

bilingual texts, using corpora and concordances, words and the senses, dictionary exercises, etc.) The intention is to provide a rich sourcebook of 118 classroom activities to be dipped into, tried and modified by the teacher. A companion website ([www.oup.com/elt/teacher/rbt](http://www.oup.com/elt/teacher/rbt)) provides regular updates to the ideas in the book.

While many of the activities are stimulating and original, others seem less useful. In Activity 6.9, 'Get as much wrong as you can', for instance, the students are asked to write out a text dictated by the teacher. As the students write, they are told to listen out for homophones of any words in the dictation and to write the wrong version of the homophone for the given context. The authors present a text which includes the sentence, 'If you did not do this, you would go barmy'. Students are therefore expected to write, 'If yew did knot do this ewe wood go balmy'. While such an exercise might be amusing for a native speaker, it seems likely to create considerable confusion amongst learners who find English spelling puzzling at the best of times.

*Vocabulary* provides a rich source of activities for teachers looking for new ways of teaching vocabulary. However, it is likely to appeal more to those who are sympathetic to the authors' New Age, sensory-based NLP approach to vocabulary acquisition than to teachers and learners who are sceptical of such theories.

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STEVENS, Alan M., and A. Ed. Schmidgall-Tellings, *A Comprehensive Indonesian-English Dictionary* (Athens, OH: Ohio University Press, 2004), pp. xviii + 1103. ISBN 0-8214-1584-0 (hbk).

According to the preface of this recently published dictionary, it is the result of 20 years of collaboration, cut short in 1997 by the death of one of the authors, A. Ed. Schmidgall-Tellings. According to the blurb on the inside flap of the front of the jacket, this dictionary, compiled from primary and secondary sources, contains vocabulary items ranging from classical language to recent slang, as well as tens of thousands of new entries dealing with technology, culture, politics and lifestyle.

It looks impressive. But how does one go about evaluating a dictionary? Prior to the publication of this volume, the standard reference dictionary for English-speaking scholars in fields of things Indonesian had been *An Indonesian-English Dictionary* by John M. Echols and Hassan Shadily, the third edition (1989) of which was revised and edited by John U. Wolff and James T. Collins in collaboration with Hassan Shadily, published in the USA by Cornell University Press and in Indonesia by P.T. Gramedia. To evaluate Stevens and Schmidgall-Tellings' new dictionary, a comparison with that of Echols-Shadily seemed a good way to begin.

The seventh printing (2001) of the third edition of Echols-Shadily claims to contain 31,000 entries. There is no indication on or in the new Stevens and Schmidgall-Tellings dictionary of the number of entries. However, it contains 1,103 pages, while the Echols-Shadily contains only 618 pages. 31,000 entries on 618 pages averages about 50 entries per page. If the number of words per page were about the same for

the two dictionaries, 50 entries per page times 1,103 would yield 55,150 entries. However, the pages of Stevens and Schmidgall-Tellings are larger and the print is smaller, so there are probably at least twice as many entries in the newer dictionary.

The Stevens and Schmidgall-Tellings dictionary would appear then to be more comprehensive. What of the quality and accuracy of definitions? To compare the two dictionaries in this respect, I tried to think of Indonesian words that are difficult to translate into English—words dealing with unusual tastes, shades of emotion, items of clothing and food items not common or unknown in English-speaking countries—and I checked the definitions in both dictionaries. Here are some examples:

- *Sepet* is the taste of an unripe persimmon, chico/sapodilla, or salak (fruit of the Zalacca palm), which causes the mouth to ‘pucker up’. Stevens and Schmidgall-Tellings translate this word as ‘sour, acid, harsh (in the mouth)’. Sour or acid it definitely is not. Harsh is better but not very precise. Echols-Shadily translate it as ‘astringent to the taste’. Though astringent makes me think of cosmetics meant to close pores and tighten the skin, Webster’s Unabridged defines it as ‘that contracts body tissues and blood vessels’, which is probably a more accurate description of the sensation produced by a bite of one of these unripe fruits. If I had to translate *sepét* with a single English word, I think ‘acrid’ might be the best choice.
- *Sungkem* is translated by both dictionaries as ‘show respect by kneeling and pressing one’s face to another’s knee’. This is correct but the word also refers to a feeling of being shy and embarrassed because of great respect for another person. Neither dictionary gives this meaning.
- *Stagen* is translated by Echols-Shadily as ‘woman’s waist sash or cummerbund’. This is not very precise. Stevens and Schmidgall-Tellings’ definition, ‘a strip of corded cotton measuring approximately 13 yards by 5 inches wound around the waist to secure the *kain* or *sarung* at one’s waist’ is much better.
- Stevens and Schmidgall-Tellings translate *langkuas/lengkuas* as ‘galingale’ and *laos* (actually the Javanese word for the same root-spice of the ginger family) as ‘galangal root’ (meaning the same thing as ‘galingale’, but the latter is the Anglicized form of the word). They translate *kencur*, another smaller root of the ginger family, as ‘greater galingale’. Echols-Shadily give similar definitions. Both are wrong. *Kencur* is ‘lesser galangal (or galingale)’ while *langkuas* (or *lengkuas* or *laos*) is ‘greater galangal (or galingale)’. [Personal knowledge confirmed at <http://www.theepicentre.com/Spices/galangal.html> ]

This is a very sparse sampling of examples but enough to represent the general conclusions:

- (1) The Stevens and Schmidgall-Tellings dictionary contains far more entries than Echols-Shadily.
- (2) In terms of accuracy, sometimes Stevens and Schmidgall-Tellings is better, sometimes Echols-Shadily is better and sometimes both are wrong.

Having said this though, the Stevens and Schmidgall-Tellings dictionary will definitely be a useful addition to the reference library of anyone working extensively with Indonesian-English translation or the interpretation of Indonesian texts. However, most of us probably will not want to discard our Echols-Shadily dictionaries just yet.

## REFERENCES

Echols, J.M., and H. Shadily

- 1989 *An Indonesian-English Dictionary* (rev. and ed. J.U. Wolff and J.T. Collins with H. Shadily; Ithaca, NY: Cornell University Press; Jakarta: P.T. Gramedia).  
<http://www.theepicentre.com/Spices/galangal.html>

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THOMPSON, Roger M., *Filipino English and Taglish* (Amsterdam/Philadelphia: John Benjamins, 2003), pp. 286. ISBN 90-272-4991 (Europe) and 1-58811-407-4 (US) (hbk).

This volume on English in the Philippines is part of a series entitled *Varieties of English Around the World*. My reading of this account of Filipino English coincided with the announcement of the death earlier this year of one of the most significant figures in the field of sociolinguistics in the Philippines, Bonifacio P. Sibayan. Also March of this year saw the retirement of Brother Andrew Gonzalez and Maria Lourdes S. Bautista, two other great names in the literature of Filipino English. Needless to say they are extensively quoted in this book.

The book itself is divided into three parts. The chapters in Part A look at the social and political forces that have followed English through its life cycle in the Philippines from the arrival of the United States in 1898 to the election of Joseph Estrada in 1998.

Part B looks at the social support for English in Metro Manila and the provinces in the last 100 years. In particular the author examines the various social settings to help answer the question of why Filipinos can be heard switching between English and Tagalog.

Part C investigates the role of the media in modeling language usage for the masses and provides a means for developing language proficiency. The author also poses the question of what evidence can be found for Taglish representing a new style of English that results from the convergence of English and Tagalog.

Finally the author speculates on whether Taglish will become the new Filipino language of national unity after the fall of Estrada. Or will it disappear and simply leave 'a gigantic Vocabulary footprint'?

My own reactions to this book are mixed, but this should not be taken in a negative sense. First, it was a great pleasure to read. It is very well written and beautifully