

## ***Book reviews***

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### **PEDAGOGICAL TRANSLANGUAGING**

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This book introduces a framework for language and content learning entitled ‘Pedagogical Translanguaging’. Readers familiar with the concept of translanguaging will be aware of the origins of the term ‘translanguaging’ in Wales (Williams, 1996) and the broadening of this term through Garcia’s (2009) work in the USA. The authors of Pedagogical Translanguaging position their framework as somewhat in between Williams’ and Garcia’s approaches. The framework is generally aligned with William’s (1996) use of translanguaging as a starting point but moves beyond this application to include aspects of the entire linguistic repertoire (e.g., activities to develop metalinguistic awareness). As opposed to Garcia’s (2009) inclusion of spontaneous translanguaging and social justice goals, Pedagogical Translanguaging remains focused on intentional, organized and planned multilingual strategies. In addition, while acknowledging the softening of boundaries between named languages, the authors rationalize the continued use of named languages to support students’ abilities to manage socially constructed rules for language use. The book is organized into six chapters which systematically introduce the concept of translanguaging and the framework of Pedagogical Translanguaging, with a dedicated chapter to specific activities and assessment practices (Chapter 4). Chapter 5 – a discussion on minority languages, Immersion and CLIL – is a noteworthy inclusion in the volume as an area where concerns have been raised, and criticism received, in previously suggested applications of translanguaging approaches.

Chapter 1 is an introductory chapter which explains the rationale for the Pedagogical Translanguaging framework. The authors situate the framework in comparison to other multilingual

approaches in educational contexts and highlight the intended application in language and content classrooms. Chapter 2 provides an in-depth overview of translanguaging, with a focus on a comprehensive overview of both Williams (1996) and Garcia's (2009) versions of translanguaging. Part of the comparison between these two approaches is the geographical location of Williams in the Welsh context and Garcia in the United States (predominantly Spanish speaking immigrant) context. This comparison serves to situate the Pedagogical Translanguaging framework within these two applications of translanguaging and the broader geographical application. Another point of difference with Williams' and Garcia's application of translanguaging is the inclusion of monolingual individuals in the Pedagogical Translanguaging framework. Monolinguals' translanguaging practices are only briefly mentioned, but their inclusion in this framework is a valuable reflection of the realities within our societies. This chapter also discusses the challenges of not using named languages (as suggested by Garcia, 2009).

The Pedagogical Translanguaging framework itself is outlined in detail in Chapter 3. To begin, the framework is situated in a multilingual perspective with three dimensions of multilingualism: the multilingual speaker, the multilingual repertoire, and the social context. Further details of the framework include the learner-centred approach and theoretical concepts of prior knowledge, scaffolding and connected growers which provide multilingual strategies and activities that incorporate the individual's entire linguistic repertoire. This chapter stresses that Pedagogical Translanguaging requires purposeful and planned integration of multilingual resources within the same lesson.

Chapter 4, entitled "Metalinguistic awareness, pedagogical practices and assessment" further expands on the objectives of the Pedagogical Translanguaging framework. Practical activities for implementing this framework are suggested and the different forms of these practices are categorized into stronger to weaker forms. Some examples of using multiple languages in assessment tasks from other research are presented, which provides practical ideas for designing assessment tasks and rubrics when implementing Pedagogical Translanguaging. In addition, the authors state that assessment should assess students' development of metalinguistic awareness and incorporate student reflections and self-evaluation.

While there are some practical assessment ideas presented in this section, the authors acknowledge the ongoing challenges for designing and implementing appropriate assessments for multilingual learners – assessment that includes multiple languages and examines how students use their linguistic repertoires for effective communication.

Chapter 5 begins with an overview of the varied and diverse educational contexts in which students are exposed to multiple languages. The authors also discuss differences in minority language education. Some differences are evidenced in situations where the minority language receives extensive support (e.g., learning Basque in Spain) with the aim of multilingualism which may stand in stark contrast to contexts where the minority language (e.g., Spanish of Latinx students in the USA) has historically been suppressed. The authors draw on various literature to delve into an interesting discussion on how spontaneous translanguaging may be viewed in these contexts with regards to supporting minority language development (and indeed empowering students) or being viewed as a hindrance that may impede minority language development. Particular attention is given to immersion and Content and Language Integrated Learning (CLIL) contexts due to the requirement to develop academic skills and comprehension in all content areas, as opposed to a specific language learning classroom. The authors suggest that Pedagogical Translanguaging enhances students' metalinguistic awareness and therefore develops their academic and comprehension skills. In addition to metalinguistic awareness, other recommendations are provided for the implementation of this framework, including: the importance of context, particularly social and historical factors; increasing language awareness (i.e. talking about the status of their home languages); the inclusion of translanguaging across all content areas (during time devoted to minority and majority languages) thus ensuring the minority language has adequate time for development, and; providing dedicated space for the minority language to be used. The conclusion chapter neatly summarises the Pedagogical Translanguaging approach and the need for further research is reiterated.

Overall, the authors provide an in-depth theorisation of the Pedagogical Translanguaging framework which positions it clearly

in relation to other translanguaging approaches. The authors acknowledge the need for more empirical research on the implementation of translanguaging pedagogies, particularly in relation to assessment practices, that allow for a full understanding of best practices in multilingual educational contexts. This volume is beneficial for practitioners in multilingual educational contexts as it provides practical suggestions for implementing Pedagogical Translanguaging. Moreover, the rationale for this approach is thought-provoking for researchers and practitioners to reflect on educational practices in various multilingual contexts.

### **References**

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