



Title of Project:

Language Policy and Multilingual Identity at Home and in School

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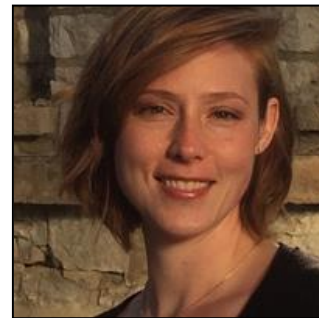
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Project Summary:

The purpose of this ethnographic and discourse-analytic study is to trace the relationship between language policy activity and multilingual social identity development through schools and homes in a public school district that implements an English Language Learner (ELL) program. Researchers of Language Policy and Planning (LPP) have long argued that the impacts of language policies cannot be fully understood without consideration of how they impact identities and social realities such as language ecology, status and maintenance and social opportunity for the populations they affect (Hornberger & Hult, 2008; Tollefson, 1991). A persistent methodological challenge in the field is making connections across layers of policy influence from the macro to the micro in order to uncover these policy impacts (Hult, 2010; Johnson, 2009). Using data gathered in the schools, homes, and communities of multilingual students, this study will provide ethnographic understanding of language use and learning as they relate to social identity development. The ethnographic data will be coupled with critical analysis of discourses that shape negotiations of both language policy and social identity in school and at home for multilingual students and their families to trace policy impacts across the layers of the study. Ultimately, it will extend exploration of the layers of policy activity to the homes and communities of students in order to uncover implications about the role of language policies in shaping equitable educational and linguistic opportunity for stakeholders in the education system, including researchers, policymakers, educators, and families.