to have a high level of proficiency to be able to engage with complex content. By leveraging the entire repertoire of bilingual students, teachers can ensure they engage with complex texts and make meaning of the challenging content. In the last chapter, the authors show how translanguaging is an indispensable part of a social justice education and how by deploying the full language repertoire of students, school and social inequalities can be challenged.

Overall, the aim of both texts, articulating implications of translanguaging theory for teachers and their students and illustrating the application of these perspectives to actual classroom practices, is to introduce translanguaging pedagogy and demonstrate how this approach to instruction can support language-minoritized students to engage and succeed academically while achieving equal educational opportunities. García and Kleyn’s volume devotes six chapters to the case studies and they give a narrative description of how researchers and teachers in each case study use translanguaging in multilingual classrooms. García, Johnson, and Seltzer’s text provides readers with examples and short excerpts from three translanguaging classrooms. García, Johnson, and Seltzer’s text also includes a glossary as well as useful checklists and forms such as a *dynamic translanguaging progression form* and a students’ self-assessment tool, which should prove enormously useful for teachers interested in adopting translanguaging pedagogy in their multilingual classrooms.

**REFERENCE**


*Stimulating Student Interest in Language Learning: Theory, Research and Practice*


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Stimulating and maintaining interest in language learning is a common theme in language learning research. This book addresses this
issue directly and in great depth, thus making it a welcome addition to the literature.

The book is a monograph based on a longitudinal qualitative study investigating student interest in institutional language learning. I believe the book will be most relevant to graduate students and researchers. The research was conducted over a 4-year period at a university in Myanmar, focusing on students and teachers in a BA English course. Because of the setting and context, the author provides an interesting perspective on the learning of English. Some of the teachers in the project are from Vietnam and reflect on the sociopolitical influences on developing interest, whereas the student participants are local. The provision of equipment and materials is not ideal. The study examines how a popular local teacher deals with this dilemma through teacher talk.

As well as outlining the research in terms of research design and results, the book includes a chapter on implications for teaching English in a non-Western context which English teachers would find useful.

The major strength of this book I believe is that it applies theorising from areas other than language learning to investigate interest in language learning. It reflects many of the current concerns in motivation studies, such as fluctuation over time and the interrelatedness of motivational variables with context and people.

The book is divided into three parts. Part I theorises the notion of student interest and presents the methodology for the study. In part II the procedure and results of the study are presented. In part III suggestions are made for the application of the findings to teaching.

Part I is made up of four chapters that define and theorise the construct of interest. Chapter 1 stresses the importance of interest and presents an outline of the book. In chapter 2 interest is considered in relation to similar variables such as enjoyment and motivation. Using the literature Tin defines interest as a category of positive affect, an intensive emotion related to curiosity and classifies it as a motivational variable. Chapter 3 goes into this definition in more depth, locating it theoretically within an educational psychological perspective.

Chapter 4 focuses on cognitive, discursive, and dynamic systems approaches to researching interest. A great deal of this chapter reviews the use of questionnaires to measure interest and the differences between them. As such, this is useful for readers; however, because Tin’s study uses a longitudinal qualitative approach, a review of studies using this approach would have been relevant; for example, current thinking in motivational theory highlights the important of fluctuation (see, e.g., Peng, 2014).

In part II the study is described in relation to teaching English as a second language. Central to the book is the notion of interest talk, using
in-depth retrospective interviews. Chapter 5 presents and discusses data from in-depth interviews with four nonnative English language teachers. It focuses mostly on past learning experiences to examine the historical development of interest. The results are included in easily accessible tables. Chapter 6 describes interest talk though annual interviews with English language learners over a 4-year period and reflects goals and aspirations. This chapter includes a list of interview questions focusing on person-specific, object-specific, and context-specific influences. The results are presented in tables and further categorised as positive or negative. Chapter 7 reports the experiences and trajectories of the student participants and includes a quantitative element through the use of closed interview questions. Chapter 8 focuses on an analysis of teacher talk of a teacher ranked popular by students. The analysis reveals a deep understanding of student interest, and the observational data reflect a high level of student engagement. In chapter 9 Tin presents a framework for stimulating student interest reflecting object, person, and context, followed by suggestions for application such as identifying student interest profiles and having an interest talk with students. Chapter 10 concludes the discussion.

The book is well written and easy to follow, and provides resources for the reader such as interview questions and classroom activities. Perhaps a shortcoming of the book is an inflation of the significance of the construct interest. I am not convinced by the evidence provided that interest can be classed as a construct in its own right. I would have liked to see the discussion located more in current motivational research—for example, with the work of Dörnyei, MacIntyre, and Henry (2015) on motivational dynamics in language learning and Dörnyei, Henry, and Muir’s (2016) work on motivational currents. However, I believe this book is a welcome addition to the literature and provides some deep insights into the concept of student interest.

REFERENCES


