

Envisioning TESOL Through a Translanguaging Lens: Global Perspectives

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Envisioning TESOL Through a Translanguaging Lens: Global Perspectives is a timely publication that provides empirical evidence of the theoretical and pedagogical affordances that the translanguaging lens can offer in TESOL teacher education and TESOL classrooms. In this volume, the editors bring together 16 chapters of translanguaging work across diverse geographic contexts, providing robust examples of how translanguaging can be used “as a theoretical framework for informing TESOL, as an orientation for teacher education, and as a pedagogical tool in the classroom” (p. 364). The chapters in the volume capture multilingual speakers’ fluid translanguaging practices from a descriptive lens, offer a new epistemological stance on theorizing language and multilingualism, and provide pedagogical approaches to leverage students’ home languages in academic contexts. The book is organized into three parts: Theorizing translanguaging in TESOL, Translanguaging in TESOL education, Translanguaging in TESOL classrooms.

Part I presents three chapters on the theorization of translanguaging in TESOL, offering perspectives to challenge the entrenched monolingual, native speakerism paradigm in the field of TESOL. Seltzer and García draw on examples from a teacher’s translanguaging design in a high school English Language Arts classroom to illustrate how, in a *stance-design-shift* translanguaging pedagogy framework, students use their agency to shape English learning in creative and critical ways. Next, Sembiente and Tian demonstrate the need for the TESOL field, especially the TESOL International Association, to shift its macro discourse and embrace an identity to multilingualism. They challenge the traditional structuralist notion of the English (E) of TESOL and reposition it through a translanguaging lens, further advocating for English teaching and learning through the support of multilingualism. The contribution of the third chapter, by Hall, is an exploration of the realities of teaching practices by tracing the history of monolingual ideologies and approaches across the methodological literature. Hall notes the consequent theory-practice divide and points to the paradox between teachers’ existing multilingual practices and their monolingual discourses. By positioning translanguaging within a social justice orientation, Part I demonstrates possibilities of translanguaging in destabilizing the prevailing monolingual views in TESOL traditions.

Part II comprises six chapters devoted to how translanguaging is taken up and incorporated into TESOL teacher education. Andrei et al. use narrative inquiry to document the difficult experiences between a teacher educator and

pre-service teachers when they first engage with translanguaging pedagogy. Deroo et al. highlight the importance to explicitly engage teachers' and teacher candidates' language ideologies in teacher education curriculum. Robinson et al. investigate how the social justice orientation of translanguaging could be achieved by pre-service teachers through the *stance-design-shift* framework that roots in a teaching English for justice model. Turner adopts *identity* as a locus through which highly experienced generalist teachers develop their understanding of translanguaging. Morales et al. and Lau present practical difficulties of collaborative projects with teacher educators in "peripheral," postcolonial contexts. These challenges highlight the complexity of the role of English in global discourse as well as in their local communities and call for the need to approach translanguaging and teacher education with honesty and humility in understanding the power dynamics in local contexts. The six studies cover diverse teacher education contexts that involve pre- and in-service TESOL educators, as well as generalist teachers who work with multilingual students. Adopting diverse research methodologies such as narrative inquiry, case study, and participatory action research, Part II presents teacher educators' efforts in dealing with the complexity that translanguaging brings into teacher education and illustrates the creation of *praxis* in translanguaging teacher education, where the synthesis of theory and practice is realized.

Part III includes six empirical studies that portray teachers' efforts in leveraging translanguaging pedagogy across a breadth of TESOL learning programs and invites us to think about how translanguaging should be incorporated into our classroom practices. These implementations demonstrate the compatibility between translanguaging and a wide range of approaches, including content-based instruction (Günther-van der Meij & Duarte; Seilstad & Kim), English for academic purposes (Galante), task-based language teaching (Seals et al.), and university English as a foreign language instruction (Aghai et al.; Fallas-Escobar). The inclusion of studies that are representative of wide geographical contexts (e.g., Canada, Costa Rica, Netherlands, United States, Vietnam) and diverse student populations (from kindergarten to college) illuminates the possibilities of translanguaging-in-practice in multilingual TESOL classrooms. Collectively, these studies also suggest the need to consider the contextual factors in translanguaging task design, such as the power dynamics among languages, learner backgrounds, program ecology, and lesson objectives. Finally, in synthesizing the content in this volume, Sayer provides discussions on the challenges and directions for translanguaging in TESOL, calling for future work to examine: translanguaging and TESOL methods, the social justice orientation of translanguaging, and translanguaging as a language ideology.

As the first endeavour to collect evidence of translanguaging implementation in TESOL from different geographical locations, this volume strongly contributes to the theorization and implementation of

translanguaging. The global perspectives of the contributing chapters highlight translanguaging as a transformative practice that is planned and strategic; they also encourage the exploration of creative alternatives in using translanguaging in diverse TESOL contexts. Taken together, this volume shows how the TESOL field could embrace multilingualism as central to its values, opens critical conversations on how to conceptualize and implement translanguaging in various TESOL teacher education and classrooms contexts, and generates authentic, sustainable, and contextualized knowledge for pedagogical improvements. The editors succeed in making visible multiple ways on how different stakeholders (i.e., researchers, teacher trainers, and practitioners) could collaborate together in response to the challenges present in the implementation of translanguaging in TESOL. The organization of sections from theory into practice makes this book particularly conducive to a wide range of audiences. It will be of interest to scholars and policymakers in TESOL education, emerging scholars, and educators engaged in promoting flexible multilingualism in the classroom.

The Reviewer

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