

heritage languages in the personal, academic, and social trajectories of linguistic minority students.

<http://brj.asu.edu>

07-468 TUDOR, IAN (U Libre de Bruxelles, Belgium), **Teacher training and 'quality' in higher education language teaching: Strategies and options.** *European Journal of Teacher Education* (Routledge/Taylor & Francis) 29.4 (2006), 519-532.

doi:10.1080/02619760600944811

The article focuses on the training of higher education language teachers from a quality enhancement perspective. After a brief discussion of the nature of quality in higher education, the article considers the implications which the expansion of language learning in higher education in Europe has for the teachers involved in designing and delivering language programmes. The main body of the article is then devoted to a discussion of the strategies and options in the field of the training of language teachers which emerged from reports on quality enhancement in higher education language studies prepared in 18 European countries. The reports were prepared within the framework of *Thematic Network Project 2*, organised by the European Language Council. The article concludes by highlighting the crucial role of teacher training in the 'quality cycle' with respect to both teaching and student learning.

<http://www.tandf.co.uk/journals>

Bilingual education & bilingualism

doi:10.1017/S0261444807004429

07-469 DICKER HOSTOS, SUSAN J. (City U New York, USA), **Dominican Americans in Washington Heights, New York: Language and culture in a transnational community.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.6 (2006), 713-727.

doi:10.2167/beb350.0

The immigrant experience in the USA has led to expectations of cultural and linguistic assimilation within two to three generations. However, the immigrant situation today is far different from what it has been traditionally. For many, the immigrant experience is a transnational one, with newcomers maintaining roots in the homeland while setting down new ones; in addition, ties to the homeland are not necessarily cut after the second generation is born on US soil. The Dominican American community of Washington Heights, New York is representative of this new immigrant paradigm. The current study records the experiences of five residents of this community,

representatives of the first and second generations. It shows that place in the immigrant generation order does not predict cultural and linguistic orientation. The quality of subjects' experience in the USA and the Dominican Republic, their views of the homeland and Washington Heights, and the views of the larger society toward Dominican Americans and their neighbourhood influence such orientation. The study also suggests that US-born Dominicans may have language needs that are not being met by formal educational institutions.

<http://www.multilingual-matters.net>

07-470 FITTS, SHANAN (California State U, USA), **Reconstructing the status quo: Linguistic interaction in a dual-language school.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 337-365.

This paper investigates how bilingualism is understood and practiced by adults and students in a dual-language elementary school. In this dual-language program, native English speakers and native Spanish speakers receive language and content instruction in both languages in linguistically integrated settings. I examine the participants' use of 'tactics of intersubjectivity' to understand how children use their two languages to ally themselves with and distance themselves from particular people, groups, and linguistic varieties. I ultimately argue that, while the program model is fundamentally based on the idea of the separation of languages and 'parallel monolingualism', it does offer students opportunities to explore linguistic forms and their attendant social meanings.

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07-471 HALL, ANNE-MARIE (U Arizona, USA), **Keeping La Llorona alive in the shadow of Cortés: What an examination of literacy in two Mexican schools can teach.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 385-406.

This article, a 5-month ethnographic research in Oaxaca, Mexico, examines various aspects of the literacy curriculum in 2 Mexican primary schools. The author observed and interviewed 35 students in 6th grade and 7 teachers in 2 schools, as well as examined student writing and teaching materials. The research suggests that though the Secretaria de Educación Pública (Secretary of Public Education, SEP) of Mexico mandates progressive educational theories, in practice, the national curriculum reinforces the Spanish colonialist views of indigenous languages and beliefs. In addition, there is a powerful intimate culture of children and families who interact with this curriculum. This study looks at what happens when the ideas and practices of the SEP collide with indigenous traditions, and what U.S. educators can learn from this.

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07-472 HAN CHUNG, HAESOOK (Defense Language Institute, USA), **Code switching as a communicative strategy: A case study of Korean-English bilinguals.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 293-307.

This study examines purposes of code switching (CS) and how CS is used as a communicative strategy between Korean-English bilinguals. Data were collected through videotaping of conversations between a first-generation Korean-English bilingual adult and two Korean-English bilingual children. Qualitative data analysis indicated that CS could be brought about and shaped by the dynamics of the relationship of the speaker-addressee and by cultural features embedded in the Korean language. The analysis also posited that CS functions as a communicative strategy for facilitating family communication by lowering language barriers as well as by consolidating cultural identity. Results raise further awareness that CS is a versatile strategy to meet the complex communicative demands between or within generations of an immigrant family.

<http://brj.asu.edu>

07-473 HILMARSSON-DUNN, A. M. (U Southampton, UK; amhd@soton.ac.uk), **Protectionist language policies in the face of the forces of English: The case of Iceland.** *Language Policy* (Springer) 5.3 (2006), 295-314. doi:10.1007/s10993-006-9027-2

Iceland is a small country of 280,000 inhabitants. Its language, Icelandic, has a long and stable history and has changed little in 1000 years. Most Icelanders consider the Icelandic language to be a prerequisite of national identity. However, there are fears that their language and national identity may change under the ubiquitous influence of English as a result of global trends. Resistance to language change in Iceland is very strong. The Icelandic Government has reacted to the threat of English by implementing a protectionist language policy, the two cornerstones of which are preservation and enhancement of the Icelandic language. This policy covers such areas as education, the media and information technology. Despite such efforts, however, English is on the rise. This paper analyses the current situation, exploring whether Iceland's language policies have had any effect on preserving Icelandic and on protecting Iceland's national identity.

<http://www.springer.com>

07-474 HOGAN-BRUN, GABRIELLE (U Bristol, UK; g.hogan-brun@bristol.ac.uk), **At the interface of language ideology and practice: The public discourse surrounding the 2004 education reform in Latvia.** *Language Policy* (Springer) 5.3 (2006), 315-335. doi:10.1007/s10993-006-9028-1

Educational decisions in the Baltic countries are made within the context of a hybrid school population, for whom the State language is a compulsory subject. There are no strict regulations as to the amount of teaching to be carried out in the titular (or state) language in Lithuania's and Estonia's schools. In Latvia, an amended education law requesting a minimum of 60 percent of the teaching to be carried out in the state language was introduced for implementation at all public upper secondary schools as from September 2004. This reform has aroused discontent amongst its large Russophone population. Overall, attendance at (Russian) minority-medium language schools is much higher in Latvia compared to that in Lithuania or Estonia, where children from minority communities are increasingly opting for mainstream schooling. This points to perceived differences by parents in the value of the linguistic market for their offspring. This paper focuses on the interplay of forces in educational policy-making at the time surrounding the 2004 education reform in Latvia. We shall see how the process of the implementation of the reform was framed in different ways by the (Latvian and Russian) press at the macro level. A set of actors who were in control was firmly positioned in the foreground. The transmission of their values impacted on the polarised social groups (the Latvians and Russians), who were framed in the background. These groups, whose saliency increased with the clarity and frequency of group clues in the political discourse, were made chronically visible by the context. The picture that emerged highlighted the ongoing discrepancy in Latvia between language policy (as laid down by law) and actual beliefs, needs and practices.

<http://www.springer.com>

07-475 JIMÉNEZ, TERESE C. (Loyola Marymount U, USA), **ALEXIS L. FILIPPINI & MICHAEL M. GERBER,** **Shared reading within Latino families: An analysis of reading interactions and language use.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 431-452.

Storybook reading research with monolingual families suggests that adult strategies used during shared reading provide greater opportunities for children's verbal participation while facilitating their language and literacy skills. Research of this type with linguistic minority children is relatively uncommon. In the present study, 16 primarily Spanish-speaking Latina/o caregivers and their 7- to 8- year-old children participated in a home-based reading intervention in the families' primary language. Parents were taught shared reading strategies based on Whitehurst and colleagues' (1988) Dialogic Reading. Results show increases in parents' strategy use and overall verbal participation. Further, measures of children's productive language and relative participation increased significantly. This pilot study has implications for further research and

intervention utilizing shared storybook reading within linguistic minority populations.

<http://brj.asu.edu>

07-476 KING, KENDALL & LYN FOGLE (Georgetown U, USA), **Bilingual parenting as good parenting: Parents' perspectives on family language policy for additive bilingualism.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.6 (2006), 695–712. doi:10.2167/beb362.0

This paper investigates how parents explain, frame and defend their particular family language policies. The authors focus on twenty-four families who are attempting to achieve additive Spanish-English bilingualism for their children, an aim which in many cases requires parents to use and to teach a language that is not their first language, nor the primary language of the home or wider community. They explore how parents make these decisions; how parents position themselves relative to expert advice and other members of their extended families; and how these decisions are linked to their identities as 'good' parents. The data suggest that parents draw selectively from expert advice and popular literature, using it to bolster their decisions in some cases while rejecting it in others. Extended families, in contrast, generally were raised in the interview discourse as points of (negative) contrast. Overall, it is found that parents primarily relied on their own personal experiences with language learning in making decisions for their children. Data further suggest that family language policies for the promotion of additive bilingualism have become incorporated into mainstream parenting practices, but also that these parents' efforts could be better supported.

<http://www.multilingual-matters.net>

07-477 LEE, BORIM (Wonkwang U, Korea; brlee@wonkwang.ac.kr), **SUSAN G. GUION & TETSUO HARADA, Acoustic analysis of the production of unstressed English vowels by early and late Korean and Japanese bilinguals.** *Studies in Second Language Acquisition* (Cambridge University Press) 28.3 (2006), 487–513. doi:10.1017/S0272263106060207

The production of unstressed vowels in English by early and late Korean- and Japanese-English bilinguals was investigated. All groups were natively like in having a lower fundamental frequency for unstressed as opposed to stressed vowels. Both Korean groups made less of an intensity difference between unstressed and stressed vowels than the native speakers (NSs) of English as well as less of a difference in duration between the two types of vowel than the NSs. The Japanese speakers, whose native language has a phonemic length distinction, produced more natively like durational patterns. Finally, the vowel quality (first and second formant frequencies) of unstressed vowels was different from the NS group's

for the late bilinguals, for whom unstressed vowels were widely dispersed in the vowel space according to their orthographic representations, and from the early Korean bilinguals, who substituted the Korean high central vowel. The results are discussed in terms of the effect of the phonological status of first language phonetic features and age of acquisition.

http://journals.cambridge.org/jid_SLA

07-478 MAR-MOLINERO, CLARE & PATRICK STEVENSON (Centre for Transnational Studies, U Southampton, UK; cmm@soton.ac.uk), **Breaching the peace: Struggles around multilingualism in Switzerland.** *Language Policy* (Springer) 5.3 (2006), 239–245. doi:10.1007/s10993-006-9025-4

Swiss multilingualism has been suggested as a model for a unified Europe. In this country, the territoriality principle and political subsidiarity have supported a discourse on multilingualism for the purpose of 'mutual understanding'. However, a conflict has recently upset the cohabitation of four national languages in Switzerland, resulting partly from conflicting responses to the spread of English in Swiss society. This paper discusses the struggle around the weighting of national languages versus English in educational language policy. The dominant discourse on multilingualism has been confronted with a globalising ideology, where competence in English is seen as a commodity to be acquired early. An economically powerful canton, Zurich, introduced English as a first additional language in primary school in 1998, triggering what has come to be known as *Sprachenstreit*, or 'language strife'. An apparent compromise may not be stable as language issues have now been subjected to a referendum. The implications of the Swiss case are discussed in the light of European language policy.

<http://www.springer.com>

07-479 MILLS, KATHY A. (Christian Heritage College, Australia), **'Mr travelling-at-will Ted Doyle': Discourses in a multiliteracies classroom.** *Australian Journal of Language and Literacy* (Australian Literacy Educators' Association) 29.2 (2006), 132–149.

This paper reports research findings of a critical ethnography concerning interactions between discourse, diversity and access to multiliteracies. The research was conducted in a culturally and linguistically diverse year six classroom. The findings concern the degree to which culturally nondominant students drew from their existing cultural resources and conditions on the use of home discourses. This is contrasted with the way in which culturally dominant students were familiar with classroom discourses and the implications of this for the distribution of access to multiliteracies. The

article concludes with a call for teachers to use cultural differences as a resource for multiliteracies.

<http://www.alea.edu.au>

07-480 PAGETT, LINDA (U Plymouth, UK; l.pagett@plymouth.ac.uk), **Mum and Dad prefer me to speak Bengali at home: Code switching and parallel speech in a primary school setting.**

Literacy (Blackwell) 40.3 (2006), 137–145

doi:10.1111/j.1467-9345.2006.00424.x

Although it contains a statutory inclusion statement, England's National Curriculum 'hardly acknowledges the learning practices of different minority groups' (Gregory & Williams 2003: 103). Through observation and interview, this study examines the repertoire of languages that six children for whom English is an additional language (EAL) choose to use at home and in their primary school settings in the West of England. The study bears out and extends previous research, which indicates that children from various ethnic backgrounds are involved in a struggle where they construct and reconstruct their identities according to the social situations they find themselves in. In addition to code switching between languages, the study reports on children using 'bilingual parallel speech', an unresearched practice. It shows that there may be a tension between schools' efforts to build upon the children's use of the home language and the children's reluctance to use it in a school setting, where the dominant institutional language is English, and where they would prefer to appear 'like everyone else'. Social capital would appear to be an important factor affecting children's use of language and this may make them reluctant to maintain and develop their home language. Schools may need to consider strategies that value bilingual children's commonality with the school culture.

http://www.blackwellpublishing.com/jnl_default.asp

07-481 RANSELL, SARAH (Nova Southeastern U, Ft Lauderdale, FL, USA), **MARIE-LAURE BARBIER & TOOMAS NIIT, Metacognitions about language skill and working memory among monolingual and bilingual college students: When does multilingualism matter?**

International Journal of Bilingual Education and Bilingualism (Multilingual Matters) 9.6 (2006), 728–741.

doi:10.2167/beb390.0

Previous research has shown that individual differences in working memory (WM) are highly predictive of a wide range of cognitive behaviours. Until recently, research has focused on monolingual, or undifferentiated, populations. The present research compares metacognitive awareness, as measured by self-ratings of reading, writing, speaking and listening skills in college students of varying language experience backgrounds. Monolingual, bilingual and multilingual university students within three cultural contexts, America, Estonia and France, read for comprehension and remembered

sentence final words of comprehended sentences in a reading span task in their native languages. The results show that bilingual and multilingual students have better metalinguistic awareness of their language skills in reading and WM than do students who are monolingual, but who have comparable native language skills.

<http://www.multilingual-matters.net>

07-482 SOUTO-MANNING, MARIANA (U Georgia, USA), **A critical look at bilingualism discourse in public schools: Autoethnographic reflections of a vulnerable observer.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.2 (2006), 559–577.

A bilingual elementary school teacher and mother of a bilingual child, the author questions the presence of specific bilingualism discourses in two Southeastern public schools. Despite research that shows the acquisition and development of two languages actually augment language processing and problem solving skills, the perception of children's brains as buckets preprogrammed for the development of a single language is still commonly employed in these schools and serves to support the placement of English language learners in special education classes. In this study, Critical Narrative Analysis, a hybrid of critical discourse analysis and conversational narrative analysis, is applied to meld a macro and microanalysis of the author's own teacher journal entries and the narratives of a veteran special education teacher. The article shows how the bilingualism discourse continues to reflect a deficit orientation.

<http://brj.asu.edu>

07-483 WORTHY, JO & ALEJANDRA RODRÍGUEZ-GALINDO (U Texas, USA), **'Mi hija vale dos personas': Latino immigrant parents' perspectives about their children's bilingualism.**

Bilingual Research Journal (National Association for Bilingual Education) 30.2 (2006), 579–601.

This paper presents the voices of 16 Latino immigrant parents whose children were upper elementary students in a bilingual education class in the southwestern United States. In interviews that focused on their children's language learning and usage, the parents spoke of a commitment to a better life for their children. All believed that English proficiency and bilingualism were keys to social and economic advancement and that speaking Spanish represented an essential tie to familial and cultural roots, and all demonstrated awareness and involvement in their children's education and language use. Many parents had begun to notice subtle signs of Spanish erosion and resistance, despite the fact that Spanish was the home language of all. To counteract the social and political forces drawing their children away from bilingualism, the parents were using a variety of strategies although most of them worked long hours simply to survive, and thus, had little free time. This study urges

that educators take the time to listen and learn how parents are able and willing to assist their children.

<http://brj.asu.edu>

Sociolinguistics

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07-484 ACETO, MICHAEL (East Carolina U, USA; acetom@ecu.edu), **Statian Creole English: An English-derived language emerges in the Dutch Antilles.** *World Englishes* (Blackwell) 25.3 & 4 (2006), 411–435.
doi:10.1111/j.1467-971X.2006.00480.x

This paper examines data gathered via fieldwork from St Eustatius, an island in the Dutch Caribbean. This English variety displays a handful of correspondences with other Englishes spoken in geographically proximate areas, but what is most noteworthy about this restructured English is that so much of its grammar is significantly different from many of those same nearby varieties. Historical, linguistic, and ethnographic data are interwoven to make the case that Statian English sounds different from most other Englishes of the Caribbean basin because the colonizing and settlement patterns of the island differed from plantation societies focusing on the production of cash crops. St Eustatius was a commercial center instead, offering an entrepôt for goods (and, at times, slaves) for sale to customers from the eastern rim of the Americas. In this import-export context, English as a lingua franca of trade emerged with its own distinctive cluster of features.

http://www.blackwellpublishing.com/jnl_default.asp

07-485 ANCHIMBE, ERIC A. (U Munich, Germany), **World Englishes and the American tongue.** *English Today* (Cambridge University Press) 22.4 (2006), 3–9.
doi:10.1017/S0266078406004020

Are the other varieties of English under threat from the United States? This paper reviews the place of the United States of America (her English and culture) in the contemporary world, especially with regard to the spread and use of the English language. World War II and its aftermath raised America to the height of political, economic, commercial, technological strength which saw the transformation of English from being a reserve of the British Isles and their queen, to a code of international linguistic transaction. English today is no longer just spreading world-wide, but is overwhelmingly adopting a predominant American touch, given the pride and prestige of the American lifestyle and pop culture. This paper therefore observes that in a quite foreseeable future the world Englishes will gradually

subsume their heterogeneous identities into the sweeping current of the American variety of English.

http://journals.cambridge.org/jid_ENG

07-486 BARTHA, CSILLA & ANNA BORBÉLY (Hungarian Academy of Sciences, Budapest, Hungary; bartha@nytud.hu), **Dimensions of linguistic otherness: Prospects of minority language maintenance in Hungary.** *Language Policy* (Springer) 5.3 (2006), 337–365.
doi:10.1007/s10993-006-9029-0

After some preliminary remarks on minority policy and potential impacts of Eastern enlargement of the EU in Central and Eastern Europe, we give a brief overview of the basic characteristics of the sociolinguistic and ideological context, as well as of minority policy and legislation concerning autochthonous minorities in Hungary. In the next section of the paper we introduce the results of a national sociolinguistic language shift survey conducted by the authors, focusing here on the comparative data on language and identity of the six communities studied. This is followed by a detailed analysis of the attitudes of the Romanian and Serbian communities to mother tongue and national identity. Research results presented in our article demonstrate that the language-identity link is not self-evident: these concepts need to be separated if real linguistic (and ethnic) arrangements are to be understood. Analysis of the 'architecture' of the respective ethnic identities and the role of minority languages in the construction and negotiation of identities revealed that the native language plays different roles within the studied communities.

<http://www.springer.com>

07-487 COETZEE-VAN ROOY, SUSAN (North-West U, Potchefstroom, South Africa; basascvr@puk.ac.za), **Integrativeness: Untenable for world Englishes learners?** *World Englishes* (Blackwell) 25.3 & 4 (2006), 437–450.
doi: 10.1111/j.1467-971X.2006.00479.x

Kachru (1988) and Sridhar and Sridhar (1992) argue that the spread of English as a world language increases the types of context in which English is learnt today. The sociolinguistic realities of world Englishes learners today challenge the validity of some second-language acquisition theories. One of the theoretical limitations of existing second-language acquisition theories is the dependence upon the notion of integrativeness to explain success in second-language acquisition. In this paper, the notion of integrativeness is problematized from an empirical and theoretical perspective. The main findings are: (1) second-language acquisition theories that rely on any assumption of integrativeness should not be applied uncritically to sociolinguistic contexts where learners are acquiring a variety of world English today; (2) it seems that the concentric circle description of