

Elizabeth J. Erling – John Clegg – Casmir M. Rubagumya – Colin Reilly: Multilingual Learning and Language Supportive Pedagogies in Sub-Saharan Africa

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Multilingual Learning and Language Supportive Pedagogies in Sub-Saharan Africa (SSA) is a book of 14 chapters from Routledge Series in Language, and Content Integrated Teaching & Plurilingual Education published online by Routledge (DOI <https://doi.org/10.4324/9781003028383>). The book focuses on the topic of multilingual education in SSA and is comprised of three sections. The first section (chapters 2-4) gives a general view of multilingual learning and examines language policies in education and the typical classroom environment. The second section (chapters 5-10) stresses the significance of multilingual teaching methods in schools in SSA, particularly the utilization of native languages in education. The third section (chapters 11-14) discusses creating multilingual resources and teacher training programs, with examples from SSA and other countries, to show the value of worldwide cooperation in transforming education.

This book is a comprehensive publication created by education specialists worldwide that highlights the benefits of incorporating students' multilingual abilities in low-resource multilingual areas in SSA. It is a valuable contribution to the field of multilingual learning and development.

The book's introduction argues that multilingual learning can enhance student achievement and promote equity in SSA schools. It outlines the challenges and language policies in SSA, provides a theoretical basis for multilingual education, and gives an overview of the book's contents. The introduction offers a crucial foundation for understanding the book and should be read carefully.

The second chapter highlights the limited understanding of effective multilingual education in developing countries and identifies key components of successful mother tongue-based programs.

The third chapter reveals that language policies in Seychelles are not effectively carried out and suggests improving teacher attitudes towards the local language to improve student learning outcomes.

The fourth chapter reveals that lessons in Ghanaian primary schools are primarily teacher-led and in English with inadequate teaching methods and proposes ways to improve classroom talk and incorporate multilingual pedagogies.

The fifth chapter focuses on the impact of the Storyplay approach on language development in South African early childhood education and suggests a meaning-based literacy model.

The sixth chapter details the success of SIL International in improving preschool and primary education quality in rural Cameroon and Kenya through incorporating local languages, using a "soft landing" approach, the Finnish KÄTS method, and total physical response. It highlights the importance of local language literacy for education quality.

The seventh chapter discusses the language barrier problem in Sub-Saharan African schools and proposes short and long-term solutions. The short-term solution suggests using multilingual education to improve education quality. In contrast, the long-term solution proposes education in the students' mother tongue to address the language gap and ensure equal opportunities.

The eighth chapter examines the implementation of the "Language Supportive Pedagogy" in Tanzanian secondary schools, aiming to improve students' subject-specific language skills in English through the "Language Supportive Teaching and Textbooks Project."

The ninth chapter details a collaboration between researchers and teachers from CUNY-NYSIEB and a bilingual school in NYC to involve students in a project exploring language and cultural practices in their community. The project prioritizes collaboration and utilizing the community as a learning source and offers suggestions for similar projects in Sub-Saharan African schools.

The tenth chapter presents a bilingual program for Kenyan primary students taught in Kiswahili and English, using local resources to overcome resource limitations. The program's success was evaluated through curriculum outcomes and bilingual assessment, and using local context, was found to help students value their language and culture, linking their learning to real-life experiences.

The eleventh chapter of the book deals with low English reading fluency in grade 4 students in Sub-Saharan Africa and suggests incorporating multilingual materials to improve performance.

The twelfth chapter explores the benefits of translanguaging and multimodality in education in Tanzania, such as improving critical literacy, promoting diverse identities, and challenging power dynamics.

The thirteenth chapter discusses a project to improve language skills and material development for student teachers in Uganda by creating books in African languages.

The last chapter examines the potential for multilingual practices in education despite a monolingual policy, showcasing a project in Tanzania that merged science and math with language learning.

To conclude, the 14 chapters in this book are all based on research and use various research methods, making it a comprehensive and informative resource. It is an essential tool for anyone interested in staying current with advancements in multilingual education.

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