

Andrea C. Schalley – Susana A. Eisenclas (Eds.): Handbook of Home Language Maintenance and Development: Social and Affective Factors

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The Handbook of Home Language Maintenance and Development by editors Andrea C. Schalley and Susana A. Eisenclas comprises the 18th volume of the series entitled *Handbook of Applied Linguistics*, edited by Karlfried Knapp, Daniel Perrin, and Marjolijn Verspoor. It is the latest compilation from globally accredited researchers aimed to describe social and affective factors and offers a comprehensive overview of the rising field of study. Topics are examined from an interdisciplinary perspective, drawing on related disciplines such as education, psychology, and sociology. The handbook critically examines the major traditions in the field and provides a comprehensive analysis of their research findings. By identifying gaps in current research, it provides a nuanced understanding of the existing data and perspectives that point the way for future research directions.

For the purpose of describing the framework and outlining the book's structure, Chapter 1 presents the delimitation of the field and its organization into three levels: micro, meso, and macro levels.

Terminologies and Methodologies in Chapter 2 provides a framework for all readers, especially definitions, to address the subsequent themes expressed by authors Susana A. Eisenclas and Andrea C. Schalley. Chapter 3 overviews participants, aims and foci, and research design for “bilingual speakers and their families” (micro), “communities” (meso), and “reaching bodies of authority” (macro). In succession, the section prepares readers for future replication studies, especially focusing on pitfalls and challenges.

Chapter 4 introduces harmonious bilingualism and the well-being of families in bilingual settings by De Houwer. The concept of harmonious bilingual development, or bilingualism, points out that the well-being of children in bilingual families might be at risk. In the end, the author states that age-appropriate proficiency in the societal language is another pillar supporting “harmonious bilingualism” (De Houwer, 1999, p. 78). Chapter 5 explores anxiety's role in home language maintenance. Sevinç cautions against language shift and highlights the psychological aspects of sustaining the home language, and also claims that negative emotions contribute to children abandoning their home language. Additionally, there is also a discussion on translanguaging and the emotional challenges faced by bilingual speakers and families.

In Chapter 6, titled *Identity in Home Language Maintenance* by Amelia Tseng, the construction of identity is explored, specifically the self, and how the interaction is built between identity and the maintenance of the home language. Moreover, the author asserts that language and identity display indexical and interactive qualities. The author explores perspectives from indigenous communities and delves deeper into the analysis of migration in the globalized world and transnationalism. Chapter 7 examines the transition of language practices and language policies, their close interaction with members of the generations, and the need for participation in the maintenance, as such interactions represent a negotiation of language practices and policies, leading to “intergenerational changes.” To conclude, studies from authors (King et al. 2008, p. 907) are examined to explain the “explicit and overt planning in relation to language use within home” (p. 6).

The handbook continues by transitioning towards the family language policy, with a critical assessment of the historical, contemporary, and prospective dimensions of the field, providing an exhaustive analysis up to the current state of scholarship. In Chapter 8, Lanza and Lomeu provide a theory that explains the notion of family across time and space in the spectre of the sociolinguistics of globalization. In Chapter 9, a model provided by Curdt-Christiansen and Huang is presented to analyse internal factors, such as emotion, identity, and parental impact beliefs, as well as external factors influencing family language policy. In Chapter 10, Schwartz illustrates strategies and practices in home language maintenance, exploring parents’ efforts to regulate home language practices and language use. Family members can employ belief and management strategies in this context (Spolsky, 2004). The section concludes by discussing recent studies on home language strategies and proposing future research directions. In Chapter 11, titled *Child Agency and Home Language Maintenance* by Cassie Smith-Christmas, the trajectory of FLP research is traced, evolving from its initial focus on agency through a resistance lens to the more multidirectional focus characterizing the recent wave of FLP (Family Language Practices) research. The chapter also explores the evolution of child agency and its recent inclusion within “Family language policy.” Chapter 12 by Palviainem, entitled *Future Prospects and Visions for Family Language Policy Research*, points to the current state of family language research, further asked by the author: who constitutes a family? The author explains that the family needs to be seen as a dynamic and fluid system while also discussing topics such as children's perspectives, mobile digital context, and practical recommendations to be implemented in future research.

Chapter 13 introduces social media and the use of technology and outlines the advantages of technology influencing subjects to communicate with distant family members. Chapter 14, titled *Grassroots Language Planning in the Era of Mobility*

and the Internet, connects the previous chapter, discussing the Internet's influence on linguistic resources, the perspective of transnationals and translocals, and presenting a case study. The author asks to conceptualize grassroots by theory and practice based on socio-linguistic theories of mobility. Chapter 15, titled *Community Language Schools*, provides a prime example of the meso level, the community language schools as ethnicity, supplementary, heritage, and ultimately, a comparison of fostering identity, belonging to parents' community of origin, in opposition to the mainstream schools' monoglossic language ideologies. Chapter 16 provides a case study comparing the linguistic situation across urban and rural contexts, showcasing the *Drivers of Home Language Maintenance in Indigenous Communities*, where indigenous languages are minoritized.

Liddicoat (Chapter 17) provides an overview of language policy and planning for home language maintenance. This chapter offers a macro-level contribution, considering the meso level and positioning it at the interface between meso and macro levels (pp. 337–352). In Chapter 18, titled *Language Attitudes and Ideologies on Linguistic Diversity*, Nathan Albury explores the field of applied linguistics and asserts that “language ideologies are sites of power negotiations between speakers on the basis of different language and the perceived values they hold” (p. 364). Additionally, draws insights from sociolinguistics in social psychology for explaining language attitudes. In Chapter 19, the authors bring thought-provoking inquiries on *Social Justice and Inclusiveness Through Linguistic Human Rights in Education*. The term ITMs (Indigenous Tribal peoples/Minorities groups) is introduced, and its legal foundations are delved into. Skutbabb-Kangas and Dunbar (2010, p. 16–17) have examined the issues of the right to a specific medium of education through court cases. Chapter 20 by Cheathan and Lim presents *Myths and Models of Disability* in the context of home language maintenance and development, which makes space for emergent bilingual pupils, as well as those diagnosed with disabilities. The proposed “medical model of disability” goes in connection with “deficit discourse” and the social model of disability, which could be an alternative for the so-called “emergent bilinguals” for learners with or without diagnosed disabilities.

Yağmur (Chapter 21) examines models of formal education and minority language teaching across countries within the European context and highlights both similarities and differences, taking into account the effects of growing globalization and large-scale population movements. The author concludes that “it seems logical to suggest that only after full social acceptance of immigrant groups will it be possible to incorporate their languages into school programs as part of the school curriculum” (p. 441). In Chapter 22, Latisha Mary and Andrea Young (2020) focus on *Teachers' Beliefs and Attitudes Towards Home Language Maintenance and their*

Effects and assert that teachers' support for students has been a hallmark among educators. The concepts of beliefs, attitudes, and ideologies are introduced, as well as the implications these beliefs have for education and practiced language policies. The last chapter by BethAnne Paulsrud addresses mobility and migrations, claiming that students bring home languages holding higher or lower statuses. For this reason, policies should include the needs of such students to be put forward in the mainstream classroom, allowing more space for inclusion. The chapter concludes by addressing suggestions on strategies for classroom management that can support linguistic diversity, encouraging multilingualism in the words of Hornberger, "evolve and flourish rather than dwindle and disappear" (2002, p. 30).

The handbook provides a comprehensive academic exploration of home language maintenance, serving as a robust starting point for researchers, educators, and students at both doctoral and undergraduate levels. All of these resources aim to address the current state of the study of home language maintenance. Furthermore, the handbook invites other disciplines and inter-disciplines in the field of science to contribute novel theories. This collaboration will bring better insights and understanding to the future approaches in the current globalized multilingual world.

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KEVIN MORALES
University of Pannonia
Multilingualism Doctoral School
kevinmorales313@gmail.com