

Policy Development in TESOL and Multilingualism: E-Takeaways for Teachers, Researchers, Policymakers and Students

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The edited volume “**Policy Development in TESOL and Multilingualism: Past, Present and the Way Forward**” by Kashif Raza, Christine Coombe and Dudley Reynolds aims to serve as a platform for discussions related to policy enactment where TESOL and multilingualism are viewed as collaborative endeavors and covers the topic from three different angles. It includes 21 chapters that are divided into three main sections based upon their focus. The first section of the book provides critical examinations of previous initiatives and accomplishments in the area of language policy development, especially with regard to how efforts were made to recognize and embrace linguistic diversity. It provides a detailed discussion on what has been done in terms of developing language policies that strengthen the notion of coexistence between TESOL and multilingualism. The second section describes projects and initiatives currently being worked on to expand and strengthen the field of TESOL while providing space for local and indigenous languages to develop. Policy development initiatives at school, state, region and organizational (e.g., TESOL International Association Summit, 2017) levels feature prominently in this section. The last part of the book highlights policy development areas that need special consideration to develop TESOL not only as a unique field, which is different from general education and/or language acquisition, but also one that builds on and contributes to multilingualism. This section includes proposals and discussions that can be used to shape TESOL as an advanced area of knowledge where issues related to English language teaching in different levels, contexts, and settings are dealt with through continuous policy development, proper implementation, and periodic revisions.

The book is of interest to scholars of multilingualism, language teachers, researchers, and administrators who are developing policies on teaching English and promoting multilingualism. Given its scope, this edited collection provides an overview of how multilingualism is transforming the practice of TESOL in diverse contexts around the world. It serves as a platform for discussions related to policy enactment where TESOL and multilingualism are viewed as collaborative endeavours and approaches the topic from three different angles. The first section of the book provides critical examinations of previous initiatives and accomplishments in the area of language policy development and implementation. The second section describes current projects and initiatives intended to expand and strengthen the field of TESOL while providing space for local and indigenous languages to develop. The third and last part of the book highlights policy development areas that need special consideration in order to develop a form of TESOL that builds on and contributes to multilingualism.

Takeaways for teaches:

- Multilingualism is a reality and monolingual ideologies can be a threat for multilingual students.
- Multiple languages can develop at the same time.
- English can exist and develop with other languages brought by the students and the teachers to schools.

- When teaching English, other languages can be integrated into the curriculum, assessment, and communication to welcome, support and utilize students' linguistic repertoire.
- When teaching other languages, English can be used as a resource, without letting it dominate the development of other languages.

Takeaways for researchers:

- TESOL should not be perceived as a monolingual endeavor.
- Policies that position TESOL as an instance of multilingual education are emerging.
- We need to provide practical examples of how English is working or can work with other languages.
- This book advances TESOL International Association's call for redesigning English language education programs with priority given to embracing linguistic diversity as an asset, improving intercultural dialogues, embedding educational technologies, increasing information about the role of English as a lingua franca, and engaging in reflective practices as TESOL professionals to revise policies.
- The book covers what has been done, what is being done and what needs to be done to pave the way for TESOL and multilingualism to co-exist and co-develop in an equilibrium.

Takeaways for policymakers:

- This book works as a resource for those interested in designing educational systems that recognize and support the linguistic and cultural resources that students bring to their classrooms.
- Local teaching practices, beliefs and contexts should be considered when designing and implementing a language policy in a specific context.
- The chapters in the book show that it is possible to teach English in ways that continue to build literacy and competency in other languages while modeling and scaffolding multilingual communication.
- Policy is only as useful as the willingness and ability to implement it.

Takeaways for multilingual learners:

- Your multilingual repertoires can be used as resources and assets in English language classrooms.
- Your prior knowledge and language skills are of value.
- English is a language, just like other languages spoken at home and in society.
- You can develop English language skills by utilizing other languages as resources and vice-versa.