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Children's Multilingual Development and Education: Fostering Linguistic Resources in Home and School Contexts.

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Review

Bailey, A. L., & Osipova, A. V. (2015). *Children's Multilingual Development and Education: Fostering Linguistic Resources in Home and School Contexts*. New York City: Cambridge University Press. ISBN: 9781316484913

"Just like music is a language and you don't get confused when you listen to Bach versus, you know, jazz! You know, you can be exposed and understand that they are both completely different." Inspired by the words of Tina, a Taiwanese-English bilingual mother who intends to raise her daughter in two languages, Bailey and Osipova's book *Children's Multilingual Development and Education: Fostering Linguistic Resources in Home and School Contexts* analyzes the dilemmas experienced by families who are raising their children in a multilingual atmosphere, reflecting as well on the role of the educators in this process. In a very informative and easily readable volume, the authors examine in detailed and intimate ways the contexts in which children grow up to become bi- or multilingual. As the authors say in the preface to the book, this is not a book for parents, but about parents and educators who work together to create the necessary linguistic resources for these children.

There are several reasons that make reading this book a must for both, families and educators who are interested in multilingual educational environments. First, Bailey and Osipova bring to light how pervasively certain myths and misinformation about multilingual development and education are still present in U.S. society to right way debunk them using the scientific literature on each topic. These myths include, among others, the fears that multilingual families feel when raising children, -"Children who learn more than one language are all late talkers", "Multilingual children have accents when speaking other languages, have limited

vocabulary and struggle with grammar" or "children with disabilities may not be able to learn/should not be taught additional languages"- and their concerns when deciding what method(s) to use in the process of educating their multilingual children.

Second, this qualitative study offers findings generated by interviews with 23 participant multilingual families and 13 educators in bilingual programs, exploring the beliefs, fears, motivations, and challenges of raising and supporting multilingual children. In Chapter 5, "Raising Multilingual Children: One Family at a Time", Bailey and Osipova describe the intense and complex reflections that parents engage in as they embark on and try to sustain their individual paths to multilingualism. In addition, we see different types of multilingual families, with diverse motivations and distinct linguistic as well as cultural concerns when raising children to be multilingual. In this line, the authors also highlight the multiple forms of investment (time, money and emotion commitments, among others) that these families make in the process. In Chapter 6, "Fostering Multilingualism in Diverse Educational Contexts", the existing educational options for supporting multilingualism are outlined in detail, including formal language programs offered by schools as well as the opportunities made and taken up by families more informally. They note reports on what the educators' interviews revealed about their views of multilingualism, and its benefits for students' education and development, and the instructional strategies that they have used to target positive linguistic, academic, and social outcomes for students. On the other hand, they talk about challenges related to instability in program design, lack of adequate resources in all languages used in the classroom, and their concerns about their own abilities to function in more than one language. Despite these evident challenges, the teacher participants expressed wholehearted enthusiasm for working with multilingual students, highlighting the importance of working together with families so as to support and protect the multilingual resources of their children.

All in all, the book offers a soundly grounded and contextually rich discussion of the different ways for a child to be raised multilingual, rejecting the simplistic and sometimes naive view of the process. Reading it, we become aware of the challenges and efforts necessary, but also of the

importance of multilingualism for children in areas such as language development, academic achievement, employment opportunities, and socio-affective outcome. We learn as well about the importance for educators of having diverse and pluralistic classrooms and most importantly, we become aware of the fact that multilingualism promotes better understanding and mutual acceptance among people from different backgrounds and allows societies to move beyond simple tolerance toward a more peaceful coexistence and mutual respect.

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