

The second major finding is related to the use of small-group learning as a strategy to promote collaborative learning. The study found that a community of learning does not happen just by putting trainees together into a group. Thirdly, the study demonstrated that action research should not be conducted with a predetermined problem in mind, but flexibly, to address issues that arise through the action research itself. The experience recounted here suggests that action research is much more than the technical things we do in classrooms; it also helps generate new knowledge.

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

Bilingual education & bilingualism

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07-91 ALMAGUER, ISELA (The U Texas-Pan American, USA), **Effects of dyad reading instruction on the reading achievement of Hispanic third-grade English language learners.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 509–526.

This article systematically reviews research on elementary reading programs for English language learners and other language-minority students. It focuses on studies that compared experimental and control groups on quantitative reading measures. Among beginning reading models, research supported structured, phonetic programs emphasizing language development in both native-language and English instruction. Tutoring programs were also supported. For upper-elementary reading, research supported a broad range of programs, but particularly effective were programs using cooperative learning, extensive vocabulary instruction, and literature.

<http://www.nabe.org>

07-92 ALMARZA, DARIO J. (U Missouri-Columbia, USA), **Connecting multicultural education theories with practice: A case study of an intervention course using the realistic approach in teacher education.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 527–539.

This paper reports on a 2-year-long research conducted under a qualitative research design. The study investigated the effectiveness of an immersion course that followed a realistic approach on pre-service teachers' deconstruction of negative and preconceived notions held about culturally and linguistically diverse students. Specifically, the study involved White female pre-service teachers shadowing culturally and linguistically diverse students for a semester and reflecting on the experience. The study provides persuasive accounts by the participant pre-service teachers on the positive

effects the course's approach had on both their multicultural perceptions and their ability to connect theory with practice.

<http://www.nabe.org>

07-93 ARKODIS, SOPHIE (U Melbourne, Australia), **Negotiating the rough ground between ESL and mainstream teachers.** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.4 (2006), 415–433.

English as a Second Language (ESL) and mainstream teachers' collaboration has largely been presented in policy as the unproblematic sharing of ideas. However, in the 20 years since this policy has been in place within Victoria, Australia, teachers are still struggling to find ways of effectively working together. This paper presents a theoretical framework that can be used to explore the dynamics of collaboration between ESL and mainstream teachers. It will be argued that developing collaborative practices between teachers who belong to different subject disciplines and often have different views of teaching is a complex process. Collaboration requires specialised skills on the part of the ESL teacher to gain some epistemological authority within the mainstream curriculum and cross the rough ground that can divide ESL and mainstream teachers within the secondary school context.

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

07-94 ARTEAGOITIA, IGONE, ELIZABETH R. HOWARD, MOHAMMED LOUGUIT, VALERIE MALABONGA & DORRY M. KENYON (Center for Applied Linguistics, USA), **The Spanish developmental contrastive spelling test: An instrument for investigating intra-linguistic and crosslinguistic influences on Spanish-spelling development.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 541–560.

This article describes the development of a Spanish-spelling measure designed to assess the progress made by Spanish-English bilingual children from Grade 2 to Grade 5. Different stages of measure development are described, such as the selection of the focus features, the pilot phase of the assessment, and the finalizing of the operational version. Two underlying attributes characterize the spelling measure described here. First, it is developmental, meaning that it contains a wide variety of features and items that differ according to spelling difficulty, such that the assessment is able to measure the growth of Spanish-spelling ability over the full sequence of the upper elementary grades. Second, it is contrastive, as it was designed to detect some areas of potential crosslinguistic influence from English to Spanish. The combination of these two characteristics makes this spelling measure a unique tool for assessing

the development of spelling ability by Spanish-English bilingual children.

<http://www.nabe.org>

07-95 BRANUM-MARTIN, LEE (U Houston, USA; Lee.Branum-Martin@times.uh.edu), **PARAS D. MEHTA, JACK M. FLETCHER, COLEEN D. CARLSON, ALBA ORTIZ, MARIA CARLO & DAVID J. FRANCIS**, **Bilingual phonological awareness: Multilevel construct validation among Spanish-speaking kindergarteners in transitional bilingual education classrooms.** *Journal of Educational Psychology* (American Psychological Association) 98.1 (2006), 170-181.

The construct validity of English and Spanish phonological awareness (PA) tasks was examined with a sample of 812 kindergarten children from 71 transitional bilingual education program classrooms located in 3 different types of geographic regions in California and Texas. Tasks of PA, including blending nonwords, segmenting words, and phoneme elision, were measured in Spanish and in English and analyzed via multilevel confirmatory factor analysis at the task level. Results showed that the PA tasks defined a unitary construct at both the student and classroom levels in each language. English and Spanish PA factors were related to each other (.93 and .83 at the student and classroom levels, respectively) as well as to word reading, both within languages (correlations estimated between .74 and .93) and across languages (correlations estimated between .47 and .79). Although the PA constructs were statistically separable in each language, the high correlation between Spanish and English PA indicates considerable overlap in these abilities.

<http://www.apa.org>

07-96 BROWN, CLARA LEE (The U Tennessee, Knoxville, USA), **Equity of literacy-based math performance assessments for English language learners.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.2 (2005), 337-363.

This article reports findings from a study that investigated math achievement differences between English language learners (ELLs) and fully English proficient (FEP) students on a literacy-based performance assessment (LBPA). It has been assumed that LBPA are superior to standardized multiple-choice assessments, but it has not been determined if LBPA are appropriate for measuring the math achievement of ELLs. The most salient characteristic of LBPA is that students read multi-level questions and explain how they solve math problems in writing. Thus, LBPA place great literacy demands upon students. Because most ELLs have underdeveloped literacy skills in English, these demands put ELLs at a great disadvantage. Analysis revealed that socioeconomic status (SES) had a significant impact on all students, but the impact was larger on FEP students than on ELLs; high-SES FEP students outperformed

high-SES ELLs, but there was no significant difference between low-SES ELLs and low-SES FEP students. High SES generally means more cognitive academic language proficiency, because of the influence of non-school factors such as the presence of a print-rich environment. High-SES ELLs did not do as well as high-SES FEP students because of a lack of academic English. The nature of the examination masked their true abilities. The finding of no difference between low-SES ELLs and low-SES FEP students, however, could be a result of the fact that neither group had the advantage of high cognitive academic language proficiency; the FEP students' only 'advantage' was superior conversational English, of little use for performing academic tasks. This article concludes that LBPA, together with the current assessment-driven accountability system, seriously undermine equal treatment for ELLs.

<http://www.nabe.org>

07-97 CALLAHAN, REBECCA M. (U Texas, USA), **The intersection of accountability and language: Can reading intervention replace English language development?** *Bilingual Research Journal* (National Association for Bilingual Education) 30.1 (2006), 1-21.

The language in recent education policy equates academic achievement with reading proficiency for English language learners (ELLs). In response to federal and state accountability efforts focused on reading, California high schools began to substitute reading intervention programs for English language development (ELD) curricula and instruction. This study compared the effect of a reading intervention program to that of a comprehensive ELD program on ELLs' achievement at one California high school. Ultimately, the comparison cohort earned higher achievement test scores than the reading intervention program cohort. Perhaps most striking, however, was the sheer proportion of ELLs excluded from services due to reading levels beyond the program exit level. As educators work to improve ELL achievement, the importance of curricula that meet students at their linguistic and academic level cannot be understated.

<http://www.nabe.org>

07-98 CAVALLARO, FRANCESCO (Nanyang Technological U, Singapore), **Language maintenance revisited: An Australian perspective.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 561-582.

Language maintenance has been an issue debated whenever languages come into contact. This paper presents a detailed discussion of the reasons most often cited as to why languages should be maintained, with a specific focus on Australia because of the country's multilingual makeup. Australia currently has about 150 aboriginal and Torres Strait Islander languages still in

use, and more than 100 languages other than English are spoken by its immigrant population. However, these diverse language resources have been allowed to steadily decline. The arguments for the maintenance of Australia's languages are categorized loosely based on Thieberger's (1990) work and each of the arguments is discussed: (a) group integrity and group membership, (b) identity, (c) cultural heritage, (d) social-humanitarian and economic implication, (e) assimilation, and (f) cognitive development and academic achievement. This paper argues that there are many apparent advantages to maintaining languages.

<http://www.nabe.org>

07-99 CHEUNG, ALAN & ROBERT E. SLAVIN (Center for Data-Driven Reform in Education, USA), **Effective reading programs for English language learners and other language-minority students.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.2 (2005), 244-267.

This article systematically reviews research on elementary reading programs for English language learners and other language-minority students. It focuses on studies that compared experimental and control groups on quantitative reading measures. Among beginning reading models, research supported structured, phonetic programs emphasizing language development in both native-language and English instruction. Tutoring programs were also supported. For upper-elementary reading, research supported a broad range of programs, but particularly effective were programs using cooperative learning, extensive vocabulary instruction, and literature.

<http://www.nabe.org>

07-100 COURTNEY, MICHAEL (Springdale Public Schools, USA), **Teaching Roberto.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.2 (2005), 475-484.

This paper is a case study in the form of a teacher's personal diary of experiences during a semester teaching a class of academically at-risk high school students. It focuses on the interactions among the teacher, the class, and Roberto, a student with negligible English skills. Because of his lack of proficiency in English, discovered later, Roberto began the semester withdrawn and unengaged. As the weeks passed, Roberto started to emerge and finally became an engaged member of the class. The experiences relate to linguistic, social, pedagogical, and personal phenomena inside the classroom. These factors provided an environment conducive to Roberto's emergence from isolation.

<http://www.nabe.org>

07-101 CREESE, ANGELA (U Birmingham, UK), **Supporting talk? Partnership teachers in classroom interaction.** *International Journal of*

Bilingual Education and Bilingualism (Multilingual Matters) 9.4 (2006), 434-453.

The literature on classroom discourse has too long constructed the classroom as a place of one teacher and many pupils. This paper challenges this view by investigating classroom discourse in two-teacher classrooms. Specifically, it presents a case study of an English as an Additional Language teacher and geography teacher working together in the geography classroom from a year-long ethnographical study. It draws on interview data and classroom transcripts to look at how the two teachers construct their roles and looks at how the two teachers' discourses differ in their interaction and negotiation with two individual bilingual students. The ethnographically informed discourse analysis shows the importance of balancing different kinds of pedagogic discourses within the classroom. Although discourses of facilitation and accessing are often viewed as secondary to the discourses of transmission, this paper shows the skills involved in teacher questioning and response in learning interactions.

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

07-102 DAVISON, CHRIS (U Hong Kong, China), **Collaboration between ESL and content teachers: How do we know when we are doing it right?** *International Journal of Bilingual Education and Bilingualism* (Multilingual Matters) 9.4 (2006), 454-475.

Partnership and the integration of language and content teaching in English-medium schools have long been active areas of research and inquiry in applied linguistics and TESOL. However, most researchers have tended to focus on methods and techniques to use in the classroom or on the analysis of the linguistic demands of the content areas. Much less attention has been paid to researching the process of co-planning and co-teaching and to supporting the evolution of the partnership between ESL and content teachers. This paper draws on questionnaire and interview data collected as part of a school-based professional development initiative in an English-medium school in Asia that focused on developing more collaborative relationships between ESL and content/classroom teachers in a large culturally and linguistically diverse elementary school. The paper begins with an analysis of some of the underlying assumptions in current conceptualisations of effective collaboration between ESL and mainstream/content-area teachers, then presents an emerging framework that draws on teacher talk and critical discourse analysis to describe and evaluate the stages of collaboration and the different levels of its effectiveness. The implications of this research for evaluating approaches to partnership and for setting realistic goals for professional development and institutional change will also be explored.

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

07–103 DE JONG, ESTER (U Florida, USA), **Integrated bilingual education: An alternative approach.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.1 (2006), 22–44.

Despite the importance of the integration of English language learners with native English speakers for social, academic, and linguistic purposes, few models of integrated bilingual education, other than two-way immersion programs, exist. This article describes one district's effort to design a K–5 late-exit bilingual program with an integration component. The study focused on the experiences of 35 bilingual and standard curriculum teachers who integrated their students for content area instruction. Analysis of written reflections submitted over 1 school year illustrates the positive influence of integration on social relationships and program status, and highlights teacher collaboration as a condition for success. The study also stresses that issues of language status and unequal student participation must receive explicit attention in integrated classrooms.

<http://www.nabe.org>

07–104 DOMÍNGUEZ, HIGINIO (U Texas at Austin, USA), **Bilingual students' articulation and gesticulation of mathematical knowledge during problem solving.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.2 (2005), 269–293.

This research focuses on eliciting bilingual students' problem-solving reasoning by providing mathematical tasks designed to involve the students in the action described in the problem by making connections to contexts familiar to them. Results showed these tasks allowed children to articulate their mathematical reasoning through gestures and speech. Two questions guided this investigation: (a) How do second-grade bilingual students communicate their mathematical reasoning? and (b) What is the role of the mathematical tasks in eliciting this mathematical reasoning? Analysis of seven second-grade Spanish–English bilingual students solving addition and subtraction problems showed that students simultaneously used words and gestures to communicate their mathematical reasoning to others and to regulate their own cognitive activity. In general, the students demonstrated that their developing bilingual proficiency did not constitute an impediment for guiding mathematical tasks to resolution; rather, students imparted mathematical meaning to each task by mutually supporting their verbal and nonverbal behaviors. The paper discusses how researchers and teachers can benefit from parallel attention to bilingual students' verbal and nonverbal communication. Both processes invite reflection on what it means to know and learn mathematics bilingually in early grades.

<http://www.nabe.org>

07–105 DUREN GREEN, TONIKA, MYLUONG TRAN & RUSSELL YOUNG (San Diego State U, USA), **The impact of ethnicity, socioeconomic status, language, and training program on teaching choice among new teachers in California.**

Bilingual Research Journal (National Association for Bilingual Education) 29.3 (2005), 583–598.

The cultural disparity between teachers and students has been a concern among educators for quite some time. While the student body grows more ethnically heterogeneous, non-Hispanic Whites, especially women, continue to dominate the teaching profession. Ethnicity, language, and socioeconomic status (SES) all play a critical role in the education of our students. Starting in 1994, California has required teachers who provide instruction for English- language development to have the Cross-cultural Language and Academic Development or Bilingual Cross-cultural Language and Academic Development Certificate. The purpose of this study was to compare beginning teachers from these two certification programs regarding their cultural backgrounds and initial employment placements. More specifically, the study investigated the linguistic, ethnic, and SES makeup of schools where they found initial employment. Secondly, this study investigated whether the two programs differentially attracted candidates by gender, age, linguistic background, SES, and cultural backgrounds. Results indicate that teachers often teach students with characteristics and backgrounds similar to their own. Teachers from culturally and linguistically diverse backgrounds taught more students from diverse backgrounds. Moreover, teachers who came from culturally, linguistically, and economically disadvantaged (low-SES) backgrounds appeared to be more attracted to a certificate program that allowed them to gain the skills and abilities to work with students from similar backgrounds.

<http://www.nabe.org>

07–106 GARCÍA-NEVAREZ, ANA G. (California State U, Sacramento, USA), **MARY E. STAFFORD & BEATRIZ ARIAS, Arizona elementary teachers' attitudes toward English language learners and the use of Spanish in classroom instruction.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.2 (2005), 295–317.

This study focused on the attitudes that elementary teachers have toward their English language learner (ELL) students' native languages (e.g. Spanish) and their use in instruction. A 27-item Likert-scale survey was administered to 152 first- through fourth-grade teachers from five school districts in Maricopa County, Arizona. These school districts have a large number of schools with students learning English as a second language. The researchers found that teachers' attitudes toward their ELL students differ significantly with the type of certification or endorsement they hold. The bilingual-certified teachers were more supportive of their ELL students using their native language in the

classroom than were traditional and English as a Second Language – certified teachers. In contrast to previous studies, the researchers found that the more years a teacher taught, the more his or her attitude became negative toward his or her students' native language. Implications for training of bilingual teachers are discussed.

<http://www.nabe.org>

07–107 GARDNER, SHEENA (U Warwick, UK),
**Centre-stage in the instructional register:
Partnership talk in Primary EAL.** *International
Journal of Bilingual Education and Bilingualism*
(Multilingual Matters) 9.4 (2006), 476–494.

Despite the potential benefits of partnership teaching, as distinct from collaborative teaching and support teaching, evidence from the Midlands and West of England suggests that full partnership teaching between a class teacher and language support teacher of English as an Additional Language is rare, though collaboration is increasing. Occasionally both teachers are centre-stage, and partnership talk, where two teachers together teach the class, occurs. Drawing on Christie's theory of regulative and instructional registers in curriculum genres, this paper analyses part of a Year 1 Social Studies lesson where the language support teacher moves from a silent, scribing role, through responding, then nomination and feedback moves in the regulative register, to initiating content and directing beautifully choreographed action centre-stage in the instructional register. This analysis forms the basis of a framework of variables that characterise a proposed continuum from support talk through collaborative talk to partnership talk. The analysis and interpretation of such teacher–teacher classroom talk when it does occur arguably constitutes an essential basis for understanding how language support relationships are realised and develop for the adults and children involved.

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

07–108 GARZA, AIMEE V. & LINDY CRAWFORD
(U Colorado at Colorado Springs, USA),
**Hegemonic multiculturalism: English
immersion, ideology, and subtractive schooling.**
Bilingual Research Journal (National Association for
Bilingual Education) 29.3 (2005), 598–619.

This article presents a case study of an elementary school situated within a prestigious school district that has undergone rapid demographic change in recent years. The authors explore how the school has accommodated growing numbers of linguistically and culturally diverse students while at the same time struggling to maintain district standards. In order to further our understanding of the process of subtractive schooling, a critique of an English-immersion program deemed 'successful' is provided by examining the discourses that define what success means in an inclusive setting. The authors theorize the concept of hegemonic multiculturalism

to explain the transitional nature of a school culture defined by dissonance between the ideology of multiculturalism and the school's pervasive assimilation agenda. Within this transitional space, success is defined quite narrowly in terms of immigrant students' level of assimilation, fluency in English, and performance on standardized tests. Although the school community claims to value bilingualism and student diversity, instructional practices inadvertently devalue these qualities in the name of equality for all.

<http://www.nabe.org>

07–109 HASSON, DEBORAH J. (Florida State U,
USA), **Bilingual language use in Hispanic young
adults: Did elementary bilingual programs help?**
Bilingual Research Journal (National Association for
Bilingual Education) 30.1 (2006), 45–64.

This descriptive study of language use examined the extent to which bilingual Hispanic young adults used their two languages in varying aspects of their lives and analyzed the extent to which they maintained the use of Spanish in these domains. A convenience sample of 202 undergraduate, Hispanic university students completed the Language and Education Survey (Hasson 2001). Data from the Language Use section of this instrument was the basis for the present study, which compared Hispanic students who were enrolled in bilingual or English for Speakers of Other Languages (ESOL) programs in their elementary schooling with students who experienced an all-English curriculum. The results of this study showed that while there was a definite shift toward English in this sample, there were nevertheless significant differences between the Bilingual/ESOL group and the All-English group in the very specific dimension of language use. The findings raised some critical questions regarding how school systems address the particular needs of bilingual students and how this might affect the maintenance of their native language and its use in later life.

<http://www.nabe.org>

07–110 HELMBERGER, JANET L. (Minneapolis
Public Schools, USA), **Language and ethnicity:
Multiple literacies in context, language
education in Guatemala.** *Bilingual Research
Journal* (National Association for Bilingual
Education) 30.1 (2006), 65–86.

This study focuses on the research literature available in the United States on the evolution of language policy and planning issues involved in bilingual education programs in Mayan communities in Guatemala. I begin with general comments regarding language policy and planning for bilingual programs for ethnic groups within the borders of nation/states. These ethnic groups strive to maintain their ethnic, collective identities, which include their first language, in the context of social, cultural, historical, economic, and political dimensions of daily living. I then describe the research I located

on such programs in Guatemala, making connections as I saw them across the dimensions indicated above. Specific gaps in the published research available are indicated in the conclusion, as are ways that the research impacts bilingual practitioners and researchers in the United States.

<http://www.nabe.org>

07–111 JOHNSON, ERIC (Arizona State U, USA), **WAR in the media: Metaphors, ideology, and the formation of language policy.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 621–640.

In 2000, the Arizona Proposition 203 campaign gained overwhelming public approval by claiming that Arizona's bilingual education programs impeded English-language learning of language-minority students. Established within a context of educational and social antipathy, it is necessary to look at the impetus for language policies like Proposition 203 and how they are promoted to the public. This project is based on Lakoff & Johnson's (1980) work with metaphor theory to uncover the rhetorical strategies applied in the media by the English for the Children campaign to position Proposition 203 in a favorable light. Grounded in Critical Discourse Analysis, Santa Ana's (2002) metaphor analysis model is applied here to unveil the most prominent metaphors used to degrade bilingual education in public discourse. While many metaphors were applied in this debate, this work concentrates on the multivalent metaphor PROPOSITION 203 AS WAR to expose the underlying ideology of Proposition 203 and its supporters. The metaphor of WAR was purposely implemented to construct a context of violence and heroism. This study exposes the rhetorical strategies used by opponents of bilingual education and highlights the nature of metaphor as a tool of persuasion.

<http://www.nabe.org>

07–112 KANDEL, SONIA (U Pierre Mendes, France; Sonia.Kandel@upmf-grenoble.fr), **CARLOS J. ÁLVAREZ & NATHALIE VALLÉE, Syllables as processing units in handwriting production.** *Journal of Experimental Psychology: Human Perception and Performance* (American Psychological Association) 32.1 (2006), 18–31.

This research focused on the syllable as a processing unit in handwriting. Participants wrote, in uppercase letters, words that had been visually presented. The interletter intervals provide information on the timing of motor production. In Experiment 1, French participants wrote words that shared the initial letters but had different syllable boundaries. In Experiment 2, French- and Spanish-speaking participants wrote cognates and pseudowords with a letter sequence that was always intrasyllabic in French and intersyllabic in Spanish. In Experiment 3, French-Spanish bilinguals wrote the cognates and pseudowords with the same type of se-

quences. In the three experiments, the critical interletter intervals were longer between syllables than within syllables, indicating that word syllable structure constrains motor production both in French and Spanish.

<http://www.apa.org>

07–113 LAIJA-RODRÍGUEZ, WILDA (California State U, USA), **SALVADOR HECTOR OCHOA & RICHARD PARKER, The crosslinguistic role of cognitive academic language proficiency on reading growth in Spanish and English.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.1 (2006), 87–106.

The Office of Civil Rights (2001) and the No Child Left Behind Act of 2001 (Antunez 2003) mandate that language proficiency and academic achievement be measured in order to provide equal educational opportunities to English language learners and have an accountability system for their language and academic growth. The Cognitive Academic Language Proficiency (CALP) construct is often cited in the literature as a milestone to second-language (L2) development and as having a significant relationship with academic achievement in the L2. Studies have typically explored the relationship between the primary language (L1) and the L2 separately with academic achievement. Language proficiency has often been viewed as a unitary construct without considering the interrelationship between L1 and L2 (Cummins 2001). This study investigated the crosslinguistic relationship between the CALP in L1 and L2, as measured by the Woodcock-Muñoz Language Survey (WMLS) and reading growth, as measured by Curriculum Based Measurement Oral Reading Probes, with 77 second- and third-grade students in transitional bilingual classes. A significant, but weak relationship was found between Spanish CALP Broad Standard Score and English CALP Broad Standard Score with reading growth in Spanish and in English, respectively. The crosslinguistic relationship, as measured by the WMLS, and its relationship to reading growth is further discussed.

<http://www.nabe.org>

07–114 Langdon, Henriette W. (San José State U, USA), **ELISABETH H. WIIG & NIELS PETER NIELSEN, Dual-dimension naming speed and language-dominance ratings by bilingual Hispanic adults.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.2 (2005), 319–336.

This study compared the efficacy of measures of naming speed, verbal fluency and self-ratings for establishing language dominance in 25 bilingual English-Spanish adults with college degrees. Naming speed was measured by total naming times (in seconds) for five Alzheimer's Quick Test tasks and verbal fluency with the Word Listing by Domain. Self-ratings of English-Spanish competence (listening, speaking, reading, and

writing) and frequency of use of each spoken language served as standards for comparisons. For the aggregate sample, color–form, color–animal, and color–object naming times were significantly shorter for English than Spanish ($p < .01$). There was 100% agreement in language–dominance judgments between self-ratings of language competence and frequency of use, and color–form, color–animal, and color–object naming-time differences in the two languages. Word Listing by Domain quotients for language dominance showed a lower degree of agreement (52%) with self-ratings and naming-time differences. The findings suggest that cross-linguistic comparisons of naming times for color–form, color–animal, and color–object naming may be helpful in screening adults for language dominance for psychoeducational assessment purposes.

<http://www.nabe.org>

07–115 LEE, STEVEN K. (Portland State U, USA), **The Latino students' attitudes, perceptions, and views on bilingual education.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.1 (2006), 107–122.

In light of the continuing debate surrounding bilingual education, there has been a renewed interest to examine the perceptions and views on the subject from various constituents. The purpose of this study was to examine the group who is the target of and most affected by this controversy – English language learners. The study surveyed 280 Latino students, all of whom were enrolled in bilingual classes, including Spanish maintenance and sheltered classes, in seven urban middle schools in Southern California, in regard to their attitudes, perceptions, and views on bilingual education. The study found that an overwhelming majority (90%) of the students surveyed believed that bilingual education was helpful to their educational experience and 86% supported the offering of bilingual education programs in public schools. Interestingly, however, if given a choice, 53% of the students responded that they would prefer to be in non-bilingual classes. Nevertheless, almost three-quarters (71%) of the subjects reported that bilingual education supported their cognitive and emotional development, suggesting the psycho-affective benefits beyond language development for English language learners.

<http://www.nabe.org>

07–116 LEUNG, CONSTANT (King's College London, UK; constant.leung@kcl.ac.uk), **Language and content in bilingual education.** *Linguistics and Education* (Elsevier) 16.2 (2005), 238–252. doi:10.1016/j.linged.2006.01.004

This article suggests that there is a tendency to argue for or against bilingual education in terms of productivity (student attainment expressed as test scores), and that productivity is discussed in terms of division of time, curriculum and speakers. Although this orientation

has produced some valuable macrolevel accounts, it does not address the need for close-up interaction data showing how language(s) is/are used by teachers and students in classroom activities. It is argued that such data is vital for understanding language and curriculum content learning in specific local contexts, which in turn can be fed into wider discussions on pedagogy and policy in bilingual education.

<http://www.elsevier.com>

07–117 LINDHOLM-LEARY, KATHRYN (San Jose State U, USA) & **GRACIELA BORSATO, Hispanic high schoolers and mathematics: Follow-up of students who had participated in two-way bilingual elementary programs.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 641–652.

Research shows a serious underrepresentation of Hispanic students entering the math, science, and engineering fields, possibly fueled by a large gap in math achievement between Hispanic and Euro-American students. The current study addressed this concern by examining the general school-related attitudes, coursework, and achievement, with a focus on math for 139 high school students – Hispanics who were previous English language learners, native English-speaking Hispanics, and Euro-American English speakers – who had been enrolled in a two-way bilingual program throughout elementary school. The results showed that all three groups of students had positive attitudes toward math and school in general and were scoring at grade level in math. They were taking higher level college preparation math courses and getting mostly average grades (Bs and Cs) in those courses. These results suggest that the two-way bilingual program may provide the academic preparation and schooling attitudes, including in mathematics, that enable all three groups of students to be more successful than the average Hispanic and low-socioeconomic status students described in the literature.

<http://www.nabe.org>

07–118 LÓPEZ, MARÍA G. & ABBAS TASHAKKORI (Florida International U, USA), **Differential outcomes of two bilingual education programs on English language learners.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.1 (2006), 123–144.

This study investigated the effects of two types of bilingual programs (two-way and transitional) on the academic performance and attitudes of fifth-grade students who entered kindergarten or first grade with different levels of English proficiency. A mixed methods design with both quantitative and qualitative data collection and analyses phases was employed. Quantitative data analyses indicated no significant differences in standardized measures of English achievement, although significant differences were found in other measures,

including measures of oral language acquisition in English, Spanish-reading ability, students' attitudes, and perceived levels of proficiency in English and Spanish. Qualitative data analysis indicated that the students in two-way bilingual education programs were more likely to express positive attitudes towards bilingualism. Based on the mixed data, it is concluded that despite some similarity in the effects, each of the bilingual programs also has unique effects. Policy decisions should be made on the basis of relative importance, value, and the costs of these unique advantages and disadvantages.

<http://www.nabe.org>

07-119 LUNG, RACHEL (Lingnan U, Hong Kong, China; wclung@ln.edu.hk), **Translation training needs for adult learners.** *Babel* (John Benjamins) 51.3 (2005), 224-237.

A survey on the translation training needs of adult learners in Hong Kong was conducted in February 2002. Quantitative and qualitative data were collected from 185 applicants of a Postgraduate Diploma in Translation programme through a standard form (see Appendix I) requesting demographic and education background information, along with a 400-word English essay spelling out the applicant's reasons for applying. The Statistical Package for Social Scientists (Windows 10.1 version) was used to perform gross statistics. Advanced statistical procedures were deliberately spared in order to have the rudimentary findings presented, without any technical distortion. These findings provided an objective picture about the nature of translation needs for adult learners in general. Such feedback from people of the real working arena would also shed light on the nature and direction of university translation programme provision.

<http://www.benjamins.com>

07-120 MACSWAN, JEFF (Arizona State U, USA) & **LISA PRAY, Learning English bilingually: Age of onset of exposure and rate of acquisition among English language learners in a bilingual education program.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 653-678.

This article asks whether children enrolled in a bilingual education program learn English in a reasonable amount of time, and whether older children learn English faster than younger children. Children (N = 89) were found to achieve parity with native English speakers in a range of 1 to 6.5 years and in an average of 3.31 years on measures of English language. Indirect comparisons with other data suggest that children in bilingual education programs learn English as fast as or faster than children in all-English programs, and an ANOVA analysis indicates that older school-age children in the sample learn English faster than younger children, $F(4, 84) = 9.037$, $p < .001$, adjusted $R^2 = .268$. The evidence supports the underlying rationale of bilingual

education programs; in addition, the authors argue that English-only programs may inhibit successful learning of academic subject matter.

<http://www.nabe.org>

07-121 MONZÓ, LILIA D. (U California, Los Angeles, USA), **Latino parents' 'choice' for bilingual education in an urban California school: language politics in the aftermath of proposition 227.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.2 (2005), 365-386.

This paper examines the choices parents have made regarding language of instruction in their children's classrooms, particularly in California after the implementation of Proposition 227. The data for this study are drawn from a two-year ethnography of eight Latino families from an urban immigrant Latino community. The parents in the study held a high value for bilingual education, particularly in the elementary grades. However, parents' choice for language of instruction was not always a choice but rather determined by lack of access to information and school-community power relations.

<http://www.nabe.org>

07-122 MUGADDAM, ABDEL RAHIM HAMID (U Khartoum, Sudan), **Language status and use in Dilling City, the Nuba Mountains.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.4 (2006), 290-304.

This paper examines the status and use of language in the Nuba Mountains, Sudan. It is based on responses to 1496 questionnaires administered to people belonging to 37 different ethnic groups. Subjects were asked about language proficiency, language use in different domains and language attitudes. Factors such as sex, generation, intermarriage, education and urbanisation were correlated to the process of language shift among the groups under investigation. The results suggest a clear language shift towards Arabic across many different groups, especially the Dilling, Ama and Gulfan. Education and urbanisation were found to have strong effects on the shift away from ethnic languages. Women appear to have taken the lead in the process. Their growing role in socioeconomic life and the increasing opportunities for women to get an education have been among the main impetuses for women to abandon their own ethnic languages.

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

07-123 NAPIER, JEMINA (Macquarie U, Australia; jemina.napier@ling.mq.edu.au), **Training sign language interpreters in Australia: An innovative approach.** *Babel* (John Benjamins) 51.3 (2005), 207-223.

This paper describes an innovative approach to training sign language interpreters, through a program established at Macquarie University in Sydney, Australia. The course is innovative because sign language and spoken language interpreting students jointly study key subjects, which enables all students to gain insight into the theoretical applications and professional practices of their respective working experiences. This component is particularly innovative as sign language interpreting programs are typically provided as language specific courses with little (if any) exposure to interpreting students of other languages. This paper will provide an overview of the program for both spoken and signed language interpreters, detailing the structure, content and delivery modes, with the aim of encouraging other interpreter educators to consider combining the teaching of all language interpreters.

<http://www.benjamins.com>

07-124 OLADEJO, JAMES (National Kaohsiung Normal U, Taiwan), **Parents' attitudes towards bilingual education policy in Taiwan.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.1 (2006), 147-170.

This paper investigates the opinions of parents on some critical issues relating to recent educational reforms and their effects on foreign language education in Taiwan, particularly those aspects of the reforms that relate to the learning of English as a foreign language in the country. The paper noted that educational reforms in the country are dictated down from the authorities with little input from the public at large. This process has often resulted in complaints and confusion among the population, and consequently further reforms have often been rushed through in order to plug the emerging lacunae. The study found that much of the changes embarked upon by the government are out of tune with parental perceptions and expectations. It strongly recommends the need to develop a process of societal participation and parental consultation in educational planning and language policy issues, prior to the implementation of such reforms through the education process. This way, frequent changes and the attendant confusion that have characterized the education system in Taiwan can be minimized. Other suggestions are offered towards enhancing the teaching of English as a foreign language in Taiwan.

<http://www.nabe.org>

07-125 PANEQUE, ONEYDA M. (Barry U, USA) & **PATRICIA M. BARBETTA, A study of teacher efficacy of special education teachers of English language learners with disabilities.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.1 (2006), 171-193.

This study examined the teacher efficacy of special education teachers of English language learners (ELLs) with disabilities by surveying 202 elementary special

education teachers. Overall participant teacher efficacy scores were high. No statistically significant differences in efficacy scores were found for levels of teacher preparation, number of years of teaching experience, or socioeconomic status of the students. A statistically significant difference in perceived efficacy was found with self-reported proficiency in the language of the students. In addition, a multiple regression analysis indicated that proficiency in the language of the students accounted for significant variance in predicting the level of teachers' perceived efficacy. Responses to the open-ended questions about what was most helpful when working with ELLs with disabilities yielded two major themes: organizational issues and teacher issues. The results demonstrate the positive correlation between proficiency in the language of the students and teacher efficacy.

<http://www.nabe.org>

07-126 PROCTOR, PATRICK C. (Center for Applied Special Technology, USA), **DIANE AUGUST, MARÍA S. CARLO & CATHERINE SNOW, The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension.** *Journal of Educational Psychology* (American Psychological Association) 98.1 (2006), 159-169.

This study explored a holistic model of English reading comprehension among a sample of 135 Spanish-English bilingual Latina and Latino 4th-grade students. This model took into account Spanish language reading skills and language of initial literacy instruction. Controlling for language of instruction, English decoding skill, and English oral language proficiency, the authors explored the effects of Spanish language alphabetic knowledge, fluency, vocabulary knowledge, and listening comprehension on English reading comprehension. Results revealed a significant main effect for Spanish vocabulary knowledge and an interaction between Spanish vocabulary and English fluency, such that faster English readers benefited more from Spanish vocabulary knowledge than their less fluent counterparts. This study demonstrates the existence of literary skills transfer from the L1 to the L2, as well as limits on such transfer.

<http://www.apa.org>

07-127 RAMÍREZ-ESPARZA, NAIRÁN (U Texas, USA; nairan@mail.utexas.edu), **SAMUEL D. GOSLING, VERÓNICA BENET-MARTÍNEZ, JEFFREY P. POTTER & JAMES W. PENNEBAKER, Do bilinguals have two personalities? A special case of cultural frame switching.** *Journal of Research in Personality* (Elsevier) 40.2 (2006), 99-120.
doi:10.1016/j.jrp.2004.09.001

Four studies examined and empirically documented Cultural Frame Switching (CFS) (Hong, Chiu & Kung 1997) in the domain of personality. Specifically, we asked whether Spanish-English bilinguals show different personalities when using different languages? If so, are the two personalities consistent with cross-cultural

differences in personality? To generate predictions about the specific cultural differences to expect, Study 1 documented personality differences between US and Mexican monolinguals. Studies 2–4 tested CFS in three samples of Spanish–English bilinguals, located in the US and Mexico. Findings were replicated across all three studies, suggesting that language activates CFS for Extraversion, Agreeableness, and Conscientiousness. Further analyses suggested the findings were not due to anomalous items or translation effects. Results are discussed in terms of the interplay between culture and self.

<http://www.elsevier.com>

07–128 RAMOS, FRANCISCO (Loyola Marymount U, USA), **Spanish teachers' opinions about the use of Spanish in mainstream English classrooms before and after their first year in California.**

Bilingual Research Journal (National Association for Bilingual Education) 29.2 (2005), 411–433.

Five Spanish teachers working in California elementary schools participated in this project. Although they were assigned to teach in mainstream English programs, they noticed that some of the Latino students in their classrooms were officially classified as English language learners (ELLs) and, as such, had difficulties understanding their explanations. This realization led the teachers to provide these students with additional explanations in Spanish to bridge the existing language gap. The purpose of this study was twofold: to examine the teachers' opinions about the role of Spanish in the English acquisition process of their ELLs and to analyze and compare their support for several theoretical and practical principles of native-language instruction before and after their first year teaching in California schools. In their responses, the teachers showed support for the tenets of bilingual education and concurred that their use of Spanish helped improve the academic progress, English acquisition, and behavior of their ELLs.

<http://www.nabe.org>

07–129 REESE, LESLIE (California State U, USA), **RONALD GALLIMORE & DONALD GUTHRIE, Reading trajectories of immigrant Latino students in transitional bilingual programs.**

Bilingual Research Journal (National Association for Bilingual Education) 29.3 (2005), 679–697.

Using data from a random sample of Latino students in California, tracked throughout their elementary and middle school years, this paper examines ways in which outcomes vary for students of similar language and socioeconomic background who are initially instructed in their native language in transitional bilingual programs. As the students made the transition to instruction in English, which took place for most students in the sample between Grades 2 and 4, all students experienced an abrupt decline in performance on standardized reading test scores in English. However, performance trajectories after transition took markedly

different paths, with higher achievers returning to pre-transition rates of performance as lower achievers continued an achievement decline that began for many while still being instructed in Spanish. The paper also examines school factors potentially associated with variations in performance (school-wide reform and strong kindergarten program) for subsets of the sample.

<http://www.nabe.org/>

07–130 ROGERS, CATHERINE, L. (U South Florida USA; crogers@cas.usf.edu), **JENNIFER J. LISTER, DASHIELLE M. FEBO, JOAN M. BESING & HARVEY B. ABRAMS, Effects of bilingualism, noise and reverberation on speech perception by listeners with normal hearing.** *Applied Psycholinguistics* (Cambridge University Press) 27.3 (2006), 465–485. doi:10.1017/S014271640606036X

This study compared monosyllabic word recognition in quiet, noise, and noise with reverberation for 15 monolingual American English speakers and 12 Spanish–English bilinguals who had learned English prior to 6 years of age and spoke English without a noticeable foreign accent. Significantly poorer word recognition scores were obtained for the bilingual listeners than for the monolingual listeners under conditions of noise and noise with reverberation, but not in quiet. Although bilinguals with little or no foreign accent in their second language are often assumed by their peers, or their clinicians in the case of hearing loss, to be identical in perceptual abilities to monolinguals, the present data suggest that they may have greater difficulty in recognizing words in noisy or reverberant listening environments.

http://journals.cambridge.org/jid_APS

07–131 SANDOVAL-LUCERO, ELENA (U Colorado at Denver, USA), **Recruiting paraeducators into bilingual teaching roles: The importance of support, supervision, and self-efficacy.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.1 (2006), 195–218.

This mixed methods study examined the self-efficacy beliefs of paraeducators who became bilingual teachers and paraeducators who did not to explore the possibility that self-efficacy plays a role in paraeducators' career decisions. Data were collected through three sources: a survey, career goal statements, and interviews. Fourteen participants were included in the study. There were qualitative differences and significant quantitative differences between the two groups. Those who became bilingual teachers described work environments and duties that promoted the development of their teacher efficacy. Those who remained in the paraeducator roles described very different work environments. The study highlights the importance of clearly defining paraeducators' roles and responsibilities in ways that

utilize their skills, abilities, and interests, and promote their career development.

<http://www.nabe.org>

07-132 STRITIKUS, TOM T. (U Washington, USA), **Making meaning matter: A look at instructional practice in additive and subtractive contexts.** *Bilingual Research Journal* (National Association for Bilingual Education) 30.1 (2006), 219–227.

In this article, I examine the implications of additive and subtractive conceptions for the education of English language learner (ELL) students. To understand how competing theories regarding the education of ELL students materialize into action, I examine select findings from one district's implementation of Proposition 227. Focusing on the cases of two teachers, I examine the connections between teachers' theories about their students and the role in the policy to practice connection. This article provides an opportunity for school leaders to consider the implications of subtractive and additive approaches in the educational achievement of ELL students.

<http://www.nabe.org>

07-133 SUTTERBY, JOHN A., JAVIER AYALA & SANDRA MURILLO (U Texas at Brownsville, USA), ***El sendero torcido al español [The twisted path to Spanish]: The development of bilingual teachers' Spanish-language proficiency.*** *Bilingual Research Journal* (National Association for Bilingual Education) 29.2 (2005), 435–452.

This paper describes the development of Spanish-language proficiency in bilingual preservice teachers at a university on the Texas–Mexico border. A survey with open-ended questions was administered to pre-service teachers in bilingual and English as a Second Language certification programs. The purpose of this study was to investigate the paths that heritage Spanish-speaking pre-service teachers take to become bilingual in a border community university. The analysis of their responses suggests that they are individuals negotiating their identities between language communities. The influences of community, family, and school on their Spanish-language development are presented. In addition, implications for improving Spanish-language proficiency for bilingual teachers are discussed.

<http://www.nabe.org>

07-134 TAKEUCHI, MASAE (Victoria U, Australia), **The Japanese language development of children through the 'one parent–one language' approach in Melbourne.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.4 (2006), 319–331.

This study examines the process of Japanese language maintenance or shift among children who were exposed

to Japanese and English through the 'one parent–one language' approach in Melbourne. The aim was to identify factors that correlate with successful and unsuccessful cases of Japanese language maintenance of such children. The data were based on interviews with 25 Japanese mothers about their children's sociolinguistic environment and language experience. An important finding of my study is that the Japanese mother's interactional style, namely consistency in language choice and her insistence that her child should speak Japanese with her, and her commitment to engaging in regular interactions with her child in Japanese, seemed to have a strong correlation with the level of the child's Japanese language use. A parent's positive attitude and the extent of contacts with other Japanese speakers and frequency of trips to Japan did seem to help to prompt continuous development in the Japanese language. However, these features themselves did not substitute for regular shared conversations between the Japanese mother and the child, nor did they predict the level of success in the child's Japanese language development.

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07-135 TORRES-GUZMÁN, MARÍA E. & TATYANA KLEYN (Teachers College, Columbia U, USA) & **STELLA MORALES-RODRÍGUEZ, ANNIE HAN,** **Self-designated dual-language programs: Is there a gap between labeling and implementation?** *Bilingual Research Journal* (National Association for Bilingual Education) 29.2 (2005), 453–474.

The United States has seen a tremendous growth in dual-language programs over the last decade. This rapid growth brings up questions about the congruency between labels and implementation. Our experiences observing some of the programs and listening to teachers talk about the programs in New York City led us to propose that many of the self-designated dual-language programs stray from even the minimal guidelines for such programs. Our study investigated this, and within this paper we will juxtapose those programs that are congruent with the minimal standards with those that are less faithful to the model in order to gain a better understanding of how schools and districts can work to create dual-language programs that foster an authentic transformation of the instructional environment.

<http://www.nabe.org>

07-136 WANG, MIN (U Maryland, USA; minwag@umd.edu), **YOONJUNG PARK & KYOUNG RANG LEE,** **Korean–English biliteracy acquisition: Cross-language phonological and orthographic transfer.** *Journal of Educational Psychology* (American Psychological Association) 98.1 (2006), 148–158.

Cross-language phonological and orthographic relationship in the biliteracy acquisition of children learning to read Korean and English was investigated in this study. Forty-five Korean–English bilingual

children were tested in first-language (L1; Korean) and 2nd-language (L2; English) reading skills focusing on two reading processes – phonological and orthographic processing. The authors found that phonological skills in L1 and L2 were strongly correlated, and Korean phonological skills explained a unique amount of variance in English pseudoword reading beyond English phonological and orthographic skills. However, there was limited orthographic skill transfer between the 2 systems. Results are discussed within the framework of universal phonological processes in learning to read. The authors conclude that bilingual reading acquisition may be a joint function of general phonological processes and orthographic-specific skills.

<http://www.apa.org>

07–137 WEISSKIRCH, ROBERT S. (California State U, Monterey Bay, USA), **Emotional aspects of language brokering among Mexican American adults.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.4 (2006), 332–343.

Children of immigrant parents often are asked to language broker, translating documents and face-to-face interactions, for their parents and other adults. Many individuals continue to language broker as adults for their parents and other relatives, despite their adult status and living away from home. Twenty Mexican American college students (female = 17, male = 3) who currently language broker answered a questionnaire about their experiences language brokering, frequency of brokering, type of items and situations translated, emotions when language brokering, self esteem and level of acculturation. Participants translated most often for parents, on the phone, and for grandparents and other relatives. Overall, participants reported feeling positively about their language brokering experiences. More frequent language brokering was associated with higher self-esteem. Participants rated feeling helpful, proud and useful when language brokering as the highest three emotions among a list of emotions. Feeling angry, anxious, frustrated, guilty and uncomfortable when language brokering was associated with more problematic family relations. Being more Mexican-oriented than Anglo-oriented in acculturation was associated with better family relations.

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

07–138 YOU, BYEONG-KEUN (Arizona State U, USA), **Children negotiating Korean American ethnic identity through their heritage language.** *Bilingual Research Journal* (National Association for Bilingual Education) 29.3 (2005), 711–721.

This preliminary study provides an interpretive reading of focus group interviews of four Korean American children in the Phoenix metropolitan area. It examines how these Korean American children are negotiating their ethnic identity as Korean Americans while

learning Korean as a heritage language. It shows that maintaining heritage language is important to Korean American children in terms of helping them have a positive ethnic identity. This study provides a viewpoint on learning heritage language and ethnic identity from the perspectives of young Korean Americans.

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Sociolinguistics

doi:10.1017/S0261444806274111

07–139 LEKI, ILONA (U Tennessee, USA), **Negotiating socioacademic relations: English learners' reception by and reaction to college faculty.** *Journal of English for Academic Purposes* (Elsevier) 5.2 (2006), 136–152.
doi:10.1016/j.jeap.2006.03.003

The experiences of English learners in tertiary education in the US are significantly colored by their interactions with faculty in courses across the curriculum, who are largely responsible for setting the tone in their classes. The intersection between L2 students' expectations, abilities, and needs and the requirements and attitudes of their instructors may be a site of frustrating contention or of enabling accommodation on both sides. Despite the potential academic and personal importance of such socioacademic interactions, relatively little research has systematically examined this feature of the academic context in which L2 undergraduate students must function. This report, based on case studies of immigrant and visa undergraduate students in the US and interview research with college faculty, explores these socioacademic interactions from three perspectives: the degrees and types of accommodation that faculty made for L2 students; the faculty's interview comments about L2 students; and the focal students' interview commentary on their experiences with these professors. In illuminating the relational context of these L2 students' undergraduate studies, this examination points to the students' efforts to manage their relationships with faculty and to construct comfortable subject positions for themselves in the context of unequal power relations.

<http://www.elsevier.com>

07–140 NDHLOVU, FINEX (Monash U, Melbourne, Australia), **Gramsci, Doke and the marginalisation of the Ndebele language in Zimbabwe.** *Journal of Multilingual and Multicultural Development* (Multilingual Matters) 27.4 (2006), 305–318.

Clement M. Doke's 1929–1930 research on Zimbabwean languages has played a key role in shaping the tribalised and politicised linguistic terrain that characterises modern Zimbabwe. Doke, professor of linguistics at the University of Witwatersrand, was