

***Multilingual Contributions to Writing Research: Toward an Equal Academic Exchange***, edited by Natalia Ávila Reyes. The WAC Clearinghouse and the University Press of Colorado, 2021, 357 pp.

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The discipline of writing studies continues to explore ways to weave together various streams of scholarly engagement between second-language, multilingual, translingual, and a plethora of other third or fourth term approaches, each with their own unique, circumscribed ideologies. The edited collection *Multilingual Contributions to Writing Research: Toward an Equal Academic Exchange*, edited by Ávila Reyes, speaks to this complex context by equipping scholars from a variety of language backgrounds and engaging normatively monolingual scholars in the work of writing studies with cross-national and cross-linguistic implications. The collection pushes the discipline to examine more deeply its potential linguistic bias beyond the first year papers of students (where bias is more likely to be hidden by an emphasis on sentence-level clarity). Ávila Reyes accomplishes this shift by embodying translingual and crosslinguistic approaches into the mainstream scholarly context of U.S. composition scholarship directly. In this collection, we are led to experience scholarship beyond the particular language norm of Standard Written English, which I have described as sedimented white/western English (Fields 125). In engaging with this work, English-speaking monolingual composition scholars are moved into the position of linguistic limitation or—framed more positively, linguistic liminality—and perhaps like a therapeutic ice bath or sauna, it can be both healing and perhaps a bit uncomfortable for those unprepared.

As one of five manuscripts published in 2021 within the International Exchanges on the Study of Writing: Latin American Section Book Series, Ávila Reyes' edited collection (with assistant editors Lina Calle-Arango and Ana Cortés Lagos), *Multilingual Contributions to Writing Research* continues the series' mission to promote visibility and access to meaningful scholarship beyond the English monolingual institutions and locations within the U.S. This edited collection is a substantive transcontinental and translingual work, shuttling resources powerfully across the academic literacy cultures of Spanish, English, and Portuguese. For example, Reyes opens the collection by providing a strong theoretical underpinning and an introduction duplicated in three different languages to "to generate a more egalitarian dialogue across national spaces" (37). Further, all the chapters have abstracts present in Spanish, English, and Portuguese. This textual feature is something U.S.-based scholars should work to emulate in the future if we are to fully embrace our attempts to de-

colonize the scholarship of composition. US-based scholars could follow the collection's example by adding abstracts in Spanish (or perhaps in Chinese) to honor the second and third most commonly spoken languages in the United States and better produce "educated speakers who have deep translingual and transcultural competence" as set by the Modern Language Association in 2007.

In addition, by providing linguistic accessibility to geopolitical regions often unreachable or neglected by many U.S.-based, English-speaking scholars, Avila Reyes' collection embodies Latin American language practices in academia on par with Gloria Anzaldúa or Celia Ana Zentella. The collection is a credit to the discipline of writing studies because it expands the view of composition beyond the perceived borders of the U.S. context, a most needed exercise to decolonize and more accurately represent the discipline in all its fullness.

After the introduction, the collection is divided into four sections: 1) theoretical contributions, 2) multilingualism and university writing, 3) literacy practices and the teaching of writing, and 4) contributions from applied linguistics. The collection consists of 14 chapters with 35 contributors, and compositionists and language scholars will benefit substantially from each chapter as well as the multilingual experience as a whole. In this review, I strive to represent chapters based on the work's linguistic variety as equitably as possible. The chapters featured here are representative of such variety.

In Chapter 1, "¿Academic Literacies: Intereses Locales, Preocupaciones Globales? Academic Literacies: Local Interests, Global Concerns?" Theresa Lillis provides a strategically code-switched chapter, and she eases readers into this linguistic decolonization by providing metadiscursive logic for when and why she chose to include a section in English or Spanish. At one point, she writes in Spanish for the literature review on academic literacies noting, "various summaries of this review already exist in English" (39). She also provides a summary of Spanish, English, Portuguese, and French scholarly terminology and translations surrounding academic literacies and the richness that can be drawn by code-switching across these various semiotic resources.

In Chapter 2, Bob Broad takes a macro lens to look at large scale writing assessment and its impact and benefits when applied to local contexts. He emphasizes the agency of local faculty and students and provides a meaningful series of steps for engaging in effective localized Large-Scale Writing Assessment (LSWA). He aligns with the volume's purpose to affirm locally-oriented agency while also highlighting meaningful work in Chile published in 2019 in this area by Navarro, Ávila Reyes, and Gómez Vera.

In Chapter 5, Jaci Brasil Tonelli e Eliane G. Lousada discuss the disciplinary tension between French language and literature in "A Produção Textual no Curso de Letras-Francês: Uma Comparação das Capacidades de Linguagem Requeridas em Disciplinas de Língua Francesa e Literatura Francófona." The

engagement with disciplinary tensions around textual production in a second language will give scholars a Freudian sense of *heimlich/umheimlich* where we are familiar with the general tension but intrigued by its situatedness in the Portuguese context of Brazil's Universidade de São Paulo. The authors suggest that a misalignment of genres across the language/literature divide contributes to students' struggles to produce effective and clear writing.

In Chapter 7, "‘Ensayar una Voz’: Un Análisis Interaccional de Prácticas en Torno a lo Escrito en Eventos de Escritura Colaborativa," Laura Eisner orients readers to students (ages 21–60) in an adult secondary school located in the city of San Carlos de Bariloche who attempt to develop an academic voice based on a privileged academic language. Using ethnographic analysis of approximately 300 hours of audio data and other weekly documentation throughout the school year, Eisner highlights ten examples of group interactions where students' differentiated roles produce co-constructed writing with una "voz autorizada" (192). Eisner concludes her work by highlighting the dialectic tension of acceptance and rejection of the authorized voice by these students, and she notes that this study, while centered on a particular set of student groups, could provide a meaningful lens for understanding more mainstream students in other secondary schools and universities.

In Chapter 12, Estela Inés Moyano draws on Systemic Functional Linguistics (SFL) as *el marco teórico* to establish a methodological approach for studying genre qualitatively in economic science. Inés Moyano analyzes students' synthesis of partial genres into a macro-genre, even providing lexical mapping of a selected sample of a larger corpus. Ultimately, through the application of theory, the chapter explains teachers' efforts to provide discursive disciplinary knowledge to student writers. This chapter is meaningful for those of us working with writing across disciplines. The collection offers further scholarship that engages with Chilean writing in Health Sciences and Engineering in Chapter 11, "Transformados por la Escritura: Concepciones de Estudiantes Universitarios a través del Currículum y de las Etapas Formativas."

As a whole, the depth and variety of scholarship present in this edited collection covers the gamut from theoretical to longitudinal to ethnographic, and across countries both north and south of the equator. Most importantly, the collection brings fully forward composition's translocal presence, particularly beyond American English academic contexts. The act of engaging with this work will challenge many in our discipline, particularly the large number of us who spend most of our time thinking of ourselves as English professors. The edited collection seems itself to be a critical artifact of movements in composition to engage in more equitable linguistic and cultural practices. The collection embraces the multifaceted and multilingual identity of writing studies by presenting scholarship on writing from English, Spanish, Portuguese,

Swedish, and French language contexts. To accomplish this, Reyes provides framing early on for the mindset shift necessary to engage with scholarship presented in multiple languages, and she suggests a surprisingly effective translation technology ([Deepl.com/translator](https://www.deepl.com/translator)) for scholars who may not be fluent in academic forms of Spanish, English, or Portuguese. This allows a fairly easy process for translating the digital form of the text available from The WAC Clearinghouse. However, even monolingual scholars will find the paperback filled with fully English, fully Spanish, fully Portuguese, and code-switching chapters: We might all gain a little cognitive plasticity by attempting to translate the gems of research in those languages with which we are less familiar.

To add another lens for engaging with the text: I tend to consume texts using a variety of technologies beyond traditional reading. I often will use a text to speech app—@VoiceAloud Reader—on my phone when driving or Apple’s accessibility reader on my laptop when doing other mundane household chores. It was encouraging to see the capabilities of accessibility technology as my laptop switched smoothly from different voices to match the code-switching within different parts of the text. Unfortunately, the free version of my phone app was not nearly as effective, requiring that I actively shift the voice from one language voicing to another, slowing the reading process. Nonetheless, between DeepL and my own resources, these technological affordances made the consumption of the collection’s multilingual, code-switched research nearly as easy to digest as monolingual texts in our discipline. While living in Arizona does allow me the privilege of engaging with speakers and writers of multiple languages, reading academic research in this way is not as common in my life as I would like. Engaging with the multilingual research in this collection was one of the most intellectually refreshing experiences of my academic work this year.

The totality of the work and the tools provided for engaging this scholarship could be used to affirm multilingual students, expose first year writers to empathy practices, prime undergraduates for capstone projects in multilingual composition, equip new college writing teachers beyond traditional TESOL methods, and inspire masters and doctoral students toward new and meaningful culminating projects.

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## Works Cited

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