# Review of Ajšić, Adnan, and Rachelle Vessey, editors. *Current Approaches to Language Ideology and Metalinguistic Discourse*[1]

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This edited volume[2] represents a timely and significant contribution to ongoing debates in language ideology research. It is a valuable resource not only for scholars seeking to engage with innovative and empirically grounded studies on the topic, but also for those who may have grown disenchanted with the field, whether because they perceive language ideology as analytically overextended or as methodologically problematic. I have found myself situated between these two positions and therefore approached Ajšić and Vessey's volume with both anticipation and measured skepticism. Yet, upon finishing the volume, I found my interest in language ideology not only rekindled but also intellectually reframed. The book reaffirmed my conviction that much more sociolinguistic research on the topic is both necessary and overdue. The editors succeed in demonstrating that the study of language ideology remains a vital site for theoretical and methodological innovation, while also revealing areas where further empirical depth and conceptual clarity are needed. Spanning 253 pages, featuring contributions from 19 authors, and comprising 12 chapters organized into three thematic sections, this volume is an accessible and rewarding read for emerging scholars as well as seasoned researchers interested in reengaging with contemporary debates in language ideology studies.

To clarify, this is not a methodological handbook on doing language ideology research. Rather, it brings together contributions from scholars across a range of subdisciplines, each examining language ideology within specific contexts using qualitative, quantitative and mixed research methods. Each chapter distinguishes itself from a conventional research article or edited volume contribution in two significant ways. First, they are much more detailed in their methods and the research processes, offering contextualized (and at times personal) descriptions. Second, each chapter concludes with a section titled "Methodological Reflection" in which the authors detail the methodological limits in their study, assess what they could have done differently and outline directions for future research. These two features provide readers with helpful insight into how to do work on language ideology. Chapters with such a grounded methodological footing make for an edited volume that sends a clear message: Research on language ideology is not only possible and relevant but also inherently multifaceted and adaptable to a wide range of research questions. Indeed, we see chapters as diverse as a qualitative analysis of characters' use of Acadian French in a novel (Chapter 8) to a quantitative analysis of Martinican Creole using experimental methods (Chapter 6).

Embedded in the chapters are important theoretical and epistemological debates in linguistics, including defining language ideology itself, and many start by "tipping their hat" to Silverstein's "Language Structure and Linguistic Ideology" before discussing Wodak, Gal and Irvine, Woolard, Gal and Woolard, and Kroskrity. Chapters articulate language ideology with related concepts and methodological frameworks, namely ideological work, language attitudes and Critical Discourse Analysis. The authors also often approach the historical aspects of such debates, including schools of thoughts and physical if not theoretical divides (e.g., North America versus Europe, linguistic anthropology versus sociolinguistics, critical discourse

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analysis versus language ideology, etc.). While certainly no one method or approach is touted as *the* best practice for language ideology research, one that is frequently evoked is the use of triangulation (Chapters 3, 4, 6, 7, 10 and 11). In Chapter 11, Ajšić coherently describes this need for triangulation, stating that this includes epistemic, data and method triangulation (232).
Before describing the ten central chapters, it is worth highlighting the importance of the first and last chapters, Chapter 1 and Chapter 12, which serve as essential bookends to the volume. Chapter 1, authored by Vessey and Ajšić, sets the tone by addressing key terms used in the book, notably metalinguistic discourse, through which language ideology is measured in the chapters. They note: "In this volume, we address ideological metalinguistic discourse, which verbalizes (Woolard, 1998) or articulates (Silverstein, 1979) beliefs about language" (3). Tommaso M. Milani's concluding chapter, Chapter 12, framed as a personal reflection, offers not only critical insight into his own personal trajectory with language ideology research, but also a crucial synthesis of the chapters that precede it. Edited volumes do not always provide readers with such a thoughtful, pertinent conclusion that calls readers to reflect on the ways in which each chapter responds to the ever-challenging work on language ideology.
The remaining chapters are organized into three sections, titled "Language Ideology and Education" (Chapters 2 through 5), "Standard Language Ideology and Minoritized Languages" (Chapters 6 through 8) and "Language Ideology and the Media" (Chapters 9 through 11). I briefly highlight each one below. First, Chapter 2, by Jaffer Sheyholislami and Rachelle Vessey, focuses on an innovative six-part, sequential schema developed by the authors for language ideology analyses. The authors combine theory and method to argue for the schema's pertinence while describing the multilingual landscape in Iran as related to education and policy. Chapter 3, by Leah Davis, Cassie Hoopes and Shari Manhas, looks at teacher language ideologies in English classrooms for migrants in the US, focusing on three different schools. A strongpoint of this chapter is the demonstrably solid triangulation methods employed by the authors. Brian Hibbs' Chapter 4 presents a pedagogically grounded study that connects theories of language ideology with practical lesson design, aiming to shift teacher trainees' orientations from monolingual to multilingual. This is achieved through training tasks centered on learning about Spanish as it appears in school contexts. Chapter 5, by Lamar Prieto and González Alba, looks at Latinx students studying abroad in Spain and how issues of language ideology are related to linguistic insecurity using mixed methods via questionnaires and analyses of Instagram posts.
Part Two looks at policies related to minority and/or marginalized languages, starting with Chapter 6 by Chiara Ardoino, Noémie François-Haugrin and Stéphane Térosier. This chapter uses forced choice perception tests to understand what inhabitants of Martinique think about the varieties of Martinican Creole, and how language ideologies of the local creole may have changed over time, as it has gained symbolic and political prestige. Chapter 7, by Jessica Hampton, contrasts two minority languages that have very different sociocultural and geopolitical backgrounds: Emilian spoken in northern Italy and Esperanto, a language with no associated territory or ethnic group. This chapter also offers solid methods using triangulation to reveal interesting commonalities and divergences regarding language ideology. The last chapter of this section, by Catherine Léger and Pierre-Don Giancarli, offers a unique methodological approach to studying language ideology because it mainly centers on the (meta)discourse of the characters of France Daigle's novel *Pour Sûr*, who speak in and talk about the Chiak (Acadian) and French languages. While also drawing on sociolinguistic research and artefacts, this study reflects on the intricate relationship between the imaginary and the real in the novel.
Part Three focuses on language ideology and the media, with two of the three chapters analyzing social media. For example, in Chapter 9, Alba Milà-Garcia and Anna Tudela-Isanta analyze a seemingly ordinary TikTok account in which a Spanish woman shares cooking recipes exclusively in Catalan. The linguistic choice provoked a range of user comments, which the

authors examine to reveal underlying monolingual and multilingual language ideologies. Chapter 10, by Julian Canjura, also focuses on user comments, but this time on Facebook, in reaction to a post announcing the publication of the *Oxford Dictionary of African American English*. Taking a Critical Discourse Analysis stance, this article offers a solid methodological approach, elaborating on imagined standards, stereotype and iconic acts. Chapter 11, by Adnan Ajšić, offers an invaluable look at how to do research on language ideology and the media via corpus linguistics. This chapter examines the perceived divide between language ideology research and corpus linguistics. Ajšić highlights both methodological tensions and resistance from editors and peers, underscoring the need for innovative publication practices and robust, mixed-method approaches.

Finally, Chapter 11 also circles back to the attitude-ideology issue discussed elsewhere in the book (e.g., Chapter 6) and the various schools (psychology versus anthropology, broadly) that separate them. My only critique of the edited volume is that I find a lack of discussion with other frameworks, mainly social representations (Jodelet; Moscovici) and more generally, linguistic representations (Boyer; Calvet). Many social scientists in Europe, notably in France, use this approach to understand how individuals (i.e. language attitudes) create social constructs (i.e. language ideology) through the process of creating representations. As mentioned elsewhere (Sammut), linguists struggling to reconcile apparent theoretical binaries and disciplinary divides could benefit from considering how representations fit into the construct, and more importantly, how this can help with methodological innovation and adaptation. Incorporating such perspectives could have further enriched the volume's theoretical dialogue, providing a more integrative framework for understanding the dynamic interplay between individual cognition and collective ideology.

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