

Pullman defines as “the space that opens up between the private mind of the reader and the book they’re reading” (216).

Taken individually, the chapters in this stimulating volume deliver engaged and comprehensive discussions, provide innovative theoretical and methodological approaches, and offer fresh insights into studying children’s books. Taken together, they advance an exciting vein of children’s literature scholarship. As the editors themselves point out, the collection is by no means meant to be exhaustive; rather, its goal is to provide a model and impetus for future research. Offering a multifaceted discussion of its subject matter, this highly readable volume manages to get a serious scholarly conversation underway and create space for other researchers to fill in the inevitable gaps. Accessible in both content and style, *Space and Place in Children’s Literature, 1789 to the Present* will primarily be of use to students and scholars of children’s literature, cultural geography, and childhood studies, but is likely to draw the attention of researchers working in other fields as well.

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Early Years, Languages and Picturebooks

Sandie Mourão and Mónica Lourenço, eds. 2015. *Early Years Second Language Education: International Perspectives on Theory and Practice*. Abingdon: Routledge. 240 pp. ISBN 978-0-415-70527-1

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Early Years Second Language Education, edited by Sandie Mourão and Mónica Lourenço, gives an overview of research in the field of early language education. It is based on the integration of theory, research and practice and mainly explores the language learning of children who are under 6 years old, especially L2 learning. A vast number of aspects affecting language learning are discussed through the chapters, such as teacher education, policymaking, international case studies, projects, code switching and language use, as is a variety of methodologies and approaches. This allows for a critical presentation of the benefits of starting learning a second language as early as possible. A wide range of geographical and other contexts is provided since there are contributors from several countries who share their interest in language education, which makes the reading of this book a rich experience.

Underestimating the necessity of special training for teachers of young learners is highlighted as one of the misconceptions of language-related decisions and programmes. Learning any language should not be seen merely as a school subject but as a dynamic process influenced by many factors, which prompted the researchers to examine wider contexts. Some practical guidelines are given for language learning and teaching at school and at home and they mainly support learning beyond strict curriculum frameworks. Methodologies covered by the majority of the research in *Early Years Second Language Education* rely on children’s curiosity and the role of learning through all five senses. Children’s knowledge of the world encourages them to use their whole linguistic repertoire when they are engaged at different levels. The main groundwork for the researchers in this book was to focus on children and their nature, which is seen as the basis for education.

The book is aimed at readers concerned with language education, especially those in the field of early years education, in which the editors of the book are also engaged. It is divided into three major parts with the first one focused on the child, the second on classroom approaches, and the third on teachers and parents.

In the first part, several topics are covered related to early years language acquisition and second language learning (SLL), such as cognitive and linguistic aspects (Belma Haznedar), bilingual contexts, intercultural and environmental learning (Kirstin Kersten), a case study of identity perceptions in trilingual twins (Nayr Ibrahim), and reading picturebooks and storybooks, in two chapters that are more closely related to children's literature and may therefore be thematically particularly relevant to children's literature scholars and students. These chapters focus on the significance of picturebooks for children's language development, elaborating on how children respond to picturebooks during repeated read-alouds and in a multilingual context.

In chapter 4, Sandie Mourão presents her research on children's linguistic repertoires during repeated read-alouds. The aim is to disclose how children make meaning when affected by different contexts. The author begins by stating the underlying problems in language learning. One of these is the traditional focus of education, which is almost entirely upon the written word, giving less importance to visual discourse in picturebooks, thus neglecting the possibilities of their multimodality. In order to engage readers, a brief overview of reader-response theories precedes the presented research. During the read-alouds, children's reactions were provoked by illustrations, but their responses were both in Portuguese and English, which showed that children think in both languages. This is the main reason for Mourão to suggest exploiting the multimodality of picturebooks in L2 learning, which is further supported by the results and concluding comments. The L2 learning context requires the careful selection of L2 picturebooks which offer a complex picture-word dynamic for acquiring language. The chapter is well organised, gives a clear overview of its context and methodology, and includes several graphs depicting children's responses which appear to be highly influenced by the illustrations in picturebooks. These responses are skilfully described and related to the categories presented in Sipe's theory of literary understanding. Many findings of Mourão's study can be implemented in practice.

Chapter 5 reports on the research by Anna Bylund and Polly Björk-Willén, who exposed bilingual Spanish-Swedish 4-year-old children to the reading of a picturebook in Spanish by a teacher who was not a native speaker of Spanish. By following the Deleuzian concept of assemblage, they wanted to explore who plays an important role in the process of reading picturebooks aloud. The main problem was how a group of very young users of a given language would react to such a read-aloud. The experimenters wanted to emphasise the role of children and other factors, such as the book itself, the school and its language policy in relation to the competent adult speaker who is expected to lead the reading of picturebooks in the classroom. The authors of the study also aimed to explore what the outcomes of a different, non-traditional use of picturebooks in class would be. The method is an assemblage in which all the components during the read-aloud – such as material, social, institutional and linguistic elements – matter and interact. The main focus of the chapter is on the process of becoming multilingual which includes the possibility of creating language knowledge by transformation between languages. The analytical part of

the chapter following the description of the picturebook session could have been a bit more neatly organised to allow the reader to follow the text more easily, but this paper still offers a fresh perspective on using picturebooks in learning other languages.

Part 2 comprises chapters on early language learning in Cyprus (Sophie Ioannou-Georgiou), on introducing French to pre-primary children in England (James McElwee), on a broader and integrated approach to languages in the same age-group (Mónica Lourenço and Anna Isabel Andrade), on active listening (Teresa Fleta) and on the role of technology in early years SLL (Barbara Hoskins Sakamoto).

The first two chapters in Part 3 focus on pre-primary English language learning and teacher education in the Czech Republic (Monika Černá), and in Slovakia (Zuzana Portiková). The remaining chapters explore teachers' attitudes to innovations in SLL (Ekaterina Sofronieva), family involvement (Sabine Pirchio et al.), and supporting parents of young learners (Alexander Sokol and Edgar Lasevich).

It can be concluded that this book is a rich reading experience for all who are in any way involved in second or foreign language education. Researchers, academics, teachers and students could all find it useful, especially teachers of young and very young learners who use authentic picturebooks in teaching. Offering a variety of contexts, methodologies and approaches, it gives a wide picture of language learning as a dynamic process, while highlighting the basis of education and the fact that children's nature is often neglected when complex frameworks are created.

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A Secret World of the Translation Process

Gillian Lathey. 2016. *Translating Children's Literature*. London and New York: Routledge. 172 pp. ISBN 978-1138803763

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Gillian Lathey's delightfully readable *Translating Children's Literature* gives the impression of being a *tête à tête* in which she shares much personal knowledge and expertise of translation over the years. This she supports with fascinating references to the work of long-standing colleagues, which she interposes alongside her own thinking. Although not a professional translator herself, Lathey's interest in writing *Translating Children's Literature* stems from a passion in children's literature developed during her early primary teaching career, and later as an academic, as well as from a deep and lifelong interest in the art of translation. Thus she is in an excellent position to discuss the work of so many "invisible storytellers" (Lathey 2010) who make possible the transference of literary works for young children from one culture to another. Her aim, she emphasises, is to "assist would-be translators to act as bridges for the young into worlds of individual writers whose work they would not otherwise encounter" (11).

Lathey's introduction talks directly to prospective translators or those who have just begun to embark on the journey (no matter what their source or target language) and makes them the focus of her dialogue. She emphasises that translating children's literature is a diverse and complex process and is no less challenging than translating for adults. She also