

Review

Reviewed Work(s): Language Distribution Issues in Bilingual Schooling by Rodolfo Jacobson and Christian Faltis

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cesses. At that level, they take the relationship between argots and standard or mainstream language varieties to be a form of language contact that permits code-switching, at least potentially. Second, the authors discuss ways in which argots themselves betray evidence of language contact, with terms borrowed back and forth between English and Spanish along the border between the United States and Mexico, and from English into German in Germany as part of the globalization of drug-related economic activities. Unfortunately, the links between these different perspectives are not made.

In addition to the articles by Gardner-Chloros and Poplack et al. already discussed, the third section contains an article by Dabène on the use of Arabic and French by second-generation North African immigrants, and of Spanish and French by second-generation Spanish immigrants in France. In an approach similar to that of Lafont, the author discusses the ways in which different forms of language in the speakers' repertoires reflect ways in which they make sense out of their position as immigrants, with all the contradictions that can apply.

On the whole, then, this collection contains some articles that would be of interest to those who work in the field. However, in many respects it is almost more interesting for what is absent than for what is present. It raises, though without answering it, the question of what links it might be possible to make among the very divergent approaches taken to the study of code-switching and indeed among the varying ways of thinking about what code-switching is that inform those approaches.

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RODOLFO JACOBSON AND CHRISTIAN FALTIS (eds.), *Language distribution issues in bilingual schooling*. Clevedon, Avon, England: Multilingual Matters, 1990. Pp. xiv + 193.

The allocation of languages in bilingual classes has long been a fundamental issue in bilingual education policy implementation. Indeed, as Jacobson states in the opening article of this volume (3), the distribution of languages is indicative of the methodology of the program. Although many different models are utilized at present, underlying most is the basic tenet that for bilingual teaching to be effective, the languages must be separated (by person, topic, or even hour) in order to avoid confusion and preserve the linguistic integrity of each code.

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Until now, there has been very little research into language distribution in bilingual classrooms that would permit testing of this assumption. The present collection attempts to fill the gap by bringing together recent analyses of language deployment in bilingual programs of various types. The 10 articles provide strong evidence that actual language usage patterns do not always correspond to program specifications, but rather reflect variations in language proficiency, interactional style, and communicative norms of both students and teachers. Furthermore, language alternation of one kind or another is a common occurrence in both teacher and student discourse and should be harnessed in order to further classroom objectives.

The collection is divided into four sections. The first consists of programmatic reviews of the theoretical and practical issues involved in language distribution in school settings. The articles in the second section analyze bilingual student/teacher interaction, whereas those in the third consider language allocation in computer-assisted bilingual instruction. The volume closes with an examination of two case studies of code-switching in the classroom: Quecha/Spanish in Peru and French/English in French classes in a U.S. university. The research presented includes both quantitative and ethnographic analyses of classroom discourse among child and adult populations in a wide variety of language programs.

As is always the case with a collection of articles, there are a great many findings of interest. Some of them confirm what has been found in monolingual classrooms, that is, that regardless of the language being used, teachers dominate the discourse and ask primarily information recall questions, rather than more cognitively demanding questions that would permit the development of productive language skills.

Others go right to the heart of the language distribution issue in bilingual schooling. Chief among these is the conclusion that the real question is not "What language should be used at what time of the day?" but rather "How can we maximize opportunities for real two-way conversational exchanges?" In this same vein, the research indicates that effective bilingual instruction requires culturally relevant, active teaching that integrates language and concept development and utilizes both languages fully. Whereas language separation may be desirable in language arts classes, it is neither necessary nor defensible in content-area lessons where both cognitive and terminological development are at stake.

Among the ways to effect a balance between the languages:

1. Utilization of a structured form of code-switching (Jacobson's New Concurrent Approach) that is restricted to pedagogically motivated intersentential switches.
2. Pairing of students with others of similar language proficiency or with English monolinguals. Both grouping strategies can be used in comple-

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mentary fashion in the bilingual classroom to enhance both first and second language acquisition.

3. Implementation of computer-assisted instruction along with cooperative learning strategies to provide more second language learning opportunities.
4. Addition of interactive video programs that allow students to select the language of instruction *they* find most useful for given learning tasks.

A final finding that is particularly interesting, given the virulent attacks against bilingual education by “English-only” forces in the United States, is the fact that English is the most frequently used language of instruction within bilingual programs in the United States. This reality should give pause for thought to both camps in the bilingual education controversy.

Overall, the volume represents a positive step in bilingual research and should be consulted by anyone seriously interested in language distribution and code-switching.

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MIKLÓS KONTRA, *Fejezetek a South Bend-i Magyar Nyelvhasználatból* [The Hungarian language as spoken in South Bend (Indiana)]. (Linguistica Series A, *Studia et Dissertationes* 5.) Budapest: A Magyar Tudományos Akadémia Nyelvtudományi Intézete. Institutum Linguisticum Academiae Scientiarum Hungaricae [Institute for Linguistics, Hungarian Academy of Sciences], 1990. Pp. x + 127.

In his gem of an essay published a quarter of a century ago, Fishman (1966:41–48) wrote about the problematic prospects of maintaining Hungarian language and culture in the United States.¹ He commented that although

[t]he clock can not be turned back, . . . it is not too late to start a new clock in motion. The very nature of America guarantees that we will always have new immigrants, even new Hungarian immigrants. We owe them – and ourselves – a different reception for their linguistic and cultural heritages, a reception that will clearly indicate that maintaining a non-English mother tongue as a functional second language is desirable for them and for the country at large.

In a number of communities, it was indeed “too late to start a new clock in motion.” This is clearly illustrated by the work presently under review.