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Book Notices

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THE BUILDING BLOCKS OF MEANING: IDEAS FOR A PHILOSOPHICAL GRAMMAR. *Michele Prandi*. Amsterdam: Benjamins, 2004. Pp. xviii + 520. $162.00 cloth.

This volume is an attempt to develop a philosophical grammar, one that separates out and unifies the contributions to meaning from syntax, the lexicon, and conceptual structure, and one within which figures of speech such as metonymy and metaphor—conflictual complex meanings—can be explored and analyzed. These are forms of expression that the author views as neglected by philosophers and linguistics (although the work of Lakoff and other cognitive linguists would be one exception). The grammar itself is given in completely descriptive, informal terms.

Part 1, "The Semiotic Background," attempts to clarify distinctions among various types of coding—relational (given by grammar) and punctual (given, at least in part, lexically)—and to sort out the contributions of inference. Part 2, "The Conceptual Factors of Significance," examines the formal framework of natural ontology—roughly speaking, the shape of concepts as modified (or not) by language. A major focus is the criteria for consistency in thought and expression. There is also attention to traditional Chomskyan syntax and the generative conception of the lexicon and lexical relations that arose within it. The author argues for a distinction between lexical and conceptual structure. Part 3, "The Ideation of Complex Meanings," turns, finally, to the main objective of the volume. Beginning with ordinary simple sentences, the author develops her approach to figures of speech. Although the author's aim is theoretical, the concluding chapter does contain some suggestions for related empirical research. There are 60 pages of footnotes located at the end of the volume.

The author's writing style, although graceful and eloquent, tends at the same time to be somewhat turgid and difficult to comprehend. The volume contains a wealth of examples from English, French, Italian, and other languages; however, they are often not put to use in the original explication of concepts and technical terms, where they would be most helpful. These factors unfortunately act to lessen the utility of the work.

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BEYOND NATURE-NURTURE: ESSAYS IN HONOR OF ELIZABETH BATES. *Michael Tomasello and Dan Slobin (Eds.)*. Mahwah, NJ: Erlbaum, 2005. Pp. ii + 339. $89.95 cloth.

This volume has been compiled both to review and assess Bates's contribution to the field of child language and to demonstrate that her influence and the ideas she stimu-

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lated live on and are being pursued by her colleagues. After an introduction by the editors, a brief compilation of some of Bates's aphorisms—for which she was justifiably famous—and her full curriculum vitae, the volume is divided into five parts, each of which addresses one of Bates's interests.

In Part 1, "Gestures and Word Learning," Volterra, Caselli, Capirci, and Pizzuto discuss "Gesture and the Emergence and Development of Language" and Dale and Goodman consider "Commonality and Individual Differences in Vocabulary Growth." In Part 2, "The Competition Model and Connectionism," MacWhinney explores "New Directions in the Competition Model," specifically addressing the question of whether a single language acquisition model can account for both first and second language. Elman, Hare, and McRae then consider "Cues, Constraints and Competition in Sentence Processing." In Part 3, "Grammar," Marchman and Thal discuss "Words and Grammar" and Devescovi and D'Amico explore "The Competition Model: Crosslinguistic Studies of Online Processing."

Part 4, "Biology and Language," contains "Rethinking Developmental Neurobiology" (Finlay), "Bates Emergentist Theory and Its Relevance to Understanding Genotype/Phenotype Relations" (Karmiloff-Smith), and "Language and the Brain" (Dick, Dronkers, Pizzamiglio, Saygin, Small, and Wilson). Finally, part 5, "Language Processing," contains "The Lexicon, Grammar and Past Tense: Dissociation Revisited" (Marslen-Wilson and Tyler) and "Perceptual and Attentional Factors in Language Comprehension: A Domain-General Approach" (Aydelott, Kutas, and Federmeier).

As the dedication indicates, this volume is "an all-too-early tribute to Liz Bates" (p. vii), who died in December 2003. Although the chapters in this volume are not all of equal quality and accessibility, and only one deals directly with second language, the volume is a useful addition to the literature and a convenient source of understanding for those curious about the emergentist approach to language development.

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NON-WESTERN EDUCATIONAL TRADITIONS: INDIGENOUS APPROACHES TO EDUCATIONAL THOUGHT AND PRACTICE (3rd ed.). *Timothy Reagan*. Mahwah, NJ: Erlbaum, 2005. Pp. xiii + 308. $36.00 paper.

Within the field of applied linguistics, globalization expresses itself most clearly in two phenomena: (a) the increase of cultural and linguistic diversity in urban centers around the world and (b) the rapid spread of English as a global language fueled by the perception of many policy-makers, educators, and parents that English proficiency is a prerequisite for social and economic advancement. Both of these phenomena have increased the level of cross-cultural contact within the educational system. Teachers in Western contexts are now teaching students who come from many different cultural and educational traditions. Similarly, as countries around the world compete to promote English proficiency, teachers and students in these countries are increasingly coming into con-

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tact with the cultural traditions and educational assumptions embodied in English language curricula and personified in teachers who come from English-speaking countries.

This volume provides an extremely useful background reader to sensitize educators and policy-makers to the history and legitimacy of cultural traditions of teaching and learning that characterize both non-Western countries and marginalized communities within Western countries (e.g., deaf and indigenous groups). As Reagan suggests, the value of this exploration is that "it is neither idealistic nor unrealistic to suggest that we can learn much from non-Western and indigenous educational traditions" (p. 19). The volume is written clearly and with authority. It could serve as a useful supplementary text in applied linguistics or education courses or as a background reader for anyone interested in cross-cultural and international education.

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