SSLA, **28**, 159–162. Printed in the United States of America.

BOOK NOTICES

DOI: 10.1017/S0272263106210064

TO THE LEXICON AND BEYOND: SOCIOLINGUISTICS IN EUROPEAN DEAF COMMUNITIES. *Mieke Van Herreweghe and Myriam Vermeerbergen (Eds.)*. Washington, DC: Gallaudet University Press, 2004. Pp. ix + 285. $65.00 paper.

Van Herreweghe and Vermeerbergen's co-edited book is the 10th volume in the *Sociolinguistics in deaf communities* series published by Gallaudet University Press. As I have noted in earlier book notices in *SSLA*, this series constitutes the leading collection of published scholarly and academic work dealing explicitly with sociolinguistic issues in deaf communities around the world. This latest volume is an interesting and valuable addition to the earlier works in the series and provides significant insights into sociolinguistic issues in a number of lesser-known (at least in the North American context) natural sign languages.

This volume consists of 10 separate papers and is divided into five thematic sections. The origin of the volume lies in a colloquium on the standardization and codification of sign languages organized as part of a sociolinguistics symposium at Ghent University in 2002, although this volume contains both articles drawn from that colloquium and others produced later. The five sections of the book, which in many ways parallel the major foci in sociolinguistics in general and in the sociolinguistics of sign languages in particular, include multilingualism and language contact, variation, language policy and planning, language in deaf education, and language attitudes. Among the particular European sign languages discussed in the volume are British Sign Language, Finnish Sign Language, Finland-Swedish Sign Language, Flemish Sign Language, Irish Sign Language, Netherlands Sign Language, Spanish Sign Language, and Swedish Sign Language.

What is especially interesting and promising in this volume is that most of the authors, as a group, are relatively young and junior scholars, generally at the start of their careers. If the papers in this volume are anything to judge by, the sociolinguistic study of sign languages in Europe is in very good hands, and we have much to look forward to in the future.

(*Received 16 March 2005*)

Timothy Reagan
Roger Williams University

© 2006 Cambridge University Press 0272-2631/06 $12.00

https://doi.org/10.1017/S0272263106230067 Published online by Cambridge University Press

DOI: 10.1017/S0272263106220060

OPTIMALITY THEORY: CONSTRAINT INTERACTION IN GENERATIVE GRAMMAR. *Alan Prince and Paul Smolensky*. Oxford: Blackwell, 2004. Pp. xi + 289. $69.95 cloth, $39.95 paper.

This book is very similar to the manuscript (written by the same authors and bearing the same title) that has been circulating among phonologists since 1993. As mentioned by the authors in the preface, "those familiar with an earlier version of the text will not find new notions and notations here" (p. ix). For this reason, the 2004 publication date may seem anachronistic, as it does not reflect the state of Optimality Theory (OT) in 2004, but rather in 1993. The most notable difference between the two versions of this text is the disappearance of two sections (on variable rules and stochastic grammars and on declarative phonology) that were to be added in the manuscript form.

The unquestionable value of this text lies in the fact that it is the founding stone of OT. As such, it introduces all the core principles clearly and succinctly. At the same time, these principles are presented through the analysis of examples taken from a variety of languages. This format allows the readers to follow the step-by-step analysis and understand the workings of OT.

The book opens with a preliminary chapter that presents background and basic concepts. The first part focuses on constraint interaction through the analysis of examples central to prosodic theory related to syllable structure, triggering, and blocking. This analysis of syllable structure is continued in the second part, which explores typology and the asymmetry between onsets and codas. It concludes that the typology of possible language is given by rankings of constraints. Finally, in the third part, the relation between OT and other grammars is presented through the analysis of language-specific inventories and the lexicon (in chapter 9) and through comparisons with other theories, especially connectionism and the theory of constraints and repair strategies (in chapter 10).

All in all, this book is a must-have for anyone working with OT, both for its symbolic value and for the clarity of its explanations.

(*Received 24 March 2005*)

Anne Violin-Wigent
Michigan State University

DOI: 10.1017/S0272263106230067

LANGUAGE, EDUCATION, AND DISCOURSE. *Joseph A. Foley (Ed.)*. New York: Continuum, 2004. Pp. xii + 337. $150.00 cloth, $49.95 paper.

This 13-chapter volume evolved from a systemic functional congress on linguistics and education in 1999 in Singapore. Most chapters were presented there, but the editor added others to better represent the development of discourse. The outline below gives the author(s) and gist of each chapter.

Chapter 1 is an introductory chapter by the editor. The rest of the book is divided into two parts: Part 1, entitled "Childhood" and Part 2, entitled "Secondary, Tertiary, and Beyond." The first part has five chapters. Chapter 2, by Halliday, outlines very early child language development (i.e., 10.5 months to 1.6 years). In chapter 3, Hasan uses kindergarten data to show that children make different inferences based on social back-

https://doi.org/10.1017/S0272263106230067 Published online by Cambridge University Press

ground and life experience. In chapter 4, Thompson describes how a Singapore nursery rhyme is used in a preschool to socialize the pupils to locally important cultural values. Chapter 5, by Foley and Lee, analyzes children's written narratives in a Singapore primary school. The authors find clear development through Primary four, but little growth thereafter because pedagogy shifts to end-of-primary-six examination preparation. Finally, in chapter 6, Goom deconstructs a British European history textbook for upper elementary pupils. Using quotes, she demonstrates author bias and frequently inaccessible language.

The second part of the book contains seven chapters. In chapter 7, Christie challenges the holistic language education prevalent in Australia. She recommends explicit functional grammar instruction for English teachers and students at junior secondary level to improve literacy. In chapter 8, Hartnett discusses two English nominalization types and compares them with Thai nominalizations. She cites frequencies for the English nominalizations by genre. In chapter 9, O'Halloran critiques three Australian secondary math classrooms using instructional discourse to discuss achievement test results (from best to worst): male private school, female private school, co-educational working class school. Kramer-Dahl reports in chapter 10 on a case (and classroom) study of a female university student in Singapore critically analyzing her own writing plus peer feedback to improve her writing and self-esteem. In the next chapter, Mohan and Slater evaluate two written causal explanations using systemic functional linguistics (SFL) and language assessment. They argue that current language assessment cannot account for the superiority of one sample, whereas SFL can. In chapter 12, Martin uses numerous texts to examine the texture of evaluation in terms of appraisal systems, judgment, and so forth. He shows that evaluation is used to organize discourse at higher levels. In the final chapter, Ball and Tucker use corpus analysis to explore co-occurrences between material and mental verbs and optional adverbials of time and place. Significant co-occurrences are discussed.

Except for Hartnett and Kramer-Dahl, the authors assume prior knowledge of Halliday's (1994) systemic functional approach, so this collection will not be easily understood by those unfamiliar with his framework.

REFERENCE

Halliday, M. A. K. (1994). *An introduction to functional grammar* (2nd ed.). London: Edward Arnold.

(*Received 13 May 2005*)

Marianne Celce-Murcia
University of California, Los Angeles

DOI: 10.1017/S0272263106240063

DEVELOPMENTAL LANGUAGE DISORDERS: FROM PHENOTYPES TO ETIOLOGIES. *Mabel L. Rice and Steven F. Warren (Eds.)*. Mahwah, NJ: Erlbaum, 2004. Pp. ix + 410. $89.95 cloth.

The study of genetics and language disorders attempts to inform researchers and practitioners as to the possible genetic basis for a variety of language deficits. By studying specific subsets of children with disabilities and identifying the general phenotype (behavioral manifestations) with respect to linguistic skill, researchers attempt to establish a

https://doi.org/10.1017/S0272263106230067 Published online by Cambridge University Press

link between genetics and language ability. The present book is an edited compendium of research presented in the May 2002 Merrill Conference titled, "The Relationship of Genes, Environments, and Developmental Language Disorders: Research for the 21st Century." Investigators in the fields of genetics, linguistics, and language disorders contributed chapters to this volume.

The volume is divided into three main sections: (a) description of clinical phenotypes, (b) cross-population comparisons, and (c) techniques that can be used to study brain activity in clinical populations and to identify genetic links to behavior. Clinical populations included are Williams syndrome, specific language impairment, Fragile X syndrome, and autism. Most of the information presented focuses only on research with monolingual English speakers, with little acknowledgment of the potential contribution of crosslinguistic research to this endeavor. The only exception is the chapter written by Phillips, in which he argues for the need to compare children's productions to those that are allowable in adult languages.

Although the volume does not focus on issues pertaining to SLA, it provides information concerning current trends in the study of language disorders. It also includes excellent discussions of the language phenotypes of a variety of clinical populations as these are evidenced in monolingual English speakers. Of particular relevance are two chapters, 8 ("Cross-etiology Comparisons of Cognitive and Language Development" by Mervis) and 11 ("Linguistics and Linking Problems" by Phillips), as they provide excellent discussions of methodological considerations when studying language abilities or disabilities. Perhaps the relevance for the field of SLA is that the volume aptly demonstrates the need to study clinical populations so that a much broader perspective and understanding of language disorders can be achieved, as any explanation must necessarily address development and disorders across the diversity of language learners.

(*Received 27 May 2005*)

Raquel T. Anderson
Indiana University

https://doi.org/10.1017/S0272263106230067 Published online by Cambridge University Press