

**Piotr Romanowski & Malgorzata:
Current Research in Bilingualism and Bilingual Education,
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The 26th volume of the book series Multilingual Education entitled Current Research in Bilingualism and Bilingual Education was published by Springer Nature Switzerland AG in 2018 as a contribution to the field of bilingual education in terms of presenting and addressing further research directions in the fields of bilingualism and bilingual education.

The volume was inspired by the necessity to review and collect up-to-date information on bilingual education and bilingualism itself in the rapidly growing environment of multilingual Europe.

The book focuses on bilingual education and bilingualism in Europe which previously has only been assessed to a very limited extent as earlier studies almost exclusively focused on bilingual education and bilingualism in North America. Its objective is to describe the situation and judgement of bilingualism as well as the current background on bilingual education, in addition to demonstrating the efficiency of language policies in Europe by means of a study conducted in various European countries.

Different aspects of bilingualism, challenges of bilingual education and essential steps towards using multilingual approaches in language teaching which would assist the progress of both teaching and learning are discussed by the authors with the intention to highlight the importance of informing educational institutions at every level about up-to-date research results to enhance bilingual education and better serve the needs of students.

The layout is logical and well-structured. The initial pages - following the Acknowledgements section, the table of contents as well as a brief list of notes from contributors - comprise the Introduction in which the two editors, Piotr Romanowski and Malgorzata Jedynek present the significance, aspirations and intentions of the volume as well as outline the volume itself in detail.

The 12 chapters, written by 14 contributors consisting of excellent scholars and teachers, are presented in three thematic parts, providing a transparent structure.

Seven authors contributed to Part 1 entitled Language Acquisition and Linguistic Aspects of Bilingualism. In the first chapter of Part 1, Piotr Romanowski, an assistant professor from the Faculty of Applied Linguistics at the University of Warsaw with a research interest in bilingualism and translanguaging, opens with the attention-grabbing and controversial topic of non-native bilingualism. The author discusses the role of parents in the second language acquisition of their children as well as factors that contribute to successful L2 acquisition, e.g. motivation and the constant improvement of parents. Furthermore, different strategies of families to teach L2s to their children

are collected, e.g. one parent-one language, minority language at home, the time and place strategy as well as mixed-language policy, and problems that might occur during the acquisition of lexis as a result of the monolingual environment in addition to their possible solutions. The author presents research involving 22 non-native bilingual families in Poland with the aim of investigating the attitude of parents and the strategies employed concerning teaching a second language to their children.

Zofia Chłopek, an associate professor from the Department of German at the University of Wrocław with a research interest in psycholinguistics of bi- and multilingualism, in the following chapter, entitled *Is There a Relationship Between Language Competences and Metalinguistic Awareness?*, defines metalinguistic awareness from different perspectives as well as unfolds the relationship between language competences and metalinguistic awareness through extremely interesting research conducted on 122 students studying at the University of Wrocław, Poland whose mother tongue is Polish involving a translation task from Danish to their mother tongue.

In the third chapter, entitled *Two Grammars in the Input: Two Different Strategies to Process the Input. The Usage-Based Perspective on the Development of Nominal Inflections in a Bilingual Child*, Dorota Gaskins, a PhD student from the University of London with a research interest in usage-based linguistics, investigates how input frequency can contribute to the acquisition of the second language of simultaneous bilinguals through a single case study of a Polish-English bilingual child.

Anne-Marie Bezzina, a coordinator for the French Subject Area at the University of Malta with a research interest in sociolinguistics, and Joanne Gauci, an MA student at the Université Grenoble Alpes with a research interest in code-switching in the foreign language classroom, in the following chapter, entitled *A Sociolinguistic Perspective of Codeswitching in French as a Foreign Language Class in Malta and its Implications for Learning*, present the topic through Gauci's research published in 2015. 16 lessons in a church school were recorded to investigate codeswitching by teachers and students. The functions of codeswitching in addition to its different types and subtypes with examples and explanations as well as its advantages are also uncovered by the authors.

Anna Verschik, a professor of general linguistics with a research interest in bilingualism, and Elina Bone, a PhD student with a research interest in contact linguistics, both from Tallinn University, in their publication entitled *Understanding Linguistic Features of Estonian-Latvian Bilingual Speech* focus on the bidirectional impact of the two languages through a case study of an ethnic Estonian who had been living in Latvia for approximately 40 years. The collected data were evaluated within a clearly described code-copying framework used to evaluate their collected data. In order to understand the results, Verschik and Bone

present structural and cognitive factors that might contribute to the measured discrepancy between the two languages.

Four authors contributed to Part 2, entitled *Language Teaching Aspects of Bilingualism*. Marie Therese Farrugia, a senior lecturer at the University of Malta with a research interest in early childhood education, in the first chapter of Part 2, entitled *Learning Fractions Through Two languages in an Elementary Classroom: The Interrelation of Maltese and English with the Mathematics Register(s)*, investigates how the two official languages, Maltese and English, are used in mathematics classrooms. Her study was inspired by the fact that in Malta the resources for mathematics are in English and no standardised resources are available in Maltese. First, the author introduces and explains the different frameworks that can be used in learning mathematics, then specifies her case study in a school among Grade 4 students concerning the topic of fractions of quantifiers. 5 lessons were recorded and held by the author. Farrugia explains how different registers were introduced in her classes for different purposes and in various settings. The significance of translanguaging in the bilingual classroom and how both languages can serve the needs of as well as benefit the learners are highlighted.

The following chapter, entitled *Are Classroom Requests Similar in All EFL Settings? Focusing on a Young Multilingual Learning Environment*, written by Pilar Safont, an associate professor at the Universitat Jaume I with a research interest in third language use, was inspired by the lack of research into classroom discourse that concentrates on one of the most crucial aspects, the multilingual learning environment. By means of a study conducted at a primary school, in an L3 classroom involving 268 pupils and 12 educators, requestive behaviour was studied from sociopragmatic and pragmalinguistic perspectives.

Daniel Xerri, a lecturer in TESOL at the University of Malta with a research interest in language teaching, in the next chapter, entitled *Teaching English in a Multilingual Classroom: Addressing Challenges Through Teacher Education and Development*, through the results of a study carried out in a primary school in Malta, emphasizes the challenges teachers face in a diverse and multilingual classroom, as well as points out crucial skills in addition to the necessity of developing teacher training courses and educational models to prepare teachers for the multilingual environment.

In the last chapter of Part 2, entitled *Bilingualism with English as a “Second Language” and/or Broad Plurilingual Repertoires: A Swiss Point of View*, Georges Lüdi, a professor emeritus at the University of Basel with a research interest in foreign language acquisition and multilingualism, outlines different patterns of language mixing, the situation and status of multilingualism in Europe, language policies that promote plurilingualism, the expectation and the reality, as well as stresses and highlights the advantages of translanguaging, multicompetence and plurilingualism.

Part 3, entitled Language Teaching Aspects of Bilingualism, was compiled from the work of four contributors.

The first chapter of Part 3, entitled *Stop the Deficit: Preparing Pre-service Teachers to Work with Bilingual Students in the United States*, concerns a study by Johanna Ennser-Kananen, a postdoctoral researcher at the University of Jyväskylä with a research interest in education, and Christine Montecillo Leider, a clinical assistant professor at Boston University with a research interest in bilingual language practices and models. In this study, the direction of English language learning and the discretion of bilingual students in the USA were investigated. The chapter is well-structured as the subject matter is introduced with a brief overview of language policies and bilingual education in the USA. Subsequently, the authors continue by highlighting the significance of preparing pre-service teachers to work with bilinguals and facilitate the assets-based approach when it comes to educating them. The chapter concludes with helpful suggestions and strategies.

The volume proceeds with an empirical investigation by Corinne A. Seals, a senior lecturer at Victoria University of Wellington with a research interest in heritage language education and maintenance, entitled *Discursive Techniques in Heritage Language Education* that addresses a massively thought-provoking field. This chapter is centralized around a case study of 3 students participating in a Russian heritage language programme from 2011-2013 ran in the USA with a focus on the investigation of discursive teaching techniques in addition to feedback and responses from teachers and learners, respectively. First, the author clarifies possibly unknown terms and provides an overview concerning the status of heritage languages. Following the theoretical framework and evaluation of the research, Seals stresses the importance of the language instructor in the process of identity development and negotiation amongst heritage-language speakers.

Over the last two decades, Europe has focused on promoting bilingualism. In the final chapter, entitled *The Evolution of Bilingual Education in Monolingual Contexts: An Andalusian Case Study*, Luisa Pérez Cañado, an associate professor at the University of Jaén with a research interest in bilingual education, investigates the contributing factors and supporting language policies that have resulted in a shift towards a polyglot mentality. Divided into four categories, a series of publications concerning Content and Language Integrated Learning (CLIL) are outlined before her research on the evaluation of CLIL in Andalusia is introduced. The chapter ends with information on the successfulness of CLIL, namely its advantages, positive effects and contributions to the learning success, language improvement and growing motivation to learn languages of students.

This cross-disciplinary collection has made a number of significant contributions; a very thorough insight into bilingualism and bilingual education in Europe is offered, numerous key areas like the situation of minority languages as well as the discretion of bilingual education are tackled, and the necessity of

further studies to understand and aid bilingual education in Europe is highlighted. The book has achieved its goal as it undoubtedly serves as a guide for teachers and policymakers intending to improve language education policies in addition to native as well as non-native bilingual parents and researchers alike who are engaged in research into second language acquisition or bilingual education.

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