

## BOOK REVIEWS

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*Speaking Spanish in the US: The Sociopolitics of Language* (2nd edition) by Janet M. Fuller and Jennifer Leeman. Multilingual Matters, 2020, 441 pp.

The field of Spanish in the U.S. is booming, with various annual conferences dedicated to studying this language variety and its U.S. speakers (such as the Conference on Spanish in the U.S. and the National Symposium on Spanish as a Heritage Language), academic journals (such as the current journal) and an abundance of research and publications dedicated to Spanish in this geographical area. The updated edition of *Speaking Spanish in the US: The sociopolitics of language* is a timely English-language addition to the field that covers topics such as the history of Spanish and Spanish speakers in the United States, language ideologies, and the racialization of Latinxs. Intended as a course textbook, each chapter lists clear objectives and most end with discussion questions, extension activities, and a list of further reading. This is not a book about the grammar or linguistic characteristics of U.S. Spanish (although Chapter 10 offers an overview of lexical, phonetic, and structural variation as well as language contact phenomena). As the subtitle suggests, the focus is on the sociopolitical ramifications of Spanish—Latinx identity, indexicality, demographic data, racism, and how language ideologies shape language planning and policy. Touching on Spanish in the media, in schools, and the future of Spanish, the book offers an engaging overview of important issues that scholars, teachers, and students of Spanish should be aware of. This second edition was revised “to reflect focus of language as social action for social and political meanings” and consists of eleven chapters, a glossary, a list of references and an index.

Chapter 1 introduces the focus of the book, offers a general background on the sociopolitics of language and gives an overview of the chapters. The authors introduce the broad range of issues and academic disciplines that are interrelated to Spanish in the U.S. (sociolinguistics, anthropology, education,

critical race theory, demography, history, law, media studies, political science and sociology) as well as a critical approach to language study (questioning social norms and social categories to reveal bias and pinpoint previously invisible inequalities).

Chapter 2 is new to the second edition and presents demographic data regarding Spanish speakers as well as an overview of the literature regarding language maintenance and shift to English. Misconceptions and stereotypes are interrogated and the ethnoracial diversity of Latinx is emphasized, both of which lay the foundation for later analyses of Latinx identity. The Census Bureau's language use question is critiqued for not investigating language abilities and languages used outside the home. The discussion then outlines major factors that impact maintenance or shift, such as institutional support, language status, and demographic issues like endogamy or exogamy. Although the three sociolinguistic generational model predicts shift to English, the authors present reasons for optimism, such as border communities that retain Spanish beyond the third generation and the relearning of Spanish as adults by heritage language learners.

Chapter 3 is also new to the second edition and examines the history of Spanish and how that history is interpreted in the present times. The authors critique conventional narratives that downplay the presence of Spanish prior to Jamestown and Plymouth and minimize the presence of indigenous peoples and the enslavement of Africans. Attention is given to Spanish colonial practices as well as U.S. expansionism policies. The chapter dives into historical details such as the filibustering of Florida by Anglo settlers that led to its annexation in 1821 and the massacre of the Acoma by Oñate. These sections give a more nuanced presentation of history that highlights the role of racism and prejudice in nation construction. The last section of the chapter details immigration trends and the role of the word "illegal" to racialize and dehumanize Latinxs. This chapter helps meet the book's overall goal of developing a deeper understanding of the sociopolitics of language and developing critical consumers of public discourse.

Chapter 4 explores language ideologies related to Spanish in the U.S. and has been expanded for the second edition. The authors explain how language ideologies reflect more on society's view of the speakers rather than the language (varieties); for example, the standard language ideology presents standardized language varieties as superior, and this ideology is a tool that

perpetuates the status and power of certain people over others. Many concepts that are spiraled throughout the book are introduced here, such as the one nation—one language ideology (the belief that the U.S. should be an English-speaking nation), hegemony (the dominance of one entity over another), and indexicality (how certain linguistic features “point to” social categories or characteristics). Real-world consequences of these harmful ideologies are discussed, such as the prioritization of English-medium instruction in schools and the perception that bilingualism is problematic. The last section examines how bilingual speakers draw on resources from across their languages and language varieties and how the perceived worth of English and Spanish is evident in the view that Latinxs’ bilingualism is an obstacle while Anglos’ limited bilingualism is an achievement.

Chapter 5 has also been revised for this edition and discusses the racialization of Latinx identity and Spanish itself. Race and ethnicity are considered as well as conceptions of race in Latin America, which differs from the binary white/nonwhite classifications in the U.S. Chapter 6, another updated chapter, dives deeper into the connection between language and identity. Specifically, identity is performed partly through language and identity is enacted by doing the behaviors associated with those identities. The authors rely on Bucholtz & Hall’s (2005) language and identity framework to discuss how macro-level identity categories (gender, sexuality, ethnic, racial, age, social class, etc.) affect language in addition to local identity categories. Identity is constructed around relationships, but also what identities other people ascribe to speakers. The interaction of identity with multilingual practices and intersectionality of identity are examined. Chapter 7 reviews Spanish and Spanish speakers in U.S. media such as television, news, and film. Also revised for this edition, the chapter reviews the role of media in reproducing hegemonic ideologies and racist stereotypes of Latinxs (when Latinxs do appear at all).

Chapter 8 is a new chapter that examines how language ideologies affect language policy and planning decisions, such as the official status of a language or the use of certain languages in schools. The one nation—one language ideology resurfaces in the discussion about education and what languages people learn in schools. Ruiz’s 1984 orientations framework is considered here (language-as-problem, language-as-right, language-as-resource) and the role of languages in civil rights and in legislation. The authors

emphasize that speaking English is not the magic solution to overcome racism, in the same way that speaking standardized English has not been a magic solution to racism for other racialized groups in the U.S.

Chapter 9 is a natural extension of the language policy and planning discussion and focuses on education for Spanish speakers. The role of schools in reproducing social hierarchies and societal ideologies is discussed through what information is or is not included in instruction. Ideologies of normative monolingualism and linguistic purism are revisited here in bilingual programs that strictly separate languages or Spanish as a Heritage Language instructors that view their role as “fixing” the Spanish of their students. The commodification of Spanish and the gentrification of bilingual education are debated, as well as critical pedagogical approaches to language education that promote social justice. Teaching students to critically analyze and challenge structural inequalities and resist dominant language ideologies should be a goal for inclusive education.

Chapter 10 offers an overview of the structural aspects of Spanish in the U.S., including geographical varieties that have more influence in certain areas of the country and language contact phenomena with English. The authors discuss what is commonly referred to as “Spanglish”, distinguishing code-switching/translanguaging from borrowings and calques. The authors emphasize that multilinguals use a plethora of resources in their linguistic repertoires to perform their identities, and that these natural practices serve communicative functions. The final chapter (Chapter 11) is new to this edition and offers takeaway points as well as future directions for the study of Spanish in the U.S.

The book is clearly organized and would make an engaging text for a course on Spanish in the U.S. or courses that study the intersection of politics and language. Students of many interrelated disciplines could benefit from this book, as well as Spanish instructors who are ready to implement critical pedagogy in their courses and would like inspiration for where to start. The content appears to be mainly for non-Spanish speakers since it corrects some historical misconceptions common among English speakers and guides readers to interrogate their assumptions about Latinxs and Spanish speakers. However, even Spanish speakers with little exposure to sociolinguistics or critical pedagogy could benefit. Many concepts are spiraled throughout the book, which could feel repetitive at times, although the intention of the

authors is to introduce a topic and then dig deeper into it or examine it from another angle. Some chapters don't feel like self-contained units, which reflects how the themes overlap; for example, identity construction, language ideologies, and hegemony are pertinent to discussions of education, media, and historical studies. As a text which offers a critical approach to the study of language, this book meets its goal of exposing inequalities and bias and interrogating "common-sense" perspectives. One hopes there will soon be a Spanish translation available, especially for Spanish speakers outside the U.S. who are interested in el español estadounidense.

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*The Coral Way Bilingual Program* by Maria R. Coady. Multilingual Matters, 2019, 168 pp.

The growth of two-way immersion (TWI) bilingual education (also often called 'dual language') has been significant in recent decades. Accompanying this growth has also been an increasing body of research in the field of dual language bilingual education (DLBE) directed at better understanding the successes and shortcomings of program models (e.g. Cervantes-Soon, 2014; Thomas & Collier, 2002) teaching and leadership practices (e.g. DeMatthews & Izquierdo, 2017; Palmer & Martínez, 2013) and the overall goals of DLBE (e.g. Palmer, Cervantes-Soon, Dorner & Heiman, 2019). The TWI program model has been both lauded for its literacy and academic language benefit (Thomas & Collier, 2009; de Jong, 2004), as well as cautioned against for the ideological constraints that risk the gentrification of such programs (Palmer, 2010; Valdez, Freire & Delavan, 2016). In the book *The Coral Way Bilingual Program* author Maria R. Coady, explores the complex circumstances that resulted in the implementation of the first TWI program in the U.S. By situating the present implementation of TWI in its past success Coady demonstrates how bilingual education programs can be established in restrictive sociopolitical climates. Coady's analysis explores the early years of the TWI experiment at Coral Way, from 1961 to 1966, addressing the themes of sociopolitical context and leadership (ch. 1), the bilingual education program model (ch. 2), teacher education and professional