

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

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Though bilingualism is a worldwide norm rather than the exception in many countries, its recognition and regulation vary from country to country. In general, in many developed countries that seek to compete in the global marketplace and geopolitical spaces, educational policies are created to include bilingual education as a way to prepare younger generations for the new intercultural world. According to Tucker (1999), less than 25% of countries of the world recognize two and more official languages and as more dominant global languages spread, the indigenous and local languages tend to become endangered varieties.

Gloria Guzmán Johannessen and eighteen scholars have gathered their work to present their viewpoint on bilingualism and bilingual education politics, policies, and practices from multinational perspectives in the book 'Bilingualism and Bilingual Education: Politics, Policies and Practices in a Globalized Society'. The overall content of the book surveys bilingualism and bilingual education across continents including north and South America, Asia, Europe and Africa. It examines unique multilingual societies from a sociocultural perspective highlighting the complexity of bilingualism as manifested in indigenous, immigrant and heritage language communities. Within this complex language network, the influence, place and role of English and its spread as the language of wider communication is discussed. More specifically, the book pays close attention to educational paradigms of language teaching and teacher education across nations and at all levels of educational systems. In so doing, the book highlights the differences across countries where educational policies encouraging and recognizing bilingualism, provide teaching models for implementation to improve the education of bilingual students. The most valuable contribution of this publication lays in highlighting the requirements and challenges of bilingualism and bilingual education borne out by globalization.

The book consists of twelve chapters framed into five thematic sections that examine bilingualism and bilingual education in the aforementioned continents.

In the introductory chapter, B. Gloria Guzmán Johannessen lays the foundations to bilingualism and multilingualism as the fundamental concern of the contemporary world in light of globalization.

Part I, titled The Politics of Multilingualism and Bilingual Education has three chapters on bilingual education policies in North America (Mexico), Africa (Nigeria), and South America (Colombia). The first chapter by Ramirez-Romero and Vargas-Gil introduces Mexico's politics, policies and practices for bilingual

education and English as a foreign language in primary public schools. They present a historical overview of bilingual education in Mexico and claim that although some progress has been made in the teaching and learning of EFL in Mexican public primary schools, the full implementation of EFL is still lagging behind for political and economic reasons. To provide Mexican people with the highest quality language education, the authors recommend radical change that requires both the participation at all stakeholder levels including political, academic, and economic ones. These joint participatory efforts should render a national and foreign language education policy that promotes multilingualism and intercultural language education.

The next chapter in this part of the book by Bobby Ojose deals with languages in Nigeria's educational sector. The chapter opens with an overview of the complex language politics and policies in Nigeria weaving the historical development of their language education policy. Ojose depicts the complexity of Nigerian educational language policy as built on three dominant languages (i.e. English Language, Mother Tongue, and Nigerian Pidgin) indicating that the country has more than 150 million people that have more than 250 different languages and dialects. As such, Nigeria is a multiethnic country with different nationalities, but the language policy of the country employs one curriculum for students in K-12 whereby every ethnic group claims to be the owner of its language and use English as a neutral language. Ojose maintains that a well-planned and effectively implemented education policy is needed to facilitate the sociocultural and socioeconomic development of Nigeria and concludes the chapter articulating some suggestions for advancing the language policy.

The final chapter in this first part of the book is titled 'Bilingual Education Policies in Colombia: Seeking Relevant and Sustainable Frameworks for Meaningful Minority Inclusion.' by Mora, Chiquito, and Zapata presenting a historical account of bilingualism (Spanish-English) in Colombia. Accordingly, the authors showcase the long history of politics, policies, and practices of language teaching in Colombia and present a critical analysis of the debates around these issues. Although the felicitous Colombian bilingual language policies promote English learning, teaching in schools and communities, and creating conceptual documents about teaching standards and curricula, its implementation is fallacious. The authors conclude that a culturally relevant pedagogy is imperative for a sustainable bilingual language education policy in Colombia.

The second part of the book, containing two chapters, provides insight into bilingual teacher training: the first in North America (California and Southwestern United States) and Europe (Spain) schools, and the second in the US higher education institutions. Alonso, Delicado, and Ramos compare and contrast two existing bilingual teacher training programs looking at English as a Second

Language (ESL) program in Spain and English as Foreign Language (EFL) program in California. These programs differ in terms of the courses of study, the student bodies, and the job opportunities; yet the similarities between the programs, lay in the background, goals, curricula, and requirements for graduation. These comparisons and contrasts are limited by the vast differences in political, social, and linguistic realities of the countries and institutions that implement the programs. In spite of these limitations, an understanding of the intricacies of ESL and EFL programs provide mutually enriching insights that may better prepare teachers for a dynamic and changing educational reality and needs of a global and multilingual world.

In the second chapter in this part, Johannessen, Thorsos, and Dickinson depict two case studies of bilingual teacher training programs, in the US public universities, that contain contradictory and incompatible approaches and practices in training bilingual teachers. The authors claim that these inconsistencies in programs are the result of historical ambivalence of national, state, regional, and local politics and policies regarding the education of non-English speaking. The authors conclude that rethinking the education of language minority students must be taken up by government and educational organizations by extending research on the design and implementation of bilingual teacher training for students of language minorities in the US public universities.

Part three deals with culture preservation and identity. The three chapters in this part explore issues of culture, language, and identities in Africa (Kenya), North America (Puerto Rico), and along the US- Mexico border. The first chapter entitled "Multilingual education in Kenya: Implications for Culture Preservation and Transmission" by Bore presents Kenya's educational system and the complexity of the country's multilingualism. Bore demonstrates how Kenya's 42 indigenous languages are influenced by the two official languages, English and Kiswahili in terms of individual, collective, and national identities. The impact of the official languages is manifested in the declined status of the indigenous languages for practical reasons such as, the importance of English as the language in academic, political, and economic contexts. The linguistic domination of the era of colonization and its consequences such as the punishments given to students for the use of their native languages, or language generation gap between parents and children, emerged into a new language constellation. Bore argues that, inevitably, factors such as the maintenance and transmission of the indigenous language and its culture which are paramount to the individual, collective, and national identities must be harnessed in language policies which highlight inclusion of indigenous languages as medium of education in schools and the implementation of a bilingual language policy.

The second chapter in this part is about Puerto Rico's cultural and linguistic realities explored by Thorsos. Exhibiting an historical portrayal of the language and identity of Puerto Rico, Thorsos explains the effect of US colonization, linguistic domination and the efforts of language and culture changes imposed on Puerto Rico. Such imposition resulted in an ambivalent language policy with two major consequences. One such consequence has been the Puerto Rican diaspora to the US mainland impact on the language planning and policies, especially those of educational policies and practices. The other consequence of this imposition has been the precarious language use in official governmental institutions, education and business has had a toll on the Puerto Rican's identities. These consequences can be ameliorated according to the author if there will be sufficient bilingual education provisions for Puerto Ricans in the USA as well as in Puerto Rico.

The last chapter in this part is the work by Brenda Oriana Aranda entitled: "Dual Language Teachers: An Exploration of Teachers' Linguistic Identities and Pedagogy in a U.S.-Mexico Frontera Dual Language Program". Aranda studies the linguistic identities and pedagogical practices of bilingual K-2 teachers in a dual-language (DL) classroom. It focuses on the effect of teachers' identities on their practices and provides valuable recommendations for the linguistic, cultural, and ecological conditions needed to facilitate teacher candidates' reflections on their identities and past experiences as they engage in their own teaching practices. Specifically, the pedagogical practices adopted by DL teachers can be shadowed by in-service DL teachers who have bilingual students in their class, providing strategies for allocating resources and using their language proficiency when teaching non-native English speakers.

Part four focuses on language minorities in education discussed in two chapters. The first chapter by Edgerton and Guzman Johannessen is about "Intercultural Bilingual Education in the Miskito Coast of Nicaragua". It offers a brief historical perspective of external influences and educational inequalities that divide Nicaraguan communities, specifically the remote areas of the Miskito Coast of Nicaragua and the conditions of Miskito, Sumo-Mayangna, and Creole-English school populations in the North Atlantic Autonomous Region (RAAN) and South Atlantic Autonomous Region (RAAS) of Nicaragua. In their study, the authors describe the IBE program and the BASE II project – both funded by the US Agency for International Development with the purpose of improving elementary education. The authors conclude the chapter with recommendations to improve education through continuous training, design and implementation of IBE for indigenous and other minority language populations.

The next chapter, entitled "Is Globalization Revitalizing Indigenous and Minority Languages in Chile?" by Bustamante-Lopez, explores through documentation and

publications the discrimination against the indigenous people and their languages of Chile Aymara and Mapudungun due to historical colonization and later globalization. The study describes that French, English and German were incorporated into the high school curriculum, and indigenous languages such as Aymara and Mapudungun were not included into the national curriculum until the creation of an intercultural bilingual education (IBE) program in 1993. It magnifies the unfair conditions of the education of indigenous populations in Latin America. Bustamante-Lopez concludes that despite the shortcomings of the IBE, it has acknowledged indigenous languages and cultures providing indigenous language speakers and recent immigrants equal education opportunity.

Part five of the book presents bilingual education at a time of crisis in two chapters. The first chapter by Aram and Ayalon describes the complexities of teaching English in a refugee camp in Lesbos, Greece. The authors discuss the challenges of working with young unaccompanied refugee children fleeing persecution, wars and famine and awaiting their placement in a host country. These children arrive from Afghanistan, Pakistan, and Syria to Western countries with diverse educational and literacy skills in a variety of languages. The authors discuss the challenges these children face due to linguistic and cultural barriers in western countries. They conclude their chapter with recommendations on how to help refugee children adapt to the prospective new culture, language, and schools in host countries, especially if provisions for a bilingual and bicultural education will be made.

The second chapter in this last part of the book deals with Cambodia's emerging bilingual education programs in dire times by Dickinson. The chapter evaluates the current educational system and reform in Cambodia in light of key historical events that have led to it. Dickinson explains the origin and development of community-based bilingual schools in tribal villages, and he discusses the successes and challenges of bilingual education in at large Cambodia. The author explains that as the lack of qualified teachers occurred after the Cambodian genocide, the need for English proficiency in post-secondary education, and university programs that improve students' fluency became essential. Dickinson presents a collaborative study abroad program between an American and a Cambodia university and a master's program for promoting STEM teacher trainers' quality concluding with policy suggestions to advance bilingual education in Cambodia and introducing the IBE to enhance ethnic and language minority education.

The book 'Bilingualism and Bilingual Education: Politics, Policies and Practices in a Globalized Society' contains a broad and robust knowledge of bilingualism across the world and in particular countries that have less dominant worldwide languages. The status and treatment of bilingualism in some countries have found

their voice throughout the book and the exploration of the impact of globalization, colonization, dominance, crisis and other social events on the existence and development of bilingualism among minorities and migrant languages. Furthermore, the book assesses ways of bilingualism development, the importance of bilingualism in globalization, and stability and conflict resolution, and the fundamental centrality of bilingualism especially in educational contexts. The book is well organized, clearly written, and accessible for readers at different levels. The book caters to a wide audience, including teachers who have language-minority students, school principals, educational policymakers, researchers interested in bilingual education, and master and doctoral students majoring in bilingual education or TESOL.

Reference

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