

**Ofelia García, Angel M. Y. Lin, & Stephen May (Eds): Bilingual and Multilingual Education (Third Edition)**

(Cham: Springer International. 2017. 529 p.)

In modern societies, multilingualism has become the norm due to various economic, historical, social, and political reasons. As a result, in the past few decades a growing number of schools have attempted to include multilingualism as their educational goal. This means they attempt to integrate two or more languages into their educational activities with the aim of cultivating multilingualism and multiliteracy (Cenoz, 2013). In these schools, the children who speak languages other than the language of the instruction receive support in their home language. However, children often do not speak the language used as the medium of instruction, for instance in the United States and Western Europe, where there are many immigrant school children. Their languages are maintained and taught at school to promote multilingualism (Baker, 2007). Although most studies on bilingual and multilingual education have been carried out in Europe and North America, the interest to carry out similar studies in Africa, Latin America and Asia have also been increasing lately (e.g. De Mejía, 2005; Feng, 2007).

Bilingual and Multilingual Education is one of the ten volumes of the Encyclopedia of Language and Education published by Springer. The publication is a collection of works concerning bilingual and multilingual education written by various authors. In addition to a valuable exposition regarding the definition and principles of bilingual education, the book offers comprehensive and multidimensional perspectives of bilingual and multilingual education. It also includes a number of instances of bilingual and multilingual education practices from different parts of the world.

Navigating through the volume is made easy with the content page. In addition, an introduction to the volume from the editors clarifies what to expect in the chapters of the book. Besides the content-related introductory remarks, the editors also provide a more theoretical introduction to this volume entitled “Extending Understandings of Bilingual and Multilingual Education”. In this chapter, they broaden the definition of bilingual education to ‘the use of diverse language practices to educate’. They acknowledge the diverse principles and ideologies, which have resulted in different ways in the practices of bilingual education across the globe. To follow, they expand on the distinctive features of the different perspectives in the volume, and move on to discuss several facets of bilingual education: its qualities, its relationship to social, political, and economic factors; its relationship to power and advocacy; its connection to families and communities; and its problems e.g. lack

of material resources. Finally, they summarize how bilingual education can adapt to recent changes and challenges.

After the theoretical introductory chapter, the 32 chapters are organized under six sections: *General Foundations of Bilingual and Multilingual Education*; *Language, Literacy, and Identity in Bilingual and Multilingual Education*; *Bilingual and Multilingual Education in Asia and the Middle East*; *Bilingual and Multilingual Education in Africa and the Pacific*; *Bilingual and Multilingual Education in the Americas*; and *Bilingual Education in Europe*.

The first section of the book presents a general foundation for the readers in understanding bilingual and multilingual education, starting with the aspects affecting the development and implementation of bilingual education. Flores and Bale (Chapter 1) delivers the socio-political aspects of bilingual education, which are related to the aspects of language policy (Chapter 2) and language rights (Chapter 3). A synthesis of all the fundamental concepts is provided by Wright and Baker (Chapter 4). Concluding the first section, May (Chapter 5) reviews some recent findings in bilingual education studies.

The following section of the volume focuses on language and literacy as the core aspects of bilingual education. It starts with a stimulating discussion on language transfer and linguistic interdependence by Cummins (Chapter 6). Garcia and Lin (Chapter 7) follows with a chapter discussing the challenges and the potentials of translanguaging theory in bilingual education, focusing on the ‘complex and fluid language practices of bilinguals’. The importance of multimodalities in the languages of the deaf is discussed in the chapter on sign languages by Bagga-Gupta (Chapter 8), followed by a discussion on some aspects of biliteracy and multiliteracy in multilingual education (Chapter 9). The individual differences of bilinguals is addressed by Jessner (Chapter 10), who brings up the notion of multicompetence, and Choi (Chapter 11), who discusses the aspect of identity and transnationalism in bilinguals. The section concludes with a discussion on the issue of adopting sign bilingualism and co-enrolment in regular school setting (Chapter 12).

Besides the theoretical concepts presented in the first two sections, the volume provides a description of the practices of bilingual and multilingual education in different parts of the world in the next four chapters. It begins with Asia and the Middle East in the third section, presenting cases in Hong Kong (Chapter 13), China (Chapter 14), and Pakistan and India (Chapter 15), the Philippines (Chapter 16), and Central Asia (Chapter 17). Zakharia (Chapter 18) ends this section with a case study of bilingual education in the Middle East and North Africa. Moving on from Asia and the Middle East, the fourth chapter discusses cases in Africa and the Pacific. It includes a description of bilingual education in South Africa (Chapter 19) and sub-Saharan Africa (Chapter 20). Contributions on the Pacific area, i.e. the indigenous

movement in Aotearoa/New Zealand (Chapter 21), Australia (Chapter 22), and the Pacific Islands (Chapter 23) complete the section.

The discussion on the indigenous movement in section four is continued in the next section. The fifth section provides a debate on the indigenous movement in the Americas. It begins with a chapter by López and Sichra (Chapter 24), which explores indigenous bilingual education in Latin America, followed by another chapter with a similar topic focusing on the practices in Mexico (Chapter 25). Still in the context of Latin America, the chapter by de Mejia (Chapter 26) discusses bilingual education practices; however, in contrast to the previous two chapters, it focuses on bilingual education practices in dominant languages. Moving up north, McIvor and McCarty (Chapter 27) bring up the dialogue on bilingual education for indigenous people in Canada and the United States. Additional insights into the practices in the US (Chapter 28) and Canada (Chapter 29) are also added to the section. The final section concludes with an overview on bilingual education in Europe, which starts with a discussion on bilingual education in dominant languages by Hélot and Cavalli (Chapter 30) and migrant languages by Sierens and Van Avermaet (Chapter 31). The final chapter in this section discusses the conflict between minority and dominant languages in one European state (Chapter 32).

On the whole, the volume provides a comprehensive overview of the theoretical frameworks on bilingual and multilingual education and provides a valuable insight into its practice in different parts of the world. The theoretical parts provide the readers with support to understand the principles of bilingual education, while the real world cases bridge the theories and the practices of bilingual education. The relevant and broad scope of the topics, the inclusive organization of the whole book together with its individual chapters make it easy for the readers to navigate and digest the content. It is a valuable reading for practitioners or policy makers wanting to reflect on or improve the practices of bilingual and multilingual education in their region. This volume is also a rich resource for undergraduate and graduate students interested in the field.

Still, under the impact of the ever-changing world, the volume will probably require constant updates on the development of policies and trends with regards to bilingual education. More instances of bilingual education practices in countries or regions not included in the current volume will be a useful contribution to the next edition.

To conclude, the volume is a valuable resource and comprehensive reference for those engaged in the field of bilingual and multilingual education.

## References

- Baker, C.** (2007) Becoming bilingual through bilingual education. In: Auer P. & Wei L. (Eds.) *Handbook of multilingualism and multilingual communication*. Berlin: De Gruyter. 131–152.
- Cenoz, J.** (2013) Bilingual and multilingual education: overview. In Chapelle C. A. (Ed.) *The encyclopedia of applied linguistics*. Oxford: Blackwell Publishing. 510-517.
- De Mejía, A. M.** (Ed., 2005) *Bilingual education in South America*. Clevedon, England: Multilingual Matters.
- Feng, A.** (Ed., 2007) *Bilingual education in China*. Clevedon, England: Multilingual Matters.
- García, O., Angel, M. Y., & Lin, S. M.** (Eds., 2017) *Bilingual and multilingual education (third edition)*. Cham: Springer International Publishing.

FEISAL AZIEZ  
PhD Student  
Multilingualism Doctoral School, University of Pannonia  
feiaziez@gmail.com

We acknowledge the financial support of Széchenyi 2020 under the **EFOP-3.6.1-16-2016-00015**.