

Critical Inquiry in Language Studies: *An International Journal*

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Critical Qualitative Research in Second Language Studies: Agency and Advocacy

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In *Critical Qualitative Research in Second Language Studies*, the editor Kathryn Davis brings together several critical qualitative research studies that investigate issues related to agency and advocacy in various contexts, providing a useful and stimulating book for those who are interested in critical qualitative inquiry. The contributors advocate change and justice, aiming to create a third space for communication and negotiation among various stakeholders in language related contexts. What distinguishes these studies is a call for alternative ways of knowing as well as doing and reporting research that challenge Western epistemological paradigms. Influenced by post-colonialism and post-modernism, the alternatives proposed in these studies are ideological, contextual, and reflexive. The book consists of an introduction chapter by Davis and three parts, each including five chapters. Part I focuses on the politics and policies concerning language, whereas Part II contains studies that explore the development of the participants' identity and agency in various contexts. Finally, in Part III, studies that utilize participatory action research are presented. In the introduction, Davis gives a broad historical account of the characteristics of and tensions between a modernist Western view of science and its postmodern critiques in language-related fields. Drawing on this historical

overview, Davis makes a case for critical qualitative research in second language studies.

Part I includes chapters that explore the sociopolitical influences regarding language policies and exemplify some of the basic tenets of critical qualitative inquiry such as respect for local ways of knowing. Maaka, Laiana Wong, and Oliveira (Ch. 2) argue that indigenous research should be conducted for indigenous people, by indigenous people, and from their perspectives. The authors challenge the existing ways of doing and disseminating research, acknowledging the legitimacy of local ways of knowing. Similarly, Hippensteele's chapter focuses on another marginalized population and discusses how legal language lags behind the changing realities of contemporary family issues regarding gay, lesbian, bisexual, and transgender (GLBT) families. Hippensteele shows how the terms 'parent,' and 'best interest' are open to interpretation and thus play a critical role in marginalization of GLBT parents concerning their custody and visitation rights.

Yoo (Ch. 4) too emphasizes the political nature of language and the importance of local knowledge. After discussing the spread of English, Yoo presents the debate surrounding English as an Official Language (EOL) policy in South Korea. The discussion of the issue in scholarly publications and mass media draws attention to the ideological and contextual aspects surrounding the topic. Critical discourse analysis of the debate illustrates the polarization between 'linguistic nationalism' and 'globalization.' Yoo calls for a bottom-up approach to language planning and policy and a critical reading of and intervention to the ongoing discourse by the local stakeholders. Similar to Yoo, Lin and Man (Ch. 5) discuss language policy in the era of globalization but in the context of universities in Hong Kong. Following a detailed colonial history of universities in Hong Kong, the authors show the tension between Western/modernist and local/historical knowledge construction surfaced by the discussion of medium of instruction in universities. Like Yoo, the authors call for participation of local scholars in critical discussion about their locales. The next chapter, by Liew, focuses on the perception of English and Singlish in Singapore. By utilizing a stimulating method, fictional narrative, Liew not only captures a holistic view of the language ecology in Singapore surrounding the Speak Good English Movement but also breaches the conventions of 'legitimate' academic knowledge and writing. In this chapter, the readers have the

opportunity to hear the voices of teachers, students, parents, and administrators regarding how they perceive Singlish and English.

While Part I focuses on broader contexts, the chapters in Part II investigate the connection between language and identity/agency in individuals' lives. This section displays how intertwined language, social conditions, and identity development are and how agents use their resources in strategic ways to reach their goals. In Chapter 7, Laiana Wong presents different worldviews embedded in English and Hawaiian by a comparative linguistic analysis of direct/indirect markers of agents. He advocates conservation of Hawaiian ways of speaking in language revitalization and second language learning, by rejecting "the general tendency to speak English in Hawaiian" (p.159). The author also shares his reflections on using Hawaiian for his dissertation and his attempts to capture Hawaiian ways of doing research in the process. In Chapter 8, Park studies a different population, Korean-American heritage language learners in Hawaii, focusing on belonging, and resistance. The life stories of her participants illustrate the dynamism of identity and the strategic moves people make when their self-perceptions and the identities others impose on them clash.

In their co-constructed narrative inquiry, Kim and Caet (Ch. 9) present the case study of a multilingual learner's 'literacy journey' from Timor to the U.S. Similar to the other chapters, the personal history of Agus shows his display of agency in the face of not so favorable socioeconomic conditions as he traverses between communities with different literacy conventions. In Chapter 10, Ovando and Locke investigate a different marginalized population, undocumented Nicaraguan immigrants in Costa Rica. After giving a historical background, the authors explore the public and personal stories told about and by these immigrants. As this longitudinal study shows, these stories and language play a crucial role in marginalization and identity formation of this immigrant group. Like Ovando and Locke, Zhang (Ch 11.) uses narrative inquiry methods and investigates the transformation of a Chinese woman as her country's sociopolitical, and economic conditions change. In this study, Zhang depicts Fengying's dynamic use of her multiple subjectivities in multiple discourses as a resource to resist her disadvantaged conditions. Fengying's personal struggles and triumphs as a student, worker, and wife show the ways in which she displays agency strategically for aligning/misaligning in various discourses.

Resonating with the rest of the book, the participatory action research studies reported in Part III emphasize the dynamic and situated nature of language and identity and report the transformations and reflections of both the participants and the researchers. In Chapter 12, Pease-Alvarez and Thompson discuss the effort of a teacher collective from Central California. These teachers attempt to resist mandated testing policies, which disadvantage low-income immigrant population in the area. Pease-Alvarez and Thompson's study investigates the historical development of the group as well as the experiences of the teachers involved in the group, showing how teachers play critical and agentive roles in the implementation of policies. In Chapter 13, Cho reports the experiences of five bilingual undergraduate students in Hawaii. As these students learn about the conventions of academic discourse, they find ways to negotiate and contest them. This longitudinal study presents the reflections of both the students and the instructor/researcher's on their transformation.

In Chapter 14, Skarin presents another participatory action research study in an adolescent classroom. The study depicts the transformation of a Mexican immigrant girl, a student in *Youthworks*, who has suffered the loss of her mother and violence in her family. Her story shows not only how intertwined the personal and the social are but also how programs like *Youthworks* and even the most unfortunate events can be used as resources for growth and resistance. Tanaka and Ogane examine The Meisei Summer School Project in Chapter 15. In this participatory action research, the authors investigate the transformation of and dynamic interactions between different participants as they work for this project. The study shows the relationality of the participants' identities and the role language and perceptions play in their investment and agency in this transnational project. In the last chapter, McLaughlin takes the readers to the context of foreign immigrant workers in Japan. Using communities of practice framework, the author investigates the events surrounding The International Migrants' Day celebrations in Tokyo. This chapter not only illustrates how language might function as a barrier in labor education and communication but also discusses the strengths and weaknesses of communities of practice framework. The chapters in Part III show the ways in which critical participatory action research can help the participants make change in their lives.

Overall, this edited volume is an excellent source for readers who are interested in what critical qualitative inquiry has to offer to second language

studies. One of the strengths of this book is the diversity of the research methods and populations/participants represented in the book. This broad coverage might be seen as a limitation at first glance since the chapters do not always fit nicely together, however, if they did, the book would not be true to the spirit of critical qualitative inquiry and the diverse voices that defy easy categorization would be lost. Despite these strengths, a potential shortcoming of the book is the lack of an index, which might make navigating through the book selectively rather difficult. However, I believe the readers will appreciate the reflexivity of the contributors in their search for alternative ways of knowing, and their meticulous efforts to give diverse voices an opportunity to be heard and ultimately make a change in their language ecologies.

Book and Media Reviews. Article in Journal of Latinos and Education 4(1):71-74 Â· November 2009 with 4 Reads. How we measure 'reads'. It has been many years since an author has produced a New Zealand press history that has so resolutely taken to task previous research in this field. But David Hastings has done this with his new book on the early newspaper scene in Auckland, Extra! Extra! How the people made the news. View full-text. Article. However, how does a new author get those crucial Kindle book reviews or editorial reviews that will help to drive up sales? Most resources rely on tactics that require already existing fan base, elaborate platforms, and major connections. That's all fine and dandy if you have those resources at your disposal or are willing to trade in your friendship for a favor. But what about the rest of us? Or those of us without a giant email list, social media following, and oodles of friends that we want to send our books to? Advanced Book Review Training The process of getting Reviews is evolving. In focusing on reviews for the past 7 years, I'll share the advanced strategies I've developed that work great and are best practices. 3 Amazing Review Getting Bonuses You Don't Want To Miss! Press Play To Watch Best Selling Author, Kathleen Gage About Book Review Targeter. Get Inside Now. P.S. This is the best way to get more reviews. Book reviews are important because 1) Books with reviews sell more copies, 2) Many book promotion sites require a minimum number of reviews to use their service and 3) Verified reviews are an additional metric Amazon can use to promote your book. the reviews are not legitimate . The Solution: Get Book Reviews With Book Promotion. Running a book promotion is a proven way to get reviews. Unfortunately, many book promotion sites will not run your book until you have reviews.