

have been a useful addition to the policy proposals contained in Chapter 5. The other issue with the policy recommendation is the lack of a defined alternative in the case studies and the example given in Chapter 3. Where a control group was used, no clear pedagogical alternative was offered.

The case studies could have been a bit more descriptive. This is especially significant when viewed in the light of the policy suggestions made at various places in the book. The authors/editors do admit to some methodological weaknesses. Indeed, the main Toronto study and the 18 case studies are characterised by an ‘extremely limited generalisability’ (18). However, this does not mean that the policy was not imperative for optimally effective pedagogy.

Identity texts has a hypothesis that suggests that the production of widely defined identity texts achieves several worthwhile aims. For example, it builds the self-esteem of the students, improves their ability to work with literacy and teaches them the linkages between the school’s dominant language and their home language. However, evidence for this hypothesis is a bit limited, based on mostly descriptive data. Further research to firm up the power relationships between knowledge and identity, and interact with the theories regarding the ‘narrative construction of self’ (Bamberg, 2004, 368), is absolutely necessary.

References

- Bamberg, M. 2004. Talk, small stories, and adolescent identities. *Human Development* 47: 366–9.
- Foucault, M. 1969. *The archaeology of knowledge*. Trans. Sheridan Smith. London: Routledge, 2002.

Noor Al-Samrriie

Birkbeck College, University of London, UK

Noor_m20@yahoo.com

© 2013, Noor Al-Samrriie

<http://dx.doi.org/10.1080/13670050.2012.678084>

Negotiating language policies in schools: educators as policymakers, edited by Kate Menken and Ofelia García, New York, Oxon, Routledge, 2010, 296 pp., £95 (hardback), ISBN 978-0-415-80207-9; £34.99 (paperback), ISBN 978-0-415-80208-6; £34.99 (e-book), ISBN 978-0-415-85587-4

Traditionally, language policy implementation has been regarded as a linear process, where top-level entities dictate educators’ everyday practice. This is where this 15-chapter volume edited by Kate Menken and Ofelia García makes a significant contribution to second language education scholarship: by providing an insightful, alternative account of how teachers from around the world can enact, adapt, or transform language policies to their own context, beliefs, and constraints. In fact, as the editors argue, little consideration and research has been given up to date to the roles and experiences of educators as stakeholders within such a *dynamic* process. Hence, one of the main aims of this volume is to present language policy development as a process that most often shapes up according to the educators’ role and status in the workplace. More specifically, it highlights the different

perspectives, changes, adaptations, and perceptions that may come up whenever those policies are enacted locally by educators.

The volume opens with a foreword by Nancy Hornberger, a scholar whose critical views on the ideologies behind top-down language policy planning and implementation are shared by the different contributors. Hornberger thoroughly addresses the book's recurrent theme: multilingualism as an unstoppable phenomenon that needs to be understood and discussed from different angles. Indeed, throughout the entire volume, its contributors argue in favor of discussing and negotiating policies for the protection of multilingualism, with the aim of encouraging colleagues to share their experiences from the perspective of their practices and specific educational and social contexts. One key observation Hornberger adds to this idea is that all teachers are policy-makers when they are carrying out their own tasks in the classroom.

In Chapter 1, the editors unfold the background for this collaborative volume. That is, the dearth of literature relating research in language policy to its actual implementation *in situ*. It is clear from this point onward that the structure of the book as a collection of case studies advocates for educators' fundamental role in language policy negotiation. After this introductory section, the volume is divided into three main parts.

All chapters in Part 1 gather individual case studies, experiences, and reflections, where the crucial aspect has been decision-making by the teacher based on a given policy; that is, how educators learn this mandate and turn it into an element integrated in their individual daily practice. Chapter 2 examines appropriation, interpretation, and enactment of local state policies regarding bilingual education in the USA (Johnson and Freeman). Chapter 3 explores staffing experiences based on negotiation for the inclusion paradigm in the UK (Creese). Chapter 4 analyzes the use of languages other than French to communicate effectively in the classroom in France (Hélot). Chapter 5 highlights stakeholders' reaction to contradictory status of indigenous language revitalization within the classrooms in Peru (Valdiviezo). Chapter 6 shows the ongoing efforts of the teachers to develop L1 literacy instruction in multilingual South Africa (Bloch, Guzula, and Nkence). Chapter 7 demonstrates that a local policy such as language teaching cannot depend only on the educators' mandate in the USA (English and Varghese). Lastly, Chapter 8 evaluates the differing pedagogical implications of an intended curriculum in China (Zhang and Hu). In sum, these chapters portray and discuss situations in which languages stand at the core of policy negotiation.

In Part 2, the contributors address a wider phenomenon; where social factors external to education have influenced language policy implementation inside classroom practices. Chapter 9 shows evidence of how Maori's revitalization movement has led to the promotion of effective in-context and cultural responsive language practices in education in New Zealand (Berryman, Glyn, Woller, and Rewewti). Chapter 10 explores teachers' strategies to negotiate and reconstruct language policy of Arab-English or French programs at a Shi'i school in post-conflict Lebanon (Zakharia). Chapter 11 examines classroom and school initiatives in Arab-Hebrew and English that foster cross-cultural understanding as a response to resistant state language policy in Israel (Shohamy). Chapter 12 explores stakeholders' response to multilingual school policy in Ethiopia (Ambatchew). Chapter 13 shows how actual educational practices in vernacular, regional languages and English oppose to prescribed policy in highly multilingual India (Mohanty, Panda,

and Pal). Finally, Chapter 14 draws evidence on teachers' experiences in stepping away from traditional methodologies for teaching literacy in Chile.

Finally in Part 3, García and Menken seek to encourage the agency and power which educators potentially possess regarding their role within policy design and implementation, by breaking down 10 guiding principles for teachers, in question form. This final section of the volume most clearly seeks to add up to a recent wave of research in the field of education which tries to bridge the gap between practice and research. The emphasis stands then on language *policies* in the plural; education as a form of language planning itself; and educators at the heart of the dynamic process of policy-making. It seems clear that these are the main ideas with which the book makes a fresh contribution to the field. The guidelines are sketched. All that is now needed is further grassroots initiatives such as those discussed in the different chapters.

Isabel Tejada Sánchez

Grup Consolidat ALLENCAM

Universitat Pompeu Fabra – Université Paris 8

isabel.tejada@upf.edu

© 2013, Isabel Tejada Sánchez

<http://dx.doi.org/10.1080/13670050.2012.667529>

Becoming biliterate: identity, ideology, and learning to read and write in two languages, by Bobbie Kabuto, New York, Routledge, 2011, 160 pp., US\$42 (paperback), ISBN 9780203846438, US\$145 (hardback), ISBN 9780415871792

Becoming Biliterate is a thorough account of a bilingual child's attempts to make sense of the world for herself as she begins to develop her cultural and linguistic knowledge in various social contexts. Kabuto sets out to encapsulate how her daughter, Emma, undergoes a four-year journey expanding verbal and written forms in English and Japanese, which in turn influence her ways of thinking about her two languages and, in essence, leads to developing her sense of self. Kabuto's intentions are to share her child's increasing awareness and the interconnectedness of her two developing languages as she navigates the multiple worlds to which she becomes exposed, using her developing linguistic knowledge of English and Japanese as she constructs her bilingual identity throughout the available social and cultural practices. In this process, Kabuto highlights several areas of biliteracy development that exemplify the intricate nature of growing up bilingually.

Becoming Biliterate is a timely work that responds to thought-provoking questions relating to early literacy development among emergent bilingual children as they engage in unique social and cultural practices that exist within their dual language realities. The author elucidates the benefits of biliteracy, which are typically undervalued in most mainstream classrooms. This text appropriately serves as a learning tool for teaching professionals of bilingual children as well as a resource for graduate students interested in emergent bilingual development. At the end of most chapters, reaction questions challenge readers to critically reflect on the emerging central issues; the author further offers suggested activities and supplemental readings as a way to expand readers' knowledge base on related topics. To grasp