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Analyzing the Translanguaging Strategies in Educational Setting: A Book Review of Multimodal Conversational Analysis and Interpretative Phenomenological Analysis

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Abstract

Translanguaging strategies have emerged as a paramount area of inquiry within educational contexts and qualitative studies. The book "*Multimodal Conversational Analysis (MCA) and Interpretative Phenomenological Analysis (IPA)*," written by Kevin W. H. Tai and published by Routledge in 2023, presents a well-crafted and highly recommended source for second language (L2) researchers seeking a comprehensive guide to analyzing translanguaging practices in multilingual and diverse linguistic educational settings. It offers valuable insights for L2 teachers and researchers seeking to delve into the investigation and comprehension of the intricate process and underlying factors involved in classroom translanguaging. Moreover, the book presents a compelling exemplification of the integration of MCA and IPA analyses within the dynamic context of a multilingual classroom setting.

Keywords

translanguaging, framework, MCA, IPA, and multilingual classroom

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Analyzing the Translanguaging Strategies in Educational Setting: A Book Review of *Multimodal Conversational Analysis and Interpretative Phenomenological Analysis*

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Translanguaging strategies have emerged as a paramount area of inquiry within educational contexts and qualitative studies. The book "*Multimodal Conversational Analysis (MCA) and Interpretative Phenomenological Analysis (IPA)*," written by Kevin W. H. Tai and published by Routledge in 2023, presents a well-crafted and highly recommended source for second language (L2) researchers seeking a comprehensive guide to analyzing translanguaging practices in multilingual and diverse linguistic educational settings. It offers valuable insights for L2 teachers and researchers seeking to delve into the investigation and comprehension of the intricate process and underlying factors involved in classroom translanguaging. Moreover, the book presents a compelling exemplification of the integration of MCA and IPA analyses within the dynamic context of a multilingual classroom setting.

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Introduction

Translanguaging, with the ever-evolving landscape of bilingual and multilingual education, is a teaching approach that allows second language teachers to build interactive and effective communication within a linguistically-rich learning context (Kleyn & García, 2019). In EMI classroom, for example, this pedagogical practice can be well-understood by combining *Multimodal Conversational Analysis (MCA)* and ethnographic approach to facilitating content and language learning (Tai, 2022). This book offers a meticulous analysis of the intersection between MCA and IPA, providing readers with a comprehensive framework to explore the complex dynamics of translanguaging in educational settings. It goes beyond surface-level examinations and delves into the intricacies of how translanguaging unfolds in various educational contexts. In this review, we will delve into the key themes, theoretical frameworks, and research methodologies employed in this seminal work. By critically evaluating the book's contributions to our understanding of translanguaging in educational settings, we aim to shed light on its significance and implications for multilingual education. From the intricate analysis of multimodal interactions to the exploration of interpretative phenomenology, this book promises to be an invaluable resource for researchers, educators, and policymakers seeking to enhance their understanding and practice of translanguaging in educational contexts.

Book Content

Drawing on a case study and data collection methods derived from the author's doctoral research project on translanguaging in Hong Kong English Medium Instruction (EMI) secondary classrooms. The book begins with offering an in-depth exploration of the concept of

translanguaging, approached from the lenses of bi/multilingual pedagogy, language, multimodality, and multilingualism. It is the first book in the field of applied linguistics which presents in detail the methodological framework of MCA and IPA to interpretatively analyze the translanguaging practices in educational context. It also provides valuable insights into translanguaging practices within multilingual classroom contexts. The primary focus of the book lies in the application of both MCA and IPA to comprehending translanguaging, its origins, and its current utilization within the field of research studies. Through its comprehensive exploration, this book contributes to the growing body of knowledge on translanguaging and its significance in fostering effective multilingual education.

In Chapter two, a comprehensive examination of scholarly literature pertaining to translanguaging as a pedagogical resource in multilingual classrooms is presented. It delves into the characteristics and fundamental principles of classroom translanguaging research, encouraging readers to engage in critical analysis of various methodological approaches employed for the analysis of translanguaging practices within classroom interactions. Moreover, it also presents several methodological approaches to researching translanguaging, including interview, functional discourse analysis, ethnography, and mixed methods. The author argued that sociocultural factors (e.g., belief, life experience, identity, and personal history) play a pivotal role in affecting meaning-making processes of translanguaging.

Chapter three and four elaborate the rationale of MCA and IPA as useful methodologies for exploring classroom translanguaging. The author employs both approaches to comprehend two distinct aspects: the process of translanguaging and the causal factors that contribute to its occurrence. MCA serves as an analytical framework utilized to gain insights into the dynamics of translanguaging processes within the classroom context. It facilitates a comprehensive understanding of how translanguaging unfolds and manifests among classroom participants. Conversely, IPA, as an interpretative methodology, places emphasis on exploring the underlying factors and influences that contribute to the occurrence of translanguaging phenomena. By delving into the subjective perspectives, motivations, and contextual factors, IPA offers a nuanced examination of the reasons and motivations behind translanguaging practices in the classroom setting. The author also provides a practical guide to IPA analysis that elaborates the three analytical stages as the iterative process in understanding the causes of classroom translanguaging.

In chapter five, the author provides an example of how MCA and IPA are used for researching translanguaging within an EMI classroom in Hongkong. An ethnographic study on how EMI mathematic and history teachers used linguistic and multimodal resources and created classroom translanguaging space was elaborated and well-presented. It provides insightful and inspiring strategies for readers to learn from this EMI perspective of classroom translanguaging. Therefore, a pedagogical model for creating translanguaging sub-spaces in multilingual classrooms was presented. This model enables EMI, CLIL, and L2 teachers to plan and adapt their translanguaging practices to suit their teaching contexts effectively. It offers flexibility, allowing teachers to integrate translanguaging as a pedagogical tool tailored to instructional goals, student proficiency levels, curriculum requirements, and classroom dynamics. This promotes meaningful learning experiences and optimal language development.

Reviewers' Argumentation

The focal point of translanguaging is to establish effective communication and interaction in EMI classrooms, particularly in multicultural and linguistically rich educational contexts. This book presents a novel methodological advancement for researching and analyzing classroom translanguaging, equipping researchers and practitioners with effective tools to explore the complexities of translanguaging phenomena. Although the context of this

book is situated in Hong Kong, it has the potential to contribute to research on translanguaging in Indonesian multilingual classroom contexts and beyond. In linguistically diverse and culturally-rich learning environments, MCA and IPA approaches are highly relevant to the concept of pedagogical translanguaging (Cenoz & Gorter, 2021), offering a new analytical strategy for understanding both the process and causes of classroom translanguaging. The combination of MCA and IPA presents a nuanced framework for analyzing classroom translanguaging, thereby providing a fresh perspective in the field.

As language educators, this book has been invaluable in deepening our understanding of translanguaging practices within multilingual classrooms. The author's emphasis on sociocultural factors and their role in shaping translanguaging processes has illuminated the complexities of language use and identity in the classroom. Moreover, the practical examples and the pedagogical model presented in Chapter 5 have inspired us with strategies to create translanguaging sub-spaces within our own classrooms. This book has not only expanded our knowledge but has also influenced our instructional practices, enabling us to better support our students' linguistic and cultural diversity.

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