



Book Review of *Past, Present, and Ways Forward: Toward Inclusive Policies for TESOL and Multilingualism*

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Abstract

The book "Past, Present, and Ways Forward: Toward Inclusive Policies for TESOL and Multilingualism" (2021) is a comprehensive guide addressing the relationship between English language teaching, multilingualism, and policy enactments in global contexts. In contrast to previous fragmented explorations, this book offers a panoramic overview enriched with well-researched examples. Divided into three parts, it critically examines language policy development and implementation in diverse countries like Canada, Brazil, China, Indonesia, Morocco, Africa, and Singapore. It delves into historical, social, and pedagogical aspects while proposing plurilingual pedagogies for bilingual education. Notably, the case of Singapore's coexistence of cultures and languages, promoting English as a neutral communication tool, is discussed in relation to economic and global considerations. This book provides valuable insights for scholars, educators, policymakers, and readers seeking a deeper understanding of multilingualism, TESOL, and inclusive language policies.

Key words: Multilingualism; TESOL; language policy; inclusive education; global context

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Over the past thirty years, a number of researchers have contributed to the exploration of the relationship between English, English language teaching, and diversified linguistic and cultural practices around the world. For example, *TESOL and policy enactments: Perspectives from practice* (2007) published by TESOL Quarterly focuses the effect of local contexts on policy implementation in TESOL. *The multilingual turn: Implications for SLA, TESOL and bilingual education* (2014) proposes a multilingual and social approach toward SLA, TESOL and bilingual education. *Translanguaging in EFL Contexts: A Call for Change* (2019) gives a blue print of the new teaching mode—translanguaging classroom. However, there is no panoramic overview with vivid and well-researched examples. The newly edited version of the book *Past, Present, and Ways Forward: Toward Inclusive Policies for TESOL and Multilingualism* (2021) published by Springer is a leading guide in response to this gap.

The book *Past, Present, and Ways Forward: Toward Inclusive Policies for TESOL and Multilingualism* serves as the guide of the previous and current endeavors in enacting multilingualism and teaching English to Speakers of Other Languages (TESOL) in a global context, and provides a platform for the discussion of future trend. The language attitudes and ideologies embodied in their respective language policies can be explored therefore. The book is suitable for scholars of multilingualism seeking a collaborative relationship between TESOL and multilingualism. In addition, it should be required reading for language teachers, education policy makers and researchers aiming at devising a more harmonious

teaching and learning pattern. Common readers seeking a thorough understanding of such field will also benefit greatly from this outstanding guild.

The book consists of 22 chapters in all. In addition to the independent introduction in the first chapter, the book can be divided into three parts. This book review begins with the introduction of the content of the book, and then tries to give the comments.

“Part 1: The Past” provides critical examinations of previous endeavors and accomplishments in the area of language policy development and implementation. The concerning countries and regions include Canada, Brazil, China, Indonesia, Morocco, Africa and Singapore, etc. The opening chapter outlines the focus and shares the strengths of the book, which the editors affirm to be of great interest to administrators, educational practitioners, teachers, students and common readers who are willing to embrace more inclusive societies. In Chapter 2, Maria Chiras and Angelica Galante first examines the historical and social context of Canada, and then focus on the language policies and pedagogical practices of Canadian’s Quebec against the backdrop of increasing Canadian immigrants and rising multilingual phenomenon. In Chapter 3, Lucianna C. de Oliveira and Camila Hofling argue that there is no approved education law or policies in Brazil. The solution they propose is to set plurilingual pedagogies for bilingual education. Chapter 4 pay emphasis to the Washback Effect of College English Test (CET) and other assessment practices on China’s higher school language education. The changes of the tests, such as the increase in the proportion of listening, both have positive and negative Washback effect. The positive effect is that students can put more emphasis on listening, and the negative is that the changes impair students’ confidence in listening, especially those with low listening competence. The chapter also introduces the influence of technology-enhanced language assessment to students’ speaking and writing and the changes of assessment policies. In-depth theoretical discussions are made in Chapter 5, 6, 7, focusing on the language policies and multilingualism of Indonesia, Morocco and Africa respectively. What cannot be ignored is the case of Singapore mentioned in Chapter 8. As a coexistence of many diversified and hybridized culture, races and religions and for economic gains, Singapore has Mandarin, Malay and Tamil as the 3 mother tongue languages (MTLs). To meet the economic gains and fully placed Singaporeans at the global landscape, Singapore promotes a series of practices to make sure English as a “neutral” tool for communication for local, immigrants and international students. However, due to the current conflicts between the “English plus one” bilingual policy and Asian values, Catherine Siew Kheng Chua believes that the mother tongue languages (MTLs) of the country have to be redefined and recontextualized to reflect such hybridized, and globalized society.

“Part 2: The Present” focuses on the unique aspects that could interact with language policies and multilingualism such as social justice initiatives, stakeholder investment, teacher recruitment and teacher education, degree requirements and pedagogical strategies. The concerning countries and regions include America, Korea, Pakistan, Finland, Qatar, Israel and Palestine. Through the detailed illustration of the above-mentioned aspects, the editors call for strengthening the scope of TESOL and developing the local and indigenous languages at the same time.

Some researchers are calling for an urgent promotion to social justice through language policy reform. The researchers in America believe that the country takes a step a little further. In Chapter 9, they introduce the social justice initiative “the Seal of Bilingual Literacy (SoBL)”, which could be a solution to the inequalities that characterized the country’s language education. SoBL entangles with linguistic hierarchy and thus weaken the strength of minority languages, which are two challenges that SoBL will face. The authors also believe that US should make this initiative a sustainable endeavor to reduce current language inequities. Another example is shown in Lebanon mentioned in Chapter 12. Lebanon promotes English-dominated education so as to increase graduates’ competitiveness in job market. However, some local, immigrant and refugee students will be marginalized because of their prior poor schooling experiences. The practice that promotes current English-dominated education will undoubtedly impair social justice in Lebanon. Chapter 16 is also based on the assumption that language learning and TESOL in particular should be equal-oriented. The researchers explore Finnish National Core Curriculum for Basic Education (FNCCBE) and suggest that by promoting the changes of teaching and learning materials, translanguaging pedagogies could be achieved as a critical step toward social justice and inclusive society.

Economic factors have a profound effect on language policy making. One example is the stakeholder investment mentioned in Chapter 10. South Korean stakeholders prefer native English-speaking speakers to be the teachers. Youngeun Jee and Guofang Li introduce the native speakerism and standard English ideologies in Korean EFL education. Due to the great gap between actual teacher recruitment and education status and current scholarship for English as the international language, the authors call for an immediate change to the beliefs of stakeholders, policymakers and teachers. Another example is the China–Pakistan Economic Corridor project (CPEC-P) mentioned in Chapter 11. The emphasis on Mandarin and English in Pakistan impairs the utilization of vernaculars and lead to the decline of linguistic diversity of the country. The chapter concludes with a proposal for the creation of harmonious linguistic

ecology in Pakistan by adopting CPEC-P as an economic platform.

In Chapter 13, pedagogical strategy is also described as a factor to influence multilingualism and local language policies. Based on her teaching experience in high school in Qatar, Irene Theodoropoulou develops a pedagogical practice “humoristic translanguaging”, the employ of which can improve teachers and students’ motivation and secure their autonomy. Chapter 14 focuses on current issues that view TESOL and English as a medium of instruction (EMI), and Chapter 17 highlights the opinions that view English as mediators in Israel–Palestine regions. The above-mentioned two chapters all take a step further to explore the role of multilingualism in internationalization.

“Part 3: The Way Forward” discusses the future trend of pedagogies and language policies that contribute to multilingualism. The book ends with 5 chapters of future trends and proposals in TESOL and multilingualism. Even though there is multilingual turn in English language education, the monolingual ideologies and practices still exist. Problematizing these practices, Chapters 18-22 provide with different solutions. Chapter 18 calls for the building of English language resources of multilinguals after examining the curriculum standards of Texas in America, Thailand, and Spain. Chapter 19 proposes a move from TESOL to teaching other languages to speakers of English (TOLSE) through fully utilize plurilingual repertoires. Chapter 20 suggests that Turkey should also embrace the indigenous language (e.g., Kurdish) to keep the country’s intact identity and distinct heritage. Chapter 21 analyzes the differences between Native Speaker English Teachers (NESTs) and Non-native Speaker English Teachers (NNESTs) in the TESOL field and encourage collaboration between the two group by creating a multilingual community. In Chapter 22, the concept of Dominant Language Constellation (DLC) is viewed as a pedagogical option, which reflects current multilingual practices and deals with multiple language acquisition and the administrative and language policy-related issues in multilingual education. Overall, the part is creative in providing a series of solutions such as building English language resources, moving toward TOLSE, a better collaboration between NNESTs and NESTs and the concept of DLC.

In general, this book is an excellent contribution to TESOL and multilingualism and would be suitable as a reference book for education policy makers and language teachers to devise a more harmonious English education pattern or a companion textbook for the courses in education programs or cross-cultural communication.

The book has many strengths. One of strengths is its inclusiveness. It covers a wide range of educational settings, regions, research methods and so on. In light of

the study period, the book provides a detailed discussion of TESOL and multilingualism through different settings, including compulsory education, higher education and even teacher education. In terms of geographies, the book has a panoramic view of language policies and English education in a global context. The cases of China, Korea, Singapore, Thailand, Israel in Asia, Canada and America in North America and African countries are all mentioned here. The research methods such as qualitative and quantitative research, data analysis, interview, observation and questionnaire are helpful to and to experienced researchers and researchers new to the field.

The volume is also well-written, logical and innovative. It begins with the pitfalls and experiences of some counties and regions concerning English education and language polices, then focuses on the interactions between different factors and language policies and ends with directions for future exploration. Horizontally, it examines the evolution of English education within a certain culture and longitudinally, it is a panoramic overview with so many cases of different geographies that leaves much room for crosswise comparison. Through a brief history of the evolution of English teaching and language policies in diverse contexts around the world, the book calls for equity, diversity, inclusivity and social responsibility. The structure is consistent throughout which can be suitable for a wide range of readers and even the researchers new to the field. Besides, the book explores what new light theoretical innovation shed on a deeper understanding of English education. The proposals the researchers put forward in the book, i.e., translanguaging, inclusive education, multiple language acquisition, lingua franca, are thought-provoking. Indeed, rather than competing with each other, languages can coexist in a community.

Being resourceful is also another strength of the book. The 39 authors of the 22 chapters are experienced researchers in certain fields, which make the conclusion convincing and reflective. For example, Kashif Raza and Ribut Wahyudi are specializing in language policy and planning, critical discourse analysis, second language acquisition and so on. Larissa Aronin, the author of *Multilingualism* and many other books, illustrates Dominant Language Constellation (DLC), sets of languages enabling individuals and institutions to perform in a multilingual environment.

There are diachronic studies within a particular region, but the book is short of horizontal comparison among diverse geographies. Besides, section headings are not always straightforward. However, this book is undoubtedly an indispensable reference for both beginners who want to quickly understand TESOL and frontier researchers in the field.

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