

## BOOK REVIEW



### Review of *Identity, multilingualism and CALL: Responding to new global realities*

*Yue Chen, University of Iowa*

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#### **Identity, multilingualism and CALL:**

#### **Responding to new global realities**

Liudmila Klimanova (Ed.)

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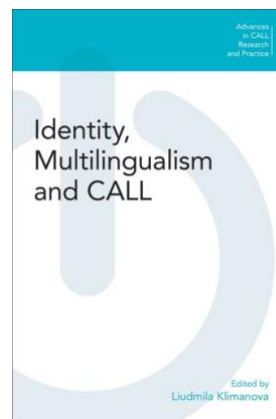
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Alongside criticisms of the monolingual focus of much research in Computer-Assisted Language Learning (CALL; Buendgens-Kosten, 2020; Sauro, 2016), interest has been growing in the construction of multilingual identities in digital spaces (Schreiber, 2015). In Klimanova's 2022 volume, *Identity, Multilingualism, and CALL: Responding to New Global Realities*, the editor and the authors of the various chapters provide readers a collection of studies exploring multilingual identities in digital contexts. The volume consists of 14 chapters, including an introductory chapter (Chapter 1), a conceptual discussion (Chapter 2), and 12 empirical studies (Chapters 3 to 14). This book provides insightful perspectives on multilingual identities in CALL.

In Chapter 1, Klimanova discusses the importance of researching the relationship between identity and language learning in technology-mediated contexts. The author emphasizes that the aim of the book is to address current topics in regards to multilingual identity research in instructional and informal CALL. Klimanova encourages readers to think about how second language (L2) learners identify themselves and are identified by others in technology-mediated contexts. More importantly, the author encourages readers to consider how these positions influence L2 learners' language use, experience, and engagement. Acknowledging that current studies in the field are primarily focused on the acquisition of English, the author suggests that through more empirical research on multilingual practices in CALL, we can recalibrate the existing monolingual focus.

Chapter 2 is a conceptual piece discussing the implications of two virtual exchange (VE) models for learners' interactions and positioning. Helm and Hauck emphasize that although tandem-based VEs are generally considered bilingual exchanges, this model in fact reflects monolingual ideologies and a monolingual approach to language learning. On the flip side, whereas the online facilitated dialogue (OFD) model has been described as a monolingual exchange (because learners from different linguistic and cultural backgrounds use English as the medium of communication), the authors believe that the OFD model actually encourages translingual practices. Since learners from different backgrounds use English in various

ways, participants in OFDs share diverse ways of making meaning in English. To conclude the chapter, the authors address the issue of monolingual ideologies in VEs, and they advocate for equitable multilingual learning environments where L2 learners are able to use their full linguistic repertoire to communicate and to perform their multilingual identities.

In Chapter 3, Lesoski explores one heritage language learner's (HLL's) multilingual identities during telecollaboration. The participant was a HLL of German, a native speaker of English, and a learner of Spanish. After analyzing qualitative data obtained via screen recordings, blog posts, and interviews, the author came to the conclusion that telecollaboration had allowed the participant to negotiate her multilingual identities. However, it is worth noting that the analysis was based on the author's perspective, as opposed to the HLL's perspective. According to the author, the participant considered German and Spanish as two separate languages, which could indicate a negative stance toward translanguaging. Drawing upon these findings, Lesoski argues that educators should value the full linguistic repertoire and identity that each multilingual student brings to the classroom, thereby providing a welcoming space supportive of multilingual and intercultural development.

In Chapter 4, Vandergriff looks at hashtagging on Instagram as a resource for performing a multilingual identity. The participant of this study was a multilingual learner who shared self-deprecating photos, hashtags, and captions in Finnish, English, and German to support a positive self-presentation on Instagram. The findings suggest that multilingual hashtags are a "rich semiotic resource" not only for content tagging but also for positioning multilingual learners' virtual selves (p. 95). In other words, the participant's use of heteroglossic discourses perhaps made her content more relatable, and the use of multilingual hashtags also identified the participant as a multilingual individual. The author emphasizes the value of encouraging learners to leverage their multilingual resources in the development of their multilingual virtual selves.

In Chapter 5, Vazquez-Calvo et al. investigate three language learning hashtags and the multimodal content associated with the hashtags on TikTok. The authors found that the majority of content centered on linguistic features of the target language, lexical knowledge, pronunciation, and grammatical rules. The TikTok videos and comments allowed multilingual users to negotiate their identities as first language speakers, L2 speakers, or bilingual speakers. Moreover, influencers used various strategies to get their viewers' attention, including establishing an educational structure and addressing topics such as flirting and dating. Influencers also included comedic content to express their collective identification by posting and navigating videos about cultural generalizations. The authors believe that there are several benefits of exploring multilingual identity via hashtagging on TikTok such as the enjoyment of informal language learning, the opportunity to practice translanguaging, and the development of intercultural identity.

In Chapter 6, Buendgens-Kosten looks at how the design of three language learning applications could influence multilingual learners' identities. The author provides a systematic description and analysis of [Romanica](#), [Duolingo](#), and [MElang-E](#). The results suggest that all three products avoided positioning learners as native speakers of a particular language, thereby resisting monolingual language ideologies. The author reports that MElang-E focuses on language use by asking users to take on the role of "Mali" as she travels through Europe and utilizes multiple languages. Romanica instead uses form-focused comprehension activities, while Duolingo incorporates extensive gamification features. Ultimately, Buendgens-Kosten suggests giving learners the chance to develop their multilingualism by meeting their language needs in conversations and encouraging them to utilize their complete linguistic repertoire.

In Chapter 7, Jacob et al. explore how a computational thinking curriculum shaped two multilingual learners' identity performances. The data sources for this study included interviews with the student participants (Amelia and Diego), the students' final Scratch projects, and interviews with the teacher. The findings suggest that Amelia was able to leverage the knowledge she already had to form abstract ideas. According to the authors, Amelia enjoyed interacting with her peers, and she saw herself as an active participant in the computer science community. On the contrary, Diego struggled to collaborate with his partner despite his advanced programming skills. The authors conclude that a curriculum designed for a diverse audience should leverage learners' existing knowledge, promote participation, and engage learners

in collaborative activities in computer science instruction.

In Chapter 8, Mannion and Liontas investigate multilingual doctoral students' identities in relation to educational technology. The authors analyze data from asynchronous discussion posts and digital stories that were collaboratively created by the students. The results reveal that over half of the participants identified themselves as L2 education professionals, that two participants referenced their researcher identity, and that the majority of participants were grateful to be enrolled in the doctoral program. Moreover, several students strongly believed that instructors should employ a student-centered approach in teaching. The authors conclude the chapter by highlighting the need for future studies that explore how multilingual doctoral students' beliefs and practices about their personal and collective identities change over time.

In Chapter 9, Park looks at how two Korean as a foreign language (KFL) teachers' identities are performed and shaped when interacting with their students remotely. The data sources included classroom observations, interviews, and stimulated recalls. An analysis of the qualitative data revealed that the teachers acknowledged their identity as facilitators, yet they also positioned themselves as non-expert users of technology. Both teachers exhibited their multilingual teacher identities via code-switching practices. Moreover, there was a blending of the teachers' personal and professional identities, with both teachers identifying themselves as mothers. The author argues for future longitudinal studies to strengthen our current understanding of teachers' identities in remote teaching contexts.

In Chapter 10, Sevilla Pavón and Nicolaou examine two multilingual learners' expression of their linguistic and cultural identity through a VE project. For the project, students from two universities were organized into small groups with at least two students from each institution. The students were asked to interact virtually, to share experiences about their first language and culture, and to explore new knowledge about other languages and cultures. The study included narratives and reflections posted on a Google forum with 235 utterances selected by the researchers for analysis. The findings revealed that there were more monoglossic discourses than heteroglossic utterances in the dataset. Nonetheless, the monoglossic utterances did not exclude others' voices or opinions. According to the researchers, these predominately monoglossic discourses actually represented students' open-mindedness. Still, this VE project provided a heteroglossic ideological space for the learners to experiment with translanguaging and transcultural practices, thereby promoting learners' multilingual identities.

In Chapter 11, Klimanova explores cycles of translanguaging and group identity performances in multi-party videoconferencing (MPVC) sessions. The study focuses on how learners employed their multilingual repertoires when collaborating in a task-based project completed over Zoom. Moreover, the study investigated how learners' use of multilingual repertoires influenced the virtual group dynamic. Findings revealed that participation in MPVC offered rich opportunities for translanguaging practices that were socially motivated. Klimanova proposes investigating the impact of MPVC on the development of multilingualism in future research to assist with "operationaliz[ing] the concept of digital group identity in the context of an MPVC micro-ecology" (p. 293).

In Chapter 12, Izmaylova investigates three language learners' experiences in an intercultural exchange project via Facebook and how their cultural identities influenced their experience, language learning, and intercultural competence (IC). The participants were asked to make posts responding to each week's topic in the class Facebook group and to comment on others' posts in their L2. The findings showed that the participants first positioned themselves as monocultural Americans despite having other identities. The author notes that the experience of comparing cultural similarities and differences provided the learners a space to explore their cultural identities. Furthermore, the results demonstrated that the participants' IC shifted toward a more ethnorelative orientation by the end of the study.

In Chapter 13, Gaspar explores how four learners of Italian developed their social connections through [HelloTalk](#). Three types of data were collected, including screenshots of multimodal communication, reflective journals, and semi-structured interviews. The results indicated that on one hand, the learners imagined themselves visiting Italy with their family, being both exchange students and young adults in

Italy, and traveling through Italy for leisure. On the other hand, the learners enjoyed entering a virtual space where they could experience an event with their language partner synchronously or create a more playful virtual presence. The author argues that the collaborative imagination observed in this study may offer better opportunities for learners to envision themselves as active participants in the Italian community. Ultimately, the author proposes co-constructed imagination as a new model for analyzing learners' engagement in multilingual digital spaces.

In Chapter 14, Yang investigates a Korean heritage language learner's (Kristine's) identity construction, negotiation, and language development in an online community. At the start of data collection, Kristine was not confident in claiming her Korean heritage identity due to her low Korean proficiency. However, by engaging in the online community, Kristine was able to make connections with others, exchange ideas, and express honest thoughts, which helped her reconceptualize her understanding of Korean-ness. In addition, Kristine developed a new understanding of what it meant to be a good L2 learner, which boosted her confidence and made her feel more accepted by the online Korean community. Furthermore, Kristine's use of language changed over time from predominately English to a mix of English and Korean depending on her audience. This language shift represented a shift in Kristine's identity, which allowed her multilingual self to become more confident in navigating her multiple identities.

This volume offers cutting-edge studies on multilingual identity in CALL, yet it is not without its weaknesses. For example, in Chapter 2, the authors did not include an explanation of their reasons for selecting only two VE models to compare and discuss. In Chapter 8, presenting more information about the discussion board prompts that were used to elicit data would have enabled the replication of the authors' research. Finally, the empirical studies in this collection employ primarily qualitative methods, such as case studies, which while providing an in-depth understanding of the multilingual identity negotiation of several language learners, does not allow for generalization of the research findings to other populations and contexts.

Overall, Klimanova's edited volume is an excellent resource for graduate students, researchers, and teachers interested in multilingual identity work in formal and informal CALL. This volume addresses multilingual identities in digital spaces with references to a variety of world languages, including Chinese, Finnish, German, Italian, Korean, and Russian. In summary, this volume is an innovative and valuable contribution to identity research and explorations of multilingualism in CALL.

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## About the Author

Yue Chen is a Ph.D. candidate in Foreign Language and ESL Education at the University of Iowa. Her research interests include teacher beliefs about second language acquisition, Computer Assisted Language Learning, and Chinese character instruction.

**E-mail:** [yue-chen-1@uiowa.edu](mailto:yue-chen-1@uiowa.edu)