesting studies that expand our understanding of how language is viewed and used in bi- and multilingual settings. For the reader who wants to learn (more) about language socialisation, however, the volume may be a disappointment.

The editors have assembled 16 papers based on research conducted in multiple communities and at several stages in the life span. The volume is divided into four main parts: home, school, communities and peer groups, and the workplace. Several contributors insightfully examine language practices and ideologies in linguistically heterogeneous communities. For example, Agnes He gives a theoretically graceful account of how various speech roles for students are constructed in Chinese heritage language classrooms. In their description of the emergent identities of students at a multilingual, multiethnic, urban high school as they engage in an authentic science project, Cole and Zuengler illuminate the active and sometimes resistant role played by the novice in the socialisation process. Pease-Alvarez's study of Mexican–American parents' attitudes toward the language education and socialisation of their children demonstrates the diversity, complexity and dynamism of perspectives across individuals, time and generations. In his study of English instruction in higher educational settings in India, Atkinson introduces the notion of dys-socialisation, the development and reinforcement of social identities that do not facilitate the development of competence. And Roy's account of the devaluation of community ways of speaking in an Ontario call centre is an intriguing case study of the effects of globalisation on local language ideologies.

As interesting as many of the contributions are, there is a mismatch between the title of the volume and much of its content. Discussion of the distinctive

theoretical foundations and methodological orientations of language socialisation research is largely missing from most of the chapters, including the brief introduction by the editors. Language socialisation research is not discussed at any length until Chapter 3 (de la Piedra & Romo), and that discussion is marred by mischaracterisation of previous work and the confusing inclusion of research on child language acquisition more generally. While most of the authors make some reference to the primary claims of language socialisation theory – that the process of acquiring language is deeply affected by the process of becoming a competent member of a society, and that the process of becoming a competent member of society is realised to a large extent through language (Schieffelin & Ochs, 1986a) – few go beyond these basics.

Equally disappointing is the fact that only two of the 16 studies (Cole & Zuengler, He) demonstrate all three of the core methodological features of language socialisation research: an ethnographic and holistic perspective, longitudinal research design, and collection and analysis of a substantial corpus of audio or video recorded naturalistic discourse (Garrett, 2006). These features are essential because language socialisation research is concerned not just with ideologies expressed in interviews (upon which several contributors to this volume rely heavily), but with how these ideologies are realised, reproduced, resisted and transformed in specific communicative practices that have histories and sociocultural meanings for participants.

The editors and several of their contributors present the studies in this volume as addressing gaps or problems in what they refer to as ‘traditional’ language socialisation research: a focus on first language acquisition by very young children in domestic settings in monolingual communities, and the conceptualisation of the socialisation process as static, seamless and unidirectional. Pointing out the failings of prior work is a common and often constructive practice in academic writing, and language socialisation research has benefited from critique (e.g. Goodwin, 1997; Kramsch, 2002). The criticisms made in this volume, however, are startling to the reader who is familiar with the literature on language socialisation. The ‘traditional’ studies cited in this volume (Heath, 1983; Ochs, 1988; Schieffelin, 1990; Schieffelin & Ochs, 1986a, 1986b) all include explicit statements and/or data demonstrating that language socialisation is a collaborative enterprise, often contested, and continuing throughout the lifespan. Subsequent work by these same scholars examines language socialisation among older children, adolescents and adults; in settings beyond home and school; and in bilingual communities (e.g. Heath & McLaughlin, 1993; Ochs *et al.*, 1996; Schieffelin, 1995). None of this work is cited in the volume, and only a few of the contributors refer to any of the many language socialisation studies conducted in bi- and multilingual settings by other scholars (for an overview, please see Garrett & Baquedano-López, 2002).

This collection might profitably be used in a course on bi- and multilingualism, for many of the studies describe fascinating language contact situations. It may be particularly interesting for educators, as most of the chapters are informed by a concern with better serving populations who are currently not well served by formal educational institutions. But for those of us hoping for an edited volume we can use to teach about language

socialisation in linguistically complex situations, we'll have to wait a bit longer.

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Crossing the Curriculum: Multilingual Learners in College Classrooms

V. Zamel and R. Spack (eds). Mahwah, NJ: Lawrence Erlbaum, 2004. Pp. ix + 231. ISBN 0-8058-4692-1 (pbk): \$24.50.

Crossing the Curriculum: Multilingual Learners in College Classrooms is an exciting collection, unique in bringing together the perspectives of differently positioned players in the educational endeavour, on the complexities, challenges and accomplishments multilingual learners and their instructors experience in college classrooms. The book is divided into three parts, each tracing respectively the experiences of ESOL professionals, ESOL students and college faculty across a number of content areas.

In the first part ESOL and composition researchers present their studies of multilingual students' engagements with the curriculum in undergraduate courses. Zamel's chapter frames the issues around these students' experiences,

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