

Raza, K., Reynolds, D., and Coombe, C. (Eds.), *Handbook of Multilingual TESOL in Practice*. Springer Nature, 2023. ISBN: 978-981-19-9349-7 (hbk), ISBN: 978-981-19-9350-3 (ebk).

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The *Handbook of Multilingual TESOL in Practice* (Raza et al., 2023) is a comprehensive collection of research articles that extends the discourse on Teaching English to Speakers of Other Languages (TESOL) into the domain of multilingualism. The contributors to this volume bring a wealth of experience and geographical diversity. This international perspective is one of the book's strengths, as it allows for a nuanced understanding of multilingual TESOL practices in different socio-cultural contexts. It does not merely present multilingualism as a backdrop for TESOL but actively interrogates how language education can be enriched by embracing linguistic diversity. It advocates for practices that leverage students' first languages as assets rather than barriers. The handbook is organized into sections that tackle various aspects of the field of multilingual TESOL such as curricular and principle-based approaches, challenges of teaching, activities and materials, assessment practices, and teacher development.

The first section of the book delves into the integration of multilingualism within TESOL curricula and pedagogical frameworks. The initial chapter presents Raza, Reynolds, and Coombe's collaborative work, introducing the Teaching Adaptation Model (TAM), which emphasizes student-centric strategies and leverages students' native languages to enhance English language acquisition. Subsequently, Restrepo and Sembante explore the application of Culturally Sustaining Pedagogy (CSP) in a monolingual preschool in South Florida, emphasizing the significance of cultural and linguistic diversity. Saft's contribution to the book discusses the effective bilingual education model in Hawaii, which prioritizes indigenous Hawaiian language and local Pidgin alongside English while N. dela Cruz advocates for plurilingual strategies to scaffold the teaching of intelligibility in English, moving away from the deficit-oriented approach of native speaker accent acquisition. These strategies encourage TESOL practitioners to prioritize intelligibility and meaningful communication over imitation of native pronunciation.

The chapters in the second section of the book collectively challenge the monolingual bias, positing that multilingual practices can be

leveraged to improve English language acquisition. For instance, Raza et al. critique the persistence of monolingual policies and practices in education, despite the multilingual realities of contemporary classrooms, while Kadam and Mukhopadhyay highlight how translanguaging strategies facilitate knowledge co-construction and aid in the internalization of writing features through scaffolded support in students' native languages. These chapters suggest that teachers, as policy enactors, must inhibit language discrimination and encourage the use of students' native languages.

The third section of the book examines the ideological and practical difficulties of implementing multilingual approaches in TESOL across six countries namely Turkey, Japan, Vietnam, Bangladesh, Chile, and Pakistan. Terkin's study of Turkish EFL teachers reveals a discrepancy between their beliefs and actual classroom language use, identifying opportunities for teacher development and action research on translanguaging. In Japan, Ng, Glasgow, and Matikainen advocate for societal awareness of global Englishes and linguistic diversity, promoting self-perception as language-rich users rather than deficient native speakers. In Vietnam, Do and Nguyen highlight the struggles of primary teachers, especially in ethnically diverse rural regions, with monolingual English policies, suggesting a need for multicultural education. Rahman in Bangladesh observes a mismatch between English-medium policies and students' linguistic backgrounds, proposing multilingual teaching as a solution to unlock students' potential. Arellano and Hatoss in Chile discuss resistance to English-only policies within teacher education, showing support for translanguaging strategies. Lastly, Panezai in Pakistan underscores the disconnect between policy and practice, emphasizing the necessity of curricula that leverage students' home languages and teacher training in multilingual instruction.

The fourth section of the book addresses the support of multilingual TESOL through activities and materials, emphasizing the significance of activity in learning as both a disruptor of prior knowledge and a facilitator of new learning. This section posits curriculum planning and materials development as paramount in pedagogical training. The initial chapters in the section offer a suite of activities conducive to diverse educational environments, prioritizing multimodal communication, meaning-making, and creativity over rigid adherence to fixed patterns. Additionally, this section also offers discussions on digital storytelling

(DST) by Vinogradova and Linville and translanguaging potential in short film production by Nobre-Oliveira et al. This section validates students' multilingual identities and supports authentic comprehension of language.

The fifth section of the volume examines the evolving landscape of assessment practices within multilingual TESOL, highlighting the necessity for equitable assessment strategies that embrace the full linguistic repertoires of multilingual learners. As an illustration of the same, we see Chen and Lin's investigation of academic content comprehension in TOEFL iBT test preparation and Lopez's discussion on the incorporation of local languages in English language proficiency assessments among young learners in the American education system. Brown, Hoa, and Zhang introduce a formative assessment tool, the Multimodal Literacy Profile (MLP), to discern the strengths of emergent bilingual children. In the last chapter of this section, Rhodes focuses on contact zones and investment in advanced ESOL writing classrooms, advocating for asset-based pedagogy and linguistically sustaining assignments. Recognizing the importance of multilingualism in TESOL and Applied Linguistics, this section underscores the imperative to integrate multilingual populations into mainstream education through fair assessment practices.

The sixth and final part of the book addresses the imperative of equipping TESOL teachers with the skills and knowledge to foster plurilingual competencies among students from diverse linguistic backgrounds such as the Qatari context by Manasreh (2021) and the United States by Angay-Crowder (2021). Mahananda Pathak reports on the Indian context, where English is in great demand in public education. The chapter advocates for methods that incorporate both home and school languages in primary education, fostering L1 inclusivity within a task-based teaching framework. Thus the chapters in this section emphasize the integration of multilingualism/plurilingualism principles into TESOL teacher education and practice.

This handbook is thus a significant contribution to the field of language education. Its comprehensive treatment of the subject matter, coupled with its commitment to multilingualism as a central component of TESOL, makes it an essential reading for those involved in language education. Its practical insights and theoretical frameworks will undoubtedly