

Language, Learning, and Disability in the Education of Young Bilingual Children
Edited by DINA C. CASTRO AND ALFREDO J. ARTILES, 2021
Bristol, Multilingual Matters
232pp.
£29.95 Paperback
ISBN: 9781800411838

This book attempts to combine four extremely pertinent issues; language, learning, disability and bilingualism. It does so remarkable well. Although the book claims to 'address the pervasive challenges and identify opportunities....in the United States in the 21st century' (p.2) and I, as a reviewer, am based in the United Kingdom, this book was still informative and relevant.

The introductory chapter sets the scene well and gives guidance of what is to come throughout the chapters that follow. This aids navigation and gives a taster of the delights that are to follow.

Chapter 2 lays out the theoretical perspectives that lay the foundations for the substance of this book from an interdisciplinary perspective which is most useful. The Venn diagram, showing how bilingualism, special education and early development and education, all intersect, is a particularly useful addition to this chapter as it provides the visualization that reconceptualizes and summarizes the components of the book perfectly within the context of the realms of early development.

Chapter 3 is extremely informative with a detailed look at how bilingualism affects development, comparing "normative" development with that of children with special educational needs. There was no mention of the "silent period"; the period of time where children are silent in order for the cognitive processes to occur before speech can be formed, in this chapter which may be a useful concept to explore in this context.

Chapter 4 discusses early intervention programmes and although quite specific to the US this still contains information that provides food for thought to those of us outside the US and provides useful links to research studies that would enable further reading around this area.

Chapter 5 gives some practical ideas of how to support students within the classroom and focuses on early elementary school learning. The learning discussed does tend to focus on that which results from formalized teaching – I wonder if it would be worth discussing the benefits of learning through play and a more child centered approach, particularly for younger children (under 5)

Chapter 6 addresses the important issues of fair and equitable assessment of bilingual children. I would have liked to see a section in this chapter around the ethics of observation/assessment and how we give young children a voice (ironically!) in this process.

Chapter 7 is a very sensitive chapter, not taking the deficit approach as can often be the case, around working with families and I really liked the thread that appears to run through this chapter that focuses on *doing WITH families, rather than doing TO*.

Chapter 8 considers how teachers can be prepared for teaching children with bilingualism - a useful topic addition to the book as it is something that is so often just assumed that teachers will be able to adapt to. I believe that it is an area that needs special attention within teacher training and therefore including a chapter of this nature gives the emphasis that is required.

Chapter 9 looks at policy and federal intervention which is not overly relevant to a non US reader – saying that, it is still worthy of attention as a comparison to home country procedures and policies.

Chapter 10 pulls the book together beautifully by covering the main topics from the point of view of slightly older children and leaves me as the reader of this book feeling inspired and motivated to make a difference in these young people's lives.

One way that this book could be enhanced would be to include some "points for reflection" or "case study" type activities. This would engage the reader at a deeper level, perhaps allowing them to apply the learning from the chapter in a practical manner and consider what it means for them in praxis. A glossary would also be a useful addition.

This book would be particularly useful to students studying Early Childhood or teaching qualifications intending to work with children aged 0-8 years old. It would provide them with a detailed knowledge in the field of language, special educational needs and bilingualism to apply to situations that they will inevitably face within their working lives. It would also be useful to academics, teachers and scholars teaching within this area.

Overall, this is an extremely informative text that will help many to give children the attention and encouragement they need.

Word count 717

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