other essays focus on variation in the vowels of Midland English: "Tracking the low back merger in Missouri," by Matthew Gordon, and "Evidence from Ohio on the evolution of /æ/," by Eric Thomas.

Part II, "Defining the Midland," comprises essays by Edward Callary on the use of geographic names in dialect geography, Thomas Donahue on the dialects of Youngstown, Ohio, and Pittsburgh, Pennsylvania, Kirk Hazen on West Virginia Appalachian language features, and Michael Montgomery on "alternative *one*."

Part III, "Power and perception," contains contributions by Richard W. Bailey, Timothy Frazer, and Cynthia Bernstein, focusing mainly on attitudes about Heartland (Midland) English, and an article by Betsy E. Evans, Rika Ito, Jamila Jones, & Dennis R. Preston on accommodation to the Northern Cities Chain Shift.

Part IV, "Other languages, other places," includes four essays. Two of these focus on other languages: Ellen Johnson & David Boyle discusss the increase of Spanish speakers in Dalton, Georgia, resulting from Latino immigration; Steve Hartman Keiser deals with the spread of Deitsch (Pennsylvania German) to the Midwest. Chad Thompson examines some features of the English of the Swiss Amish in Indiana. Mike Linn & Ronald Regal apply statistics to data from the *Linguistic Atlas of the Upper Midwest* to see if Northern and Midland dialects are significantly different. They find that differences exist with respect to lexical forms, but that different grammatical forms correlate with social group and sex rather than with region.

The volume closes with an extensive list of references and a comprehensive index. The editors have put together a well-rounded book with well-written articles that make an important contribution to our understanding of American English. Applied linguists, sociolinguists, dialectologists, and all those interested in language variation and change will find it useful, interesting, and relevant.

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ANA CELIA ZENTELLA (ed.), *Building on strength: Language and literacy in Latino families and communities*. New York: Teachers College Press, 2005. Pp. 224. Pb $23.95.

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The 11 essays in Zentella's edited volume investigate language socialization practices of U.S. Latinos and together make possible a conceptualization of Latino language and literacy that resists "a view of Latino parents as monolithic and unconcerned about education" (p. 3). In her introduction, Zentella briefly traces the history of language socialization research and introduces the framework that undergirds the volume.

In chap. 1, Zentella unpacks the premises of language socialization research, focusing in particular on the language/culture interface, and calls readers' attention to both the "promises and pitfalls" of language socialization research. Chaps. 2–5 pay attention to the roles of the family and the church in language socialization. Robert Bayley & Sandra Schecter's chapter, "Family decisions about schooling and Spanish maintenance," highlights the tensions that arise for some Mexicano parents in negotiating success in school with cultural and linguistic maintenance. In "*Mexicanos* in Chicago," Marcia Farr & Elias Dominguez Barajas analyze the ways that the *ranchero* variety of Spanish fig-

ures as ideologically paradoxical in a Mexican social network in Chicago, with parents encouraging its use at home while at times promoting English-only at school. "Language socialization with directives in two Mexican immigrant families in South Central Los Angeles," by Fazila Bhimji, analyzes variation in the uses of child-directed directives, showing that low-income immigrant families do not socialize children in monolithic ways. Lucila D. Ek's "Staying on God's path" investigates the ways in which linguistic practices associated with the church serve the dual function of socializing Latino youth into a religious identity and into Spanish language use.

Chap. 6, "*Como hablar en silencio*" by Magaly Lavandenz, brings to light the socio-psychological realities of Central American immigrants who, in order to succeed in Los Angeles, sublimate their national identities and replace their local dialects with Mexican Spanish. Ana Roca's autobiographical essay, "Raising a bilingual child in Miami," is a meditation on the problems and pleasures of raising bilingual children. In "Dominican children with special needs in New York City," M. Victoria Rodriguez discovers that, despite disability and economic disadvantage, the children in her study were able to develop literacy and language skills at home through a variety of experiences. "Seeing what's there," by Carmen I. Mercado, underscores the ways in which literacy factors as a way of "making sense of and responding to lived experience" (145). Ana Maria Relano Pastor's "The language socialization experiences of Latina mothers in southern California" addresses the language values of Latina mothers and the ways those values then factor into language socialization practices and experiences.

Drawing on poststructural theorists such as Butler and Althusser, Norma Gonzalez's "Children in the eye of the storm" theorizes schools as sites in which dominant metanarratives can be contested and in which "critical agency" among students can emerge in opposition to disempowering language ideologies, such as English-only.

The chapters in this volume work together in making possible a view of language socialization that can account for the diversity of Latino communities and Latino linguistic practices. This book is a valuable tool for readers looking for pedagogical information as well as theoretical and empirical advancements in research on language socialization in U.S. Latino communities.

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ANNE BARRON AND KLAUS P. SCHNEIDER (eds.), *The pragmatics of Irish English*. Berlin & New York: Mouton de Gruyter. 2005. Pp.vi, 408. Hb. $151.20

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Of the 13 studies included in this pioneering volume, two acquaint the reader with the research setting regarding the use of English in Ireland and with the particular focus of this project. In the first, "Irish English: A focus on language in action", the editors specify that the volume is designed to fill a gap – since existing empirical studies on the pragmatics of Irish English are few and of recent date (starting in the late 1990s), unlike the investigation of this diatopic variety on various linguistic levels, the history of which reaches back into the 18th century and is synthetically presented in the second introductory study, Raymond Hickey's "Irish English in the context of previous research". The other 11 studies are divided into three sections, devoted to pragmatic aspects of Irish English in the private sphere, in the official sphere, and in the public sphere, respectively.

Each of these articles focuses on a different aspect of "language in action": silence and mitigation in Irish discourse (Kallen), discourse markers (Amador Moreno), responding to thanks in Ireland, England and the USA (Schneider), politeness strategies in family discourse (Clancy), relational strategies in an academic environment (Farr), indirectness in business negotiation (Cacciaguidi-Fahy & Fahy), politeness for sale in Southern Irish service encounters (Binchy), question forms in an Irish radio phone-in (O'Keefe), and a relevance approach to Irish-English advertising (Kelly-Holmes). In each case, though in different proportions, the corpus-based empirical approach is pre-