

peace education, anyone interested in the field will benefit from the nuanced and thoughtful case studies, from which lessons learned can and should be adapted into context-specific models for varying conflicted societies.

Negotiating Language Policies in Schools: Educators as Policymakers. Kate Menken and Ofelia García, eds. New York: Routledge, 2010. 296 pp.
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With the expansion of top-down language policies, the standards movement, and the growing reliance on prescribed curriculums, one may think that teachers have lost autonomy over their classrooms. Menken and García in *Negotiating Language Policies in Schools: Educators as Policymakers*, however, show that this is not the case. Using Ricento and Hornberger's (1996) onion metaphor, language planning is described as consisting of "legislation and political processes (at the outer layer), states and supranational agencies, institutions, and classroom practitioners (at the heart of the onion)" (p. 3). These enveloping layers interact and policy can be altered at each level. Furthermore, they claim that "educators *always* seem to negotiate the language education policies they enact in schools, even in countries where the ideological and implementational spaces for resistance or change are small" (p. 4), and these negotiations are affected by various factors including identity, ideology, resources, and sociopolitical contexts. In 16 chapters, editors Menken and García take the reader on an international tour, exploring first the policy in play and then the factors that influence teachers' implementation of that policy. Although primarily directed at educators, this collection also appeals to policymakers, researchers, and anyone interested in looking at the dynamics of multilingual education across diverse contexts.

"Part I: Negotiation of Language Education Policies Guided by Educators' Experiences or Identity (Individual)" travels from Philadelphia to China. Its seven accounts show how the educator's identity affects his or her implementation of language policy in bilingual or multilingual settings. In chapter 4, Hélot examines two student teachers in Alsace, France who create spaces where minority languages are legitimized. One teacher uses his Turkish background as a resource for his Turkish students in the school space, although not directly in the classroom context. Another teacher, in contrast, uses a "language awareness model . . . to transform the monolingual classroom into a multilingual space" (p. 63), positioning one student's Thai as an asset, rather than a problem. In chapter 7, by English and Varghese, a facilitator struggles to find time and resources to support all the teachers of English-language learners (ELLs) at two Washington state elementary schools. We also see the frequency with which teachers opt out when provided with language support suggestions, despite a legal policy that requires ELLs to receive additional support. However, one teacher, "recogniz[ing] that her students are not going to receive any support or services unless she does it all herself" (p. 117), advocates for and commits to accommodating her ELL students. This teacher's choice to support ELLs is influenced by her Filipino-speaking parents and familiarity with ELLs' support services at her previous school. These accounts demonstrate that language support requires teacher agency and that teachers' backgrounds may affect their practice.

"Part II: Educators' Negotiation of Language Education Policies Influenced by Situation/Context/Community (Social)," however, looks at educator implementation as a factor of social conditions. Although personal identity and ideology still come into play, they are of lesser focus in these seven accounts, which start in New Zealand and end in Chile. In chapter 9, Berryman, Glynn, Woller, and Reweti describe how education is both appropriate and responsive to the community and reflects a Māori worldview in New

Zealand schools. "Strong grassroots initiatives have driven the movement towards Māori language revitalization" (p. 158) and the use of culturally responsive pedagogy ensures that Māori values are recognized and legitimized. Chapter 12 by Ambatchew and chapter 13 by Mohanty, Panda, and Pal describe settings where the policy is to teach in the numerous mother tongues (MTs) found in Ethiopia and India, respectively, but the resources, training, as well as the perceived status of the MT provide different incentives. One issue teachers must overcome is the lack of texts in the MT and the need to create new terminology, especially in math and the sciences. Also, the societal preference for English and a Western-style education over a culturally responsive curriculum leads to an education system that is class based, contradictory, and unequal.

"Part III: Moving Forward" provides some ways to step backward and look at these various situations. In chapter 15, García and Menken revisit the onion metaphor and posit that indeed "It is educators who cook and stir the onion" (p. 250) as they implement, negotiate, and sometimes circumvent policies from above. In chapter 16, García and Menken also advocate for culturally responsive pedagogy and awareness of language dynamics by educators in all classrooms.

Educators reading this text will be reminded of the true power and agency they possess in their classrooms. Although subject to policy, it is teachers who ensure whether or not the needs of their students are met. Knowing this, the text seems to suggest that supporting educators is a crucial and often overlooked piece in language policy and planning. Without resources and training, MT instruction and progressive pedagogies will not succeed. It is also reasonable to suggest that having more educator input in policy is desirable, as they are the ones who choose whether or not to opt out of those policies. Yet, as these diverse examples show, there is no one size fits all; rather, it is the context and the individual that matters. The only general piece of advice given is that it is absolutely crucial to know one's own language identity and preferences, as well as that of one's society, and to be responsive to one's surroundings.

Reference Cited

- Ricento, T., and N. Hornberger
1996 Unpeeling the Onion: Language Planning and Policy and the ELT Professional. *TESOL Quarterly* 30(3):401-427.