

Martyn, J. (2022). *Discourses, identities and investment in foreign language learning*. Multilingual Matters.

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Two prominent language-related discourses permeate contemporary society: females are more talented in learning foreign languages, and competent English speakers are more competitive in the job market. Through accurate observations, detailed records, and vivid descriptions, Jennifer Martyn brings readers first-hand data to exemplify these beliefs in an Irish secondary school, where the students negotiate their micro-investments in learning foreign languages within macro-discourses. Her timely seven-chapter book sheds light on the social turn in second language acquisition (SLA) and benefits policymakers and language practitioners.

Opening with the preface and Chapter 1, Martyn guides readers to learn contextual information about Irish language policies, secondary education systems, and decreased enrollment of language programs in universities. In addition, she provides a comprehensive summary of the social turn in SLA, which enables readers to understand how language learner identities are shaped by diverse social factors.

People are not only language learners per se but are grounded in different discourses during language learning (Block, 2007). To unpack multiple language learners' identities embedded in these discourses, Martyn introduces the main theoretical frameworks in Chapter 2: the investment model and elite multilingualism. The investment model positions language learners at the intersection of identity, capital, and ideology, suggesting that individuals can project legitimized identities only using symbolic capital recognized by dominant ideologies. From the perspective of elite multilingualism, languages become economic resources to allow language learners to achieve a prestige lifestyle or upscale their social classes by learning a new language. Through contextualizing these two notions in her study, Martyn showcases what foreign languages are valued as symbolic capital to help Irish students to acquire their desired identities.

In Chapter 3, Martyn provides an overview of gender discourses in language education, which systematically traces back different relationships between gender and language use from deficit theory to performativity theory. Bringing theoretical frameworks and gender ideologies together, Martyn illustrates that Irish students' investment in foreign languages and their gender identities should be viewed as embedded in other complex discourses, such as social class, heritage identities, teachers' expectations, and textbooks.

In Chapter 4, Martyn outlines the methodology from data collection to analytic framework and illustrates how two female students align with and resist binary gender discourses. By combining approaches of linguistic ethnography and community of practice, her epistemic stance is first stated that students take an active role in discursively constructing their membership, despite being influenced by the discourses of communities. The author then demonstrates detailed collection procedures through participant observation, class observation, and semi-structured interviews in the middle school. The feminist-poststructuralist discourse approach is employed as the analytic framework to position the key participants who can resist and are influenced by dominant discourses simultaneously. The second part of this chapter explicitly displays the identity negotiation between two female students and the binary gender discourse embedded in school. Immersing herself in this school, Martyn reports that gendered boundaries persist, even