Book Review

Horner, B. & Tetreault, L. (Eds.). (2017). *Crossing Divides: Exploring Translingual Writing Pedagogies and Programs*. Utah State University Press. 216 pages, $26.95 (paperback). ISBN: 9781607326199.

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Translingualism is a new concept, which believes two languages will be used in an integrated way to organize the mental processes of understanding, speaking and learning. In this sense, the boundaries between languages are unstable and penetrable, which creates a complex challenge for writing instruction. Bilingual writers actively switch between rhetorical strategies of different languages, sometimes introducing words or texts from one language to another to cause effects, solve problems or build identity. How to adapt to this reality while teaching certain writing conventions of a target language is a headache for teachers. The new edited book, *Crossing Divides* (Horner & Tetreault, 2017) provides various perspectives from leading scholars on the design and implementation of Translingual writing teaching methods and procedures.

The book consists of four parts. The first part provides a theoretical framework for translingual writing instruction. The second part offers teaching intervention in writing instruction in private and public institutions of higher learning in China, Korea and the United States. In the third part, researchers from four American institutions described the challenges and strategies involved in the use of Translingual methods in the design and implementation of writing courses. In the fourth part, three scholars answer the previous chapters' case studies and problems, and put forward the way that writing teachers, scholars and program managers can develop Translingual methods in their teaching context.

Chapter I (Guerra & Shivers-McNair) and II (Alvarez et al.) provide a general theoretical framework for the book. Guerra & Shivers-McNair compare translingualism to the quantum concept of entanglement and diffraction. These ideas give them a better understanding of the temporal dimension of utterances and its intertwining with the spatial. Alvarez et.al, from a completely different perspective, take up the relationship between national identity and ethnic languages, a relationship a translingual perspective challenges. They point out that " ethnic identities and heritage languages are always already translingual," and also recognize the reality of mixed practices.

Part two, “Pedagogical Interventions,” describes specific efforts working against the monolingualist ideology in pedagogy. In chapter three “Enacting Translingual Writing Pedagogy: Structures and Challenges for Two Courses in Two Countries,” William Lalicker describes two translingual composition courses. The courses are intended to enroll students with a diverse range of language backgrounds, and the design of the courses takes diversity as the norm. More importantly, the courses try to make “translingual rhetorical interaction central” to the pedagogy and to students’ writing (p. 52). In chapter four “Who Owns English in South Korea,” Patricia Bizzell explores the implications of language ownership by attending to the various senses in which contemporary South Koreans might be said to “own” English despite the status of English in South Korea only as a second language. In chapter five “Teaching Translingual Agency in Iteration: Rewriting Difference,” Bruce Horner focuses on differences inherent to all utterances, and concludes that “a pedagogy that enacts the tenets of translingual ideology can be a consequential approach to language and language relations” (p. 96).

The chapters in part three address interventions in the monolinguistic frameworks dominating writing instruction: curriculum, assessment, and the shifts in student demographics and institutional missions. In chapter six "Disrupting Monolingualist Ideologies in a Community College: A Translingual Studio Approach," Katie Malcolm focuses on using acceleration programs to advance translingual approaches in writing instruction. By calling for resistance to "the monolingualist ideologies that deem certain students in need of remediation from the outset" (p. 103), Malcolm draws attention to the necessity of questioning monolingualist assumptions at the level of programmatic reform. To investigate how language ideologies inform the ways in which instructors evaluate students, Asao B. Inoue, in chapter seven "Writing Assessment as the Conditions for Translingual Approaches: An Argument for Fairer Assessments," considers assessment as one site where writing programs can "find ways to cultivate a degree of fair conditions that agree with the basic assumptions translingual approaches hold" (p. 119). In chapter eight "Seizing an Opportunity for Translingual FYC at the University of Maine: Provocative Complexities, Unexpected Consequences," Dylan Dryer and Paige Mitchell argue for a "documentary" approach to writing program administration. They explore "networks of documents and administrative structures" with which translingual dispositions can be scaffolded (p. 135). Their writing course at Maine shows how translingual approaches may be impacted by a university's recruitment efforts for international students, and how documents such as rater responses to student portfolios can influence dispositions toward language use. Chris Gallagher and Matt Noonan address similar tensions in Chapter nine "Becoming Global: Learning to 'Do' Translingualism." Gallagher and Noonan examine the dynamic between Northeastern University's "branding" as a global university and the writing program's efforts to develop

translingual approaches to instruction and assessment. Their analysis of that dynamic leads them to realize that translingualism is "not a state of being, but rather a process we must learn and learn again" (p. 165).

Chapters (10-12) by Christine Tardy, Thomas Lavelle, and Kate Mangelsdorf comprising Part four offer responses to and perspectives on the efforts at crossing divides represented by the other chapters. In Chapter ten, Tardy points out the most urgent thing is to educate teachers about how to adopt a translingual disposition in the classroom. In chapter eleven "Ins and Outs of Translingual Labor," Thomas Lavelle uses Imre Lakatos's distinction between centrifugal and centripetal forces in disciplinary work to draw out a tension in the previous chapters between advocation of translingual ideology and attempts to enact these in curricula, programs, and pedagogy. In the chapter "Language Difference in Writing: Toward a Translingual Approach," the authors acknowledge that in fact "we are still at the beginning stages of our learning efforts in this project" (Horner et al. 2011, p. 310).

As a teacher, I always believe that the key to successful teaching is knowing how students learn. Despite the fact that most people in the world are bilingual in 21st century (García, 2016), there is little understanding of how two or more languages interact and affect learning. This is because most education programs separate languages strictly, viewing bilingual writers as two monolinguals in one (Grosjean, 2004). This book fills this gap by offering great insight into translingual writing theory, practice, and reflection and providing concrete examples of teachers' efforts in a variety of settings. Reading this book will allow many teachers including me interested in bilingual students' learning to make more informed curriculum and instructional decisions.

Crossing Divides has significant implications especially for the institutions in the U.S. which are embracing increasing numbers of international students each year. This book provides concrete explorations, from a wide variety of institutional conditions and perspectives, of what might be involved in adopting a translingual approach as composition teachers, scholars, and program administrators. One point the book tries to emphasize: Translingual writing cannot be successful with the efforts of writing instructors only. To attempt to cross divides means the institutions must recognize the presence of the institutional, disciplinary, programmatic, curricular, and pedagogical divides they face. Only with more institutions applying the translingual writing pedagogies and encouraging multilingual students to use their home language in the process of text construction, would it truly benefit students and others (Canagarajah, 2011). In essence, writing pedagogy ought to be geared not to the attainment of the competence in a native speaker's monolingual model of writing conventions but to the accomplishment of multi-competence (Cook, 1992).

Although a comprehensive book it is, there are a few aspects the translingual approach worth addressing further. First and foremost, the definition of translingual practice seems to be stated vaguely in the book. Tardy (p. 181) considers translingualism as a new terminology for established ideas, which can ultimately restrict our understanding of an issue. In chapter 9, Gallagher and Noonan state "we cannot claim to be translingual; we can only learn to practice translingualism." This reveals that the contributors to this book still have not reached a consensus about translingual practice. Further exploration about translingualism is needed, because the complexity of the decisions on the curriculum requires school leadership to better understand translingual issues. It is also important to educate teachers, who will deliver the curriculum through their pedagogical practices (Garcia, 2016).

Second, despite the concrete examples of translingual pedagogical applications, contributors seem to hold concerns about the pragmatic implications of translingual writing instruction. As William Lalicker stated in chapter three "Enacting Translingual Writing Pedagogy: Structures and Challenges for Two Courses in Two Countries", transnational learning sites are important for translingual writing, therefore he concludes as long as international study is a luxury privilege for wealthy students, translingual composition cannot be a transformative pedagogy. I hold a different view of this. I do not believe translingual pedagogy can only happen in a transnational learning context, by studying abroad to immerse students in a different language environment. In fact, with the growth of the internet and communications technology, it is convenient for students to be connected with their peers from all over the world. Many universities are providing programs bridging their students with overseas universities through social network apps such as skype or zoom. They can interact with each other, discuss topics and share their assignments in real time virtually. In this way translingual pedagogy can happen naturally without positioning students overseas and placing a financial burden on them to relocate in foreign countries. As Canagarajah (2013) points out, multilingual and multimodal language and literacy practices have been intensified by the mediation of digital tools, those literacy practices outside of formal school contexts should be deemed legitimate and valuable. When we have a broadened conception of translingual instruction, we should be able to realize that the geographical context is not a necessary factor for translingual pedagogy to occur.

Despite a few limitations, this book makes important contributions to the field of translingual writing by offering an introduction to translingual practice and progressive

writing pedagogies in some universities. Hence, it is a valuable resource for writing program administrators and classroom writing instructors, especially for those in higher education.

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