

**Researcher**

Rickey Larkin  
University of Hawai'i at Mānoa

**Title of Project**

Mountains Under Water: Autoethnography through  
Language Policy and Planning in the Cordilleras

**Research Supervisor**

Prof. Christina Higgins  
University of Hawai'i at Mānoa

**TIRF Research Topic Investigated**

Language Planning and Policy

**Bio**

Rickey Larkin is a PhD candidate in Second Language Studies at the University of Hawai'i at Mānoa. In his dissertation, Rickey takes an autoethnographic approach in examining language policy and planning at Benguet State University (BSU), located in the Cordilleras, Philippines. Specifically, he positions his work to contribute to BSU's explicit goals of *internationalization* and *incorporating Indigenous values*.

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**Project Summary**

In the Philippines, Mother Tongue-Based Multilingual Education (MTBMLE) policies have been supported through language work conducted by international organizations such as the U.S. Peace Corps. At the same time, these policies are under threat due to competing language ideologies. First, a nationalist-minded Filipino-only position devalues support for mother tongue education in favor of a unified, national language supporting national identity. Second, English remains valued as an internationally-oriented language that promises personal and economic development.

I situate my dissertation within the field of language policy and planning (LPP). I take an autoethnographic approach to LPP research on MTBMLE by focusing on a Philippine university's stated ideological goals of "language reclamation" and "internationalization." Autoethnography is central to this work since my role as a researcher from a U.S. university is entangled with the ideologies and practices that guide LPP at BSU. Taking a deeply reflexive approach allows me to examine how the contradictory goals of reclamation and internationalization are enacted by the stakeholders at the university who shape language policy, including myself. To that end, I seek to answer the following questions: (1) What are the ideologies underpinning Indigenous language reclamation and internationalization efforts at the university?; (2) How can autoethnography illuminate the relationship between Indigenous language reclamation and the internationalization of higher education? In doing so, I expand the field of LPP to incorporate autoethnography as a research method, while also expanding the methodology itself through my attempt to establish a self-reflexive research procedure at every possible step, from data collection to writing.