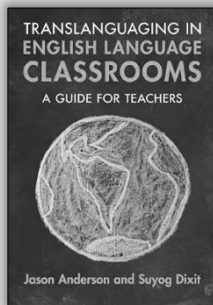


Translanguaging in English Language Classrooms: A Guide for Teachers

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Title:	Translanguaging in English Language Classrooms: A Guide for Teachers
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Translanguaging has mostly won its argument by now. Since Li Wei reframed it in 2018 as a practical theory of language, building on García's earlier work, it is hard to find a serious researcher who would defend keeping languages strictly separate in the classroom. The theory part is settled. What has been missing is something a real teacher can use on a Monday morning, in a school that might still insist on English-only instruction. That's the gap Anderson and Dixit are trying to fill with this book, and they mostly succeeded.

The book's central argument is that translanguaging is a series of decisions you make within real constraints: institutional policy, what your students actually speak, how they will be assessed. A teacher in an under-resourced classroom in India is not working with the same pressures as one teaching in an English-medium program in East Asia, and the book takes that seriously. You can see it in the structure. Two chapters lay the theoretical groundwork, and then a complete chapter is dedicated to context and constraints. Chapters 5 and 6 split teacher and learner translanguaging into separate discussions. Most books in this space blur teacher and learner language use into one vague blob called "translanguaging practice." Giving each its own continuum, its own logic, is genuinely useful.

Then come the application chapters: texts, classroom activities, and assessment. Assessment is where the book earns its keep. This is the exact spot where translanguaging pedagogy usually runs into a wall. You can let your students mix languages freely all term, sure, but at the end, someone still wants a monolingual English score. The authors troubleshoot

that problem by offering a framework: the "Languages for Learning" model. The best thing here is the grounding. Four real classrooms, different countries, and the same set of teachers and learners- Riham, Yitong, Justo, Swapna, following you from chapter to chapter. This isn't a book padded out with the occasional anecdote for flavour. The examples are doing the actual work. These aren't anecdotes added for flavour, the four classrooms carry real weight in the argument. That continuity gives the book a coherence that many edited collections on this topic did not have.

The introduction keeps reminding you that translanguaging is not a fixed methodology, that there's no one-size-fits-all here. But then the book hands you: five principles, several continua, a nine-function taxonomy of learner translanguaging, twelve facilitation ideas, another taxonomy for assessment types. It also raises the question of who this book is really for. It says it wants to reach teachers everywhere: TESOL, EFL, ESL, CLIL, including people working under policies that actively restrict them. The sections on teachers' beliefs and institutional context are conceptually sound, but they read like they were written for someone studying teacher cognition, not for the person who has to walk into their head of department's office next week.

The book is not structured as a sustained argument you read start to finish. It's meant to be opened chapter by chapter, whenever a specific classroom decision comes up.

So, overall, it is a genuinely useful book, and one this field needs now. It will help teacher educators build translanguaging training, and it gives teachers enough

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room to experiment with what is proposed here. Teachers under the tightest restrictions, the ones who probably need this most, might find the practical part thinner than the theory promises. However, the assessment chapter is the biggest gain for the teachers. This book is strongly recommended, with a note of caution: treat the frameworks proposed here as things to think with, not steps to adopt or follow.



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