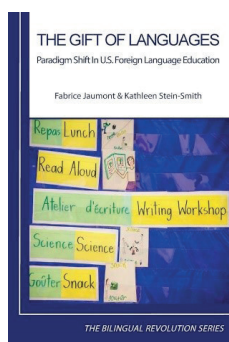




THE GIFT OF LANGUAGES PARADIGM SHIFT IN US FOREIGN LANGUAGE EDUCATION

by Fabrice Jaumont and Kathleen Stein-Smith
(A Book Review)



The Gift of Languages. Paradigm Shift in US Foreign Language Education by Fabrice Jaumont and Kathleen Stein-Smith is one of several publications that have been released in The Bilingual Revolution Series under the auspices of the Center for the Advancement of Language, Education and Communities (CALEC). With international membership and worldwide reach, this non-profit orga-

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nization aims to promote multilingualism and cross-cultural understanding by supporting language communities in creating education programs in languages and cultures.¹

It seems worth noting that the overall mission of the CALEC program is reflected in the book's very organizational frame: the nine core chapters of *The Gift of Languages*, ushered in by Preface and Foreword, are preceded with a list promoting a variety of TBR books already in circulation², and statements of praise. Likewise, following the body of the text (complete with References,

1. In fulfillment of its goals, it focuses on providing both parents and teachers involved in fostering multilingual education with pointers to relevant results of academic research in the area and offering them materials dedicated to teaching practice, mentoring, and space for interaction and sharing ideas.
2. —including previous publications by Jaumont and Stein-Smith.

Index, and Authors' bios), one will find an extra section dedicated to the goals of the TBR Books series, as well as a description of the profile and mission of the Center for the Advancement of Language, Education and Communities. The publisher's choice to lock the text proper between sections presenting the Center's promotional materials, general instruction manuals, and lists of motivational books³ may, on the one hand, be read as a manifestation of the organization's marketing strategy and, on the other, as a paratextual indication of the character of the publication itself. Such a choice suggests that *The Gift of Languages*—whose text, as one soon discovers, is characteristic of the persuasive style of argumentation, reiteration of the vital points and data, as well as moderately rigorous referencing of the background literature—should be read and evaluated as a popular (perhaps even inspirational) publication, rather than as an academic monograph, and, simultaneously, as a medium of the promotion of the goals of the CALEC.

Although targeting primarily non-academic audiences, such publications do deserve academic attention as their increasingly voluminous supply in the publishing market communicates a more and more acutely felt grassroots-level demand for profound change in popular thinking about education in America. Their proliferation seems to reflect an intuition shared by a growing number of American educators that a profound revision of the dominant attitude to language learning is a condition for students in the United States to achieve the second language (L2) proficiency at a level sufficient for college purposes (which, today, as the authors acknowledge, is a norm among their Western-European counterparts), but also, perhaps much more importantly, that it is key to the future of efficient interactions within local multicultural communities in the US and in international contexts alike.⁴ Furthermore, with the facility of travel, with transnationality of global corporations, with easy access to new technologies spearheading innovation

3. —mostly books designed by and for activists advocating work on the (largely neglected) foreign language skills in the USA through developing early start two-way dual-language immersion programs in K-12 public education.

4. —in all essential aspects of cultural practice, ranging from business and science to media, arts, and sports.

in intersectional and cross-cultural communications, the achievement of such proficiency requires that the existing mental scripts, conditioning the character of the dominant approaches to foreign/second language teaching and learning in the US, be confronted with, and adjusted to, the practical needs of the 21st-century life both *within* and *outside* America.

In this vein, the first four chapters of *The Gift of Languages* address the need for a shift in the US foreign language education. These sections provide the grounding for the book's central premise. In the first chapter, the authors argue that the limited and continuously declining interest in developing L2 skills among Americans—a paradoxically *monolingual* nation of immigrants—is an exponent of the educational paradigm that must be changed in order to enable American students to keep up with their peers in other countries of the world, most of which, as data suggests, are indisputably way ahead of the United States in terms of their populations' preparation for 21st-century multicultural communications. The authors point to the fact that, in the globalized world, the ability to speak more than one language is a norm for about 40–50% of people worldwide. They demonstrate that only about a quarter of the global population is able to speak English and that the percentage of those ready to use English as *lingua franca* is even smaller. Besides, they point out that only about 10–25% of the US citizens and residents (including recent immigrants) speak a language other than English, that fewer than 20% of Americans study a foreign language at the K-12 level, and that only 7.5% of the cohort of college or university students are enrolled in a course in a language other than English. All of the above, combined with the fact that the immigrants to the US tend to lose their ancestral language by the third generation, seems to suggest that an intra-American perceptual paradigm is at work.

Fabrice Jaumont and Kathleen Stein-Smith compellingly express their concern with the palpable consequences of the existing language paradigm's perseverance in the US, which, predictably, cannot be reduced to any single factor. It might be a distorted echo of the overarching idea of *e pluribus unum*, a global consequence of the donor-acceptor culture dichotomy, an outcome

of the socioeconomic conditioning of the American traveling habits, or a manifestation of (overtly or covertly professed) American exceptionalism. Nonetheless, the statistical juxtaposition of the predominantly non-monolingual world that learns and uses English as a *lingua franca* (and thereby turns multilingual) with the essentially monolingual America demonstrates that the US citizens, deprived of the benefits of multilingualism, lag behind. Cognitively limited to English, the potential of Americans to profoundly embrace the multiculturalism of their own country is severely restricted. Yet, much as one might be inclined to lean towards the stance adopted by the authors concerned about the fact that—as citizens of the world, in which only a portion of the “global web of information, education, entertainment and communication” (34) is Anglophone—Americans inevitably end up in a disadvantageous position both at home (ethnic tensions, sense of uprootal, etc.) and abroad (dependence on the polyglots outside of the English-speaking world), it would be difficult not to observe that the chapter’s core argument would have gained much in terms of its strength if it were derived from methodical analyses of the evolution of approaches to foreign language education in the USA, such as those presented by Ovando (2003) or Hartmeier (2022). If offered a systematic insight into how the paradigms have changed over time, or at least a set of footnotes demonstrating that the authors’ premise is, in fact, a *conclusion* drawn from a diachronic analysis and not an intuitive claim founded on assumptions stemming from synchronic observations, the readers would not only be able to understand the origins of the approach to L2 teaching adopted by the federal, state, and local governments today, but also more easily follow the logic of the postulates of change that Fabrice Jaumont and Kathleen Stein-Smith present in the subsequent chapters.

Instead, the authors choose a different path. Banking on traditional American pragmatism, the second chapter convincingly describes foreign language skills as an *asset*. The opening section emphasizes the *joy* of exploring other cultures and the *life-enriching* experience of contact with people who represent them. Soon enough, however, the argument shifts from emotional and intellectual affluence to something more practical: the *use-*

fulness of foreign language skills for business and work. Appealing to employers, the authors devote a few subchapters to making a case for the increasing demand for bilingual workers in the US healthcare, customer service, tourism, law enforcement, education, and social services, not to mention the usefulness of the command of a foreign language in the space of international business.⁵ They observe that the demand for translators and interpreters in the US is still growing, yet relying on their services for the nation's economic growth is considered shortsighted as developing new international business relations in the 21st century essentially relies on direct communication, active listening, and ability to see a variety of issues from the perspective of the partner, so empathy and problem-solving skills evolved while learning and using a foreign language are of essential value. Foreign language skills are further presented as a *commodity*. If such a commodity is not offered to Americans as part of their early public education, it will eventually have to be purchased at the language teaching services market, which will inevitably deepen the already existing social and economic inequalities.

In their global appreciation of the interconnectedness of cultural phenomena, the authors stress the potential of language as a vehicle of soft power, capable of influencing a variety of aspects of communal and individual life. The above notwithstanding, they seem to underplay the essence of the benefits of the combination of one's command of English, whose worldwide presence is undeniable with one's knowledge of a foreign language. Bearing in mind the overall goal of the CALEC, as advocates of The Bilingual Revolution, targeting US audiences, Jaumont and Stein-Smith appear to purposefully marginalize the present-day effects of the exportation of American cultural values, including the exportation of laws,⁶ or the ubiquity of countless products of the US

5. In particular, the authors emphasize the importance of using the language of the client in the context of the efficiency of the sales of products or services.

6. Admittedly, although the authors indicate that relatively monolingual countries—like Japan and Korea—have proven to be both successful and innovative, the lack of the socio-historical background to the success stories of these countries may be considered an argumentative shortcoming. Even a footnote concerning the effects of the World War II and of the Korean War,

popular culture outside America, and the impact of the globality of the use of English upon the evolution of the worldview of the representatives of the Digital Age generation.⁷ Refraining from a more thorough analysis of the practical ramifications of the donor-acceptor dynamics and of the cultural effects thereof in the context of transcultural communications, the authors choose to focus on the cultural productivity of the French language, culture, and values. Although their argument is undoubtedly valid, Jaumont and Stein-Smith fail to convincingly disperse potential doubts concerning the urgency of the practical need to invest money, time, and energy in learning a foreign language or in teaching it in the face of America's attractiveness to millions of people worldwide, who not only travel to the USA to study, work, or to permanently relocate, but also speak English as their working language, and—within America—in light of the *e pluribus unum* Anglonormativity. Deciding not to address the benefits of bilingualism *despite* the popularity of English and irrespective of the directionality of cultural transfer, deciding not to exemplify the dangers of projecting one's own cultural norms upon English-speaking interlocutors, whose roots are non-Anglophone-American, as well as refraining from the demonstration of how devastating intra-lingual, yet transcultural misunderstandings could prove, the authors seem to choose the simplicity of the argument over its completeness,

both of which caused an indelible trauma, suffering and death of millions, but both of which also resulted in the opening up of new pathways of economic and cultural transfer between these countries and the United States, might inspire a more thorough understanding of how value transfers work and how the knowledge of foreign languages beyond English may facilitate profound transcultural contact. Especially, if one's command of Japanese or Korean sends a signal of the appreciation of the host's culture, colonized in the aftermath of cruel military conflicts.

7. Freedom, egalitarianism, boldness, truthfulness, and hard work—although often presented in a naïve or irritatingly didactic fashion in American television or cinema—have long inspired the American dream among countless individuals throughout history. Perceived in the perspectives of sociolinguistics and linguistic pragmatics, American English may be claimed to have been historically imbued with these values, both at the level of phraseology and of language use (e.g.: standards of politeness). In international contexts, non-American business partners often take into account that their interlocutors are American, irrespective of the adopted language of communications.

thus running the risk of losing some of their potential audience: especially the pragmatically-oriented audience responsible for the decisions concerning the future of the foreign language education in the USA.

Importantly, however, in the third and fourth chapters, the scholars return to the societal benefits of multilingualism in the USA. They begin with an attempt to explain the relationship between the diversity of languages and cultures within America and the creativity of its multilingual communities, whose varied, language-encoded viewpoints may lead to innovation in the globalized, fast-developing, contemporary world. The authors view large American cities as places of innovation characterized by global mobility. They discern the need to make the most of this fact by fostering a welcoming atmosphere based on hospitality, understanding, and trust, which can be attained through “educating children about other languages and cultures and empowering them through multilingualism to maximize their potential in a globalized world and workplace” (56). The scholars see the potential for change in *immersion education*. In particular, they emphasize the importance of two-way dual-language immersion—a form which, in their opinion, would cater to the demand for bilingual skills in the globalized workplace and, at the same time, would benefit the multilingual US society in many other ways. The academic results that students enrolled with such programs achieve are likely to go hand in hand with the unifying effect that shared language and cultural skills may have in local communities and, by extension, in the whole nation. Nevertheless, the authors are well aware of the challenges that contemporary immersion programs in the US pose, the most serious of which include the shortage of qualified teachers due to the gradual decline in the number of foreign language majors, limited resources, difficulties with the program design and structure, the need to develop sound curricula and matching materials, as well as the requirements of the mixed-ability classrooms (varying levels of proficiency of students in L1 and L2), and, last but not least, differences in terminology and assessment procedures, varying from state to state. Such problems, albeit serious, can be overcome if the role of language in the construction of the identity of individuals and communities through “shared human experi-

ences” (64) is acknowledged by teachers and decision-makers alike. As the authors emphasize, one cannot deny the heritage-building potential of creative expression through literature and other language-based forms of art; such forms of value transfer, whether intra- or intercultural, are far more efficient if they do not depend on translation. Still, irrespective of how painstaking the process of building a more profound understanding of the cultural significance of multilingualism might be at more abstract levels, at the operational level, Americans working abroad seem to have arrived at a consensus as far as the importance of the gestures of appreciation for the language identity of their co-workers is concerned. Those sharing such experiences broadly acknowledge that US expats learning and using the language of the country in which they reside are more successful in the corporate environment and function better socially in their local neighborhoods. Drawing conclusions from the above, the authors end the first section by compiling a list of tasks that American foreign language educators face. In order to bridge the gap between actual foreign language skills and intercultural competence and the demands of the globalized world (including the need to function on equal terms with multilinguals in the US and outside), educators in the US will need to focus on the “support of heritage language learners and their skills, encouraging English speakers to begin continued foreign language study to proficiency, and developing English language skills among non-English speakers” (63).

These rather commonsensical guidelines introduce a more theoretically oriented discourse in chapter five. Although Jaumont and Stein-Smith seem to avoid the issue of how to specifically handle the tasks listed in the previous chapter, they do, rather superficially, invoke several theories in an attempt to explain how the paradigm shift in attitudes toward foreign language education in the US should be effected. Although, again, an expert in foreign language methodologies will not find any groundbreaking information there, the chapter provides arguments for lobbyists for the cause of foreign language education, especially those rooted in the management-related theories of dealing with change. The authors start with Kotter’s (2012) change management model in companies, focusing in particular on building a sense of urgency

to create the buy-in. Following the ten steps of Lee and Kotler's (2016) social marketing model, the authors highlight getting the message to the target groups who are the most likely to benefit from language learning and who, therefore, may enjoy the highest opportunity but also face the largest number of opportunity barriers. The scholars complement these theories with Rosica's (2012) cause marketing, presented as an extension of the corporate social responsibility model, which emphasizes the importance of identifying suitable corporate partners and developing sustainable partner relationships. They further suggest the application of Cialdini's (2009) psychology of influence to establish positive relationships with prospective groups of language learners based on identifying the "common ground," i.e.: similarities in CALEC goals and the aspirations of the target groups.

Jaumont and Stein-Smith combine the theories above with Christensen et al.'s (2006) disruptive innovation model, which concentrates on the early start of foreign language teaching with a view to producing proficient language users at the high school level. Such a change would lead to innovation, emerging as a result of the disruption of the inefficient college and university foreign language curricula, simultaneously disintegrating unique language selling points of elite private schools and commercial language teaching centers, providing an advantage to a limited number of privileged students only. A democratic change of this kind underlies the grassroots political campaign, whose goal is to get the message directly and personally to families and communities. Such a campaign relies on individuals most likely to actively support the cause as opposed to solely relying on technology to assess the needs of particular groups. This, in turn, facilitates the deployment of Kim and Mauborgne's (2004) Blue Ocean strategy, which emphasizes the development of new markets rather than competition on the existing ones, and thus, a so far non-existent demand for foreign language education among parents and community leaders should be created. The Blue Ocean Action Steps for Foreign Languages, presented by Jaumont and Stein-Smith as the fundament of a campaign incorporating all of the theories mentioned before, include the following elements:

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- creating a sense of urgency;
- targeting the audience most likely to benefit from foreign language skills;
- finding an appropriate corporate partner or funding sources to collaborate with;
- communication based on authenticity;
- and engagement of stakeholders.

In the view of the authors, the standard lobbying tools, streamlined in accordance with the Six Sigma error reduction methodology in the business environment, may prove efficient in the campaign advocating foreign language education in the US. In particular, the Six Sigma DMAIC model appears applicable in the context of the CALEC campaign:

- Define (the problem of the shortage of foreign language skills among English-speaking Americans);
- Measure (the deficit);
- Analyze (determine causes and challenges);
- Improve (employ strategies to enhance foreign language learning);
- Control (develop metrics to monitor progress).

Globally, the focus of such an action is on problem-solving and “developing strategies before implementing tactics” (77). The authors, however, streamline the process, adjusting the methodology to the real-life conditions in America. They propose the application of the Lean Six Sigma model, which adds the concept of lean management to the process, allowing the proponents of change to attain success in spite of the shortage of resources, “both financial and personnel” (77), in a country “where funding depends largely on member contributions and where staffing is provided by individual volunteer change agents who are also very busy teachers and educators” (77). However, the deployment of tools themselves may require lobbyists capable of influencing business and government leaders, who will tend to remain practical but should not lose sight of the big idea that is advocated for the greater good. According to LeBov (2013) and Markarian

(2017), whose articles the scholars quote, the traits of an ideal lobbyist for the cause should include “subject matter expertise, knowledge of the relevant individuals and organizations, knowledge of legislative processes and procedures, people skills, sound judgment, political savvy, excellent communication skills” (76), as well as “clear self-identification, being polite and professional, having a clear and concise message, making it personal, being accurate and truthful, being prepared to work with the government officials hard to make appointments with, compromise if necessary, being ready to engage in dialogue with officials and staffers, using online and social media appropriately, thanking all those who have supported the cause” (75–76).

The eventual practical recommendation is the *strategic* foreign language advocacy, which should be proactive rather than simply reactive to foreign language cuts in programs, flexible in terms of traditional and online techniques, and widespread in its reach, targeting “students, parents, alumni, and school administrators, as well as current and potential partners in the community and the wider local or regional committee” (79). The scheme includes five components:

- creating a “buzz” for foreign languages to build and sustain motivation to devote time and energy to learning and teaching (by means of presenting foreign learning education as trendy in social media, by organizing events that promote a particular language culture or showcase students’ language skills);
- being present in the community (by sponsoring free language events or creating places where language learners and heritage speakers can come together, sending newsletters, or organizing meetings and classroom visits for local education administrators and officials to offer them the first-hand experience of the reality of foreign language classrooms and to keep them informed);
- taking leading roles in education-related associations (running for leadership positions, active voting; writing for practitioner-oriented and research publications and speaking at conferences);
- re-booting endangered programs; reaching out “to potential allies at the local, state, regional and national levels, and using social media and online petitions in addition

to in-person advocacy” (83) to save a program or at least prevent further cuts; creating new programs, which can be attained through building “a grassroots coalition of supporters who share the same vision and to make the case to school administrators and to decision-makers, using all of the strategies and tactics of an effective campaign, and present a reasonable case grounded in the existing research on the benefits of foreign language skills” (84), – and *l’union fait la force* (working with “fellow foreign language stakeholders in the community, in the private sector, and government” [84]).

Having presented what could be dubbed “the manual for advocacy,” in Chapter 6, Jaumont and Stein-Smith address the preferable language teaching approaches to be introduced in American schools. Bearing the CALEC philosophy in mind, the authors return to the argument that the goal of foreign language learning should be the interdisciplinary development of translanguaging and transcultural competence not only through learning the grammar and lexis but also by means of teaching the culture of the L2 language community. Because language teaching in the United States is mainly effected in the formal setting of a classroom (rather than in the natural environment of the family or community), the authors propose building integrative motivation in the students through developing and sustaining their interest in other cultures, for instance, by means of the use of authentic materials, appropriately selected and adjusted to the learners’ level. Such an effect could be achieved if language teaching methods emphasizing the importance of immersion and interdisciplinarity—such as CLIL (Content and Language Integrated Learning), CBI (Content-Based Instruction), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and CI (Comprehensible Input)—are used in the classroom. The application of such methods serves the purpose of properly equipping future college students and business professionals for the experience of mobility. Offering students traditional, heritage, or immersion language courses starting early in their primary and secondary level, educators ensure a smooth transition from classroom experience to adult life. Having attained a sufficient command of a foreign

language and cultural competence to address global issues in the multilingual world and participate in international projects by the time they graduate high school, the students are ready for their real-life foreign language use in an academic and business context at the onset of their college experience. As a result, while pursuing their higher education, rather than focusing on language learning in the time when they are busy with their content studies, students may experience their interactions fully, streamlining their language skills and cultural competence in the process. Thus prepared, such students are able to put their global skills to practical use sooner than others who were not exposed to immersive language education in primary and secondary schools.

In the following section of the book, the authors return to the discourse of advocacy. The next chapter equips foreign language education supporters with a detailed list of personal, cultural, professional, and social benefits of multilingualism, which can serve as arguments in favor of expanding foreign language programs in the US. Firstly, unique cognitive and academic benefits include better educational outcomes, the development of tolerance and creativity, improved decision-making and problem-solving skills, and, last but not least, staving off the onset of dementia. These go hand in hand with cultural benefits, the most direct of which is the freedom to enjoy literature, songs, theatre, films, and media—possibly reflecting another perspective and a different worldview—without the mediation of translation. Complementing the above are the social and communicative advantages stemming from the increase in the efficiency of the bidirectional transmission of information to and from local and trans-local communities, understanding one's own and another's community heritage, family background, and discovering fundamentals upon which to solidify one's own cultural identity. Parallel benefits of foreign language skills are those felt in the workplace in the context of international or expatriate careers, work for a multinational corporation or for an organization serving clients outside the US, or for institutions catering to the needs of local multilingual communities. These advantages include the ease of communicating with co-workers, clients, and beneficiaries of services in their own language, which largely reduces the potential for misunder-

standing, sends a message of appreciation, and facilitates side conversations and other forms of social interaction, which affect the efficiency of collaboration levels of work satisfaction. Finally, societal benefits for the USA as a multilingual and multicultural nation consist in the country's opening up to the full potential of the contribution of non-Anglophone Americans to the national culture and economy and in the reduction of the negative consequences of the marginalization of the non-English speaking cultures in America throughout its history. The authors argue that, in the long run, such a shift—although unlikely to solve all of the historically rooted problems of American society—might seriously contribute to the making of a more harmonious society within the US, and, simultaneously, be a major step towards 'global citizenship.'

The repetitive argumentation, which would be considered a rather serious shortcoming in a strictly academic text, serves a pragmatic purpose in *The Gift of Languages*. Occasionally irritating as it might seem to a professional academic reader, the book's rhetoric is supposed to "drive the authors' point home" and thereby win over those who might possibly hesitate as to whether or not a change is indeed necessary and whether its practical ramifications are worth the time, effort, and money. Therefore, to reinforce the arguments presented so far, the authors continue by disarming two lingering myths that might still stand in the way of language learning advocacy. The first common belief shared by many Americans is that if a person undertakes a foreign language learning, success in the endeavor can only be acknowledged if the learner attains the ability to speak the language with fluency and accent indistinguishable from native speakers—a conviction which, as the authors assert, derives from the observation of early bilinguals. To counteract this prejudice, the scholars argue, in motivating American learners to study a foreign language, the learning goals must be defined based on individual needs to use the language in various circumstances, requiring different degrees of fluency. Such a redefinition of goals, if systematically implemented, renders one's self-expectations as a language learner realistic, reducing the level of reluctance to confront possible frustration. The second common misconception causing mistrust towards foreign language

learning in America is the threat of weakening the country due to compromising its Anglonormative unity by promoting multilingualism, which is seen as a factor potentially dividing American citizens. The authors dismantle this populist construction by presenting the examples of Switzerland and Canada, whose official policies of multiculturalism—involving the promotion of multilingual education—have warranted the economic and cultural growth of both countries.

The Swiss and Canadian examples pave the path for the next part of *The Gift of Languages*, which is devoted to two-way Dual-Language Immersion (DLI) programs. The DLI programs are designed “for students to develop high levels of language proficiency and literacy in both program languages, to demonstrate high levels of academic achievement and to develop an appreciation for and an understanding of diverse cultures” (98). The authors recommend the two-way DLI as the best systemic solution, allowing learners to acquire cultural competence along with communication skills in L2 in the course of the interaction with teachers who are native speakers of both languages and expert representatives of both cultures. Such instructors’ expertise warrants their credibility and allows them to extend the scope of their teaching beyond the obvious outward manifestations of cultural similarities and differences (festivals, food, music, costumes, film, etc.). DLI instructors are teachers of the cultural codes, shaped by but inscribed in the language with which the students are becoming familiar. The practice of *reciprocal multilingualism*, where everybody is both the mother tongue speaker and a second language learner, “reduces social segmentation and increases the overall welfare” (Caminal, 2016, quoted in Jaumont and Stein-Smith 2019: 117). As such, it is conducive to the intellectual and economic development of multilingual communities in the USA, with the potential for immigrant children to learn the dominant language faster in environments that value the language of their parents. The authors report over 2,000 successful DLI programs in operation in the USA, mainly at the elementary level, emphasizing the urgent need to involve more children in such a form of education as early as possible and to ensure the possibility of continuing the students’ Dual Language Immersion at the high school level. It must be noted,

however, that much as the authors support two-way DLI programs, they do not dismiss or marginalize the importance of traditional forms of foreign language education, unequivocally supporting all forms of L2 learning in the US as beneficial.

The authors' final argument, rounding off their multifaceted persuasive presentation, involves the history of advocacy for L2 education in the USA. The section offers the reader quite a comprehensive list of reports dated between the late 1970s and early 1980s and the present day. The overview of the reports demonstrates that the gradual drop in interest in foreign language learning and teaching in the USA and in other Anglophone countries has not gone unnoticed. The phenomenon, causing concern to federal governments, the professional community of educators, and teacher associations alike, gave rise to such campaigns as "Lead with Languages" launched in 2017, or "Many Languages One World" Essay Contest and the Global Youth Forum (MLOW), launched in 2013 by the UNO.

Reiterating the conclusions of the reports, the authors reinforce their claim concerning the necessity for the paradigm shift in the approaches to foreign language education in the US and re-emphasize the vital importance of constant active language learning advocacy in the process. Summarizing their findings, Fabrice Jaumont and Kathleen Stein-Smith offer their readers a roadmap toward lasting change. The first step in this way is to raise—and then maintain—motivation to start and continue learning foreign languages, for which parental, school, and community support is needed. In the second step, opportunities for K–16 language study, optimally in two-way Dual-Language Immersion programs, must be created, which, in turn, involves the necessity of developing proper DLI teacher training programs. Simultaneously, at the level of higher education, pre-professional foreign language programs with internships and experiential learning, as well as partnerships with language enterprise stakeholders aiming at the development of transcultural career paths, must be promoted. To achieve these goals, foreign language advocacy, carried out in the form of a multifaceted campaign promoting language learning, is necessary. Such a campaign may only be efficient if it is launched as a joint effort of educators, parents, community groups, and language

education stakeholders in business and government. Once the alliance of stakeholders is made, “the campaign needs to be strategic, framed by the psychology of influence, change management, beginning with an ‘a sense of urgency’ and social/cause marketing to promote language learning as a common good” as multilingualism “empowers those with foreign language skills and cultural knowledge to work together to effectively address complex social issues, both local and global” (115).

In conclusion, it seems necessary to observe that *The Gift of Languages. Paradigm Shift in US Foreign Language Education* by Fabrice Jaumont & Kathleen Stein-Smith is an important text documenting the transformations of social and cultural awareness among educators in 21st-century America. Although the subtitle of the book might be more adequately phrased as *Towards a Paradigm Shift in US Foreign Language Education* to eliminate possible misconceptions as to the intentions of its authors, globally, their work convincingly presents the *necessity* for a paradigmatic change in the American foreign language education and equips any potential advocator for the cause with sound arguments—as well as with concrete guidelines for action. Emphasizing the centrality of personal commitment at the individual, local, state, or federal levels to ensure a place for foreign language programs (traditional or DLI) in K-16 public schools and colleges, the authors themselves lead by example. Their own activist dedication is manifest in the pragmatism of *The Gift of Languages*, their practical “manual of foreign language advocacy,” which follows the principles of persuasive communications, yet replaces the dryness of the language of business with the rhetoric of affect. Inspirational in style, the book has the potential to exhort individuals to act and indeed to present the young generation of Americans with the gift of languages, a gift they will find priceless in their everyday relations with their multicultural local communities, and indispensable in the multilingual world that, with every passing year, requires more and more intercultural interaction.

Abstract: The article offers a critical review of *The Gift of Languages. Paradigm Shift in U.S. Foreign Language Education* by Fabrice Jaumont & Kathleen Stein-Smith, published by TBR Books in 2019. The book, fitting in the general category of instruction manuals and motivational

materials, has been written in support of the cause of the advocates of the paradigm shift in foreign language learning in the United States. Focusing on the need to expand the L2 skills among US elementary, high school, and college students by means of the systematic implementation of two-way Dual-Language Immersion programs in K-12 and secondary public education, the monograph contributes to the mission of the Center for the Advancement of Language, Education and Communities. The CALEC, a non-profit organization with international membership and worldwide reach, focuses on promoting multilingualism and cross-cultural understanding by supporting language communities in creating programs of education in languages and cultures. The present article offers a review of this important, albeit popular, publication emphasizing its value as a document testifying to the transformations of the American culture in the Age of Globalization.

Keywords: dual language immersion programme, foreign language education, advocacy, multilingualism, the USA, paradigm shift

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