

Developing Translanguaging Repertoires in Critical Teacher Education

Edited by Zhongfeng Tian and Nicole King

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Translanguaging has grown as a field since seminal work by Ofelia García (2009), with many researchers and teachers in language education looking for ways to integrate translanguaging into their work. With a foreword by García, Tian and King's 2023 edited volume, *Developing Translanguaging Repertoires in Critical Teacher Education*, addresses the gap around teachers and teacher education in translanguaging pedagogy and research. This volume, geared toward "teachers, teacher educators, and language scholars" (p. v), brings together research from across the United States on developing translanguaging repertoires among pre-service and in-service teachers and teacher educators in various US teacher education contexts.

In their introduction, Tian and King illustrate the multifaceted nature of translanguaging—as theory and as pedagogy. They argue that teachers' translanguaging repertoires need to be developed in teacher education in order to support culturally sustaining pedagogy, social justice, and students' multilingual identities. The volume explores García et al.'s (2017) concept of translanguaging repertoire as *stance* (i.e., valuing students' full linguistic repertoires), *design* (i.e., curriculum, resources, learning experiences), and *shifts* (i.e., moves that teachers make in response to students' language practices and needs).

In chapter one, Sandra Musanti engages in a self-study as a teacher educator preparing teacher candidates (TCs) for bilingual education. Musanti draws from personal reflections, TCs' work, and pre- and post-questionnaires investigating TCs' ideologies and attitudes toward a translanguaging stance. Through reflections, discussions, and translanguaging simulations, Musanti concludes that her TCs developed a positive attitude toward translanguaging but needed to further challenge deficit views of bilingualism. Musanti advocates for a practice-based approach to translanguaging to advance social justice.

Chapter two recounts how Abraham Ceballos-Zapata and Sharon Kim employed *Pansori*, a Korean opera form, as a narrative framework to understand the experiences of the racialized and bilingual students in Kim's practicum class. Ceballos-Zapata and Kim collaboratively employ techniques from *Pansori* to resee Kim's "disruptive" Black students as seeking help, move away from deficit thinking about bilingual students, and develop a translanguaging stance. They advocate for teachers to ground their approaches to translanguaging in their own and students' cultures.

Kathryn Henderson, Christian Fallas-Escobar, and Kristen Lindahl discuss in chapter three Latinx TCs' understanding of their own linguistic repertoires through the creation of language portraits. Their findings reveal that TCs define their linguistic identities in multiple, unique ways and that most avoid the label of "bilingual" due to experiences of shame, insecurity, and discrimination. Conversely, some embrace the uniqueness of their bilingual identities. The authors conclude that teacher education needs to value TCs' bilingual identities and that language portraits are one way to engage TCs in developing a translanguaging stance.

Chapter four, by Ryan Pontier and Zhongfeng Tian, discusses developing a translanguaging-as-social-justice stance through a TESOL graduate-level special topics course focused on translanguaging. Pontier and Tian highlight three tensions they identified while developing a translanguaging stance in the course: conflicting language expectations at home and school; differing understandings of bilingualism; and the difference between translanguaging theory and pedagogy. The authors conclude that teacher education programs should create spaces for critical dialogues about these tensions in order to support teachers in developing a translanguaging-as-social-justice stance.

Similarly, in chapter five, Xenia Hadjioannou advocates for a translanguaging-as-justice stance with her TCs. Hadjioannou underscores the need for a paradigmatic shift in teacher education, where

teachers resee and revalue bilingualism, English learner terminology, and instructional styles and contexts. Hadjioannou reports the following obstacles: TCs' monolingual ideologies and systemic barriers (including lack of materials, time, and money; fatigue; and isolation).

In chapter six, Wayne Wright, Trish Morita-Mullaney, Woongsik Choi, and Haiyan Li report their findings on a case study of teachers who participated in an asynchronous online dual-language bilingual education (DLBE) program. They share successes, including activities (e.g., read-alouds, bilingual pairing, etc.) and challenges teachers face (e.g., curriculum, teacher ideologies, etc.). As a result of the course, translanguaging shifts were evident in DLBE teachers' classrooms; however, translanguaging remained minimal and usually benefited English-dominant students over Spanish-dominant students.

In the final chapter, Nihal Khote presents a self-study of his practice as an English teacher of bilingual students. Tracking the fluctuations of power and control during audio-recordings of his classes, Khote concludes that translanguaging emerged most often outside of instructional content and when he gave up control. Khote argues that teacher authority needs to be fluid in the classroom and that translanguaging must be directly integrated into instruction, not confined to the periphery.

This is an excellent volume sharing successes and challenges of teachers and teacher educators integrating a translanguaging stance. It offers a strong introduction to the concept of translanguaging, centres critical education (i.e., social justice), and presents innovative translanguaging activities that teachers and teacher educators can use, such as Pansori, simulations, and linguistic portraits. The volume focuses primarily on English and Spanish teachers and learners in the United States; however, the authors' insights, practices, and ideas are applicable to bilingual and additional language education more broadly. While the volume aims to discuss teachers' translanguaging *repertoires* as a whole, the chapters emphasize developing a translanguaging *stance* over *design* and *shifts*. Granted, while some authors do consider both design and shifts (e.g., chapters, 1, 2, and 6), stance remains the principal element discussed. In this way, this volume reveals the need for research to consider translanguaging design and shifts more explicitly in teacher education in order to better support teachers in developing their translanguaging pedagogies. Overall, *Developing Translanguaging Repertoires in Critical Teacher Education* is a great addition to any language teacher, teacher educator, or researcher's shelf.

The Reviewer

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