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Overview in Relation to the Field

The heritage language (HL) education literature is replete with captivating case studies, many of which are published as journal articles or book chapters in edited volumes (e.g., Brinton et al., 2008; García, et al., 2013; He & Xiao, 2008; Seals & Shaw, 2018; Zentella, 2005). In his first single-authored book, *Discourse, ideology and heritage language socialization: Micro and macro perspectives*, Martin Guardado re-examines the body of knowledge he has generated on HL development in Canada over the past 20 years in order to continue important conversations about how to fruitfully examine this complex phenomenon from various theoretical and methodological perspectives. In line with the majority of HL researchers, his interest in HL development is rooted in his belief that heritage languages are essential "tools for language minority parents to socialize their children into value systems, which subsequently aid in their integration insofar as a family united by a common language and culture is more resilient in times of challenge or adversity" (p. 15). A tireless scholar, educator, and HL development advocate, in this book, Guardado provides a thoughtful reflection on the history of the field itself, a thorough analysis of extracts from his own dataset, and stimulating directions for the field to take, particularly in Canada.

Summary of Content

Guardado covers an incredible amount of ground in the 15 chapters that comprise this volume. In Part I, *Setting the stage*, we are introduced to the book's focal areas and concepts: *Overview of heritage language studies* (Chapter 2), *Language socialization* (Chapter 3), *Language ideologies* (Chapter 4), and *What is discourse?* (Chapter 5). These chapters are particularly well-grounded in the foundational literature and serve as the interconnective tissue that allows Guardado to build a multifaceted yet coherent argument throughout the remaining 10 chapters. In Part II, *The discursive construction of heritage language development*, Guardado begins in Chapter 6 by presenting a fascinating "preliminary typology containing some of the various discourses surrounding linguistic minority families' conceptions of the development and maintenance of heritage languages" (p. 81). His intention with this typology is to offer a point of departure for researchers interested in studying HL development from a discourse perspective. He then proceeds, in Chapter 7, to test this typology against a selection of 24 relevant HL studies published within the last 20 years. In Chapter 8, he problematizes the typology by bringing attention to the mutable and overlapping nature of the discourses in making a case for what he is conceptualizing as a discursive approach to HL research. In Chapter 9, the first in Part III, *Socializing strategies and metapragmatic practices*, Guardado revisits the central role of community in HL development, drawing on his own and others' data to examine the multiple benefits of community (sense of community, living communally, etc.) in

supporting (especially) marginalized groups' quality of life, cultural identity and language maintenance. In the case of immigrant groups, he argues that grassroots groups, like the ones he profiles in the chapter, can serve to foster what he calls "diasporic familism": "the set of close family-like ties that evolve among immigrants" (p. 145). Moving from the macro to the increasingly micro, Chapter 9 provides an important backdrop for the following three chapters (Chapters 10, 11, and 12), which are part of a series where Guardado rigorously examines "key policies, concepts, and practices that impact on language development and maintenance" in families and community group settings (p. 147). These three chapters exemplify one of Guardado's central claims, which is that multiple methods of analysis help to elucidate the complex phenomenon of HL development. For instance, in Chapter 10, he does a thematic analysis of interview data he collected during a 2001 pilot study, and in Chapters 11 and 12, he introduces conversation analysis, subsequently applying it to his language regulation data from different angles. In the following two chapters (13 and 14), *Family, community and education in global perspective*, Guardado presents an in-depth exploration of the concept of cosmopolitanism (a discourse identified in the typology he advances in Chapter 6) and makes a case for a "cosmopolitan turn in heritage language studies" (p. 216). In Chapter 13, he applies a cosmopolitan lens to his own dataset, and in Chapter 14, he reviews mission statements and educational policies from public school boards and universities across Canada to examine whether cosmopolitanism would be a viable goal in language education, and compatible with notions of Canadian national identity. The final chapter (Chapter 15) offers an excellent summary of the book's wide-ranging contents, and points to two areas in particular for future research: HL development in interlingual families, and HL research that pays close attention to social class.

Critical Evaluation

This ambitious book makes a number of contributions to HL research literature, not the least of which is the self-effacing stance that Guardado takes in advancing them: "the reader is kindly invited to view the following methodological descriptions as unfinished starting points rather than comprehensive research design delineations" (p. 10). "Unfinished starting points" they may be, but they are certainly intriguing and well-reasoned starting points—particularly the typology Guardado advances in Part II, and his theorization of cosmopolitanism in relation to national and heritage identities in Part IV. The discourse-based approach he advocates through the typology has clear applicability to data sets involving talk or writing about HL loss or maintenance (e.g., policy documents, interviews). Furthermore, his multifaceted discussion of cosmopolitanism in relation to macro (e.g., policy documents) and micro (e.g., interactional) social practices effectively demonstrate the concept's range of relevance and potential areas of applicability. A welcome contribution the book makes is its interactionist analysis of families' and communities' language regimentation practices. For families, students, or researchers seeking a more textured understanding of the strategies families use to maintain or develop their heritage languages, this book will prove to be particularly insightful.

Many qualitative HL researchers will find the typology in Part II to be compelling and potentially applicable to their own data analyses. Similarly, researchers with an interest in language regimentation/management strategies (Part III), or in considering the concept

of cosmopolitanism in relation to language, culture, and Canadian identity (Part IV), will likely find this work to be both thought-provoking and useful. For undergraduate or graduate students thinking of entering this field of study, the first part offers an accessible introduction to major concepts and areas of inquiry within applied linguistics more broadly (discourse, language ideologies, and language socialization) as well as a useful overview of a number of HL studies. It would be interesting to assign his typology for course projects in upper-level undergraduate or graduate courses to test its applicability across linguistic and cultural contexts and further refine it.

The book certainly fulfils its promise as a starting point for much-needed methodological and theoretical discussions in the field of HL education. Importantly, it is written in a way that is inclusive of newcomers and more established HL researchers alike, which will undoubtedly help to refresh and even redirect perennial conversations about the role of the family, community, language ideology, and identity in HL studies.

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