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Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies and Practices, edited by Pacheco, M., Morales, Z., & Hamilton, C.

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BOOK REVIEW

Pacheco, M., Morales, Z., & Hamilton, C. (Eds). (2019). *Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies and Practices*. Charlotte, North Carolina, Information Age Publisher, 286 pp.

The overarching goal of this edited volume is to provide readers with insights into ways language policies, pedagogies, and practices can transform schooling and achievement for emergent bilinguals in the U.S. schooling system. Coming from diverse fields such as education, applied linguistics, bilingual and bicultural studies, second language acquisition, reading and literacy, anthropology, curriculum and instruction, and educational equity and cultural diversity, the authors capitalize on various conceptual, theoretical, and epistemological orientations to inform and guide their attempts to redress issues facing emergent bilinguals. In so doing, contributing authors bring into dialogue complementary theoretical, methodological, and philosophical frameworks that attend to the social, cultural, political, and ideological dimensions of being and becoming bi/multilingual and bi/multiliterate in U.S. schools. In regards to its structure, the edited volume is divided into four major sections, each one addressing different entry points in the endeavor of humanizing the schooling experiences of emergent bilinguals: theoretical insights, transformative policies, transformative pedagogies, and transformative practices.

The first section points to how the present sociopolitical context has created challenges to and affordances for the education of emergent bilinguals. Razfar argues that the present national moment presents opportunities to shift from a monoglot ethos to a discourse of polylingualism against the dramatic rise in linguistic restrictivism. The Trump era, the author expounds, poses an opportunity for a new national conversation that makes way for polylingualism to enter the broader American narrative and moves minoritized groups from the margins to the center. Similarly, Macedo and Bartolomé claim that given the present sociopolitical and ideological climate, it becomes pivotal that teachers build an understanding of how broader issues of inequity are (re)produced in the classroom, and how they can infuse their teaching practices with democratic and ethical principles that foster emergent bilinguals' success in academic settings. Both chapters pinpoint the need to contest broader societal forces exercising pressures on language policy, which necessitates community and institutional efforts to leverage current legislation around language education, as discussed in the next section.

The second section illustrates the ways in which (1) community members and (2) teachers can shape language policies in place. As to the former, Hopkins and Brezicha demonstrate how the larger community can broker changes in perspectives, pedagogy, and educational policy and serve as bridges to open up possibilities for equitable policies for emergent bilinguals, even in the face of hostile stances and anti-immigrant sentiments. As to the latter, Aldana and Martínez focus on how teachers and administrators can strategically transform language policies. Similarly, Stillman documents how cultivating teachers' autonomy, professionalism, and asset-based mind-set can allow them to unite to transform state standards such as the CCSS to more effectively support emergent bilinguals. All three chapters converge on the significance of collaborative efforts to change language restrictive policies in ways that privilege emergent bilinguals' needs and therefore ensure equitable education for these learners.

The third section highlights the need to reconfigure pedagogical practices used to educate emergent bilinguals. Cortez and Gutiérrez demonstrate that teachers and translingual youths can

engage in co-designing new spatial and linguistic frames and in co-creating richer learning environments. Such pedagogy, they sustain, can challenge the hegemony of English and nurture youths' socio-critical literacies. Faulstich Orellana, Franco, Johnson, Martínez, Rodríguez, Rodríguez-Minkoff and Rodríguez advocate for the employment of principles of transcultural pedagogy, such as normalizing the use of multiple languages, and positioning emergent bilinguals as producers of cultural and linguistic knowledge, to better serve culturally and linguistically diverse learners. Likewise, Malsbary and Wolf propose positioning multilingual learners as language and cultural experts and turning the classroom into collaborative spaces, as effective teaching strategies for newly-arrived immigrant learners in hyper-diverse settings. The authors in this section all coincide in the benefits of naturalizing multilingualism and granting emergent bilinguals a more agentive role in the classroom.

In the fourth section, authors propose practices that address the psychological and sociocultural domains of learning. Martínez, Hikida, and Durán champion translanguaging as a practice that brings flexibility and dynamism to the classroom by facilitating learning and interaction, and affording emergent bilinguals the resources to build identities as literate, capable learners. Hamilton and Pacheco explore the ways in which emergent bilinguals leverage networks of support, as they realize their personal and educational goals, and build a sociocritical literacy that enables them to become designers of their own futures. Ek, Garza, and García show how bilingual/bicultural students who participate in virtual informal learning spaces utilize Spanish lexicon, engage in humorous language practices, and construct multimodal texts to build friendly and caring relationships. These three practices, they sustain, enable these learners to express affective stances and validate their identities. Morales and Saravia discuss the importance of enacting care in attending to the socioemotional and educational needs of emergent bilinguals. More specifically, they argue that engaging in critical care and "hard" caring implies the enactment of advocacy from a sociopolitical orientation that acknowledges asymmetrical relations among cultures: caring with historical and political consciousness. Authors in this section zero in on various practices that open spaces for learners to build positive self-concepts and validate their identities.

Overall, this edited volume thoroughly explores and examines central concerns for those interested and/or involved in the education of vulnerable populations such as emergent bilinguals. First and foremost, as the authors demonstrate, teachers and emergent bilinguals are faced with affordances and hurdles amidst anti-immigrant and anti-bilingual education school policies across the United States. On the one hand, they sustain that the present time constitutes an opportunity to change the national narrative around bi/multilingualism. On the other hand, they clarify that efforts to transform schooling require that all stakeholders develop (1) clarity of how macro-structures and micro-structures engage with each other dialogically, and (2) skills to critically scrutinize the power relations that exist within these structures. Likewise, as contributors show, this endeavor calls for collaborative efforts, as work is done toward crystallizing substantial change at the levels of language policy and practice. At the center of this transformation is the agency that emergent bilinguals can exercise, as they move from developing sociocritical literacies and sociopolitical consciousness to resisting the marginalizing structures presently hindering their success within the schooling system and beyond.

A second edition of this book, nonetheless, could include examples of school transformation from diverse regions of the world, which would make this edited volume of interest to an even larger audience. Similarly, a second edition would benefit from including a section addressing issues of racism within language education programs. That is, a future edited volume would benefit from addressing how the mapping of race onto language has allowed attacks on emergent bilinguals' languaging practices to hide the insidious racism that still plagues the U.S. society (Zentella, 2005). Although the theme of race is referenced, transforming schooling necessitates a more nuanced analysis of raciolinguistic ideologies (Flores & Rosa, 2015; Rosa & Flores, 2017) embedded in language policy and practices in schools and society at large. Such analysis promises to unveil the ideologies that frame bilingualism as an asset for some but as a deficit for others. By the same token, the problematization of raciolinguistic ideologies also

promises to offer ways forward in envisioning more substantial transformations in the education of emergent bilinguals and in the social spaces that they navigate. Similarly, work on emergent bilinguals' development of raciolinguistic literacies, understood as awareness of the racializing ideologies that shape the ways white listening subjects hear and evaluate their language practices (Seltzer, 2019), would also further enrich this edited volume's goal of pointing to much-needed transformations.

To conclude, this book is a must-read for undergraduate students, graduate students, practitioners and researchers interested in the fields of education, language education, and applied linguistics. The research studies comprising this work are of interest to those concerned about the present and future sociocultural, economic, and political conditions hindering the educational opportunities of vulnerable populations such as emergent bilinguals. Overall, this edited volume is particularly illuminating because it provides readers with multiple entry points to the timely and necessary endeavor of transforming schooling amidst a harsh political climate and restrictive language policies.

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