

While I believe that the book will be a valuable teaching asset even for teachers who have kept abreast of current developments, I do have some reservations. The identification of audience is not as explicit as it might be in the section of communicating. In addition, there seems to be confusion between audience in the sense of someone who reads what you have written for the purpose of helping you redraft and edit it and a genuine audience for whom the piece is designed. For instance, the project (2. 5) in which the students build up a folder of material on the new shopping centre seems to go no further than being read by members of the class group. It seems that an opportunity of identifying people who would find the information useful and valuable and creating material for them has been lost.

I was disappointed too in the treatment of grammar. Although grammatical accuracy is considered important (30% of the marks accorded are for grammatical accuracy), the challenge of finding ways of developing grammatical competence has not been met. There is not even much advice or directed comment on the ways in which learners might achieve such accuracy. I would also have liked to have seen a clear acknowledgement of the close tie between reading and writing. Although reading activities are often used, they are placed as introductory activities. It is, of course, a moot point whether a competent user of language can engage in either reading or writing without the other. Finally, Ms Hedge's introductory comments to the third section reflects an uncertainty of approach. Although she seems to be concerned to produce "discourse", she finds no contradiction in returning to text types. In fairness to her it does seem that this uncertainty is widely shared among writing specialists: There does not appear to be a coherent and theoretically consistent approach to writing at present. In this respect the specialists too are involved in a process.

E. Ridge

Olefa Garcia & Ricardo Otheguy, Eds.

English across cultures, cultures across English: A reader in cross-cultural communication. Berlin; New York: Mouton de Gruyter, 1989. (492 pp.)

This is a book whose time has come. With English becoming a lingua franca for a significant part of the world, its use by people of differing cultural backgrounds has inevitably led to the development of not only various types of English, but of differing norms in the use of English. Hearing a different language leads one to expect culturally-based differences, but when one hears more or less the same language, expectation of differences may not be aroused. Problems in communication can ensue, and of the worst sort: unexpected and non-obvious problems, hidden beneath a common surface. The various papers in this book "focus on the culture-specific character of all communication, and on the overriding importance of differing cultural norms for conversations carried out in a common language" (p.1).

Though the book is organized in two parts, its 22 papers are collected more effectively into four sections according to the sociolinguistic situations explained in the introduction (pp. 3-4):

- 1 Differences in *socio-cultural* backgrounds of individual interlocutors.
- 2 Differences in societal structures and *socio-political* realities.
- 3 Differences in *socio-linguistic* backgrounds of interlocutors.
- 4 Differences in *socio-psychological* identity of interlocutors.

The first section, focusing on socio-cultural differences, begins with an examination by Platt of strategies common in their presence across cultures but different in the way they are accomplished, such as engaging (starting a verbal exchange), disengaging (ending a verbal exchange), requesting, acceding to a request, responding positively to an offer or invitation, and responding negatively to an offer or invitation. In one example in which Korean speakers were accepting an invitation using English, they set their acceptance into an elaborately polite framework, first pretending to refuse, then gradually accepting, with mother-tongue English speakers interpreting this response as doubtful that they wanted to accept. This example indicates how culture rather than language by itself is explored as problematic in cross-cultural encounters.

Saville-Troike and Kleifgen, in one of the papers on classroom communication, identify three hierarchically interrelated levels of factors affecting the negotiation of meaning in classrooms. At the bottom of the hierarchy is code, then discourse structures, with scripts at the top. The identification of these levels demonstrates how much more comes into play especially in cross-cultural encounters than the sounds and forms of language. One wonders that learners who were taught just grammar became able to communicate at all in a new language.

A way of dealing with cultural differences is put forth by Malcolm, who shows that the structure of a classroom (itself a cultural product) which contains majority and minority pupils may be more of a factor in determining the behaviour of minority children than their specific cultural background. He substantiates that a receptive, encouraging attitude on the part of the teacher may effect greater learner negotiation of meaning.

Section Two, socio-political differences, begins with an excellent paper by Chick well described by its title, "Intercultural miscommunication as a source of friction in the workplace and in educational settings in South Africa". In the context of apartheid, diminishing but historically powerful, such a paper can be seen as political, so Chick explains how studies such as his contribute to the building of a nonracial country. From Canada, Piper argues that the influence of language planning legislation on one's feeling about membership

in a group may not be functioning according to its democratic intentions. In the paper "They speak English, don't they?", Kearns analyzes classroom differences between Australian Aboriginals (reared to be independent, self-reliant, and assertive) and white Australians (reared to be compliant and conservative), and suggests ways that education can self-examine and possibly adapt to be more compatible with both groups.

Section Three, on socio-linguistic differences, includes papers whose titles alone may give sufficient indication of their rich offerings: "British-American lexical differences: A typology of interdialectal variation"; "Questions of standards and intra-regional differences in Caribbean examinations"; "Structural mimicry in decreolization and its effect on pseudocomprehension," to mention just the first three. Others deal with similar issues in Singapore, Cajun country, Cameroon, and Northern Ireland. Section four, on socio-psychological differences, has titles and topics such as "Patois and the politics of protest: Black English in British Classrooms", code-switching among New York Puerto Ricans; prosody in Chicano English, English pronunciation in Canada, and Indian literature in English.

A major contribution of the introduction, supported by themes in several of the papers, is the call to get away from overwhelming concentration on inter-ethnic communication from the point of view of the dominant group, and to give more attention to the viewpoint of the "oppressed", defined as minorities in the Garcia-Otheguy view.

It is not easy to have a collection of papers by various authors world-wide be written at the same scholarly level, and there is some variation in quality as well. However, it is the opinion of this reviewer that every article contributes to the theme of the book. The articles are generally quite readable. The headings of the sections suffer a bit from an over-abundance of generalized terms, such as two heavy labels per section ("socio-cultural backgrounds" plus "socio-pragmatic constraints" for Section One, for example), with the effect of clouding rather than clarifying, but this is a minor criticism.

The introduction itself contains a few sweeping claims, such as "ability to code-switch....leads to miscommunication when other English speakers do not understand the nature of bidialectalism or bilingualism". The categorical tone leads one to ask: Is this necessarily so? The actual article explores problems arising from lack of understanding of code-switching but does not seem to say it "leads to miscommunication". Even the term "miscommunication" is disputed as legitimate by some communication theorists, who say that communication does not "miss", though messages constructed by the receiver in the process may be quite different to what was intended by the sender. Meaning is always constructed, though not always negotiated.

Likewise when it is stated in the introduction that Chick, in his article, discusses "interactional styles CREATED by the apartheid system in South Africa" (emphasis mine), it overstates Chick's very legitimate case (as Dr Chick himself confirms), namely that apartheid exacerbates problems when people using different styles try to interact, and that it creates additional problems for inter-ethnic communication. The basic styles, however, have

been there as long as the cultures have, albeit changing as the cultures change.

Regarding its format, the book is well set out, with an attractive appearance helped by print of quite readable size. Each paper begins with an abstract, is divided according to subheadings, and most papers have a summary or conclusion. The references for all of the articles are combined in the bibliography after Section Four, which makes for uncluttered reading. An author index and a subject index are included, which will undoubtedly be of service to many readers.

The book will be of interest to second or additional language teaching professionals, no matter if they work with English or another language. Selected articles according to specific topics may be quite useful to teachers. Interculturalists will love this book. Indeed, it appeals to all those who accept the challenge of dealing with others in peace and justice within this shrinking world.

C. A. Puhl