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JANET M. FULLER, *Bilingual pre-teens: Competing ideologies and multiple identities in the U.S.*

*and Germany*. New York: Routledge, 2012. Pp. x, 177. Hb \$125.

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While much research on language ideology has implicitly focused on adults, Janet Fuller's recently published monograph, *Bilingual pre-teens: Competing ideologies and multiple identities in the U.S. and Germany*, places a younger age group at the center of attention. Pre-teens, which include children between the ages of 9 and 12, are the focal point of Fuller's book about language ideology and bilingual identities. By presenting ethnographic data from two different schools in two different countries, Fuller addresses the question of how social identities and language ideologies are constructed and reproduced through language choice. She shows how the choice of whether to use English, Spanish, or German is involved in the construction of identity and how these choices are influenced by macro-level ideological processes. Pre-teens are thus not too young to be aware of the hegemonic ideologies present in the adult world.

The two schools discussed, one in the U.S. and the other in Germany, were chosen to illustrate two different types of bilingualism. The first setting is a transitional bilingual program in a rural Midwestern U.S. school in which all of the students are native speakers of Mexican Spanish. This is an example of *immigrant bilingualism*, which is tied to low socio-economic class. It also exists within a context of normative monolingualism in the U.S. where the ability to speak languages other than English generally lacks prestige value. In contrast, the second setting investigated is a German-English dual language classroom in Berlin, Germany in which *elite bilingualism* prevails. Unlike the case for the U.S. school, competence in multiple languages is valued and is tied to middle class identity. Since different ideologies are present in these two settings, different linguistic practices with different meanings are also present. Through a discussion of these practices, Fuller shows how the language chosen at a given interactional moment are locally involved in the construction of identity. At the same time, these practices are also shown to be connected to larger macro-level ideologies.

The book consists of six chapters. Ch. 1 introduces key concepts along with the theoretical framework upon which the book is built. This includes a discussion of social theory, the social construction of identity, language ideology, and relevant research on multilingualism. Ch. 2 provides the background on normative monolingualism in the U.S. important for contextualizing the ethnographic material on the Spanish-English bilingual program presented in Ch. 3. Ch. 4 provides relevant background on the German setting, while Chapter 5 presents the data from the German-English bilingual classroom. The book concludes with Chapter 6, which summarizes how both the U.S. and German case studies illustrate the discursive construction of both identities and ideologies.

This book should be of interest to anyone interested in bilingualism, language ideology, classroom ethnography, or language and education. The complexities of bilingual discourse are illustrated throughout this book as something that is more than simply about communication between speaker and addressee.