

**Review/Reseña: Paulsrud, BethAnne, Tian, Zhongfeng, & Toth, Jeanette
(Eds.). (2021). *English-medium instruction and translanguaging.
Multilingual Matters.***

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Book Review

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ABSTRACT

EN This text reviews *English-Medium Instruction and Translanguaging*, edited by Paulsrud, Tian, and Toth, published this year (2021) by Multilingual Matters. The book comprises eleven empirical studies from across the globe, by different authors, raising awareness of the multiple possibilities, challenges, and considerations that emerge when addressing translanguaging in English-medium instruction (EMI) today. The authors of this volume inspire new research paths towards translanguaging theory, practice, and policy.

Key words: TRANSLANGUAGING, ENGLISH-MEDIUM INSTRUCTION (EMI), LINGUISTIC REPERTOIRE, L1 USE

ES Este texto es una reseña de *English-Medium Instruction and Translanguaging* de Paulsrud, Tian y Toth, publicado este año (2021) por Multilingual Matters. El libro recoge once estudios empíricos procedentes de todo el mundo y de distintos autores, que permiten conocer las múltiples posibilidades, consideraciones y retos que surgen al abordar el translenguaje en contextos de inglés como Medio de Instrucción (IMI) hoy en día. Los autores de este volumen abren nuevas vías de investigación sobre la teoría y la práctica asociadas al translenguaje y sobre políticas educativas que lo incorporen.

Palabras clave: TRANSLenguAJE, INGLÉS COMO MEDIO DE INSTRUCCIÓN (IMI), REPERTORIO LINGÜÍSTICO, USO DE LA L1

IT Questo testo recensisce *English-Medium Instruction and Translanguaging* di Paulsrud, Tian e Toth, pubblicato quest'anno (2021) da Multilingual Matters. Il libro, che raccoglie undici studi empirici di diversi autori provenienti da tutto il mondo, permette di conoscere le molteplici possibilità, le considerazioni e le sfide originate dall'occuparsi di *translanguaging* in un contesto di *inglese come lingua d'istruzione (EMI)*. Le autrici e l'autore del volume indicano nuovi sentieri di ricerca sulla teoria e la pratica associate al *translanguaging* e sulle politiche educative che lo includono.

Parole chiave: TRANSLANGUAGING, INGLESE COME LINGUA D'ISTRUZIONE (EMI), REPERTORIO LINGUISTICO, USO DELLA L1

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1. Overview of the volume

English-Medium Instruction and Translanguaging, edited by Paulsrud, Tian, and Toth, offers a fresh, global, and well-documented look at the interplay of English-medium instruction (EMI) and translanguaging theory and pedagogy. The book is organised in eleven compelling and comprehensible chapters. Together, the chapters present cutting-edge empirical research, which unpacks current practices and provides reflections on language use in the EMI classroom, from primary school to higher education.

While the chapters differ in the linguistic ecologies and geographical contexts they address (South Africa, Malawi, Kenya, Hong Kong, Japan, Maldives, Cambodia, Kazakhstan, Turkey and Italy), they point at common goals which constitute the main themes of this volume. One of these themes is an understanding of the EMI classroom as an intrinsically multilingual space, in which pedagogical use of the full linguistic repertoires of both students and teachers should be accepted and promoted for meaning making. That theme is highlighted all over the volume, together with an opposition to dominant monolingual ideologies and their colonial underpinnings regarding English as the only medium of instruction in EMI. A second theme addressed in the volume is the need to acknowledge and to raise awareness of the fluidity of language use that happens inside classrooms, as well as to encourage EMI stakeholders to recognise the role of the home languages as a valuable tool for learning. This giving of prestige to local languages also implies a demand to determine policy from a bottom-up approach that reflects and legitimises such translanguaging reality. Finally, the editors of the volume point out that research on practices in EMI university classrooms—practices that address learners and teachers' beliefs and that transcend the monolingual medium of instruction principle—is still very limited and, hence, they encourage it.

As Paulsrud, Tian, and Toth foreground in the introduction, the main contribution and primary innovation of this book lies in presenting a pedagogical approach that allows room to understand different possibilities when translanguaging and EMI coexist, not only for communicating and learning, but also for challenging monolingual ideologies and existing hierarchies, fostering social justice, and developing identity and educational policy. The volume closes with a fantastic epilogue, a reflection by Ute Smit, which places the focus on “translanguaging EMI” (p. 257) and on the transformative potential that translanguaging encompasses for English-medium educational settings.

2. Individual chapters

In Chapter 1, Sahan and Rose advocate for a broader interpretation of the “E” in EMI: one that does not restrict itself to English-only language practices, but that also embraces and normalises multilingual practices. Their understanding of the EMI classroom as an inherently bi-/multi-lingual space, co-created by non-monolingual students and teachers, is supported by the various empirical studies they review, which point at the advantages of fluid language use, namely L1 use. Translanguaging practices, conceptualised in this chapter as an educational tool, are shown to engage the entire linguistic repertoire of students and teachers, who make meaning simultaneously in different languages to support content knowledge learning and teaching.

In Chapter 2, Adamson and Fujimoto-Adamson explore pedagogical practices of translanguaging in the Japanese higher education (HE) context, through an intrinsic case study at a university established in 2009, whose main field of study is regional development and international studies. The authors combine multiple methods, such as semi-structured interviews, questionnaires, recordings of student-to-student and language advisor-to-student interaction, discourse analysis and a collaborative autoethnography from which to draw EMI findings. The authors report L1 and L2 interaction practices to be apparent within content faculty to address international issues, to provide scaffolding, for classroom management and in their teaching materials, among others. The authors consider that teaching and learning in EMI programmes with mixed proficiency levels brings to light the opportunities and challenges of translanguaging practices and, in this sense, they view the scaffolding of the L2 content as necessary in order for less proficient students to access that content. In this context, this chapter aims at highlighting the need of regarding translanguaging as student-determined (p. 69) and of regulating policies apropos of translanguaging.

Through Chapter 3, Reilly shares a linguistic ethnography of language beliefs and practices in Malawian universities to pinpoint university classrooms as spaces created by translanguaging, where students and staff can make use of their multilingual repertoires (12 Malawian languages, with Chichewa, Chinyanja, and Chiyao being the most commonly spoken languages) for the purposes of both socialising and engaging with course content. Despite this multilingual reality, the strict English-only EMI language policy

does not acknowledge universities as translanguaging spaces. The author underlines the need to challenge monolingual ideologies and to legitimise this multilingual reality by embracing a translanguaging perspective. Such a perspective would value student and staff languages and guarantee that learners acquire the essential skills to thrive in both a global context and the local environment. This shift, Reilly argues, would represent a valuable decolonising move, an opportunity to “disrupt and transcend language ideologies from the Global North” (p. 78).

Chapter 4, by Luckett and Hurst-Harosh, addresses how translanguaging pedagogies in the humanities and social sciences in South Africa can support student engagement, motivation, meaning-making, and conceptual relationships. They focus on a first-year course in a degree programme in the Humanities Faculty at the University of Cape Town. Students in this degree come mainly from disadvantaged schools and the programme aims at redressing previous inequalities “effected during apartheid and structurally reproduced through the continued poor quality of education for black people living in townships and rural areas” (p. 96). The authors carefully choose 13 essays which incorporate instances of translanguaging and which had been written by students as part of a language history task. Six of the essays were written in English and isiXhosa; two in English, isiXhosa, and Sesotho; three in English and Afrikaans; one in English, Afrikaans, and isiXhosa; and one in English, Afrikaans, and Arabic. Luckett and Hurst-Harosh analyse the different meanings students make when they are allowed to write using their full linguistic repertoires. The authors group the data into four “constellations” (p. 98) that are charged by sets of values and beliefs: language attitudes, language and identity, language education policy, and language and cultural knowledge. Based on their findings, Luckett and Hurst-Harosh assert that a pedagogical approach that regards language as repertoire and resource fosters social justice. They state that, in this case, this approach is implemented despite the lack of a multilingual language policy at this higher education institution, but that educational language policy should be created to “respond to bottom-up practice” (p. 94). The study is noteworthy in how it highlights the value students give to home languages as conveyors of cultural knowledge and how it foregrounds multilingualism as the future for language practice in South Africa.

In Chapter 5, Crisfield, Gordon, and Holland present a case study of an international English-only programme at a private junior school (Grades 1-5) in Kenya that implemented a translanguaging pedagogy balancing Kiswahili and English. The authors demonstrate how such an international programme facilitates learning while providing strong bonds with the local culture and language. They argue that a genuinely ethical model of education should consider and take care of the linguistic needs of the students, “as a necessary element of their overall development” (p. 107). The authors express the ethical imperative to create bilingual programmes that incorporate a translanguaging pedagogy in their curriculum, so that local and home languages and students’ cultural capitals can be brought to light and developed together with English.

Throughout Chapter 6, Mohamed explores translanguaging practices in the Maldives through a case study based on storytelling tasks. In this context, she evaluates how four children (6-11 years old), who are exposed to Dhivehi, Arabic, and English, use their linguistic resources to both create and tell stories. She then examines how the children’s narrations are influenced when their language use is limited to Dhivehi, Arabic, or English. In general, she found that children deliberately shift languages for reasons of “clarifying, elaborating, seeking agreement, using specific terminology, confirming and self-monitoring” (p. 142). Restraining the use of one language then was detrimental to children’s linguistic competence, as well as to the development of children’s identity. As a result, Mohamed argues that educational policies ought to integrate translanguaging pedagogy and practice.

In Chapter 7, in the context of content-based EMI lab classes in secondary schools in Hong Kong, Pun introduces how translanguaging provides a space to scaffold higher-order thinking and the acquisition of abstract scientific knowledge. The author judiciously analyses classroom interactions to point at the pedagogical functions of students’ L1 (Cantonese) and L2 (English) translanguaging to develop higher-order thinking and scientific English. Pun found that the teachers made flexible use of the L1 to formulate higher-order questions that facilitated the understanding of both complex scientific concepts and of the L2, through repetition of L2 content. Pun emphasises the need to acknowledge the key value of translanguaging for EMI teacher training and pedagogy, arguing that more attention should be paid to form-focused instruction, in order “to provide students with more opportunities for L2 learning alongside the development of scientific knowledge” (p. 169).

In Chapter 8, Boun and Wright present English/Khmer translanguaging perceptions and practices in a Master of Education (MEd) programme at a university in Cambodia. In so doing, they address the views of both faculty members and students regarding attitudes and academic and linguistic needs regarding the use

of Khmer and English in the programme. Their findings suggest that the use of Khmer occurs mainly in group discussions, in presenting new information, in describing key aspects after a presentation in English, or to use humour in class. The authors observe that, because of Khmer's function in humorous interactions, students are eager to use Khmer, together with English. Interestingly, the authors also observe that students' literacies and language learning benefit from these translanguaging practices, which facilitate academic content and offer "greater opportunities for success than if the programme is conducted entirely in Khmer or English" (p. 191).

In Chapter 9, Dalziel and Guarda focus readers' attention on a European, Italian higher education setting to analyse translanguaging patterns in student language practices and the function of these patterns in EMI. They illustrate how translanguaging promoted content knowledge and prevented domain loss of Italian for EMI students and that translanguaging also helped international students to assimilate into the local society by discussing meaning with their classmates. The authors note that these translanguaging practices were commonplace, regardless of teachers' and students' stated belief in using only English. However, learners regarded these practices as fully acceptable solely in student-to-student and group work interactions. Yet, in these interactions, translanguaging was used for meaning-making functions, task instructions, fostering cooperation, verbalising academic content, and indicating cultural identity, therefore ultimately strengthening content and language learning. In this line, the authors underline the relevance and usefulness of "transliteracy practices" (p. 204), by which students access their full linguistic repertoire for literacy input and output in a flexible manner.

Chapter 10, written by Goodman, Kerimkulova, and Montgomery, explores how translanguaging practices are regarded by Kazakhstani students in an English-medium university. Goodman, Kerimkulova, and Montgomery state that students, who have strong proficiency levels in English, do not consider translanguaging a helpful pedagogical practice. Nevertheless, after graduation, alumni translanguage actively at work by adapting their use of Russian, Kazakh, or English flexibly and strategically. This translanguaging allows them to reuse and modify academic practices that they have previously acquired, transferring them to a new, working context. In this way, despite struggling to produce different textual genres in Russian, due to "absence of experience and training in writing and doing research in the language, unawareness of terminology and unfamiliarity with structure" (p. 230), the alumni are able to use their shifting among languages to adjust to the employer requirements. This chapter shows that translanguaging is an effective strategy towards enhancing transfer of academic skills beyond EMI.

In the last chapter of this book, Chapter 11, Probyn reveals the controversy surrounding EMI and linguistic ecologies in South African schools, where most of the speakers of African languages are almost only exposed to English inside the classroom. Probyn ably analyses planned and spontaneous in-class translanguaging practice to ponder how these practices may inform the development of "context-appropriate translanguaging pedagogies" (p. 250) and change "entrenched language-in-education ideologies" (p. 255) towards social justice in South African education. Moreover, in the face of a lack of teaching guidelines around the functions of students' local languages in learning, the author advocates for a teacher training that incorporates a translanguaging pedagogy that can be followed and scaffolded, for student teachers to learn a flexible translanguaging practice dependent on different linguistic environments.

3. Conclusiones (Translingual)

Together, the chapters above highlight the main theme of this review: the need to place students at the centre of translanguaging pedagogies and to normalise multilingual practices in content learning environments, thereby challenging monolingual ideologies and preserving local languages. Yet, these chapters also make clear the need for more empirical research conducted at the university level, in order to describe the operationalisation of a translanguaging pedagogy in higher education contexts, with a focus on students' strategies and disciplinary views of their learning. This way forward echoes Mazak and Carroll's (2016) edited volume, *Translanguaging in higher education: Beyond monolingual ideologies*, which contemplates various challenges that the implementation of translanguaging practices pose in higher education institutions, such as providing future teachers with "the discourse to explain and justify their use of translanguaging practices" (p. 182). In order to consider how English-medium educational realities at university are influenced by forces that operate simultaneously at local and global levels, such empirical research would benefit from Dafouz and Smit's dynamic ROAD-MAPPING framework (2020), a sociolinguistic and ecolinguistic model to holistically analyse English-medium education in multilingual university settings.

En conclusión, el presente volumen ofrece una visión exhaustiva y global de la teoría y la práctica del translenguaje en la actualidad, revelando la necesidad de continuar investigando este fascinante camino. En este sentido, al final del libro los autores indican, a modo de colofón a una lectura fructífera, una serie de áreas que requieren estudio, entre otras, el translenguaje como medio de instrucción. Así, los autores inspiran nuevas vías de investigación sobre la teoría, la práctica y la política educativa y lingüística asociada al translenguaje. En esta línea, se trata de un libro relevante para un amplio público de lectores, desde maestros a profesores de secundaria y universidad, futuros profesores, investigadores, responsables de política lingüística y alumnos universitarios. En definitiva, este es un libro interesante para todos aquellos que deseen enriquecerse en esta materia y contribuir positivamente al desarrollo de la educación desde un enfoque práctico y socialmente justo, que abarque y fomente el uso de los repertorios lingüísticos al completo, incorporando de manera pedagógica las lenguas maternas a los procesos de aprendizaje y comunicación.

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