

## Book Review

Exploring the Intersections of Translation and Translanguaging<sup>1</sup>Reviewed by Onur Özkaynak<sup>2</sup>, The Ohio State University, Columbus, Ohio, USA &Hilal Peker<sup>3</sup>, University of Central Florida, Orlando, FL, USA(Baynham, M., & Lee, T. K. (2019). *Translation and translanguaging*. Routledge)

Before we begin our review, we believe the reader must be informed about the concepts of translation and translanguaging briefly. As authors, we hope this introductory paragraph will provide the reader with a smooth transition to our review. Although both concepts look similar at first sight and use the same prefix (i.e., trans-), these two concepts are epistemologically different from each other. To Venuti (2008) "Translation is a process by which the chain of signifiers that constitutes the foreign text is replaced by a chain of signifiers in the translating language" (p. 13). That is, it is the act of rendering what is said or written in one language in another. In this sense, translation emphasizes the separation of two autonomous languages. Acting as a bridge, it provides a connection between "worlds and words" while still keeping them "separate" (García et al., 2019, p. 85). Thus, it is possible to define translation as a practice informed by monoglossic ideologies (García & Li Wei, 2014). On the other hand, "translanguaging is positioned not as an overpass bridge from one language...to another, but in the fluid *corriente*<sup>4</sup> of practices that work within the entanglement of words and worlds" (García et al., 2019, p. 85). Translanguaging, which García (2009) defines as "*multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds*" (p. 45), transcends translation, as it includes diverse ways of languaging performed by bilinguals. When bilinguals engage in translanguaging, they do not simply switch between two languages as they do in translation. Rather, they draw from "a unitary linguistic repertoire...that is not simply cognitively dual" (García et al., 2019, p. 87).

*Translation and Translanguaging*, written by Mike Baynham and Tong-King Lee, comes to the forefront as the first book to answer two questions about translanguaging and translation: *what can translanguaging tell us about translation and what can translation tell us about translanguaging?* To answer these questions, the book views translanguaging and translation in tandem, providing the reader with examples from various languages, registers, and discourses. The book consists of two parts and nine chapters in total, and the authors demonstrate the connection between translanguaging and translating considering how translation helps us better understand the concept of translanguaging and how translanguaging may affect practice-based translation. Offering insight into the emerging translanguaging concept, the book proves to be a useful resource for researchers in second language acquisition, applied linguistics, sociolinguistics, and translation studies fields. To this end, the authors revisit the triadic division of translation theory of Jakobson (2012) and blend them with our current understanding of translanguaging. Also, by providing the reader with a diverse corpus of examples, they shed light on the intersections of translation and translanguaging.

Chapter 1 opens with a dialogue between the authors of the book. They discuss why they focused on translation and translanguaging and engage in a casual conversation about why they contend that translation and translanguaging are in reciprocal and mutual action. Although they postulate that these concepts (i.e., translation and translanguaging) are at interplay, Baynham (2019) admits translanguaging is a way of using language, whereas translation involves organized behavior that people carry out to earn their living. These terms lead linguists to disagree whether they refer to the same phenomenon. Thus, the initial dialogue between the authors of the book makes an easy transition to a difficult term such as translanguaging.

In Chapter 2, the concept of translanguaging is introduced along with its essential constructs. First, the authors delve into the repertoire underpinning *translanguaging* and provide vignettes of people translanguaging between Italian-English, French-English, and Moroccan Arabic-English. They exemplify how speakers select linguistic items from the linguistic options available to them to carry out a successful

<sup>1</sup> Received: 29 March, 2022. Accepted: 22 July, 2022. Published: 17 May, 2023.

<sup>2</sup> [ozkaynak.2@osu.edu](mailto:ozkaynak.2@osu.edu), 000-0001-9239-581X, Correspondent

<sup>3</sup> [hilal.peker.phd@gmail.com](mailto:hilal.peker.phd@gmail.com), 0000-0002-2642-3015

<sup>4</sup> The Spanish word for current/flow in English

conversation. In other words, they describe how individuals “select meaning-making features and freely combine them to potentialize meaning-making” (García & Wei, 2014, p. 42). Subsequently, the authors attempt to define translanguaging from a translation perspective. Emphasizing the need for explaining the ways translanguaging is used, Baynham and Lee revisit Jakobson’s (2012) translation typology and provisionally reconceptualize translanguaging as *interlingual translanguaging*, *intra-lingual translanguaging*, and *intersemiotic translanguaging*. While interlingual translanguaging refers to the multilingual repertoire (i.e., consisting of several languages) of an individual, intra-lingual translanguaging is about shuttling between registers. The authors clarify the latter with the example of “a lawyer interacting with a client” glossing “a technical legal term in everyday language” (Baynham & Lee, 2019, p. 13). Intersemiotic translanguaging, on the other hand, is “understood as the selection and blending of modal resources” (p. 13). The chapter ends with remarks about how translanguaging practices are shaped by contextual factors through Moroccan-Arabic and Japanese examples. This chapter stands out with its vignettes from such languages helping readers better comprehend translanguaging concept.

Chapter 3 investigates translanguaging to revisit translation as a practice. The chapter emphasizes that translanguaging is always a process whereas translation is a product. Thus, while the former is intangible, the latter is more tangible. Additionally, the authors emphasize that most research on translanguaging has focused on spoken language; they provide written examples from Japanese and World Englishes such as *Chinglish*. The authors call these examples “living instances of translanguaging” (p. 45). Although these formations look translational, they constitute a dynamic environment in which two languages are knitted to each other.

Part I starts with Chapter 4 introducing the interlingual role of translanguaging across various languages. Specifically, the authors provide an example of a Czech-English community interpreter working with people from the Czech and Slovak-speaking Roman communities. The interpreter, Klara, draws on the Czech and English repertoire to help people with work-related issues. The chapter gives more examples of translanguaging practices in which *Google Translate* is used as a mediator and captures readers’ attention by examining translanguaging in institutional settings where the discourses are normatively regulated.

In Chapter 5, Baynham and Lee examine two forms of translanguaging: intra-lingual and interdiscursive translanguaging. This type of translanguaging occurs within languages and involves issues related to register and discourse. The authors look into three cases where they observed translanguaging occurring in the same language and refer to three cases in which speakers shuffle between standard and substandard languages, registers, and discourses. The chapter emphasizes translanguaging can also take place within languages. There do not need to be two languages for translanguaging to take place; speakers can still access their register and discourse repertoire within a single language to communicate successfully.

The last chapter of Part I touches on intersemiotic translanguaging referring to the broad definition they provide in chapter two: “translanguaging...involves a selection from available resources in a repertoire” (p. 97). In this sense, affordances of the visual (i.e., gesture and body) involve translanguaging carried out through intersemiotic repertoires. The authors explore intersemiotic affordances in basketball, capoeira, and signs on airplanes. Thus, Baynham and Lee interestingly draw attention to *spatial repertoire* and *assemblages* extending the repertoire in a way that it would involve “visual-verbal, gestural, and embodied modes of communication” (p. 119). By doing so, they show the reader how diverse one’s communicative repertoire can be with the myriad of ways of communication such as body language in addition to using multiple languages (Rymes, 2014).

Baynham and Lee approach translanguaging from its artistic aspect in Part II, dedicating the first two chapters to digital poetry and translanguaging in visual arts, and the last chapter to drawing conclusions through their last dialogue. They explain how the dynamic and processual essence of translanguaging *disturbs the* orderliness of translanguaging through cyberpoetics. In terms of visual arts, the authors try to urge readers to think by questioning if art is exclusively reserved for visuality. Can the words also *be* the image? They satisfactorily explain this with the examples from transliteration works and combinations of words and images as *imagetexts*.

Overall, the book beautifully presents the interconnectedness between translation and translanguaging providing examples from a broad range of languages and aspects. Rather than drowning readers with an entirely scientific language, Baynham and Lee take them on a journey and let them explore and delve into the newly emerging concept of translanguaging with the examples that make it much more lucid. With the perspectives drawn from translation theory, the book enables us to take different approaches to translation and translanguaging while expanding our current knowledge of them. Also, drawing on communicative

repertoire, the authors propose a “*practice account of translation*” during which translators benefit from “the language varieties in their repertoire to find a translation equivalent” (p. 183). This proposal shows the reader how the concepts of translanguaging and translation complement each other in multilingual contexts. Finally, considering the graduate students who could get a hold of this valuable book, one suggestion would be adding discussion questions at the end of the chapters. Such questions surely will allow for further exploitation of the book as well as generate thought-provoking discussions. However, there is no doubt that scholars in sociolinguistics, translation studies, and applied linguistics will find this timely book particularly useful.

#### References

- Baynham, M., & Lee, T. K. (2019). *Translation and translanguaging*. Routledge.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley.
- García, O., Aponte, G. Y., & Le, K. (2019). Primary bilingual classrooms: Translations and translanguaging. In S. Laviosa & M. González-Davies (Eds.), *The Routledge handbook of translation and education* (pp. 81–94). Routledge.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism, and education*. Palgrave Macmillan.
- Jakobson, R. (2012). On linguistic aspects of translation. In Lawrence Venuti (Ed.), *The translation studies reader* (3<sup>rd</sup> ed.) (pp. 126–131). Routledge.
- Rymes, B. (2014). *Communicating beyond language: Everyday encounters with diversity*. Routledge.
- Venuti, L. (2008). *The translator's invisibility: A history of translation* (2<sup>nd</sup> ed). Routledge.