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The incorporation of ethnographic research into the realm of language policy opens up a new window for readers to study language policy in a way that has yet to be accomplished. McCarty seeks a research method that humanizes, contextualizes, and historicizes these policies in both covert and overt ways. McCarty embarked on the formation of this edited volume of case studies and commentaries to fulfill a personal goal for her and her students. Understanding the importance of diverse cultural contexts for interpreting language policy, McCarty aspired to bring to surface a piece that would enable her and her students to delve dually into the principals of ethnography and language planning.

By bringing together a large and diverse group of authors, McCarty has produced a book that provides multiple lenses to probe language policy processes through the incorporation of differing theoretical and empirical works. Incorporating authors from different locales creates opportunities to address global perspectives on language policy. This edited volume includes examples from the Americas, Europe, Africa, the Pacific, and South-Central Asia. The incorporation of ten cases situated across the globe is tactfully integrated to promote understanding of the globalizing forces behind economic insecurity and its influence on language planning and policy. Through this team effort, a full spectrum of usefulness of ethnography in the study of language policy is illustrated.

McCarty divides *Ethnography and Language Policy* into two distinct sections. The first part addresses some new directions in language policy research and praxis, the ethnographic study of language as a cultural practice, dilemmas among communities dealing with diaspora and language maintenance issues, and a historical perspective on language policy in a high school setting. McCarty, Romero-Little, Warhol, and Zepeda illustrate an approach to the study of language policy that utilizes the analysis of everyday interactions. They then apply this approach to the indigenous language survival of Native American languages. They illustrate how through the incorporation of ethnography, one can bring to light “ideological and implementational spaces” (Hornberger, 2006) for language revitalization to take place.

Nicholas in chapter 2, positions herself as a “relearner” of her native language, Hopi. The personal connection to this Nation provides her the space to fully engage with the cultural practices of this indigenous group. She explores the place of Hopi language in Hopi identity by looking across three generations. Language as a cultural practice emerges as a theme, which connects to the identity of a Hopi. Although the infiltration of English is still a consideration, the linkage between individuals, language and tradition remains constant. Importantly, the incorporation of traditions in language planning and policy development is exposed. Canagarajah emphasizes the importance of ethnography to understanding language ideologies, attitudes, and aspirations in relation to those
who engage as policy makers with diverse communities. Canagarajah keenly notes how varying attitudes affect views regarding language maintenance in Sri Lankan Tamil Diaspora communities. Hopson concerns himself with the reconstruction of ethnographic studies and how this can be used to study language policy. He accomplishes this through the exploration of the intersections of language, colonialism, education, power and globalization in the context of colonial schooling in Namibia. This reconceptualization of ethnography pushes for an extension beyond the local to the larger global context. Collectively, the authors in this first section demonstrate how language ideologies have come to affect language policies which are then either manifested or not in the revitalization and maintenance of indigenous languages and language minorities. Through the careful reading of these case studies, a reader’s understanding of local language ideologies will be deepened.

The second section of ethnography and language policy cases and contexts tackles a different set of issues, but many reoccurring themes are still present: language shift, exploring biliteracy, the metonymy of language planning, critical perspectives, literacy practices, and ethics. King and Haboud devote their section to delving into unanswered questions related to how family language policies are affected by mobility and migration among Indigenous Ecuadorians. The situatedness of the micro level of local ecology of language proves to be an area that requires even more attention than macro level language policy implementation. A reason for this is as follows: “It is by nature ideologically situated in that it is concerned with the preservation of all languages” (Johnson, 2013, p. 51).

Hill and May bring to light successful language revitalization efforts in Mâori in New Zealand and its program’s achievement of biliteracy. The authors stress that the use of ethnographic research in this area of language policy provides a link between macro and micro levels of language policy. Focusing on equity and justice, Combs, González, and Moll examine the interrelation between language ideologies and how these ideologies then infiltrate hegemonic language policies. They counter attack this hegemony by examining the realm of learning in the third space, where language minority students link
new learning to what they already bring with them (linguistic resources) to help them make sense of the curriculum. M. C. Combs et al. suggest that educators should strive to provide spaces where students’ linguistic and cultural abilities can flourish. This particular section is useful for education practitioners. Jaffe lays out a critical approach to defining language identity. She examines how language-in-education policies have impacted the revitalization of Corsican bilingual schools. Martin-Jones argues for ethnographic research on language policy and the language revitalization efforts in Wales. Attention here was placed on the day-to-day interactions of social life, which gave light to how language policies are played out in the practices of teachers and students. Ramanathan synthesizes her previous research in India. Fittingly, she highlights the need for ethnographic researchers to conduct their study with increased rigor. Transparency of the researcher is also felt to be of upmost importance. Appropriately, McCarty elicits the aid of Hornberger and Cassels Johnson to unpack and synthesize the importance of ethnography of language planning in the final chapter.

Salient issues related to both micro and macro levels of language policy and planning are addressed in the volume. McCarty appeals to a variety of audiences: academics, educators, and language planners and policy-makers. By placing together chapters that are directly related to schooling and education, McCarty et al., Hopson, Hill and May, Combs et al., Jaffe, and Martin-Jones could have possibly made the book more practitioner friendly. McCarty is successful highlighting the importance of ethnographic research in the study of language policy. Ethnography and Language Policy opens up a new realm for readers to research language policy in a way that humanizes, contextualizes, and historicizes language policies in both covert and overt ways. McCarty and the other authors have expanded on previous work in the field of language policy and planning, while pushing for new directions though the incorporation of ethnography. Importantly, McCarty has successfully incorporated examples from around the world to demonstrate the use of ethnography in language policy and planning.
References


About the Reviewer

Katherine Espinoza was born and raised in San Antonio, TX. She attended the University of Texas at San Antonio, where she earned her Bachelors Degree in Interdisciplinary Studies with a specialization in bilingual education. She also received her Masters Degree in bilingual education from The University of Texas at San Antonio. In Kyle, TX she worked as a dual language second grade teacher for four years. Currently, she is pursuing a PhD in Curriculum and Instruction at the University of Texas at Austin with a focus on Bilingual Bicultural Studies. She also works as a campus facilitator for the university.