Danping Wang: Multilingualism and Translanguaging in Chinese Language Classrooms
(Switzerland: Palgrave Macmillan. 2019. 127 p.)

In multilingual context, the process whereby the speakers alternate their languages as an integrated communication system is identified as translanguaging. This system is evidenced in some studies to be speakers' attempt to make meaning, transmit information, and perform identities using the linguistic signs at their disposal to connect with the audience. Baker (2001) pointed out some potential educational advantages to translanguaging such as promoting a deeper and fuller understanding of the subject matter. Yet, Wang (2016) found in her studies in Hongkong classrooms that these practices are not supported by the language policy. She claims that the language of instructions mandated by the government triggers problems experienced by teachers and students in their multilingual classrooms, which are discussed comprehensively in this book.

The book provides research evidence as practical information for teachers and policy-makers of the complexities of language use in second language classrooms. It shows the controversies surrounding monolingual and multilingual pedagogies which focus on language practices in the Chinese as Second Language (CSL) classroom in Hong Kong. Through the book, the writer attempts to increase teachers' awareness of the importance of language choices and uses in teaching and to provide pedagogical suggestions for CSL teachers who teach multilingual learners. Grounded in sociocultural theories and language learning theories, the writer conducts his study by exploring current classroom language teaching practices to address research gaps. The study is based on an ethnographic research design that acknowledges the importance of language policy at a macro-level, and teachers and students' classroom language practices, as well as their perspectives towards the ideal and more practical use of the language at a micro-level. Both qualitative and quantitative data have been collected from classroom observations and from interviews with teachers and students. Drawing on research instruments from similar studies on classroom language use, the study adapts and develops existing analytical frameworks and instruments for collecting and analysing multiple types of data from CSL classrooms.

Chapter 1 presents the background of the study, which shows the important issues emerge from the implementation of CSL courses in the Hong Kong context. This chapter identifies the major challenges in teaching and learning CSL for multilingual learners. The language policy change after the handover of Hong Kong's sovereignty in 1997 has had a great impact on the medium of instruction used in schools, which means 94% of secondary schools adopted English as the medium of instruction (EMI) based on their own decisions before. The policy promoted by the Hong Kong government is defined as 'trilingualism and biliteracy', which requires residents to be trilingual in Cantonese, Mandarin and

English and biliterate in English and standard Chinese in traditional characters. Chinese is obliged to be the second language that has profoundly influenced language-in-education policies and planning, particularly in school education (Poon, 2010). After the handover, however, out of a total of 421 schools in Hong Kong, only 114 schools were permitted to use EMI, while the other 307 schools were required to adopt Chinese as the medium of instruction (CMI). The growth of the number of multilingual learners has challenged the one-size-fits-all monolingual curriculum. Many strategies to improve CSL learning are remedial due to its undetermined aim of teaching Chinese as a first or second language. Several studies have criticised the monolingual policy as it creates linguistic barriers for ethnic minority students in learning Chinese effectively. CSL students have found it more stressful in mainstream classes as the monolingual pedagogy causes higher levels of anxiety and frustration. Moreover, the current education of teachers in Hong Kong is unprepared to deal with the increasing multilingualism in education, which requires them to be able to deal with the diversity of the learning needs of multilingual learners from many different cultural and religious backgrounds. In this chapter, the policymakers are suggested to take the fact into consideration that the sociolinguistic characteristics of Hong Kong are notably different from English-speaking countries.

Chapter 2 discusses the development and controversy of the medium of instruction (MoI) policies in CSL teaching. A brief review of MoI policies' amendments along with the developments of teaching approaches in CSL education since the 1950s in China is presented in this chapter. Although globally practised, CSL teaching tends to favour a similar MoI policy regardless of the differences in socio-political and sociolinguistic contexts among various countries. The widespread unproven assumptions about L2 acquisition and the objection against English during the promotion of Chinese as another international language is argued by the writer. He assumes that it could have resulted in a deep-rooted monolingual ideology in CSL teaching. Beginning with a historical overview of the development of major trends in L2 teaching approaches and the associated MoI policies, the chapter examines the unclear definition of 'medium of instruction' in the Chinese context. It also argues for the adoption of more inclusive terms and concepts encompassing all linguistic and non-linguistic resources in second language teaching and learning. The diverse definitions of MoI by different groups of Chinese scholars lead to the situation that teachers' classroom language practices are often inconsistent with their prescribed monolingual instruction policy. Some teachers explore practical multilingual pedagogies to optimise learning-focused interactions, some others consider that it is not sensible for students who use English as their L1 to learn Chinese, and furthermore, disabuse students' attempts in transferring their L1 knowledge into Chinese learning due to many personal and professional reasons. These facts emphasize the seriousity and necessity of further research on

classroom languages, policies and pedagogies in CSL teaching and learning. The monolingual classroom language policy has disadvantages, such as problems in communication and demotivation for those learning Chinese, and offers little possibility for pedagogical innovation and curriculum development. Therefore, a classroom-based research study is crucial to understand the perspectives of classroom language use from key stakeholders including course developers, coordinators, teachers and learners.

Chapter 3 introduces the theoretical frameworks, the research design of the writer's study and a systematic literature review on existing classroom language research. The key concepts and theories of the theoretical framework for classroom language research are discussed. It discusses and compares the monolingual principle and second language theories. It also presents an overview of the major research projects and studies on classroom language discourse, pedagogies and practice in second language teaching and learning with a focus on L1 use in L2 classrooms and the attitudes of teachers and students towards monolingual and multilingual approaches. The study adopts an ethnographic classroom research design as a paradigm shift towards multilingualism in L2 education. In this chapter, information about the research contexts and the research instruments for data collection and analysis are also provided. For data collecting purposes, semi-structured in-depth interviews were carried out with 10 teachers and two course developers. Interview protocols were developed in reference to the one used in Wang and Kirkpatrick (2012) and contextualised to fit the Hong Kong context. Furthermore, classroom observations were implemented to collect naturalistic classroom behaviour as secondary data. This study, then, has the potential to provide valuable information on CSL teachers' and students' language use and attitudes, which will be useful for stakeholders.

Chapter 4 presents the research results from students, teachers and course developers regarding their attitudes towards language use and their preferences of monolingual or multilingual pedagogy. The analysis is based on a taxonomic approach instead of the fine-grained transcriptions of classroom conversations recorded to demonstrate how teachers and students actively and sensibly employ multiple codes for teaching and learning Chinese. Some aspects of the major research findings of this ethnographic classroom study reveal classroom translanguaging practices and the perceptions of the participants. Drawing on the concept of translanguaging as a practical theory, the study sketches out the functional patterns of L1 use in the Chinese as a second language classroom in a naturalist manner. It appears that most of classroom translanguaging implementations in this study follow an educational principle approach in general and are motivated by scaffolding considerations. Multiple layers of factors at social, institutional, professional and personal levels determine teachers' and students' preferences with the monolingual or multilingual approach. It shows that different stakeholders seem to have a shared attitude towards the medium of

instruction policies in beginner's class that they admitted the positive effects of using English. At the same time, they also motivated to receive guidance on how to further develop this translanguaging approach with the expectation of helping students to understand the learning content and facilitate their learning progress. It is discussed that a learners' L1 should be perceived to be the fundamental linguistic resource that enables them to learn other languages. However, CSL teaching professionals seem to be unprepared for this paradigm shift suggesting that there is an urgent need to update their professional knowledge. CSL programmes managed by native Chinese-speaking professionals are suggested to draw on theoretical preparation and practical guidance to be able to teach in multilingual contexts more effectively.

Chapter 5 invites a critical re-examination of some key concepts, including code-switching, the medium of instruction, native speaker, or English as a lingua franca in second language teaching and learning. The research on classroom translanguaging is still rather preliminary and exploratory. The edifice will still need to be constructed over the years in the face of many political, ideological and institutional battles. This book proposes five guiding principles for researchers in framing and designing a research project on translanguaging in second language classrooms; it is more descriptive rather than prescriptive, is more educational rather than linguistic, adopts both the etic and emic perspectives, and requires a holistic research design to reflect a truly diverse collection of deeply contextualised data. This chapter suggests that second language teachers should keep an open mind to new ideas for conceptualising second language teaching. CSL teachers and teacher educators working with multilingual learners should challenge the existing terms they regard as common sense and update their professional knowledge to liberate classroom language practices from the constraints in which it has been held by monolingual ideologies.

In conclusion, this book is designed to be practical with recent information from classrooms and stakeholders. Reviews and the discussion based on the study findings aim to facilitate teachers' development of strategies, which may result in more principled, efficient and assessable instructions particularly to beginners. Teachers should be capable of understanding the complexities of classroom language use and be able to use the research questions and instruments to examine their language practices when teaching multilingual learners. The study suggests that it is pivotal for teachers to develop their linguistic repertoire so that they can be more flexible and confident in utilising translanguaging as an approach

References

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