



2022

## Book Review: *Transformative Language Learning and Teaching*

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### Recommended Citation

Rifkin, Benjamin (2022) "Book Review: *Transformative Language Learning and Teaching*," *Russian Language Journal*: Vol. 72: Iss. 1, Article 14.

Available at: <https://scholarsarchive.byu.edu/rlj/vol72/iss1/14>

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dialects. Chang and Evans-Romaine provide ample examples of high-level listening activities that promote further development of learner's listening-comprehension and speaking. Al-Khanji presents numerous advantages of working on writing with 3/3+-level learners, while Bernhardt gives a detailed account of teaching what he calls "voracious reading" (p. 149). Flanzer describes a course in which she uses cultural journal writing and oral presentations to help her students gain higher discourse proficiency and cross-cultural competence. Finally, Kemp stresses the importance of the ability to support both sides of an argument rather than present their own opinion, for Superior-level speakers.

In section V, "Focus on Assessment," Leaver and Garza provide a formula for setting up effective diagnostic assessment in high-level courses and programs. Leaver offers examples of systematic diagnostic assessment implemented at various institutions, and Garza lays out a framework for the "multi-tiered assessment model of production" (p. 196).

Lastly, every article in the volume gives excellent suggestions for further reading on the topic.

*Practices That Work* is a valuable resource for both instructors and learners. The volume provides insightful guidance and diverse methodologies for achieving Professional proficiency in world languages.

Olena Chernishenko  
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**Betty Lou Leaver, Dan E. Davidson, and Christine Campbell, eds., *Transformative Language Learning and Teaching*. Cambridge, UK: Cambridge University Press, 2021. 289 pages.**

Leaver, Davidson, and Campbell's *Transformative Language Learning and Teaching* is a groundbreaking volume on the theory and practice of transformative teaching in the language learning context. The volume consists of chapters on the transformative learning and teaching of world languages organized into seven thematic parts: theoretical framework, transformative learning and teaching applications in government programs, transformative language learning and teaching applications in university programs, transformative language learning and teaching programs in immersion programs, the learner, faculty development,

and assessment. The volume also includes a comprehensive list of works cited that constitutes a tremendous resource for any scholar or practitioner interested in transformative learning and teaching in the languages field.

It is likely of interest to readers of this review that a disproportionate number (considering the number of world languages in existence and the range of languages most frequently taught in the US and Europe) of the contributing authors to this volume are or have been faculty and researchers in the Russian field, including Andrew Corin, Dan E. Davidson, Karen Evans-Romaine, Thomas Jesús Garza, Jason Goulah, Betty Lou Leaver, and Maria Lekic. Other prominent scholars among the list of authors include Ray Clifford, Rebecca Oxford, and Nelleke Van Deusen-Scholl.

The world language education field has experienced many methodological upheavals corresponding to theoretical or practical paradigms since the time human beings organized formal instruction in second or foreign languages. Leaver distills these changes into three large patterns whose practices are based on educational philosophies whose primary paradigm encompasses three elements: (1) transmission, in which information flows unidirectionally from teacher to learner, resulting in rote memory, reproduction, and accuracy; (2) transaction, in which information flows bidirectionally between teacher and learner and between learners, resulting in associative memory, higher-order thinking, and proficiency; and (3) transformation, in which information flows multidirectionally within and beyond the classroom, resulting in critical and creative thinking, as well as personal change (Leaver et al.). The theoretical foundation of the transformative learning model is built on the work of Jack Mezirow, John Dirkx, Lev Vygotsky, and Carl Rogers, among others.

It is important to understand that this volume takes the larger educational movement of transformative learning and teaching—movement whose scope is as broad as the range of disciplines taught in educational settings at any level and whose focus is as deep as all levels of education—and examines applications of this movement in the learning and teaching of world languages. Building on the pedagogical frameworks of the Proficiency Guidelines (whether in the ACTFL or Interagency Language Roundtable versions) and their European cousin,

the Common European Reference Framework, as well as the World-Readiness Standards for Language Learning and substantial research on language learning outcomes in different paradigms and for different purposes, the authors contributing to this volume paint a picture of the impact and potential impact of restructuring world language curricula to focus on transformative learning experiences.

Instructors who teach at any level are mindful of the unrelenting constraint of time in the instructional process: we can ask for better textbooks, smaller classes, or more or better technology, but we can never have more time than is afforded by the programs in which we teach, whether in K–12 or postsecondary environments or in government agencies. As many scholars have shown, time on task in the learning process is a prerequisite for the language acquisition process, but it is not sufficient in and of itself. Learners must want to use that time productively, and they must want to persist in the curricular sequence and beyond. Given the limitations that prevent many world language learners from participating in an immersion experience, whether domestically or abroad, the authors of this volume provide strategies and approaches to enhance the impact of the learning experience. As Crane and Sosulski point out in their chapter, “A shift in perspective—and what an individual then does with their transformed meaning perspective—sets transformative learning apart from other types of learning” (p. 218). The volume’s contributions point the way for classroom practitioners to develop and implement new learning tasks that engage learners not only in studying the target language and culture(s) but also in transforming themselves as they do so, enhancing their own sense of compassion and global citizenship as well as their motivation to continue studying the target language after a semester of instruction ends.

The length parameters of this review prevent me from offering even the shallowest analysis of each of the chapters in this outstanding volume. Suffice it to say that the volume includes chapters on language learning as well as on east-west concepts of selfhood, community engagement, service learning, virtual immersion, dual immersion, engagement with migrants and refugees, technology, open-architecture curricular design, and testing and assessment, among others. I confess that I ordered this volume the moment I saw it appear in press and read it cover to cover with great interest as soon as I had it in my hands. Reading it again

for the purposes of this review was just as powerful. The editors of the volume and all the contributing authors are to be commended for their outstanding work, work that has the potential to change our classroom practices—*your* classroom practices—and have an enormous impact on the world language education of all students. It has already had an impact on the way I teach.

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**Evgeny Dengub and Susanna Nazarova. *Etazhi: Second Year Russian Language and Culture*. Washington, DC: Georgetown University Press, 2021. 412 pages.**

The options for second-year Russian textbooks have been very limited, despite a growing number of textbooks at the first-year level and more advanced levels. *Этажи* fills the need for a stand-alone textbook that can be used for students who have already reached Novice High-Intermediate Low proficiency. What sets *Этажи* apart is the focus on real-life communication and conversation, and the use of real-life stories, provided by both native speakers of Russian and advanced learners. These written and recorded stories fill the book with relatable content and relevant cultural information, covering topics from dating to holidays to the Russian cafeteria, and serve as the primary linguistic input throughout the book. The topics of the stories are intertwined with the vocabulary and grammar exercises throughout the book, which imparts an authenticity to the activities. This leads to more natural conversations about realistic scenarios, which will attract and keep the attention of students. The book offers a plethora of conversation-based activities, supplemented with vocabulary building activities, grammatical review, and a thorough grammar reference at the end of the book. *Этажи* will suit the needs of any instructor looking to engage intermediate students (the book could easily be used for second- or third-year courses) with true-to-life conversation topics.

The thematic content includes familiar topics for this proficiency level: family, clothes, health, food, travel, home, school, and work. The organization of the book is novel: there are six units in total, with each