

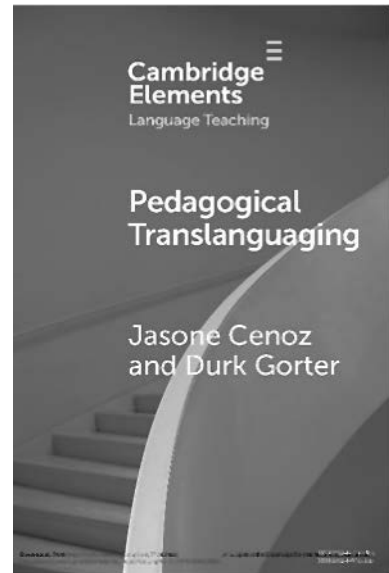
Pedagogical Translanguaging. Cenoz, J., & Gorter, D. (2022). Cambridge University Press, 68 pages, ISBN: 978-1-009-01440-3.

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Translanguaging generally refers to the use of two or more languages consciously or unconsciously at the same time for communicative purposes in a multilingual context (Conteh, 2018). Pedagogical translanguaging is the teaching practice that utilizes various teacher-planned activities to foster language and content learning in classroom settings by activating all the linguistic knowledge students already possess (Cenoz & Gorter, 2022). In this connection, pedagogical translanguaging provides a theoretical and instructional approach to support the development of all the languages used by multilingual learners. More importantly, the strength of pedagogical translanguaging lies in its potential to inspire confidence and encourage participation in language classrooms. Because learners are allowed to take advantage of their entire linguistic repertoire to be fully engaged in the learning of a target language (Hirsu, Zacharias, & Futro, 2021). However, there are more things to consider than meets the eye for the implementation of pedagogical translanguaging.



This book provides a concise yet systematic account on pedagogical translanguaging. It comprises six chapters. Chapter 1 briefly introduces what pedagogical translanguaging is, why it is important for language teaching in multilingual contexts, and how it is different from the traditional monolingual approach. The authors then describe the structure of the book and outline plans for the upcoming chapters.

Chapter 2 attempts to address the question of what is translanguaging. The authors first trace back the origin of the ‘translanguaging’. At its earliest stage, translanguaging aimed at the development of 1) language skills in both Welsh and English and, 2) academic skills. These objectives can be achieved by offering planned activities that use the two languages at the same time. It should be noted that translanguaging does not occur exclusively in the school context, but can often happen in natural communications between bilinguals. The authors then present discussions on translanguaging in different situations and translanguaging as an umbrella term.

Chapters 3 focuses on the definition, the theoretical background, and characteristics of pedagogical translanguaging. A new approach termed ‘focus on multilingualism’ is proposed as the basis of pedagogical translanguaging. It consists three dimensions, i.e., the multilingual speaker, the multilingual repertoire, and the social context. Pedagogical translanguaging is closely associated with theoretical concepts such as prior knowledge, scaffolding, and connected growers. Then, the core characteristics of pedagogical translanguaging are explained.

Chapter 4 is concerned with the role of metalinguistic awareness, pedagogical practices and assessment. Metalinguistic awareness is influenced by the resources (e.g., cognitive, linguistic) that multilingual speakers’ have, and it influences the development of multilingual competence. Pedagogical translanguaging practices can take different forms in terms of the degree of pedagogical intervention. Assessment in pedagogical translanguaging is highly context-dependent, hence its shape may vary accordingly.

Chapter 5 discusses pedagogical translanguaging and its significance in protecting and promoting the use of minority languages in diversified contexts. Pedagogical translanguaging can help improve comprehension between minority and majority-language students. In Chapter 6, the authors summarize the key points covered in the book, and provide future perspectives of pedagogical translanguaging.

To sum up, this book can be considered a timely and compelling work in the field of translanguaging. It covers most of the fundamental yet critical issues that may have been neglected in multilingual education. It brings new perspectives as well as discussions on how languages should be taught in multilingual contexts. Therefore, it should be on the essential reading list for graduate students, emergent researchers, and language educators who have a keen interest in translanguaging and multilingual education.

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