

Jain, R., Yazan, B., & Canagarajah, S. (Eds.), *Transnational Research in English Language Teaching: Critical Practices and Identities. Multilingual Matters, 2022, 264 pp., ISBN: 9781788927468*

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There has been a considerable dearth in literature on the construction and conceptualization of Non-Native English-Speaking Teachers' (NNEST) professional identities, both in global and native English-speaking contexts, despite garnering attention from scholars and teaching professionals. It is important to draw attention to English language learners' practices and their identities in transnational settings. This edited volume intends to expand the knowledge of the mentioned areas and critiques the varied assumptions about teachers in transnational ELT landscapes.

The book is divided into three parts: "Transnational Practices and Identities of ELLs in the US", "Transnational Participants in Global Contexts Beyond the US", and "Transnational Practices and Identities of TESOL Practitioners in the US". Each part has four research studies as four chapters, adding up to 12 research articles in total, with an introduction in the beginning. The three co-editors of this edited volume, Rashi Jain, Bedrettin Yazan and Suresh Canagarajah, identify themselves as 'transnational TESOL pracademics', giving the volume more credibility in regard to the selection of the studies for the book and the perspectives and insights provided therein. In their selection criteria, the editors attempt to disrupt the US-centric or the West-centric academic discourse especially in the transnational landscapes to promote more equitable representations in academic publications. Even though most of the authors and editors were practicing or engaged in research in the US, their identities and practising were informed by the transnational experiences, from the host and the home countries. The volume represents, authors and editors altogether from 15 countries, reflecting a wide range of diversity.

The overarching themes like researchers' reflexivity, transnationals' sense of belonging and translanguaging within transnationalism run across the twelve selected research studies. Some studies detail transnational participants grappling with the issues of sense of belonging and unbelonging in the host countries. In Chapter 3, Yeom theorizes the

struggles of four transnationals' perceptions of sense of (un)belonging affected by factors such as way of speaking and having a support system. All four of them felt excluded due to the difference in their way of speaking from the students of the host country. The limited on-campus community representation to share culture, language, and transnational status, as in the case with Fiona and Tili, proved to develop a sense of 'not belonging' as opposed to a greater sense of belonging of Ying and Shira who had large communities from their home countries who spoke their home languages. Racial and linguistic minoritization by the white majority was another reason that added to the low sense of belonging. To this end, Yeom suggests equally valuing and creating awareness on different varieties of English and building translanguing competence by encouraging all community members towards open and inclusive communication.

References to Bourdieusian concepts of habitus and field and the subsequent, related concept of transnational habitus are made in studies by Ustuk and De Costa in Chapter 6, and Kim in Chapter 10, to explore the transnational and translanguing spaces their study participants occupy. The book also discusses the struggles of identity construction and reconstruction in translanguing spaces of both practitioners as well as English language learners. Decentring can be found in Kidwell's study in Chapter 7, as one of her participants, Nita, a translanguing practitioner, makes deliberate efforts to select a curriculum that focuses on diverse English cultures and not the native English culture or standard English.

Special attention to Chapter 11 is necessary wherein Liao sheds light on two transnational teachers' identity, agency and their resources. Jia and Steven, the teachers of the study, embraced their non-standard English and incorporated their non-native English and knowledge of their first languages in their lessons. The study shows how they used their linguistic capital to increase their legitimacy as teachers. It also explores teacher agency by taking readers through the steps taken by the teachers to convert their two types of capital, cultural and linguistic, as described by Bourdieu, into pedagogical resources for their heterogeneous classrooms. In doing so, it further outlines how teacher identity, and resources are negotiated differently in host and home countries.

The book is a valuable asset to transnational English teaching practitioners in both helping them as well as helping them help their transnational students by making accommodative practices through