Book Review

Centering Multilingual Learners and Countering Raciolinguistic Ideologies in Teacher Education: Principles, Policies, and Practices, by Jeff Bale, Shakina Rajendram, Katie Brubacher, Mama Adobea Nii Owoo, Jennifer Burton, Wales Wong, Yiran Zhang, Elizabeth Jean Larson, Antoinette Gagné and Julie Kerekes. Multilingual Matters, 2023, 250 pp., USD 40.00 (pbk), ISBN 978-1-80041-413-6

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Centering Multilingual Learners and Countering Raciolinguistic Ideologies in Teacher Education stands out as a unique contribution in the field. It arrives at a time when teachers, teacher educators, and governments are reimagining the preparation of future teachers for the increasingly diverse linguistic, racial, and cultural classroom. While this reimagining often focuses on the technical and theoretical aspects on how to teach multilingual learners, this eight-chapter book takes a different approach. It delves into the interdisciplinary conversation, presenting a comprehensive view of how racism, linguicism, and policy inconsistencies are interwoven and shape teacher education. The central argument focuses on how raciolinguistic ideologies undercut efforts to support multilingual learners through a series of nonperformative acts that reinforce rather than dismantle whiteness within teacher education.

Delving into the third installment within the Language, Education, and Diversity series, the About the Authors section serves as a crucial precursor that presents an alternative format to the format. This section provides a platform for each author to delve into 'their subjectivities and life capital [i.e., lived experiences]' that collectively influenced their research that positions authors' reflexivity as a resource (Consoli & Ganassin, 2023, p. 8). Each introduction not only presents the author but also how their personal journeys are woven into the narrative of the study, demonstrating how each member and their life capital contributed to and shaped the project. This recurring theme is evident throughout the eight chapters, from the vignettes scattered throughout the book to the methodological decisions and findings of the study.

Just as the "About the Authors" introduces the people behind the study, Chapters 1-3 nicely situate the team's study by presenting a mixture of the background that is accompanied by their analysis concerning the role of English, French, and language policy across Ontario's macro-meso-micro context. Chapter one introduces the

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beginning of the group's three-year study, where Jeff Bale and Antoinette Gagné[1] delve into Canada's education policy. Specifically, the chapter focuses on mapping Canada's linguistic, policy, and institutional contexts while introducing how languages are racialized and hierarchized through the language policies in Canada. As a result, the policies (re)produce a duality between English and French within funding, research, and advocacy that, in turn, shapes teacher education. Chapter 2 goes into the research design of their multi-year study that occurred within the Ontario Institute for Studies in Education (OISE) teacher-education program as well as in other programs across Ontario. Specifically, Jeff Bale, Shakina Rajendram, Mama Adobea Nii Owoo, Katie Brubacher, and Wales Wong explain their critical ethnography language policy study in four strands:

1) a comparative analysis of Ontario's Initial Teacher Education programs documents, along with interviews of teacher educators and ESL teachers/teacher leaders,

2) an ethnographic case study focusing on teacher candidates and teacher educators,

3) teacher candidates' responses to the pedagogical content knowledge for inclusive language teaching (PeCK-LIT) test,

4) "me maps" or video profiles of multilingual learners.

 Chapter 3 situates the study within the current, what Jeff Bale describes as, siloed literature across applied linguistics, teacher education, and critical multiculturalism. The remainder of the chapter introduces the Poststructuralist perspective the team takes to situate race as a social construct and ideological process that co-constitutes language to be a form of differentiation drawing heavily from raciolinguistics (Rosa & Flores, 2017), racecraft (Fields & Fields, 2014), lingualisierung (Rösch, 2019). Jeff Bale finishes the chapter by introducing Daniels and Varghese's (2020) concept of racialized subjectivities positions that ties the theoretical framework together to showcase how racialization is embedded within teacher education so even "racialized and multilingual teacher candidates" can learn to be "good" teachers "by policing the language practices of the multilingual youth with whom they work" (p. 77).

Chapters 4-7 present their findings across the four strands: policy situates multilingualism and multilingual learners (Chapter 4), teacher-educators and teacher-education programs (Chapters 4 and 5), and teacher candidates' beliefs and toward multilingualism (Chapter 6 and 7). Focusing first on the policies, teacher-educators, and

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[1] The readers may wonder why I am calling out specific authors at particular chapters rather than referring to them as Bale and colleagues or through general possessive noun (e.g., the team) to illustrate joint possession. This is because, as Jeff Bale and Antoinette Gagné explain within the first chapter, all authors contributed to the intellectual and conceptual work of the study and the chapters they wrote. For this reason, each chapter lists the "author teams" to respect the level of contribution they have made to make this book a reality. While I agree that publishing a book as a large research team is not common in the field yet, I welcome this change. This book provides an excellent example of how future research teams can publish their findings together, cohesively presenting the complexity of the study that cannot be achieved through other formats, such as edited volumes and special issues.

teacher-education programs, Chapter 4 presents their findings surrounding how ministry documents position multilingual learners as English language learners, highlighting the production of forms of racial exclusion and reinscribing whiteness[2] with the goal of learners using only English. Shakina Rajendram, Mama Adobea Nii Owoo, Katie Brubacher, Wales Wong, Jennifer Burton, and Jeff Bale showcase how policy hails and recruits teachers, teacher-educators, and the teacher-candidates to uptake teaching practices that (re)produces the duality of English and French as "the only identifiable and knowable languages in Ontario schools" (p. 108). Chapter 5 focuses on how teacher-educators and teacher education programs they work within interpreted and implemented the teacher-education policy mandating that all teacher candidates learn about and support English language learners. Shakina Rajendram, Mama Adobea Nii Owoo, Yiran Zhang, Julie Kerekes, and Jeff Bale found both teachers and teacher-educators relied on raciolinguistic ideologies to situate linguistic diversity and multilingual students that appeal to comforting White teachers with these deficit ways of thinking to strengthen and unquestioned by the overreliance of Steps to English Proficiency (STEP) assessment framework. It is also within this chapter that the aspect of materiality becomes more apparent and how both racism and linguicism have a material performance that is embedded and made invisible through the description of "best practices" to support multilingual learners in mainstream classrooms, albeit in the periphery of teacher-candidates training.

Turning to the teacher candidates in Chapters 6 and 7, these chapters present the findings the group collected from the Pedagogical Content Knowledge for Language-Inclusive Teaching (PeCK-LIT) test that was administered to year 1 and year 2 teacher candidates in the OISE teacher-education program. Chapter 6 specifically focuses on what teacher candidates learned about multilingualism and multilingual students and how this occurred within the course. Jeff Bale, Katie Brubacher, Elizabeth Jean Larson, and Yiran Zhang extend their findings related to STEP to present how the materials teacher candidates are required to use as they learn to become teachers are ideologically laden and shape their teaching. The authors extend this point to illustrate how teacher candidates like Luciana must learn to inhibit raciolinguiuicized subjectivities in the form of the white institutional listening subject as they had to learn to use STEP within their teaching if they wish to be teachers. Chapter 7 extends these points to the larger trends

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[2] Readers may wonder why White is capitalized within this piece as there is a general schism between that and lower casing the w. One of the most prevalent reasons to use lowercase w is to avoid white supremacist and white nationalist covert linguistic racist practices (for an overview of language use and white supremacy, see Roth-Gordon, 2023). While I wavered on this matter, I opted to capitalize White to make visible the racial identity. This decision comes as hate groups do not determine how White people shape their racial identity as producers of ideological, sociocultural, and political discourses produced by these discourses within their contexts. On the other hand, lower-case is used when referring to non-identity social constructs such as *whiteness* and *white listening subject* as these concepts denote the ideologies, sociocultural norms, behaviors, and emotional experiences to promote and enforce racial stratification through racializing differentiation that can be performed by both White and non-White individuals (De Costa et al., 2021; Rosa & Flores, 2017). When quoting segments of this book, I follow their capitalization choices.

they found within PeCK-LIT results. Specifically, Jeff Bale, Shakina Rajendram, Katie Brubacher, Jennifer Burton, and Wales Wong round the last findings chapter by reporting how teacher candidates learn to think and treat language-inclusive teaching in relation to their own pedagogical choices. The seventh chapter concludes by noting the larger, more concerning trend that teacher candidates had little to say about practical language-inclusive teaching strategies the closer they came to completing their training (see p. 184).

In the eighth and final chapter, Jeff Bale, Shakina Rajendram, Antoinette Gagne, Katie Brubacher, Wales Wong, and Jennifer Burton present two central points for change. The first emphasizes teacher education needs to go beyond simply implementing reflexive practices focused on teacher candidates' identity positions. Rather, teacher education programs need to center reflexive practices on multilingual learners, and the way the teacher candidates approach supporting these learners is informed by their experiences with language, multilingualism, and race. The second point of change is a need to understand and investigate the role of policy coherence and how such acts of policy and initiatives across governmental and program levels can take a form of non-performative to enact the claims expressed. The book ends with a call to the reader to center multilingual learners and learn *from* them rather than *about* them.

Centering Multilingual Learners and Countering Raciolinguistic Ideologies in Teacher Education: *Principles, policies, and practices* effectively capture and present the nuance of teacher education entrenched with raciolinguistic ideologies. This was particularly poignant within chapters 5 and 6 as the team presented how Canada's and teacher education programs' policy and the STEP framework were mechanisms of enforcement to be white institutional listeners. Specifically, the team nicely illustrates how hegemonic whiteness is inscribed within policy and STEP that shaped teacher-candidate learning by understanding multilingual language identities as an empty referent of English language learners—that is, as teacher-candidates come to learn about "multilingual learners" and how to support them within their training, the multilingual learners they come to develop an interpretative scheme for that, in turn, is embodied in their pedagogical decisions is epistemically flawed as these "multilingual learners" do not exist. The book emphasizes the need for more research to understand how raciolinguistic and language ideologies are intertwined within teacher education. This understanding is crucial for dismantling the stability of racial and linguistic ordering. By doing so, teacher education can better prepare teachers to navigate ideological structures and provide meaningful learning opportunities for multilingual learners.

In noting the book's positive qualities, a few notable limitations pertain to the groups' presentation of ideology. As the book takes a raciolinguistic perspective that relies on how ideologies are signs of difference, with race and language taking a strong quality in shaping these signs (Rosa & Flores, 2017), ideology as a concept in itself is not engaged with explicitly. Through my reading, the researchers were engaging in a different approach that shaped their analytical gaze and presentation. Specifically, the book

appears to take on an ideology-as-critique practice approach that situates ideology as a form of misconstrued interpretation that is manifested within one's (im)material performance within a particular institutional subjectivity (e.g., teacher) (Green-Eneix, 2023; Montgomery et al., 2024). This became evident to me as Jeff Bale explains that the second reason for raciolinguistics in critical scholarship is needed to shift the analytical gaze from the racialized individual/groups in order to "consider the practices of the perceiver, and the historical, social and material processes that have created racialized language(s) and their speaker(s) in the first place" (p. 75). While I agree and follow a similar stance in my own work (De Costa et al., 2021; Green-Eneix, 2023), ideology and the focus on materiality in relation to ideology would assist readers in this regard as both play a central role in their argument throughout the book. As a result, readers have to do a bit of background reading surrounding ideology and what this concept means from a raciolinguistic perspective.

The other limitation, in connection with the first, is this notion of material performances of ideology. The book does a phenomenal job in chapters 4 and 5, showing how ideologies are engrained within policies and tools such as the STEP framework. However, the material performances of ideology related to teacher candidates are limited despite collecting various documents they completed within the course (see pp. 32-33). An exception could be found when Isabella's multilingual word wall and profiles of her students are presented (see pp. 153-154). These materials present how language ideologies materialize and emphasize the STEP framework's team point, which "frames English as the sole learning outcome for multilingual learners." I wondered how other students across the groups materialized their linguistic and raciolinguistic ideologies throughout the materials and discussion board posts since this was constrained to only a select few. In saying this, these critiques are more of an engaged reader who wants to read more of the insights Jeff Bale, Shakina Rajendram, Katie Brubacher, Mama Adobea Nii Owoo, Jennifer Burton, Wales Wong, Yiran Zhang, Elizabeth Jean Larson, Antoinette Gagné, and Julie Kerekes made as what they have intricately weaves the complexity and robust nature of the study into a tight and insightful book.

Centering Multilingual Learners and Countering Raciolinguistic Ideologies in Teacher Education stands out as a unique and impactful contribution in the field as longitudinal research design and robust findings around disrupting deficit ideologies surrounding multilingual learners for years to come. I highly recommend this book as it is an essential read for researchers, teachers, teacher-educators, teacher-candidates, and administrators to begin considering alternatives for change "beyond reflection and toward concrete actions that challenge the collaboration of race/racism and language in shaping school life" (p. 220).

THE AUTHOR

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