


Please cite the Published Version

Badwan, Khawla  (2022) Book review: The Manifold Nature of Bilingual Education. *International Journal of Bilingual Education and Bilingualism*, 25 (8). pp. 3129-3131. ISSN 1367-0050

DOI: <https://doi.org/10.1080/13670050.2022.2061307>

Publisher: Taylor & Francis (Routledge)

Version: Accepted Version

Downloaded from: <https://e-space.mmu.ac.uk/629639/>

Usage rights:  [Creative Commons: Attribution-Noncommercial 4.0](https://creativecommons.org/licenses/by-nc/4.0/)

Additional Information: Book review of *The Manifold Nature of Bilingual Education* by M. Teresa Calderón-Quindós, Natalia Barranco-Izquierdo and Tina Eisenrich (eds). 2020. Cambridge Scholars. ISBN: 9781527546707.

Enquiries:

If you have questions about this document, contact openresearch@mmu.ac.uk. Please include the URL of the record in e-space. If you believe that your, or a third party's rights have been compromised through this document please see our Take Down policy (available from <https://www.mmu.ac.uk/library/using-the-library/policies-and-guidelines>)

The Manifold Nature of Bilingual Education, Edited by M. Teresa Calderón-Quindós, Natalia Barranco-Izquierdo and Tina Eisenrich, Cambridge Scholars, 2020.

Khawla Badwan, *Manchester Metropolitan University*.

Bilingualism continues to spark educational debates in many contexts around the world. While some types of bilingualism have been promoted in capitalist and neoliberal agendas as a valuable commodity in markets that are increasingly reliant on knowledge economy and communication services, bilingualism is still perceived as an educational challenge in systems that have been primarily designed with monolingual mind-sets. It is estimated that almost half of the world's population is bilingual (Grosjean, 2021); however, bilingual individuals are expected to conform to monolingual norms that expect a bilingual to be a sum of two monolinguals (as proposed by Grosjean, 1989), equally proficient and masterful in two languages. In this well-written, wide-ranging volume, Quindós, Izquierdo and Eisenrich (2020) present an academic collection of integrity and depth, using a comprehensive approach to understanding bilingualism in a range of formal and informal educational settings.

Taking a 'plurilingual approach' to researching bilingualism, the contributors hold the view that communicative competence is developed through the interaction of all knowledge and experiences of language which together contribute to developing flexible minds and multicultural global societies. The overall aim of the book is to promote bilingual education as a potentially strong tool to address complex social realities that require communication and navigation across different languages and cultures.

The collection is divided into three sections: bilingualism in schools, reception of second languages, and native bilingualism in social contexts. The first section consists of two chapters. In the first chapter, Cañado confidently and convincingly responds to ten of the most common myths associated with Content and Language Integrated Learning (CLIL). Using empirical evidence from two governmentally-funded research projects in Spain, this chapter argues that an authentic and integrated CLIL exposure to English is more effective than segregated and decontextualized English as a Foreign Language (EFL) teaching. The chapter calls for building a solid template for CLIL that provides support for different stakeholders including teachers and parents and utilises balanced curricula that focus on basic interpersonal communication skills, as well as cognitive and academic skills. The second chapter by Trigueros explores the status of plurilingual and pluricultural competence indicators in the language curriculum in Spain. The chapter draws on the 2018 edition of the Common European Framework of Reference (CEFR), which focuses on concepts such as 'otherness' and 'intercultural mediators'. The chapter asks questions such as: are language teachers trained to develop plurilingual and pluricultural competence? The chapter concludes that language education in Spain is presented in a compartmentalised manner and would benefit from dedicated teacher training programmes that focus on ensuring that the foreign language curriculum is brought closer to the plurilingual and pluricultural competence descriptors outlined in the 2018 CERF. Together, these two chapters foreground the importance of developing a well-integrated bilingual education that integrates language with content and cultural awareness. For this provision to be successful, ongoing teacher professional development programmes are required.

The second section consists of two chapters that focus on reception of second languages exploring how learners and societies respond to foreign languages. The chapter by Castro-García explores the link between reading skills and vocabulary enlargement and substantiates the claim that vocabulary knowledge is crucial for reading comprehension. In particular, knowledge of the 2000 high frequency words appears to serve reading comprehension. While the study finds that students use meaning-

inferring strategies to make up for the lack of vocabulary knowledge, knowledge of this high frequency vocabulary group remains key for overall reading comprehension. The second chapter in this section is by Hosokawa who explores societal responses to foreign loanwords in Japan amid concerns that many see foreign loanwords as a sign of linguistic invasion carried out by 'invasive' vocabulary that corrupt the 'native' language. Responding to this debate, she uses environmentalist metaphors such as 'alien species', 'new wild' and 'native ecosystems' to comment on vocabulary enrichment through linguistic borrowing. The chapter problematises the term 'native', drawing on Pearce (2015) and arguing that all species are alien and nothing is truly native. The chapter challenges the 'native', 'alien/invasive' binary that seeks to perpetuate the 'self' and 'Other' divide, and highlights the role of nationalistic discourses on immigration in how human communities perceive loanwords. The two chapters in this section focus on vocabulary enrichment and its role in developing bilingual competences. Whereas the first chapter emphasises the importance of knowing the 2000 high frequency words, the second chapter reminds us of the linguistic enrichment that occurs through linguistic borrowing from different languages.

The third section explores native bilingualism in social contexts. This section complements the other two sections in this volume by drawing attention to bilingualism in relation to generational differences and intergenerational interactions. This section consists of two chapters. In the first chapter, Tremaglio investigates the attitudes of bilingual adults in the US among three generational cohorts: Baby Boomers, Generation X and Millennials, with the aim of exploring whether or not an individual's birth generation influences their attitudes towards bilingualism. Using data from 75 online survey respondents, the study finds that Baby Boomers have the least positive attitude towards bilingualism, whereas Generation X had the most positive responses. It is noted that the majority of respondents, regardless of age, had very positive personal views on bilingualism; however, 61.8% of all participants reported that bilingualism is valued in their societies. This study is inconsistent with similar studies that support the view that younger generations tend to have more positive attitudes towards bilingualism. The reason behind this inconsistency is not explored. Moreover, the study links attitudes to bilingualism with academic and professional experiences. For example, respondents from Generation X reveal that they appreciate the economic benefits of bilingualism while many of the Millennials in this study were enrolled in higher education or were recent graduates, and therefore they were more likely to find academic benefits. In the second chapter, Alvarez examines the multilingual practices of second-generation Spanish-English adult bilinguals in an intergenerational household in Los Angeles. While English was more frequent than Spanish, code-mixing in natural interaction is the second mode of communication for the adults in the household. Analysing the adults' speech acts in this intergenerational household, the study finds that directives are the most frequent speech acts and that they are often expressed through code-mixing. While the author explains that it is difficult to confidently explain this finding based on a small-scale study, the chapter hypothesises that code-mixing in directive speech acts can be a strategic communication mode for negotiating meaning, achieving personal gain or teaching about hybrid identity.

This volume opens the door for an expansive understanding of the different factors that contribute to shaping the bilingual individual, widening the scope of relevance to focus not only on individual competence and language use or on the education system, but also to explore the national, the intergenerational, the societal, the informal as well as lived experiences of/with *language*; a term understood not as a noun but as a performative verb. One of the key contributions of this volume is its emphasis on how societies influence not only language education but also attitudes towards the presence of foreign languages and the efforts to raise children bilingually. Many of the chapters present directions for future research, suggesting venues for longitudinal, large-scale projects. This

volume will be of interest to educational policy makers, language researchers, educators, schoolteachers and parents and can be used to respond to many unfounded claims in relation to bilingual education. The volume brings together research findings from Spain, Japan and the US to indicate that discourses on bilingualism- while they might indeed differ from one political context to another-continue to share similar sentiments. Ones that are dominantly informed by monolingual(ising), nationalistic ideologies that insist on linguistic purity and linguistic mastery. Torn between these discourses are individuals acquiring and learning languages and living with the pains and joys of navigating cultures and identities. The world needs plurilingual and pluricultural individuals in order to address its complex problems and global challenges.

References

Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and Language*, 36(1), 3–15. [https://doi.org/10.1016/0093-934X\(89\)90048-5](https://doi.org/10.1016/0093-934X(89)90048-5)

Grosjean, F. (2021). *Life as a bilingual: Knowing and using two or more languages*. Cambridge: Cambridge University Press.

Pearce, F. (2015). *The New Wild*. Boston: Beacon Press.

Khawla Badwan
Manchester Metropolitan University, UK
K.badwan@mmu.ac.uk