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African American, creole, and other vernacular Englishes in Education: A bibliographic resource. By John R. Rickford, Julie Sweetland, Angela E. Rickford & Thomas Grano. London/New York: Routledge. 2012. Pp. xx, 306. Paperback £39.99 /US \$61.00 [To order electronically, visit <http://www.routledge.com/>]

Reviewed by Bettina Migge (University College Dublin)

The place of so-called non-standard varieties of English and related varieties in education has received a fair amount of attention from both, researchers in (socio)linguistics and in education. There is now a substantial body of publications on a wide range of issues ranging from dialect readers, classroom practices, language policies to literature on differentiating (1) linguistic features related to speech, and (2) language disorders from dialect differences. The breadth and abundance of publications is nothing short of impressive, but it also presents a challenge for anyone interested in the field to stay abreast of the latest developments. Co-published by Routledge and the National Council of Teachers of English in the USA, this bibliographic resource is truly a god-sent for scholars in (socio)linguistics, cognate disciplines, and for professionals engaged in educational issues related to vernacular varieties. This bibliographic resource brings together in a systematic manner contributions from related disciplines published in a variety of journals and book collections that are not always known to all interested parties. Put together by a group of highly respected researchers with extensive knowledge in the field, the book provides a comprehensive but easily accessible overview of several decades of activity in this vibrant area of research.

The volume consists of a foreword by Walt Wolfram, acknowledgments, an introduction, topic overviews and short citation lists, the bibliography and information on the authors. Written by John Rickford and Julie Sweetland, the introduction explains that research on vernacular education emerged in the 1960 in the context of wider social change, notably the Civil Rights movement in the USA and the period of decolonization in the Caribbean and West Africa. Being aware of the importance of language in education, socially engaged linguists such as Beryl Bailey, Frederic Cassidy, Denis Craig, William Labov, Robert LePage to name but a few, set out to study divergent vernacular varieties in order to help improve the educational experience of minority children and to combat negative stereotypes about these varieties and their speakers' intellectual capacities. This bibliographical resource is testimony that research on vernacular (or related) varieties of English has evolved rapidly since that time. It includes a stunning 1626 references, spanning several decades of research and contributing to a number of educational debates such as the 1996 Ebonics controversy.

The references included in this bibliography focus on three types of vernacular varieties that have figured prominently in discussions of educational issues: (1) African American Vernacular English (AAVE), (2) (English-based) pidgins and creoles, and (3) selected varieties of English such as Latino/a Englishes, Asian and Asian American Englishes, Native American Englishes, Aboriginal Englishes, Appalachian Englishes. The references for AAVE constitute a clear majority, making up about 50% of the 1626 references; 20% relate to pidgin and creole languages, and about 30% to varieties of English in the USA

and other parts of the world. Starting out in the mid 1990s as Angela and John Rickford's personal bibliography on AAVE in education, the list of references was subsequently expanded and updated with additional entries on AAVE and other vernaculars for a course at Stanford by Julie Sweetland and John Rickford. A first publication of this bibliographic resource consisted of 650 entries and was published in 2004 in the *Journal of English Linguistics*. Besides the 2004 bibliography, the current version also references about 430 publications that have appeared since 2004 and the fruits of systematic searches of a variety of databases such as the electronic resource of the Educational Resource Information Center (ERIC), *Google Scholar* and *Google Books*.

One of the most useful aspects of this bibliography is found in the topic overviews that precede the bibliography. These 22 short texts give readers a detailed summary of the breadth of issues on which vernacular and education research has focused. Each of the texts provides a succinct discussion of the topical area, outlining in an easily accessible manner the main issues at stake, the different research strands, the historical development of the research on a given topic, as well as the main publications and prominent researchers in the area. Each topical introduction is then followed by a list of short citations of all the references in the bibliography that pertain to the topic in question, giving the user instant access to all the pertinent references. In the entry for Reading, for instance, first defines the significance of reading for the educational process and then names the central issue in relation to vernaculars: how does language variation impact on "the inequitable reading outcomes among African American and Latino students"? (p. 43). Early research on AAVE focused on showing that non-standard realizations of words during the reading process do not correlate with lack of comprehension, and thus "dialect-related oral miscues" (p. 43) should not be counted as reading errors.

While this research helped to produce more accurate ratings of students' reading abilities, it did not improve students' reading comprehension. As a result, more recent work has focused on refining research approaches. On the one hand, there has been greater emphasis on longitudinal studies and on investigating complex linguistic feature bundles related to AAVE rather than on children's realization of isolated phonetic features. On the other hand, scholars are examining in detail the true nature of mistakes. The aim is to find more effective ways of distinguishing between dialect features and errors, as well as to devise new educational materials that will help students avoid the latter.

Other work in the area of Reading has focused on raising awareness about extra-linguistic factors such as the home and school environment for explaining disparities between AAVE and White students. Much of this research also advocates for culturally inclusive reading materials in order to enhance and create students' motivation for reading. While the issue of Reading has received much less attention in the case of other varieties, the authors point readers to a number of pertinent references relating to Creoles, Latina/o English and other vernaculars. The textual overview of research on Reading is followed by about two pages of short citations on the topic.

The final part of the book presents the 239 pages of bibliography. It contains the full bibliographical information for each publication, and each entry is annotated for the main topical areas and vernacular varieties to which it pertains (letter and number codes are used to cross-reference the entries). The

letter codes refer to topical areas while the number codes identify the vernacular varieties dealt with in the article. For example, Moore (1990) is coded as 2ABR, indicating that it deals mostly with English-based pidgins and creoles focusing on issues in the area of Assessment and Achievement (A), Bidialectalism and/or Contrastive Analysis (B) and Reading (R). This elaborate cross-referencing and topic-coding of citations is useful for quickly obtaining a detailed overview of the kinds of topics that each reference deals with. Citations of publications that were deemed to be educationally or historically important by the authors are embellished with either the original abstract or a summary prepared by the authors and their assistants.

This landmark bibliographic resource is a must for all researchers and practitioners engaged in issues of vernacular varieties and education. It will be instrumental in raising awareness, and driving new developments in this burgeoning field of investigation. The authors are to be truly commended for this most worthwhile contribution.