

## Book Review

**Dovchin, Sender.** *Language, Social Media & Ideologies: Translingual Englishes, Facebook & Authenticities.* Cham, Switzerland: Springer, 2020. ISBN: 978-3-030-26138-2. ix + 92 pp. €59.99 (paperback). <https://doi.org/10.1007/978-3-030-26139-9>

Reviewed by **Bahram Kazemian**, Department of English, Islamic Azad University, Tabriz Branch, Tabriz, Iran, E-mail: bahram\_kazemian@yahoo.com. <http://orcid.org/0000-0001-8957-821X>; and **Shafiqeh Mohammadian**, Independent Researcher, Tabriz, Iran

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Social networking sites viz Facebook, YouTube, Twitter, Instagram, LinkedIn, etc., each with more than 1 billion active users, are common venues and platforms for quite young people and EFL (English as a Foreign Language) university students across the globe. With 2.4 billion users and its slogan “connects you with the people around you,” Facebook is the most popular platform in the world. It is claimed that these venues are used by one-in-three people in the world (Ortiz-Ospina 2019). These platforms not only have a crucial role in daily habits of young people around the world, but also they have attracted millions of users of English as a Lingua Franca (ELF) who connect and communicate via the Internet. User-generated apps and new technologies on Facebook can also serve to promote English language learning and opportunities for use among those studying it. These platforms, Facebook in particular, with their ELF users’ specific discourses, and their English variation as well as heterogeneous semiotics have attracted the attention of multiple studies (Bolander 2017; Dovchin 2015, 2018; Hess and Bowd 2015; etc.), and Sender Dovchin’s latest book, *Language, Social Media & Ideologies: Translingual Englishes, Facebook & Authenticities*, explores this kind of communication in depth.

This riveting book introduces an overall analytical framework and theoretical guideline for all teachers-researchers involved in inspecting the dynamic role of English on social media. It concentrates on Facebook data generated by EFL university students in Mongolia and Japan, and it accommodates a clear delineation in the trans-linguistics turn, while exploring in depth the global spread of authenticity. Translingual Englishes might constantly be in the heart of the allegation and pathologization for being inauthentic and illegitimate. While the standardized forms of English tend to be granted authority and legitimacy, they are constantly challenged by the mobility and flexibility of transnational English users (Lee 2017); to Pennycook (2007), this tension between the universal expansion of a cultural axiom to adhere to authenticity, and its multiple contradictory local