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Author
Baquedano-Lopez, Patricia

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Foundations of Bilingual Education and Bilingualism by Colin Baker. Clevedon, England: Multilingual Matters, 1993. xvi + 319 pp.

Reviewed by Patricia Baquedano-López
University of California, Los Angeles

Many countries are coming to terms with bilingualism within their borders. With this increasing awareness, language policies are being created and educators are trying to redesign curricula to better serve the needs of language minority students. Colin Baker's book *Foundations of Bilingual Education and Bilingualism* is an introductory textbook which provides prospective teachers with a review of the most salient issues in bilingual education. The book is decidedly written to address issues of more European and British import, but Baker makes an effort to include examples from a wide variety of educational policies, for example, New Zealand's programs on the use of Maori and English and the bilingual models in Canada and the U.S. For this reason, teachers and students interested in obtaining a global perspective on bilingualism will find this book appealing.

Foundations of Bilingual Education and Bilingualism is divided into two main sections: A) The individual and social nature of bilingualism and B) Bilingual education policies and classroom practices. Section A contains ten chapters introducing current theories of bilingualism and second language acquisition (SLA). Chapters 1 and 2 discuss in general terms the different types of bilingualism and their measurement. In this regard, rather than following traditional methods, such as self-ratings and questionnaires, Baker emphasizes the need for a communicative testing approach using criterion-referenced tasks; however, after examining a chart of sample communicative situations, one notes their culture-dependancy. For example, the communicative goal that requires children to "give, receive and follow accurately precise instructions" and the assessment task that requires children to "plan a wall display or arrange an outing together in a group" (p. 29) is at best, appropriate for most Western societies; therefore, prospective teachers must bear this in mind when developing language objectives and tasks.

Chapters 3 and 4 discuss the functions of language in society and the need for policies on language revival and reversal. While Baker presents an account of Fishman's (1980) landmark study on diglossia (the use of two languages in distinct language domains, such as the school and the home) as promoting bilingualism, he omits other views that contend that both larger

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societal and individual forces have a more direct influence on the bilingual's decision of when and where to use a given language (Pedraza et al., 1980). In the discussion on the advantages of additive bilingualism, where speakers learn and use two languages, Baker criticizes second language instruction as a form of subtractive bilingualism, the situation where speakers learn a second language at the expense of the first. It is true that second language instruction, for example, in the teaching of English to linguistic minorities in the U.S., has been traditionally perceived as undermining an individual's home language and culture, yet that this type of instruction provides immigrants with an opportunity to survive in a new community is often overlooked. A case in point is that of refugees whose very subsistence is threatened by a lack of access to the language of the majority. Furthermore, as Baker explains in Chapter 5, since the development of bilingualism can be either simultaneous, as in childhood bilingualism, or sequential, meaning that a second language is acquired after the first, second language instruction can indeed be a route to bilingualism.

The next two chapters, Chapters 6 and 7, introduce the reader to the field of SLA and its theories and examine the context of language acquisition, learner strategies, and motivation. A substantial line of research on the input and intake distinction is successfully summarized into a few paragraphs. Baker's brief review of the socio-psychological and learning theories of SLA concludes with Krashen's Monitor Model (1977, 1985) and its application to the classroom. However, since the Monitor Model, there has been an interest in demystifying the cognitive functions involved in SLA by means of information processing models and the study of the neurobiology of language. The results of these research efforts might eventually find their way into more tangible applications for the classroom. Similarly, there is a brief mention of early work on language learning strategies, yet more recent pedagogical applications of these research findings are not mentioned; for example, the work of Chamot & O'Malley (1987) on the Cognitive Academic Language Learning Approach (CALLA), a method now adopted in many U.S. schools. In terms of the type of motivation needed to learn a second language, Baker notes that either integrative motivation (where a learner identifies with the host community) or instrumental motivation (where the learner simply learns a language for utilitarian reasons) can only affect proficiency and the rate of development, but not the sequence or order of acquisition. This is a statement largely unchallenged in the field, but one which calls for further research.

Chapters 8, 9, and 10 explore the common myths of the demands of bilingualism on intelligence and the problems of cultural bias in intelligence testing. A section is devoted to the bilingual brain, but it is largely limited to lateralization. Notwithstanding, Baker discusses in simple terms current research that tries to determine whether there is a separate or shared linguistic storage system in bilinguals.

Section B comprises eight chapters describing the pedagogy of bilingualism. The first two chapters, Chapters 11 and 12, overview the most common types of bilingual education and their effectiveness. Baker includes a thorough presentation of different approaches to bilingual education emphasizing that each country's history and culture contributes to the type of educational approach used.

The next four chapters examine examples of language education. Chapter 13 is an insightful discussion on the benefits of minority language learning addressing the problems of underachievement and the need for biliteracy. Chapter 14 analyzes the pedagogical implications of second language learning in the structural, functional, and interactional (communicative) approaches. Baker also discusses the advantages of a multidimensional language curriculum which includes cultural awareness as a crucial component. Chapter 15 examines teaching and learning strategies in immersion classrooms and presents a more in-depth analysis of the Canadian immersion program. In Chapter 16 Baker introduces a four part bilingual education model based on an integrative "input-output-context-process" approach. This last chapter includes a framework for minority intervention and empowerment which calls, perhaps idealistically, for a joint educational enterprise carried forth by the school, family, and community. For a review and critique of immersion programs in the U.S. the reader can complement Baker's analysis with an edited collection published by the California State Department of Education (1984).

Chapter 17 is concerned with a more macro level view of bilingualism discussing its politics and the need to understand it as stemming from the beliefs on language use of each country. In fact, Baker notes that when minority languages and ethnic groups are seen as a "problem," there is a stronger pull towards assimilation to the majority language. This is an issue that has gained much attention in the U.S. as well, and the interested reader can find a discussion which seeks to promote understanding of minority language maintenance, with particular emphasis on Latino communities, for example, in Merino, Trueba, & Samaniego (1992). Chapter 18, the final chapter, deals with the need to promote multiculturalism and anti-racism in the classroom stressing the interdependence of variables, in this case, politics, culture, and education.

Teachers in training, both at the undergraduate and graduate levels, will find the layout of *Foundations of Bilingual Education and Bilingualism* easy to use and its contents informative. The book is aesthetically pleasing with boxes, tables, figures, and graphs interspersed throughout. In addition to a manageable list of suggested further readings for each chapter, there is also a list of study questions and exercises which can be used to generate further discussion on the topic. Perhaps the most interesting feature concerns the Study Activities at the end of each chapter, some of which require that the students do hands-on activities in bilingual classrooms. The book also

features a list of recommended further reading, author and subject indices, a bibliography, and three appendices with sample surveys to measure attitude towards bilingualism and language use. A weakness, however, is the practice of highlighting terminology which is not always clearly defined. In spite of this and a few distracting typographical errors, Baker's is an attractive textbook written in accessible language, and one which was conceived with the novice in mind.

Overall, *Foundations of Bilingual Education and Bilingualism* offers a valuable introduction to the multiple possibilities in bilingualism and bilingual education. The book's main message is that bilingualism is a resource for the individual, community, and nation. Despite the limitations imposed mainly by the need to select information from the vast research that is available, Baker has accomplished the goal of providing the novice teacher with an opportunity to gain an understanding of the what, why, and how of bilingualism.

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Patricia Baquedano-López is a doctoral student in applied linguistics at UCLA. She is interested in urban Latino immigrant communities and in the study of Spanish maintenance in the U.S.