

during the pre-service phase and continue into the in-service experience. Such discussions have the potential to anchor how education theory and methods are taught and influence how pre-service teachers negotiate that content. By further addressing the role of teacher educators and education programs, scholars offer complexity and insight into the individual and social factors that influence teachers as policy makers through their pedagogical practices.

Overall, Menken and García's text addresses key issues regarding teachers' roles as active policy makers in their classrooms. The text offers a space for helping educators, administrators, researchers, and other policy makers to understand the negotiation process that takes place as teachers make sense of top-down policy pedagogically. Likewise, it gives insight to the existing dialectical relationship between individual and social factors that ultimately shape what language policy and planning will look like once it reaches the classroom. The book resonates with the current localized direction of language policy and planning scholarship by emphasizing local actors and contexts as actively influencing education language policy through pedagogy and practice.

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Weber, J.-J., & Horner, K. (2012). *Introducing multilingualism: A social approach*. London, UK: Routledge, 214 pp. \$33.95 (paperback).

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Around the world, the forces of globalization are bringing together people, cultures, and ideas in ways that cause us to question conventional wisdom about languages and language policy. It is

out of this late modern context that Weber and Horner's *Introducing Multilingualism: A Social Approach* grows, arguing forcefully for a critical reexamination of core sociolinguistic concepts. The authors waste no time in introducing this critical perspective, seeking to "problematize even such a basic concept as 'language'" (p. 3) from the outset. The 200 well-written and concise pages that follow present an impressive range of sociolinguistic topics and illustrative examples, never compromising either theoretical depth or real-world grounding. Nor do the authors hesitate to give an honest perspective on modern sociolinguistic issues, showing the dark sides of even well-intentioned policies like the European Union's "mother tongue + 2," celebrated developments like the revitalization of Hebrew, and putatively progressive discourses like the discourse of integration in Europe. While it is, on one hand, an impressive work of scholarship, the book is also targeted, as a textbook, toward "undergraduate students and postgraduate students new to studying multilingualism" (back cover); I am concerned that it may realistically be more suitable for students who have already gotten their feet wet with sociolinguistics than those who have not. But its clear presentation of multilingualism and range of useful in-text activities—with some suitable for 20-minute discussions and others for term projects—will no doubt integrate well into the right classroom context.

Introducing Multilingualism is divided into six parts: an introduction, four content sections, and a conclusion. As the above quotation about problematizing the concept of "language" demonstrates, the authors dive directly into theory and methodology in the first few chapters, with the introductory chapter making explicit the authors' aim of "reversing the traditional paradigm [of normative monolingualism] by normalizing multilingualism" (p. 5). Chapter 2 begins somewhat unevenly, presenting readers with a very brief outline of critical discourse analysis and ethnography. The book's conciseness is a virtue in most cases, but Chapter 2 unfortunately fails to do these important methodologies real justice. The chapter then proceeds to a valuable overview of language ideologies, naming five ideologies (the hierarchy of languages, the standard language ideology, the one nation—one language ideology, the mother tongue ideology, and the ideology of purism), which are revisited numerous times throughout the book. Although none of these ideologies will be unfamiliar to expert readers, the authors do take a stronger stance in arguing against the mother tongue ideology than others (e.g., Skutnabb-Kangas & Phillipson, 1989), a stance that appears later in their argument against mother tongue education.

Part II begins with Chapter 3, which seeks to apply a critical perspective by deconstructing popular notions of *language*, *dialect*, and such. The authors rely on time-honored strategies of showing that "standard English" is a social construction, labels for linguistic varieties are often arbitrary, varieties often have fuzzy boundaries, and there is no linguistically motivated difference between the categories of language and dialect. This discussion takes the additional step of problematizing linguists' own labels and categories such as World Englishes, L1/L2, and even language. Indeed, the authors take the stance that while "names languages of course exist, and play important roles," they do so only "as concepts at a socio-political, ideological level" (p. 35). While the authors' critical stance in general provides a useful framework for conceptualizing multilingualism, this discussion in Chapter 3 begs to be balanced by an explanation of the reality of structural differences between most languages. A purely sociopolitical account of language labels fails to account for why, for example, Swiss German varieties "are difficult to understand for the French Swiss" (who usually learn standard German as their L2) (p. 71). Although the book's focus is on social factors in multilingualism, not structural factors, the omission of even a brief structural discussion remains an unfortunate over-simplification.

Chapters 4 and 5 provide glimpses into language variation and endangered languages, in the process demonstrating the diversity of ways in which language varieties can function in society. The authors' early claim that "sociolinguistics needs to change and adapt its core concepts [because] the whole world around us is changing at an ever faster rate" (p. 6) finds powerful support in these chapters in discussions of topics from the global spread of English to official ideologies surrounding Luxembourgish. Chapter 5 in particular demonstrates the authors' commitment to clear-eyed assessments of the sociolinguistic landscape, for example, calling into question whether the revitalization of Hebrew is really the all-around success story it is often told as being. Instead, the authors suggest that it needs to be considered a subtractive language policy that has marginalized other Jewish and non-Jewish languages and their speakers.

The chapters of Part III (6–8) treat multilingualism on different scales (societal, individual, and the interplay thereof). This section also demonstrates the variety of strategies that the authors utilize in presenting material, a balance between theory and illustration that can only broaden the book's accessibility to a range of students. Whereas Chapter 6 primarily relies on illustrative examples (from Ukraine, Singapore, Nigeria, and other settings) as a vehicle for exploring different dimensions of societal multilingualism, Chapter 7 presents a theory-driven treatment of identity, code-switching, style, and crossing. It is important that these concepts, which are central to current sociolinguistic discourse, be addressed in an introductory text, but the way in which the authors do so—especially in the section on code-switching—is simply too advanced for introductory students. The code-switching section begins, not with a definition or example of code-switching, but rather by discussing problems with the term *code-switching*; in other words, this section asks students to problematize a label (and concept) that is unfamiliar to them.

Part IV exits the realm of theory, with three chapters focusing on multilingual education. The centerpiece of this section is Chapter 10, which details the case against mother tongue education in favor of an approach they label *literacy bridges*. The authors first cite the well-known Oakland AAVE proposal as an instance in which mother tongue education, properly executed, would have made sense in principle. The mother-tongue policy in South Africa, however, allows the authors to make a compelling argument against mother tongue education in general. By deconstructing this policy, the authors show how it stems from (and results in) the erasure of both intra- and inter-linguistic variation, the valorization of so-called "standard" mother tongue varieties that fail to reflect vernacular usage, the rejection of "hybrid" urban varieties, and even the white-supremacist ideologies driving apartheid. In order to rectify many of the issues with mother-tongue education, the authors introduce the concept of literacy bridges as a three-step process: careful study of the linguistic repertoires used by students, finding of "common linguistic denominators," and establishment of literacy programs in a range of different languages mirroring usage in the community. The concept of literacy bridges not only acknowledges the "blurry" multilingual reality of late modern globalization, it flourishes from it; different groups of students "are not clearly bounded but mix and interact with each other in the social spaces of urban areas" (p. 131). The literacy bridge concept is not completely new, as it is based—at times verbatim—on Chapter 7 of Weber's (2009) earlier book. But it shines in the context of *Introducing Multilingualism*, representing the intersection of concepts discussed in the book's first four parts: language ideologies in Chapter 2, discourses around language in Chapter 3, language variation in Chapter 4, societal multilingualism in Chapter 6, and educational policy in Chapter 9, as well as a critical perspective throughout.

Part V shifts gears to a critical analysis of discourses on language and migration (Chapter 12), multilingualism in the media (Chapter 13), and the linguistic landscape (Chapter 14). The main purpose of these chapters is to demonstrate the utility of the critical discourse analysis toolkit, and they do so adeptly, showing, for example, how cold war and colonial discourses inform the English Only movement in the United States. As mentioned above, however, the toolkit given in Chapter 2 is somewhat lacking, so students may find themselves less to be active participants in the analyses presented in Part V and more to be spectators. Finally, the concluding Chapter 15 briefly discusses newer frontiers in the study of multilingualism (e.g., multilingualism and gender) before reiterating the importance of the book's ultimate goal: the normalization of multilingualism in the eyes of society.

Insofar as this goal first requires the normalization of multilingualism in the eyes of the *reader*, I have to call *Introducing Multilingualism* a success. It presents a concise yet powerful synthesis of highly current sociolinguistic scholarship, while, steeped as this presentation is in an impressive range of contemporary examples, never losing relevance or immediacy. Moreover, it is well-written and consistent, demonstrating the value of the authors' critical approach. Where the book is inconsistent, however, is its complexity level; while ostensibly intended for an introductory readership, its occasional tendency to put the critical cart before the horse—not to mention the overly brief methodological primer in Chapter 2—makes the book less suitable for a first course in sociolinguistics than an upper-level course. Nevertheless, both students and scholars of multilingualism are sure to find this book a welcome addition to the conversation.

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In *Considering Emotions in Critical English Language Teaching*, Sarah Benesch makes an innovative contribution to the growing body of research on emotion in second language contexts while advancing critical pedagogy scholarship. Part exploration of feminist/critical theories and part reflection on classroom practice, this personal and thought-provoking book opens a long-awaited dialogue on the complex ways in which students and language professionals navigate emotions in higher education. Chapters 1 through 3, Theory, situate this book through a review