

B. Gloria Guzmán Johannessen: Bilingualism and Bilingual Education: Politics, Policies and Practices in a Globalized Society

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The book entitled *Bilingualism and Bilingual Education: Politics, Policies and Practices in a Globalized Society* was published by Springer Nature Switzerland AG in 2019. It was written to contribute to the field of bilingual education and bilingualism itself from a global perspective.

This book aims to present bilingual education and bilingual education programs and their challenges from a global perspective.

The objectives are to describe the background to and significance of bilingualism, the current situation of bilingual education, and the efficiency of language policies in the European context utilizing a study conducted in different countries within Europe. This publication addresses an audience interested in bilingualism, bilingual education, and language policies around the globe.

Its layout is logical and well-structured. To start with, following the Acknowledgements and Table of Contents, the author - B. Gloria Guzmán Johannessen, Professor Emeritus from California State University Pomona with research interests in bilingual education and social justice in education, among other fields - is introduced, and a brief list of contributors as well as the abstract provided. A brief introduction follows in which the author, B. Gloria Guzmán Johannessen, presents the complex nature of globalization and highlights the vital roles of multilingual policies. Following the Introduction, the 12 chapters, written by the 18 contributors of excellent scholars and teachers, are presented in five thematic parts, providing a transparent structure to this volume.

Six authors contributed to Part I entitled *The Politics of Multilingualism and Bilingual Education*. In the first chapter of Part 1, José Luis Ramírez-Romero and Ernesto Vargas-Gil, the authors of *Mexico's Politics, Policies and Practices for Bilingual Education and English as a Foreign Language in Primary Public Schools*, outline the Mexican education system and the historical aspects of Mexican bilingual education (BE), moreover, list the characteristics, advantages, and drawbacks of several implemented then subsequently abolished national and transitional programs as well as their objectives to promote and teach English as a foreign language throughout the BE history of Mexico. The authors clearly and profoundly explain the different levels of Mexico's language and foreign-language policies. Furthermore, the current National English Program for public schools is described in the last part, providing an extensive overview of its curriculum plan and program structure. In Chapter 2, entitled *Languages in Nigeria's Educational Sector: Issues, Challenges and Perspectives*, written by Bobby Ojose, a historical overview of Nigeria's complex and multifaceted language diversity is provided. Moreover, the different phases of the presence, the significance of English, and the prestige associated with being an English

speaker are covered. Ojose lists the problems concerning teaching and learning English in Nigeria, discusses the importance of the mother tongue in teaching and learning English, and describes previous and current challenges this subject faced or is dealing with at present. Chapter 3, entitled *Seeking Relevant and Sustainable Frameworks for Meaningful Minority Inclusion*, takes us to the Bilingual Education Policies in Colombia. The authors - Raúl Alberto Mora, Tatiana Chiquito, and Juilán David Zapata - provide a meaningful critical analysis of the bilingual language policies in Colombia, covering historical aspects of language learning and teaching as well as language policies, bilingual education initiatives, programs, and regulations. The authors stress the concept, importance, and practice of Culturally Relevant Pedagogy as a possible solution to avoid the marginalization of particular communities and community building.

Part II, entitled *Teacher Preparation*, was compiled from the work of six authors who mainly focused on teacher preparation programs in the USA and Spain. In the first chapter, entitled *Comparative Study of Bilingual Teacher Preparation Programs in California and Spain*, the authors - Laura Alonso-Díaz, Gemma Delicado, and Francisco Ramos - overview the European and US language policies before providing a comparative analysis of teacher preparation programs in Spain and California, focusing on their backgrounds, requirements, levels of study, curricula and student teaching practices. The next chapter, entitled *Politics and Policies Affecting Bilingual Teacher Preparation Practices in The United States: A Tale of Two Programs*, written by B. Gloria Guzmán Johannessen, Nilsa J. Thorsos, and Gail Dickinson, presents two different bilingual teacher preparation programs - one of them being successful and the other struggling - at two universities in Southwestern USA. By selecting and presenting these programs as case studies, given that both are on different sides of the continuum, the breadth of support bilingual teacher preparation programs receive across the USA is highlighted.

Three authors contributed to Part III, entitled *Culture Preservation and Identity*. Samuel K. Bore, in the first chapter of Part 3, entitled *Multilingual Education in Kenya: Implications for Culture Preservation and Transmission*, investigates Kenya's language diversity, the deteriorating situation of indigenous languages since colonial times to the present-day, as well as describes the role, prestige and status of the two official languages in addition to how these two languages influence its native languages. The author finishes this chapter by recommending that native languages be incorporated as a medium of instruction by explaining their advantages. The following chapter, entitled *Puerto Rico's Cultural and Linguistic Realities: Search for National, Social, and Individual Identities* and written by Nilsa J. Thorsos, investigates Puerto Rico from historical, military, political, social, and linguistic aspects, amongst others. From the author's perspective, the reader can gain a broad and clear insight into the complex nature of Puerto Rican identity and its language.

In the next chapter, entitled *Dual Language Teachers: An Exploration of Teachers' Linguistic Identities and Pedagogy in a U.S.-Mexico Frontera Dual Language Program*, Brenda Oriana Aranda presents the current situation of Latino students in the US, that is, their struggles in school and poor school performance. The author also explains dual-language programs in the US. She presents her research on Latino dual language teachers' linguistic identities and practices.

Three authors contributed to Part IV, entitled *Education of Minority Language Populations*. The volume proceeds with the investigation of David C. Edgerton and B. Gloria Guzmán Johannessen entitled *Intercultural Bilingual Education in the Miskito Coast of Nicaragua*. Similar to the other chapters, this one also starts with a brief overview of Nicaragua's history, politics, and education system. Following the overview, the authors thoroughly describe the BASE II project, including its program of activities, workshops, as well as its success and impact on the quality of education in Nicaragua.

In the second chapter of Part IV, entitled *Is Globalization Revitalizing Indigenous and Minority Languages in Chile?*, Isabel Bustamante-López describes the steps, programs, and laws that protect the rights of indigenous minorities and their native languages in Chile as well as the actions taken by the Ministry of Education to support elementary school teachers. The author analyses the Intercultural Bilingual Education Program from various perspectives and collects possible actions to bring about its improvement.

Three authors contributed to Part V, entitled *Bilingual Education at a Time of Crisis*. Aram Ayalon and Michal Ayalon, in the paper entitled *Saving the Children: The Challenges of Educating Refugee Youth*, write about their genuinely fascinating 3-week-long project in Greece, working with refugee children. This chapter describes facts and is full of emotions, as the relationship between the authors and these children is illustrated. The chapter details the whole journey of the authors from the moment they arrive in Lesvos to their experiences with educating the youth. From the several types of assessments applied to assess the children's literacy and knowledge as well as build trust by teaching them English, all aspects are detailed. In the last chapter of this part, entitled *Cambodia's Emerging Bilingual Education Programs—Success in a System in Crisis*, the author, Gail Dickinson, investigates the low-quality of instruction in Cambodia, contributing factors, and historical aspects as it is necessary to know how education has evolved over the last couple of decades to understand the emergence of today's crises. The author also describes the bilingual education program CARE, for language minorities and mentions bilingual instruction in both primary and higher levels of education.

This diverse book offers an impressive and fascinating insight into the challenges of bilingual education in numerous countries worldwide by presenting a comprehensive insight into bilingualism and bilingual education from a global

perspective. The book has achieved its goal, that is, undoubtedly serves as a provocative and engaging source for university students and interested professionals engaged in bilingualism, especially in bilingual education worldwide.

Reference

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