

Zhongfeng Tian, Laila Aghai, Peter Sayer & Jamie L. Schissel, eds.
Envisioning TESOL through a Translanguaging Lens: Global Perspectives. Cham: Springer, 2020. 374 pp. ISBN 9783030470302

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Ofelia García's and Li Wei's conceptualisation and theorisation of translanguaging (García 2009; Li Wei 2018) have significantly contributed to the emergence of translanguaging as a perspective that can be adopted to appreciate and build on learners' entire linguistic repertoire in Teaching English to Speakers of Other Languages (TESOL). The volume edited by Tian, Aghai, Sayer, and Schissel, *Envisioning TESOL through a Translanguaging Lens: Global Perspectives*, views translanguaging as a multifaceted lens through which current and future educators can engage in a much-needed critical discussion about monolingual conventions in TESOL. After an introductory chapter authored by the three editors, the book is divided into three parts that respectively position translanguaging theory in TESOL, discuss a translanguaging orientation in TESOL teacher education, and offer various viewpoints on translanguaging pedagogy in TESOL classrooms.

Chapter 1, "Envisioning TESOL through a Translanguaging Lens in the Era of Post-multilingualism", is authored by the editors, who suggest using the translanguaging lens for descriptive, theoretical and pedagogical purposes in order to legitimize World Englishes and the fluid use of English, problematize native-speakerism, and shift from monolingual to multilingual teaching approaches.

Part I, "Theorizing Translanguaging in TESOL", starts with Chapter 2, "Broadening the View: Taking up a Translanguaging Pedagogy with all Language-Minoritized Students", where Seltzer and García elucidate the three strands of translanguaging pedagogy for use in TESOL, i.e., translanguaging stance, design and shifts. They also describe the implementation of translanguaging pedagogy by reporting on an ethnographic case study of a US-based English Language Arts teacher who had a transformative experience when implementing translanguaging pedagogy via the three theoretical strands. Chapter 3, "The Need for Translanguaging in TESOL", is authored by Sembiante and Tian who discuss the role of the TESOL International Association as a gatekeeper to the holistic approach to using multilingual students' linguistics repertoires. The authors give suggestions to this organisation on how to support multilingualism in English language education, and highlight the transformative potential of the

translanguaging lens to reimagine the English (E), Speakers of Other Languages (SOL) and Teaching (T) in TESOL. Hall closes Part I with Chapter 4, “Framing the Realities of TESOL Practice through a Translanguaging Lens”, which provides evidence of the difference between early TESOL research and the reality of classroom practices. To close this gap he suggests a more active consideration of translanguaging in teacher education.

Part II, “Translanguaging in TESOL Teacher Education”, opens with Chapter 5 authored by Andrei, Kibler, and Salerno, “‘No, Professor, That Is Not True’: First Attempts at Introducing Translanguaging to Pre-service Teachers”, a narrative inquiry-based study of the reflections of an American teacher educator on the challenges posed by teaching the complex concept of translanguaging to future TESOL practitioners. Chapter 6, “Reenvisioning Second Language Teacher Education through Translanguaging Praxis”, by Deroo, Ponzio, and De Costa, is devoted to two case studies that examine two in-service and pre-service teachers’ translanguaging stance development through coursework and teaching practicums in a Midwestern university in the US. In Chapter 7, “Learning to Teach English for Justice from a Translanguaging Orientation”, Robinson, Tian, Crief, and Prado illuminate 19 American pre-service teachers’ emerging understanding of translanguaging concerning social justice, and struggles with the enactment of translanguaging in TESOL classrooms. In this collaborative qualitative study, the research team used a critical sociocultural approach to implement translanguaging pedagogy. Particularly, the co-designed course taught about translanguaging, the application of translanguaging strategies and the creation of translanguaging spaces. The participatory action research undertaken by Morales, Schissel, and López-Gopar in Chapter 8, “Pedagogical Sismo: Translanguaging Approaches for English Language Instruction and Assessment in Oaxaca, Mexico”, explores the use of translanguaging for instruction and assessment in an undergraduate TESOL program over two semesters using translanguaging and English-only assignments. In Chapter 9, “Incorporating Australian Primary Students’ Linguistic Repertoire into Teaching and Learning”, Turner shares the findings of a qualitative study of seven generalist teachers who partook in a 3-day professional development and applied translanguaging pedagogy. Turner reports teachers’ notable ideological shift regarding bi/multilingualism and varying degrees of capitalizing on students’ linguistic repertoires. Chapter 10, “Translanguaging as a Decolonization Project?: Malawian Teachers’ Complex and Competing Desires for Local Languages and Global English”, is devoted to Lau’s critical action research project on a professional development course involving 13 pre-service and in-service teachers and school administrators, who co-designed translanguaging tasks and developed a stronger view of multilingualism as a resource.

Part III, “Translanguaging in TESOL Classrooms”, starts with Chapter 11, “Tower of Babel or Garden of Eden? Teaching English as a Foreign Language through a Translanguaging Lens”, in which Günther-van der Meij and Duarte discuss their design-based research conducted in the Netherlands. They adopted a translanguaging-based holistic model for multilingual education for the collaborative development of TESOL educational experiments and subsequent classroom implementation of translanguaging pedagogy. In Chapter 12, “‘Colibrí’ ‘Hummingbird’ as Translanguaging Metaphor”, Seilstad and Kim employ ethnographic and discourse analyses of a translanguaging pedagogy in order to support a bi/multilingual 10th grade class of linguistically superdiverse students in Central Ohio. Focusing on the classroom talk during the Spanish-speaking group’s presentation, the authors illustrate how students’ linguistic repertoires were capitalized through a translanguaging lens. Chapter 13, “Translanguaging and Task Based Language Teaching: Crossovers and Challenges”, gives insights into the study of Seals, Newton, Ash, and Nguyen, that explores the integrated implementation of translanguaging and Task Based Language Teaching (TBLT) pedagogies in a Vietnamese secondary school. Within the integrated framework of translanguaging and TBLT pedagogies, they highlight each perspective’s benefits as well as how they complement each other. Chapter 14, “Translanguaging for Vocabulary Development: A Mixed Methods Study with International Students in a Canadian English for Academic Purposes Program”, shares the results of Galante’s quasi-experimental project that included seven EAP teachers and 129 students and aimed to compare the impact of translanguaging and monolingual tasks on vocabulary test results. The author highlights how the translanguaging group students achieved higher vocabulary test results, made meaning beyond language boundaries, and actively engaged in language learning. In Chapter 15, “EFL Instructors’ Ambivalent Ideological Stances Toward Translanguaging: Collaborative Reflection on Language Ideologies”, Fallas-Escobar reports on the findings of his qualitative study involving critical dialogues with three Costa-Rican EFL instructors. Despite the shifted stance toward translanguaging and the acknowledgement of the value of pedagogical translanguaging, the instructors showed a persistent language separation ideology. Chapter 16, “Effects of Teachers’ Language Ideologies on Language Learners’ Translanguaging Practices in an Intensive English Program”, focuses on the qualitative case study of Aghai, Sayer, and Vercellotti, that involved three US-based university instructors who identified with three translanguaging orientations: translanguaging-as-a-problem, translanguaging-as-a-natural-process, and translanguaging-as-a-resource. Chapter 17, “Translanguaging as Transformation in TESOL”, closes the book as Sayer reviews the previous chapters and highlights the transformative power of the translanguaging lens.

Among the strengths of the book is that it achieves its goal and offers valuable theoretical and practical insights to TESOL professionals, and creates the necessary tension for their ideological shift. The described and theorized multifaceted translanguaging lens can be used as a theoretical framework, and the various research designs in the chapters can guide translanguaging researchers in their inquiries. Most importantly, TESOL educators may find particularly useful the detailed accounts of implementing translanguaging pedagogy with its challenges and benefits.

While the book presents diverse examples of translanguaging pedagogy in practice, the unitary translanguaging theory (UTT) adopted by the editors may be a source of debate. In comparison with the crosslinguistic translanguaging theory (Cummins 2021), UTT rejects languages as bounded entities and suggests that a multilingual person has a unitary linguistic repertoire. Although the editors acknowledge some criticism of UTT (MacSwan 2017), addressing it more expansively and adding interdisciplinary empirical evidence from neurolinguistics and psycholinguistics could have strengthened the arguments for UTT. It also remains unclear whether all the contributors subscribe to UTT, since terms such as codeswitching, L1 and L2 included in the chapters do not align with the idea of a unitary linguistic repertoire. As it is challenging to pinpoint which translanguaging theory underpins the translanguaging tasks discussed in some chapters (e.g., chapters 13 and 14), clarifications about task development would be helpful for the target readership.

Additionally, the book could increase the diversity of emic perspectives on translanguaging, especially from linguistic contexts where both pedagogic and spontaneous types of translanguaging are commonplace. In the foreword, “Foreword: Cutting Through the Monolingual Grip of TESOL Traditions – The Transformative Power of the Translanguaging Lens”, Lin states that the book brings together the diverse voices of authors, and in Chapter 17, Sayer also emphasizes the geographical diversity of the TESOL contexts included in the volume. However, out of 33 contributors, 27 come from BANA (Britain, Australasia, and North America) with a notable presence of the US (18), which means there are only six non-BANA authors. As only one-third of the global English-speaking population are from BANA (Seargeant 2016), it is salient to have a larger representation of TESOL researchers and teachers who learnt English as a second/foreign language, share the same linguistic background as the students, and engage in translanguaging both in and out of the classroom.

Overall, the book provides valuable information on the theory and practice of translanguaging in the terrains of TESOL. Hearing the contributors’ multiple perspectives will encourage a critical discussion among educators who seek to contribute to multilingual students’ academic growth and identity empowerment.

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