Recenzió

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Andrea C. Schalley & Susana A. Eisenchlas (eds.): Handbook of Home Language Maintenance and Development: Social and Affective Factors

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Dissimilar to other books in the same series, this book – edited by Andrea C. Schalley and Susana A. Eisenchlas – offers a state-of-the art description to the research area of social and affective factors in home language maintenance and development, one of the most established and emerging areas of Applied Linguistics. Featuring original contributions by a group of 30 collaborating authors from all around the world, this volume is an essential reference for those whose interests lie in the field of home language maintenance and development including students, researchers, policy makers, parents, departments of education, childcare centres, schools, minority language-speaking communities and the mainstream society (Schalley & Eisenchlas 2020).

The Handbook of Home Language Maintenance and Development consists of twenty-three chapters and is divided into the following four main parts: 1 – terminologies and methodologies (two chapters); 2 – bilingual speakers and their families (nine chapters); 3 – grassroot initiatives (four chapters); and 4 – the role of society (seven chapters). An introductory chapter providing an overview into the research topic precedes these parts.

The analysis is carried out on three levels: micro, meso, and macro. While the micro level focuses on the bilingual individual being part of a small social unit (i.e. family), the macro level focuses on the bilingual individual being part of a large population (i.e. society). The meso level constitutes the gray area between the micro and macro levels (Hult 2010), and it addresses the bilingual individual as a member of a speech community.

In their introductory chapter, 'Social and affective factors in home language maintenance and development: Setting the scene', the editors provide comprehensive introduction to the field of home language maintenance and development along with their summary of all chapters included in the handbook.

The first part of the present handbook covers basic knowledge in relation to the field's terminology and methodology. The field of bilingualism is rich in concepts that allow for a comprehensive description of various linguistic situations. At times however, scholars apply

certain terms to different contexts which leads to complications (Wiley 2014). Chapter two therefore is very important as it provides readers with foundation knowledge to understand and distinguish near-synonym terms that are " used to refer to bilingual speakers' non-mainstream languages" (p. 21) including 'minority language', 'first language', 'mother tongue', 'heritage language', and 'home language'. In chapter three, 'Researching social and affective factors in home language maintenance and development: A methodology overview', Juvonen et al. first discuss the methodology used in the field of social and affective factors in home language maintenance and development then explore significant research issues across three levels of analysis, micro, meso, and macro. As the chapter progresses, the authors identify some of the field's challenges and later on provide future research directions to guide scholars in this field of study.

Moving forward to the second part of this volume, it is subdivided into two topic areas: one that spots the light on bilinguals' self-conceptions together with their affective reactions (4 chapters), while the other addresses reasons behind home language maintenance and development of bilingual speakers and their families (5 chapters).

In chapter 4, De Houwer describes the relationship between 'harmonious bilingualism' and 'subjective well being' along with providing relevant examples showing how people felt about their bilingualism. The chapter also takes into consideration several quantitative studies (Chang et al. 2007; Tseng & Fuligni 2000; and Leist-Villis 2004 to mention but a few) on well-being and language use in bilingual settings that "…bring together findings about young children, adolescents and parents who are part of a family with pre-adult children" (p. 66).

Chapter 5, however, directs our attention to anxiety, a negative emotion that may eventually lead to language shift. Through her contribution to the present volume, Yeşim Sevinç aims to deepen our knowledge of the emotional challenges (e.g. pressure, anxiety, fear, or guilt) bilingual families, in transnational contexts, experience in their everyday lives by reference to several studies (see Bae 2014; Sevinç & Dewaele 2018; Sevinç & Backus 2019, etc. for further information). Later in the chapter, the author suggests avenues for future research and concludes with implications for families and practitioners.

In chapter 6 on 'identity in home language maintenance', Amelia Tseng provides an overview of the complex relationship between language and identity; highlights the importance of language and identity in transnational families for home language maintenance; then moves to discuss key aspects of home language identity in yet another interesting area, education. The chapter also touches upon some major issues in identity and home language maintenance including under-researched areas of migration, insights from indigenous communities, and emerging issues raised by globalization and transnationalism.

The last chapter on self-conceptions and affective reactions (chapter 7) serves as a bridge between the two topic areas in this part of the book. Here Purkarthofer discusses the notion of generation and maintains that language is not an object to be handled from one generation to another but rather a process "requiring active participation from all generations involved" (p. 130). According to the author, research can be challenging when intergenerational communication is in focus for some constraints pertaining to the influence of geographical context, policies and practices, expectations and perspectives, etc.

The following chapter, by Lanza and Lomeu Gomes, discusses the field of 'Family Language Policy' (henceforth, FLP). The authors provide an overview of the field of FLP drawing on King's (2016) taxonomy of phases of its development; highlight the most relevant research on

FLP since 2008 to the present day; and finally raise readers' awareness to some theoretical issues in relation to the complexity of family across time and space and the sociolinguistics of globalisation.

Focusing on factors influencing FLP, Curdt-Christiansen and Huang in chapter 9 present a dynamic model (adapted from Curdt-Christiansen 2009) to illustrate how different internal forces (such as emotion, identity, child agency, etc.) and external forces (such as language status, political decisions, language in education policy, technology, etc.) interact and thus affect family language policies and practices.

In contrast, in chapter 10, Schwartz shifts focus to the effects of FLP. The author discusses a number of home language strategies and practices that are supposed to influence bilingual speakers' active use, maintenance, and development of their minoritized language, then examines current research that questions traditional strategies and calls for child agency in the home language management to be taken into account. The author also raises some methodological issues and provides recommendations for future research.

In chapter 11, Smith-Christmas explores research on FLP, starting from its original focus on the concept of child agency and moving towards an intersectional, multidimensional, and multilayered model of the latter notion. The author draws on a conceptualization of child agency by examining the role of compliance, the issue of language competence and choice, the negotiation of linguistic norms in the family, as well as the empowerment of children through linguistic and cultural capital. At the close, the chapter stresses upon the varied ways in which children can influence FLP, and calls for more critical explorations of such mechanisms.

Chapter 12 by Palviainen seeks to visualize the potential directions for future research in the field of FLP. In this spirit, the author identifies a plethora of topics that require further attention and recognition such as the inclusion of children viewpoints in research, the role of non-linguistic emotions, the impact of technology-mediated communication, etc. The chapter finally provides practical suggestions on how the aforementioned topics can be investigated, what research questions can be raised, and what methodologies that best suit such inquiries.

The third part, "Grassroot initiatives", looks into the maintenance of home languages through efforts made at the grassroot level by members of minority groups. This part comprises four chapters, each of which tackles aspects of the aforementioned phenomenon.

In chapter 13, Little delves into the role technology and social media play in the maintenance of home languages for multilingual families. The chapter probes a number of interrelated aspects pertaining to the motivational effect of technology, the formation of identity and social affiliation through social media and popular culture, as well as the impact of screen time spent on technological platforms on children's linguistic literacy. The author also explores parents' attitudes towards their children's online/social media consumption and its potential outcomes. On a finale note, the chapter emphasizes the importance of parents-children communication and collaboration in putting technology to good use.

Chapter 14 by Hatoss describes grassroot language planning as a bottom-up initiative, which attempts to control and guide language use and maintenance among minority language speakers. The author argues that the impact of bottom up initiatives goes far beyond confined quarters to reach translocal and even transnational levels. The chapter explores such widespread influence through the lenses of globalization, social mobility, and the current prominence of internet and technology. The chapter also addresses numerous methodological obstacles in investigating grassroots language planning at both the translocal as well as transnational levels

and provides multiple guidelines and recommendations for future research in the aforementioned area.

In chapter 15, Nordstrom explores the role of complementary schools in the maintenance and use of home languages among minority groups. The chapter sheds light on the viewpoints and attitudes of both parents and students towards complementary language schools as well as researchers' observation of the ideologies and language practices employed at such learning sites. The author also considers the identity, role, competence, and professionalism of community language teachers, in addition to the pedagogical and curricular obstacles facing them. Towards the end, the chapter discusses current as well as future research trends, and calls for a holistic understanding of complementary language schools, their overall importance, learners' educational needs, and teachers' identity.

Chapter 16 examines the drivers of home language maintenance and development in indigenous communities. Based on numerous national language policies in different parts of the globe and in different historical periods, the chapter presents three perspectives on indigenous languages: Language-as-problem, language-as-right, and language-as-resource. The authors discuss the importance of language attitude in the preservation of indigenous languages, and how it differs between older/younger speakers in rural/urban areas. In that vein, the chapter exemplifies the case of Peru's indigenous languages in the Andean and Amazonian regions, and how both educational policies and local initiatives are seeking to preserve such languages from dissipation.

Being the last part of the handbook, part 4 sheds light on how society influences the maintenance and use of home languages. It is divided into two topic areas. The first topic area includes four chapters, and focuses on issues pertaining to language policy and planning at the macro level, attitude towards linguistic diversity, social justice and inclusiveness in education, as well as disability. The second topic area comprises three chapters that broach aspects, such as modelling formal schooling to teach minority languages, teachers' attitude towards the maintenance of such languages, and mainstream classrooms.

In chapter 17, Liddicoat overviews language policy and planning as a field of study in relation to the preservation and development of home languages. In that context, the chapter weighs the influence of both the macro and meso levels of language policy and planning, and argues that each assumes a different, but nonetheless significant role in language maintenance. The macro level offers a socio-political context in which language preservation is supported, while the meso level also provides aid by rallying policy actors, such as community cultural and leisure organizations, religious associations, and individual schools. Although both the macro and meso levels are largely beneficial, the author insists upon the importance of the efforts made at the micro level as they also greatly contribute in language maintenance.

Chapter 18 discusses the significance of researching language attitudes and ideologies with regard to linguistic diversity and home language maintenance. The author initially provides an overview of language beliefs in the field of applied linguistics, and then proceeds to explore both language ideologies and attitudes. Whereas the chapter describes language attitudes as subjective views based on social psychology, it considers language ideologies as anthropology-based social constructions, which shape society's discourse, ideas, and decisions about language. The chapter also discusses the dialectical relationship between language attitudes and ideologies, which may result in congruence or the lack thereof. The author argues that

individuals may subscribe to an ideology that is beneficial for the collective, yet if such an ideology impedes them personally, they may exhibit incongruent attitudes.

In chapter 19, Annamalai and Skutnabb-Kangas look into the social discrimination and exclusion of marginalized minority groups, with an emphasis on educational inequality. The authors examine the gap between what human rights minority groups are entitled to in comparison to the rights they have in reality. The chapter emphasizes a lack of equal access to education for marginalized groups due to the exclusion of ITM languages (indigenous, tribal, and minority), which the authors perceive as instrumental for a better learning experience. In addition to implementing inclusive policies and promoting minority rights, the authors suggest a solution in the form of a multilingual model of education in which two or more languages are used for instruction rather than just one.

In chapter 20, Cheatham and Lim shed light on a variety of misconceptions about disability, and clarify how such erroneous notions are detrimental to the maintenance of minority languages. The chapter starts by refuting a number of myths, which claim that multilingual education either causes or further exacerbates pre-existing conditions. The authors then explore home language maintenance in relation to the social and medical models of disability and call for an inclusive model of education in which the social, linguistic and academic needs of disabled bilingual students are met.

Chapter 21, written by Yağmur, explores where minority language teaching is situated in the context of formal education. Minority languages are largely promoted and taught at an informal level by volunteering members of its speaking community, yet the unprecedented growth in diversity due to globalization is pressuring nations to take formal actions of recognition. In this regard, the author delineates nine parameters to evaluate the use of minority languages in formal education: target groups, arguments, objectives, evaluation, minimal enrolment, curricular status, funding, teaching materials and teacher qualifications. As the condition of such parameters differs from one country to another, so does the way in which minority languages are treated.

In chapter 22, Mary and Young discuss the impact of teachers' beliefs and attitudes towards the maintenance of home languages. The chapter initially describes the notions of beliefs, attitudes, and ideologies within the terminology of previous literature. Afterwards, the authors argue that teachers, due to their negative attitudes and/or lack of knowledge in second language acquisition, may adopt classroom practices that are not in favour of bilingual students. Upon carefully examining the repercussions of acknowledging or ignoring home languages and cultures, the chapter invites teachers to hold a positive image of learners' diverse linguistic knowledge given that such a constructive attitude leads to a better learning experience for students.

Chapter 23 examines the status of home language within mainstream education in relation to a plethora of aspects, such as ideological and implementational spaces, translanguaging, teachers and policy, teachers' training, as well as classroom practices. The chapter also suggests a number of innovative strategies in classroom management in order to support learners' linguistic diversity and promote multilingualism. In that vein, the author calls for the flexibility of educational norms and practices at both the macro and micro levels, the development of more suitable curricula for teaching, and the training of teachers to be qualified in multilingual instruction.

Although research investigating the area of home language maintenance and development is abundant, its focus is largely directed towards exploring the linguistic and psycholinguistic aspects in addition to the educational practices and their outcomes at the expense of social and affective factors. This handbook therefore is the first that "brings together the different strands in research on social and affective factors in home language maintenance and development" (p. 38). It discusses current transnational family realities, identity, language attitudes and ideologies, social media, and technology, and succeeds to illustrate their impact on the research field.

Notwithstanding the well-versed presentation of the field, the handbook could have been more informative had an explanation was made about how the three levels of analysis (micro, meso, and macro) interact and influence one another rather than tackling each separately. All in all, the book is well-organized, well-edited, and well written and can be considered as key reading for everybody interested in language maintenance and development and across the broad spectrum of language and communication.

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