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Linguistics, Language, and the Professions: Education, Journalism, Law, Medicine, and Technology. Georgetown University Round Table on Languages and Linguistics 2000. James E. Alatis, Heidi E. Hamilton, and Ai-Hui Tan (Eds.). Washington, DC: Georgetown University Press, 2002. v + 279 pp. ISBN 0-87840-373-6 (paper).

This volume is a compilation of selected papers from the 2000 Georgetown University Round Table on Language and Linguistics (GURT 2000) on the theme of "Linguistics, Language, and the Professions" with six branches: Education, Journalism, Law, Medicine, Technology, and Other (for topics from the interpreting profession to economics and policy making). The contributed papers are internationally and professionally representational, taken from over 3 days of six concurrent sessions. What results is an eclectic volume for linguists applying their work to the professions and for practitioners and clients grappling with critical language issues. The book serves as an essential bridge between academic research and people's real-world lives.

The chapters include six plenary speeches and eight selected conference papers. Each of the six plenary papers addresses one of the six professional foci of the conference. The authors and titles of the papers are presented below, with a description and brief evaluation.

The first of the plenary papers is by Shirley Brice Heath, entitled "The Talk of Learning Professional Work." In this paper, Heath discusses "how individuals or groups learn to 'speak as a professional,'" (p. 4) and specifically "role-playing" for young people preparing for specific professions. She looks at publications and after-school community "youth-based organizations (YBOs)" that train youth group members to role-play. Heath specifically looks at youth theater groups and "also those within the visual arts and music" that depend on "members taking up numerous roles, varying in visibility, symbolic markings, and essentialness to the organization as the individuals grow with the group"

(p. 9). She sites Goffman's (1959) work on the idea of role to demonstrate the effectiveness of these communal, group-constructed identities. Heath presents a solid discourse analysis that addresses the social importance for encouraging off-campus learning opportunities for youth.

John R. Rickford's paper, entitled "Linguistics, Education, and the Ebonics Firestorm," discusses the role of linguistic evidence in the explosive Oakland School Board controversy of 1996 to 1997. The OUSD resolutions, provided here in full text, intended to use a method of Contrastive Analysis (CA) from "Ebonics" to "proficiency" in Standard English. Rickford provides linguistic evidence both in favor of CA and against CA and overall presents an excellent overview of both faces of this sociolinguistic "firestorm."

Next is Allan Bell's paper: "Dateline, Deadline: Journalism, Language, and the Reshaping of Time and Place in the Millennial World." He begins by narrating the history of three expeditions (1912, 1958, and 1999) of New Zealanders to the South Pole and the news coverage they received. From this, he extrapolates an analysis of both how the New Zealand news media has shifted (and not shifted) with technology and the "associated changes in how humans have understood time and place across the century" (p. 48). By analyzing news headlines, Bell finds changes in the ideological frame, the discourse structure, the tightening of syntax, and lexical changes. He also points out which elements are generally consistent across time, such as nationalism and the domestication of place. Overall, the paper is both interesting commentary on journalism and an enlightening look at diachronic constructions of time and place.

In "Breaking Into Language and Law: The Trials of the Insider-Linguist," Roger W. Shuy presents an expert overview of forensic linguistics. He distinguishes between work outside of specific litigation and work within specific law cases, the former being more passively analytical and the latter more professionally active. Shuy relates the advantages and problems to the "insider forensic linguist" and a detailed description of the profession, ending with advice and future directions for a career in forensic linguistics. The article is a critical resource for any linguist interested in applications to the law.

Richard M. Frankel's paper, "The (Socio)Linguistic Turn in Physician-Patient Communication Research," articulates the relevance for a moment-to-moment understanding of the sociolinguistic environment of and impact on clinical medicine. Frankel first outlines the history of patient-provider communicative roles, noting the advent of discourse theories such as "Schegloff, Jefferson, and Sacks (1977) on conversational turn taking and repair," and the clinical implications of such theories. In a second section entitled "A Functional Model of Communication for the Medical Encounter," Frankel demonstrates in great detail the implications of linguistic studies for the three basic foci of the medical encounter: to gather data, to build a relationship, and to share the diagnosis. He illuminates paradigms of miscommunication and their methodological solutions. Frankel's analysis should be read by every medical student and doctor in practice.

The last plenary paper is given by Lee Lubbers, S.J., entitled "Holy Tower of Babel: The Language and Linguistics of Machines." In this he discusses the influences and growth of Satellite Communications for Learning (SCOLA) technology. The paper addresses the ways in which satellite technology is facilitating international communication in educational institutions and major political organizations. Like much literature on cutting-edge technology, some

of the specifics have become less novel than they were in 2000, yet Lubbers' work is still very witty and informative, and the future goals and global vision are still highly relevant.

The first of the selected conference papers is by Nkonko M. Kamwangamalu, "Language Policy and Mother-Tongue Education in South Africa: The Case for a Market-Oriented Approach." In this paper, Kamwangamalu addresses the lack of progress in the implementation of nine African languages into the post-apartheid school system and media. The paper outlines the social status and statistical use of English and Afrikaans versus mother-tongue African languages and then turns specifically to education policy and the damaging Bantu Education Act. South Africa's historical language policies raise interesting issues of how grade school standards can ultimately limit "social and economic mobility" (p. 126). Kamwangamalu's analysis of the current language policy critically notes the difference between official multilingualism and the actual practice of historical monolingualism, concluding convincingly that language planning is actually a "marketing problem" (p. 130). This paper is invaluable for researchers interested in the law of language in education and the state of South African languages.

Leslie C. Moore's paper, "Language Mixing at Home and School in a Multilingual Community (Mandara Mountains, Cameroon)," continues on the theme of multilingual communities and education. By examining a community in which all the children are multilingual and their school policy is monolingual, Moore argues that the French-only policy actually impedes the acquisition of classroom French. Moore uses ethnographic methods to describe the society's communicative practices, the nature of the community's L2 acquisition and code mixing, and the differences between the community and the grade school classroom. Moore argues against the French-only policy and contributes a thoughtful perspective to issues of language planning in education.

The final paper on language and education is by Laura Sterponi, entitled "Exploring Children's Spontaneous Accomplishments of Reading Activity." Sterponi's approach specifically addresses literacy and the need to broaden the educator's perspective of what constitutes a valuable reading activity. She profiles one Los Angeles elementary school by drawing on conversation analysis methodologies (Goodwin 1994, 1997) and creating a paper rich with graphics (children's books, school posters with literacy slogans, and video stills of reading students) and transcription (in-text and over six pages of appendix). This paper presents a good argument for the increased classroom use of collaborative reading activities.

The next paper, by Stacy Krainz, "Involvement Strategies in News Analysis Roundtable Discussions," analyzes the speech style of journalists who appear in the media to discuss rather than report news stories. Krainz notes the difference in language between typically objective/detached news reporters and the more informal style of news analysts. Krainz contrasts data from televised roundtable discussions and personal interviews to demonstrate the contrast in discourse "style" and to show that the shift in speaker style is from "below the level of awareness." This increase in interpersonal involvement (Tannen, 1989) here includes three strategies: repetition (phonological and lexical), constructed dialogue (paraphrases, rather than literal quotes), and figurative language (metaphors, similes, and analogies). From interviews, Krainz shows that the speakers' awareness of the first two strategies is low and, in addition,

that speakers are even resistant to the implication that they use "constructed language." Speakers are aware of figurative language but are also resistant to its use. This paper delineates an important contrast between two sub-"genres" or "registers" of news presentation and integrates it with the issue of conscious and subconscious speaker strategies.

David Singleton, in his paper "Helping a Jury Understand Witness Deception," addresses two forensic linguistic methods and their compatibility in order to understand "the likelihood of deception of the parties involved" in a court case (p. 176). He describes and combines Shuy's (1986) topic flow analysis and Carpenter's (1986) type-token ratio application to his own strategy of analysis, demonstrating its utility with two example cases. Singleton shows areas of the testimony where the jury was wrongly convinced and how his methodology located that deception. Although linguistic analysis will never be a failsafe to determining the truth of testimony, Singleton's methodology is convincingly useful.

Patrick Grommes and Rainer Dietrich begin their paper, "Coherence in Operating Room Team and Cockpit Communication: A Psycholinguistic Contribution to Applied Linguistics," with an introduction to the general issues of applied linguistics presented in the whole volume. They then address one specific "psycholinguistic engineering" topic, the similarity in the conversational "structures and dynamics" of cockpit crews and Operating Room (OR) teams, for the purpose of training professional teams more efficiently. The authors consider the research that supports the application of an established cockpit crew training program to a program for OR personnel. However, by using corpus analysis, Grommes and Dietrich uncover reasons that argue against the use of a single training program for two different professional teams. Through multiple (provided) transcripts and analysis of such communication under stress, the paper shows the general similarities and important differences between two situations. Their discourse-based analysis centers on the interlocutors' coordination of quaestions, where a quaestio is "the mental representation of an abstract question that the speaker is setting out to answer" (p. 195). Grommes and Deitrich present evidence that coherence in conversation is based on quaestio maintenance. From this analysis viewpoint, they illuminate the differences (largely attributed to the difference levels in visual communication) between surgery language and cockpit crew language. This paper appears beneficial for the management and training of stressful work groups.

Anne-Marie Currie, Jocelyn Cohan, and Larisa Zlatic address information retrieval from electronic medical records in their paper, "Linguistic Approaches in Information Retrieval of Medical Texts." By looking at the computerized Clinical Practice Analysis™ (CPA) system, they show how "linguistic observations have been incorporated into an information retrieval system that does not employ natural language processing." Linguistic observations are made on a corpus of several medical contexts and include lexical items (synonymous expressions, polysemous expressions, ambiguous expressions), syntactic contexts (such as verb types), and semantic and pragmatic issues (patient belief contexts, negative or conditional contexts, presupposition, and implicature). The analyses in this paper provide information on patients' risk of heart attacks based on their histories and information of tobacco use, as well as their likelihood to heed medical advice. In general, the paper documents the

utility of linguistic analysis combined with electronic corpora for the betterment of healthcare.

The last of the selected papers is by Adele W. Miccio, Carol Schneffner Hammer, and Almeida Jacqueline Toribio, entitled "Linguistics and Speech-Language Pathology: Combing Research Efforts Towards Improved Interventions for Bilingual Children." The paper advocates a cross-disciplinary approach to the language acquisition of bilingual children in monolingual U.S. schools, referring first to how phonological research has aided the understanding of children's production "disorders." The authors then give a readable explanation of bilingual acquisition phenomena, particularly language mixing. They then address the influences of the social and cultural context on a bilingual child, contrasting ethnographic assessment strategies with standard strategies. The paper gives nice detail for ethnographic methodologies and foci, with examples. Miccio et al. present a strong argument for the need to consider the bilingual child holistically in order to implement effective treatments for language disorders.

The volume is bookended with the welcoming remarks and the closing remarks from the conference, given by Heidi E. Hamilton of Georgetown University. Her closing remarks are followed by a transcript of the extended comments made by each of the plenary panelists, which go into greater specifics of their own papers and also raise general issues which are critical to approaching the broad idea of socially relevant linguistics.

The breadth of topics in this volume is tremendous. Of them, the paper that best reflects the focus of the *Journal of Language and Social Psychology* is that by Richard M. Frankel. His paper is an excellent demonstration of how accommodation strategies can exist at a higher cognitive level and, at least in the case of medical practice, actually be taught and learned to improve professional performance.

I can only say positive things about this book. This book's strength comes from its breadth of great papers from multiple professional disciplines presented cohesively through the work of eminent linguists. One benefit of this book is that it is a bridge across professional spheres based on a foundation of linguistic analysis. In that vein, this book would be particularly useful in an undergraduate classroom or for career advisors. Furthermore, this volume is practical for every academic linguist who cares about how their work is relevant to the general society.

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