

Bruna Di Sabato - Bronwen Hughes: Multilingual Perspectives from Europe and Beyond on Language Policy and Practice

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Multilingual Perspectives from Europe and Beyond on Language Policy and Practice is a book of eight chapters from the Routledge Series published online by Routledge (DOI <https://doi.org/10.4324/9780429351075>). This book provides a thorough examination of language policies and practices in multilingual settings, mainly in Europe but also in other areas. The authors gather various viewpoints to examine the difficulties and benefits of multilingualism, covering topics such as language education, language rights, and language policy. After a brief account of the editors of the book and a preface written by them, the book presents the eight chapters that constitute this book. The chapters are subsumed under two parts. Part 1 (chapter 1) gives readers an overview of the rapidly evolving linguistic and cultural environment facing students and teachers today, which recent global events have impacted. The terms “superdiversity,” “multilingualism,” and “translanguaging” are used to describe these scenarios, which are characterized by a wealth of content. Part 2 (chapters 2-8) covers the latest research on translanguaging, English as a medium of instruction, multilingualism, and minority language education in Europe. It predicts future education policies and explores how revising current practices can improve language practices and policies.

This publication, created by a global team of university specialists, delves into the difficulties faced by multilingual communities and language minorities and presents practical solutions for fostering multilingualism and preserving minority languages. It adds valuable insights to the dynamic area of language policy and implementation.

In the first chapter, Di Sabato and Hughes summarize the key points made in the book about multilingual education and raise important questions that are becoming increasingly relevant in this field. They also provide a critical evaluation of the studies discussed in the book.

The focus of the second and third chapters is on how libraries and EMI can aid language learning. The authors highlight the significance of translanguaging, a method that prioritizes communication and sees linguistic diversity as an asset. Additionally, they explain that code-switching and translanguaging are typical in multilingual communication in EMI classrooms. The authors believe that it is essential to have a new perspective to comprehend the different language uses in EMI and present a framework they created to address this.

Chapter 4 explores the impact of a student's goal orientation, prior knowledge, and language on their learning strategies in EMI (English as a Medium of Instruction) contexts. A research plan is suggested that involves collaboration between language and content specialists.

Chapter 5 highlights the difference between the EU's language ideology of promoting diversity and its actual language policies towards minority languages, which reveals a contradiction.

Chapter 6 argues that the EU education system needs to address the challenges posed by globalization and prioritize language education by focusing on strong language skills and a diverse language repertoire.

Chapter 7 examines how two Turkish-speaking university professors used translanguaging in their teaching at a state university where English is the medium of instruction. The results showed they had a positive view of translanguaging and mainly used it for instructional and emotional reasons.

Chapter 8 discusses the consequences and benefits of bilingualism, both for adult learners and those who learn English as a second language in childhood, and highlights the importance of language study in the US.

To conclude, the eight chapters in this book provide insights and recommendations for policymakers, educators, and practitioners, and offer a valuable resource for anyone interested in the field of language policy and practice.

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