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This book is part of a series on Applied Linguistics which focuses on theoretical discussions and practical applications of concepts learned. It is organized into three interlocking sections. Section A (Introduction) presents the terms and concepts necessary for the study of bilingualism and gives the reader an overview of the essential issues grappled with in the field. Section B (Extension) guides the reader through the analysis of key articles and establishes their importance in the scholarly literature. Section C (Exploration) engages readers in real world tasks designed to help them understand the material better and pursue their own lines of research.

In separate chapters within each of the three sections, the book explores the following topics:

1. the description of bilingualism
2. the measurement of bilingualism
3. the acquisition of bilingual skills
4. the relationship between bilingualism and cognition
5. bilingual language attrition
6. bilingual education and literacy
7. attitudes and bilingualism

These topics are cycled through the three sections, leading the reader into increasingly more profound comprehension of the workings of the many processes and variables involved in individual and societal bilingualism.

The book is intended for upper level undergraduate students and graduate students in foreign language, linguistics, and communication majors, as well as ESL/EFL teachers seeking professional development. Its design also lends itself well to distance education programs.

The books' authors are experts in the field of Applied Linguistics. Ng Bee Chin is the Coordinator of the Linguistics Programme at Nanyang Technological University in Singapore, and Gillian Wigglesworth is Associate Professor and Head of the School of Languages and Linguistics at the University of Melbourne in Australia. Their professional and research experiences in the Pacific are used as illustrations throughout the book, in addition to case studies from many other parts of the world.

The volume's tripartite structure is at first a bit confusing, but as one proceeds, its merits for teaching become apparent. The book can be read in two ways: sequentially from beginning to end, in which case each of the seven topics is treated three times (A1, A2 ..., B1, B2 ..., C1, C2, etc.), or thematically by jumping through the book and tracking a given topic in each of the three sections (A4, B4, and C4) before going on to another.

This flexibility could be very useful in planning courses of different lengths for students with varying interests or backgrounds. For example, readers who only have time for an overview of each of the above topics may find Section A

(the first third of the book) to be sufficient. More advanced students or students in longer courses will be eager to examine Section B's extended and annotated excerpts from seminal articles by leading authorities on bilingualism, such as: William Mackey, Eleanor Bialystok, Fred Genesee, Richard Bourhis, Elizabeth Peal, W. E. Lambert, Merrill Swain, and James Cummins, as well as extremely interesting pieces by lesser known figures like Machiko Tomiyama and Jean Mills. Emphasis is placed on methodology, theoretical framework, and detailed findings of each study. Readers directly involved in research (for example, graduate students preparing a thesis) will derive enormous benefit from Section C which presents guidelines for collecting data and writing reports and supplies creative and thought-provoking research tasks that can be utilized as course assignments or even jumping off points for original research. Section C also provides excellent resources for the preparation of questionnaires, Likert scales, and interviews and gives ways to evaluate language tests and tips on recording and transcribing language data.

All three sections are peppered with tasks, which include thought exercises, self-evaluations, discussion stimulators, and mini-assignments which would work marvelously as topics for essay questions on take-home exams or for reflective journals. The student is constantly urged to think about what has been presented and to apply the concepts to real life situations.

The textbook has been designed to be user-friendly. There is plenty of white space, important points are bulleted, and section headings are clearly indicated via bold capital letters. Tasks are designated with large stars. Each chapter ends with a summary, and Sections B and C begin with brief recaps of the major points presented in Section A in order to remind the student of what was addressed earlier. Tables and figures are clear and well-labeled. Alternative terminologies are presented and explained.

The book ends with a well-thought out list of recommended readings, organized according to the seven topics addressed in the book. This is topped off by an extensive bibliography and a handy author and subject index that puts everything at the reader's fingertips.

I have already made clear what I consider to be the book's pedagogical merits. To these I would like to add the authors' inclusion of useful websites for downloading tests and documents like the Wug Test, the Council of Europe's Language Passport, and Dialang, which tests proficiency in 14 languages. Furthermore, I would single out their treatment of education and literacy in bilingual settings (Topic A6) as truly exemplary and must reading for anyone interested in the current state of bilingual education.

The book's only significant defects, in my opinion, are its lack of coverage of the neurological aspects of bilingualism, something that always fascinates my students, and its failure to deal with the deaf as bilinguals, a lacuna which will be addressed in Grosjean's soon-to-be-released book "Studying bilinguals." The authors request suggestions from readers regarding topics or reports omitted from the book for inclusion in a companion website. This is an admirable way in which to involve the readers further and keep the book up-to-date.

My minor quibbles with the authors include their use of "passive bilinguals" instead of "receptive bilinguals," their neglect of Tove Skutnabb Kangas' work in the discussion of semilingualism, the absence of the terms "elite" and "folk" bilingualism in the section on elective vs. circumstantial bilingualism, the statement on p. 33 that the domains of language use "will not be linguistically differentiated for the monolingual speaker," the focus on bilingual first

language acquisition rather than sequential acquisition (which is more common), the omission of Krashen's hypotheses (often encountered by readers in education classes), which should be mentioned even if only to reject them, and the inclusion of monolingual education for minority language children under the category of "bilingual education" (following Baker 2006). Nevertheless, these minor details do not detract from the general excellence of the volume.

I should reiterate that, despite the subtitle ("Advanced resource book"), this is an introductory book. Researchers from related disciplines like psychology, sociology, education, and anthropology should find it to be an appealing entrée into the study of bilingualism. However, those researchers desiring a more in-depth and technical coverage of the topics (particularly from a social psychological stance) might do better with Blanc & Hamers' "Bilinguality and bilingualism."

Overall, in my opinion, this is the most accessible and useful introductory book on bilingualism since François Grosjean's classic "Life with two languages." It is sure to stimulate the most apathetic undergraduate and fire up the imagination of the most exhausted graduate student. I plan on using it myself the next time I offer my Master's level course on Bilingualism, although I will probably supplement it with articles from "The Bilingualism Reader" edited by Li.

References:

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Biographical note:

Dr. Alicia Pousada (Ph.D., U. Penn) has been a linguistics professor in the English Department of the College of Humanities of the University of Puerto Rico in Rio Piedras since 1987. Her primary research and teaching interests are: language policy and planning, bilingualism, language awareness, language acquisition, language and gender, and teaching English as an auxiliary language globally.