



**INTERGENERATIONAL PERSPECTIVES
ON BILINGUALISM: From Community to Classroom**

John Attinasi, Pedro Pedraza, Shana Poplack, and Alicia Pousada, 2nd Edition.

In this research, The Language Policy Task Force furthers their inquiry to consider in more detail the intergenerational dimensions of bilingualism in this community via the linguistic behavior of the children of these adults. The primary concerns here are with four kinds of issues which confront the bilingual individual as she/he passes from infancy to childhood and then to adulthood-language choice, language change, language use and language learning.

\$5.00 Working paper, 446 pp. 1988, ISBN 1-878483-11-0

**SPEECH AND WAYS OF SPEAKING IN A
BILINGUAL PUERTO RICAN COMMUNITY**

Celia Alvarez, Adrian Bennett, Mel Greenlee, Pedro Pedraza, and Alicia Pousada

The four papers presented here are based upon and informed by the corpus of data collected ethnographically over the ten years of the Language Policy Task Force's research in East Harlem. This data base consists of over 300 hours of speech tape recorded from interactions of community residents, young and old, in a variety of situations, along with copious notes on language usage, distribution and transmission.

\$5.00 Working paper, 232 pp. 1988, ISBN 1-878483-12-9

**AN ETHNOGRAPHIC ANALYSIS OF (OUT OF PRINT)
LANGUAGE USE IN THE PUERTO RICAN
COMMUNITY OF EAST HARLEM**

Pedro Pedraza, Jr.

The investigation reported here was primarily concerned with describing the use of Spanish and English in the Puerto Rican community and relating the differential language use to other social processes. We will look at what some previous studies tell us about issues of language, culture, and identity, and then move on to the present investigation of language use in East Harlem, New York.

Working paper, 65 pp. 1987, ISBN 1-878483-44-7



**PUERTO RICAN COMMUNITY (OUT OF PRINT)
PARTICIPATION IN EAST HARLEM
BILINGUAL PROGRAMS**

Alicia Pousada

This study carried out between 1979 and 1983, sought to fill part of the gap in information on community participation in bilingual programs by investigating participation in two contrasting programs by serving the Puerto Rican community of East Harlem in New York City. A variety of research methods were employed within an essentially ethnographic framework, including participant observation, informal and formal interviews, written questionnaires, unobtrusive measures, and examination of school and other documents.

Working paper, 66 pp. 1987, ISBN 1-878483-14-5

**TOWARD A LANGUAGE POLICY FOR (OUT OF PRINT)
PUERTO RICANS IN THE UNITED
STATES: An Agenda for a Community in
Movement**

National Puerto Rican Task Force on Educational Policy, Bilingual Edition

This report presents the basic components of a language policy for Puerto Ricans in the United States. The report summarizes the work of the National Puerto Rican Task Force on Educational Policy, a group of Puerto Rican educators, social scientists, lawyers and community advocates from various parts of the country who have been actively involved in educational issues in our local communities.

Working paper, 21 pp. 1982, ISBN 1-878483-16-1

**A COMPARATIVE STUDY OF GENDER (OUT OF PRINT)
ASSIGNMENT TO BORROWED NOUNS**

Shana Poplack and Alicia Pousada

In this paper, the Language Policy Task Force seeks to establish how gender is assigned to nouns borrowed from a Language in which gender is not a syntactic category. Also, whether formal training in Spanish, i.e. participation in bilingual programs, to which about half the children are exposed, is a differentiating factor in children's behavior.

Working paper, 43 pp. 1981, ISBN 1-878483-15-3