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Keeping languages alive: Documentation, pedagogy, and revitalization. Ed. by MARI C. JONES and SARAH OGILVIE. Cambridge: Cambridge University Press, 2013. Pp. xiv, 269. ISBN 9781107029064. \$99.99 (Hb).

Reviewed by LINDSAY J. WHALEY, *Dartmouth College*

This volume of sixteen articles was born out of the first Cambridge International Conference on Language Endangerment held in March 2011. Paralleling the structure of the conference, *Keeping languages alive* is divided into three sections: Documentation, Pedagogy, and Revitalization. This provides a useful overarching organization for the volume, though the content of many of the articles straddles two, or even all three, of the categories.

The Documentation section provides helpful examinations of a range of issues that arise when considering how best to develop materials to capture not only the structures of a language, but also its various usages. PETER AUSTIN ('Language and meta-documentation') makes an appeal for the development of a new subfield of linguistics that he refers to as meta-documentation. The focus of this enterprise would be to 'document the goals, processes, methods and structures of language documentation projects' (15), and it would have the goal of developing more self-reflection by the field, so that linguists would use best practices in project design, archiving, providing access to data, and standardizing how metadata is applied. In 'Re-imagining documentary

linguistics as a revitalization-driven practice', DAVID NATHAN and MEILI FANG similarly advocate rethinking documentary methods, though they underscore the need to place community objectives above others in making choices about what and how to document. They argue that documentation should prioritize collecting data that could be put into the service of revitalizing a language. For example, simple songs can be very effective tools in language learning. They also advocate a broader notion of documentation for languages in need of revitalization than that for languages with a more stable speaker base. In particular, they suggest that the documentation include outputs from revitalization efforts such as lesson plans developed by teachers and 'learner-created' texts. To do this well, of course, requires input from community members, if not their control, in determining how a documentation project should proceed. JOHN HENDERSON offers some observations about how this might be done in 'Language documentation and community interests'. He examines a protocol that was developed over a three-year period to guide the digitization of field materials collected on the Noongar language in 1931. He then extrapolates from this process and describes ten themes that must be addressed in soliciting community input, including who has authority over the documentation materials and how individuals who contribute to the documentation should be recognized.

The remaining articles in the Documentation section are case studies of specific documentation projects. Two of them treat the unique issues arising from work on signed languages: ULRIKE ZESHAN and HASAN DIKYUVA describe their project on Mardin Sign Language in Turkey, and JEFFREY DAVIS outlines his work in developing an archive of American Indian signed languages. A notable finding in the latter project is that there was a sign lingua franca employed by 'members of more than forty linguistic and cultural groups' (75). AMANDA HAMILTON, JAWEE PERLA, and LAURA C. ROBINSON describe the application of the Hawai'i Assessment of Language Access (HALA) to speakers of Adang, a language spoken on the Indonesian island of Alor. HALA is a tool designed to test language proficiency by measuring reaction times for lexical retrieval. Though the results of their experiment failed to reach statistical significance due to the small size of the data set, Hamilton and colleagues believe that HALA could be applied to various language settings in order to provide psycholinguistic evidence for language attrition. The contribution of MICHAEL RIESSLER and ELENA KARVOVSKAYA raises the crucial question of how attitudes about 'pure' forms of a language affect a language documentation project. In their work on exclusive focus particles in Kildin Saami, they have found that perceptions of 'correct' Saami influence speakers' actual language production. They insightfully recognize that this type of language variation needs to be dealt with in documentation. Finally, IOANNA SITARIDOU writes about the documentation and revitalization of Romeyka, the sole variety of Greek that remains in Turkey.

The vast majority of revitalization efforts around the world involve formal language teaching. Due to the unique conditions that surround each of these efforts, however, the same teaching methods cannot simply be transferred from one situation to the next with assured results. In addition, the spread of access to the internet and smartphones in many regions of the world has opened up novel opportunities to push language learning beyond the physical boundaries of a classroom. The papers in the Pedagogy section present lessons that have been learned in revitalization projects in four very different locations. TANIA M. KA'AI, JOHN C. MOORFIELD, and MUIRIS Ó LAOIRE focus on digital resources that have been developed for Māori. Formal efforts to revitalize Māori have been ongoing over three decades, beginning with the first *kōhanga reo* (language nest) in 1982. As the desire to develop Māori-based tertiary education arose, there was a lack of qualified instructors, or more accurately, the instructors (and potential students) were geographically dispersed. Technology was used creatively to overcome this hurdle, and in 2009 *Te Kāwai Kūmara*, an online synchronous platform, was launched and is now employed at multiple sites. In addition, a set of online digital resources have been developed, including textbooks, dictionaries, animated movies, and a learning platform. These can be incorporated into education at all levels or used by individual language learners.

A similar challenge confronted learners of North Saami. The density of Saami speakers in any one location is low, so providing language learning in every location is less than ideal. In HANNA OUTAKOSKI's contribution, she describes the development of *Språkens hus* (House of Languages)

at the University of Umeå in Sweden. House of Languages is a sophisticated virtual learning space, which enables language learning to occur between individuals who are not geographically proximate. It is not effective to translate the same pedagogy used in a physical classroom to an online platform; therefore, beyond the high-quality visual experience, the benefit of House of Languages is the care that was taken to develop tasks that operate well in a virtual world.

The other two articles in the Pedagogy section tackle quite distinct issues. First, how can effective education be delivered to nomadic populations, especially in instances where access to digital resources is limited? This is the question addressed by ALEXANDRA LAVRILLIER in 'A nomadic school in Siberia among Evenk reindeer herders'. Her answer is that it is not easy: in order to offer education to children in nomadic cultures without removing them from their families for long periods of time (as has been the practice in Siberia), there needs to be a sustained financial commitment on the part of regional authorities. There also has to be a greater willingness to involve the families themselves in the educational process. The second issue is, how do we assess language learning in revitalization situations? This is taken up by ARIEH SHERRIS, TACHINI PETE, LYNN E. THOMPSON, and ERIN FLYNN HAYNES. They lay out a useful assessment strategy being employed at the Nk'wusm Language Institute for children learning Salish; the assessments are helping instructors to rethink more task-based learning in their adult curricula.

The final section on Revitalization consists of a nicely diverse set of case studies: YAN MARQUIS and JULIA SALLABANK on Guernsey, a Romance language spoken on the Channel Islands of Britain; COLETTE GRINEVALD and BÉNÉDICTE PIVOT on Rama, a Chibchan language spoken in Nicaragua; MARIA KOUNELI, JULIEN MEYER, and ANDREW NEVINS on a whistled version of Greek; and JAMES COSTA and MÉDÉRIC GASQUET-CYRUS on Occitan and Provence in France. Each case study raises a number of valuable points about revitalization, and as a whole, these articles stress the importance of recognizing the rights of speakers and recognition of the value of the languages. The future success of revitalization depends in part on providing to a community a necessary degree of autonomy from political, educational, and/or assimilatory pressures, and it also depends in part on a critical mass of individuals who value a language and are committed to its use. This group of articles, some explicitly, focuses on the reality that communities involved in revitalization are not homogenous. Individual goals and agendas will differ, and so revitalization also depends on working through these differences in a productive way.

As my description of the content of *Keeping languages alive* suggests, the range of topics touched upon in the book is wide, which does come somewhat at the expense of an overall coherence to the volume. However, readers will find much of value to mine from these high-quality articles.

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Essentials of cognitive grammar. By RONALD W. LANGACKER. Oxford: Oxford University Press, 2013. Pp. 269. ISBN 9780199937356. \$26.95.

Reviewed by LAURA A. JANDA, *UiT The Arctic University of Norway*

Ronald W. Langacker and his COGNITIVE GRAMMAR (CG) have earned a privileged position within cognitive linguistics. L's books (Langacker 1987, 1991a,b, 2000) have given us the core concepts that define the framework of cognitive linguistics and continue to steer the research of most scholars in the field. In a sense, the current book is one that L has been writing all through his career. A distillation of his previous books, and a foreshortened version of Langacker 2008, *Essentials of cognitive grammar* is the first resource I would send a student or colleague to for a definitive, concise introduction both to L's work and to the entire field of cognitive linguistics.

The book is divided into two parts devoted to meaning (Part I, Chs. 1–3) and grammar (Part II, Chs. 4–8). The first part explores the essential role of meaning in language, motivating the 'con-