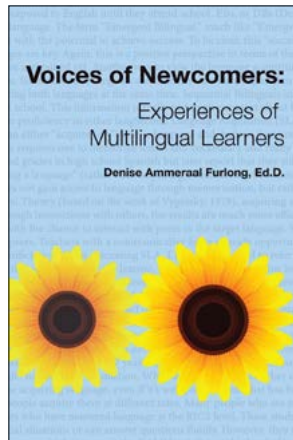


ters of the book are supported by a solid introduction by the collection's editors, Josephine Hoegaerts, Elizabeth Peterson, Tuire Liimatainen, and Laura Hekanaho, as well as a reflexive afterword by Suvi Keskinen.

The openly accessible collection will surely appeal to a range of audiences. It is clear enough to introduce the themes to readers who have not yet spent much time reflecting on these issues. It is situated sufficiently in current academic literature and theory to be useful for researchers already working with coloniality, whiteness, and ethnic identities. I also see it working well as an undergraduate- or graduate-level university course book – a social sciences or humanities course could quite easily be built around the articles as readings.

Collectively, the contributions well represent the kinds of important and innovative multidisciplinary research currently being conducted on Finnish racial, ethnic, and colonial entanglements. The articles directly yet respectfully draw attention to common assumptions, discourses, and representations that are premised on ethnic and racial hierarchies and colonial mentalities. As such, this book has the potential to make readers think about everyday situations in important new ways.

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Denise Ammeraal Furlong, EdD (2022). *Voices of Newcomers: Experiences of Multilingual Learners*. EduMatch. 246 p. ISBN: 978-1-953852-53-3.

Voices of Newcomers: Experiences of Multilingual Learners

The Delta Kappa Gamma (DKG) Society International's Educators Book Award Committee, of which I am also a member, chose the winning book for the year 2023: *Voices of Newcomers: Experiences of Multilingual Learners* by EdD Denise Ammeraal Furlong. She also participated in the international DKG conference in Tampere, Finland, in July 2023, where she gave a presentation based on her winning book.

According to the author, this book is meant to be a practical guide to maximising the learning experience that educators provide for Multilingual Learners (MLs), Newcomers and Students with Limited or Interrupted Formal Education (SLIFE). It includes what should be done immediately for those students and how to help them progress, both academically and with language acquisition. Denise Ammeraal Furlong

clearly defines the different terms connected with MLs since they tend to vary greatly.

Within the school setting, students are so-called 'Newcomers' if they have only been in a new country for a short amount of time before starting school. It is important to understand that every Newcomer has his/her own story and has his/her own needs. The author points out that no 'one size fits all' strategy exists. Students come from a variety of different backgrounds and situations. She sheds light on, for example, the situation of refugees and unaccompanied minors who can have memories of past traumas that they experienced prior to arriving at a new school. It is also significant to note that the schooling systems and norms in a new country may be quite different from what Newcomers have experienced previously.

Newcomers are sometimes viewed as a burden rather than as an opportunity to be agents of change for the lives of the entire class, as the author points out. No matter where the students begin their studies or come from in the world, their potential has no limits. Translanguaging, i.e. switching between languages, is a valid phase in language acquisition. It is the process of intentionally using words from both the primary and target language in order to express oneself.

Denise Ammeraal Furlong deals with the interesting idea of 'mirrors' versus 'windows'. When a student 'sees' oneself in the literature, that is like a mirror, whereas the student feels more of an outsider looking in (through a window) if the literature does not reflect her or his own culture. At a time when schools are becoming more diverse, it is significant that schools prioritise inclusi-



In the middle, the author of the book, EdD Denise Ammeraal Furlong. Janis Barr in the left and Elli Heikkilä in the right, who are members of the DKG Educators Book Award Committee. The picture is taken at Tampere Hall in the DKG international conference in July 2023.

ve texts that mirror children's life experiences and give them a window into understanding the experiences of others. The author also uses the concept of 'sliding doors', which offer a way to enter into another person's culture through literature and gain an understanding of one another and of different countries and cultures around the world. The more we learn about other cultures, the more we connect with one another.

The book also deals with parental and family perspectives, which is an essential issue as well. For many students' famili-

es, school is the first connection that they make when becoming engaged in their new country, as the author emphasises. Providing an environment in which parents are an integral part of the 'discussion' rather than simply being on the receiving end of information is crucial. The author wrote this book during the COVID-19 pandemic-related school closures, and so it includes one chapter about remote learning challenges.

The author uses rich language, and the book is easy to read. In the beginning of each chapter, she includes reflec-

tion questions, and later on reflection discussions, which enrich the overall content. The richness of the book can especially be found in the ready-to-use resources provided to support educators as they meet the needs of MLs.

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