
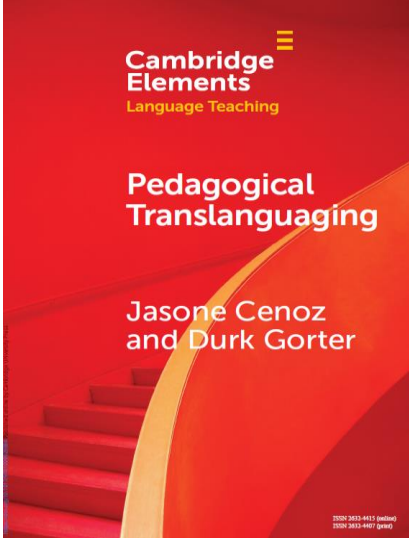


Book Review on ‘Pedagogical Translanguaging’

<p>Pedagogical Translanguaging</p> <p>Author/s: Jasone Cenoz and Durk Gorter Publisher: Cambridge University Press Pp. 68 ISBN: ISBN 978-1-009-01440-3 Paperback ISSN 2632-4415 (online) ISSN 2632-4407 (print)</p> <p>Reviewed by Ömer Gökhan ULUM¹ </p> <p>Institution: Mersin University e-mail: omergokhanulum@gmail.com DOI: https://doi.org/10.51726/jlr.1541953</p>	
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1. Context

Pedagogical Translanguaging by Jasone Cenoz and Durk Gorter, published by Cambridge University Press in 2021, is a seminal work that addresses the growing phenomenon of learning through a second or additional language in increasingly multilingual societies. The book emerges in a global context where English has solidified its position as a dominant language of instruction, and where population mobility has significantly altered linguistic landscapes. The authors situate their work within the broader discourse of multilingual education, specifically addressing the challenges and opportunities presented by traditional monolingual ideologies that persist in many educational settings. The context of this book is especially relevant to educators, policymakers, and researchers who are grappling with the implications of multilingualism in schools and who are seeking innovative pedagogical approaches that leverage the full linguistic repertoires of learners. The concept of translanguaging, originally developed in the context of Welsh bilingual education, has evolved into a comprehensive pedagogical approach that challenges conventional language separation in educational environments. Cenoz and Gorter’s contribution builds on this foundational concept by focusing specifically on the application of translanguaging in pedagogical contexts, emphasizing its potential to foster both linguistic and content competence. The book addresses the urgent need for educational practices that both acknowledge and actively integrate the multilingual realities of learners, with the goal of fostering metalinguistic awareness and encouraging the use of all languages within a learner’s linguistic repertoire. This work is situated within a larger movement in language education that seeks to move beyond monolingual ideologies and towards more inclusive, effective teaching strategies that acknowledge the dynamic nature of language use in contemporary societies.

¹ ORCID: [0000-0001-7685-6356](https://orcid.org/0000-0001-7685-6356)

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2. Content

Pedagogical Translanguaging is meticulously structured into six sections that systematically develop the theoretical and practical aspects of the approach. The book begins with an introduction outlining the growing necessity for educational frameworks that can address the multilingual needs of today's student populations. This section sets the stage by discussing the limitations of traditional language education models, which often segregate languages in the curriculum and adhere to monolingual standards that do not reflect the lived experiences of multilingual learners. In the second section, titled "What Is Translanguaging?", the authors delve into the origins of the concept, tracing its roots in Welsh bilingual education and explaining its evolution into a broader educational practice that encompasses both planned and spontaneous language use. This section provides a detailed examination of how translanguaging functions as a pedagogical tool, offering both a theoretical foundation and a practical example that highlight its application in classroom settings. The third section, "What Is Pedagogical Translanguaging?", is the core of the book. Here, Cenoz and Gorter define pedagogical translanguaging as an approach that involves the strategic use of multiple languages within the same lesson to enhance learning outcomes. They differentiate between spontaneous translanguaging, which occurs naturally in multilingual interactions, and pedagogical translanguaging, which is deliberately planned by educators to support language and content learning. The authors argue that this approach not only helps in language acquisition but also in developing critical thinking and metalinguistic awareness among students. The fourth section focuses on "Metalinguistic Awareness, Pedagogical Practices, and Assessment." This chapter examines how translanguaging practices can foster metalinguistic awareness- an understanding of how languages function and interact. The authors discuss various pedagogical strategies that educators can use to integrate translanguaging into their teaching, along with methods for assessing student progress in a multilingual framework. In the fifth section, "Minority Languages, Immersion, and CLIL", Cenoz and Gorter explore the implications of pedagogical translanguaging for the protection and promotion of minority languages. They discuss how this approach can be particularly beneficial in contexts where minority languages are at risk, providing a means of reinforcing these languages within the educational system while simultaneously teaching content. This section also connects translanguaging with Content and Language Integrated Learning (CLIL) and immersion programs, offering insights into how these methodologies can be enhanced through translanguaging practices. The final section, "Conclusion and Future Perspectives," synthesizes the key points discussed in the book and offers reflections on the future of pedagogical translanguaging. The authors emphasize the necessity of further advancing this approach, especially in light of the persistent global transformations that require more inclusive and efficient educational practices. They also suggest areas for future research, emphasizing the need to explore the long-term impacts of translanguaging on language learning and academic achievement.

3. Critical Analysis

Cenoz and Gorter's *Pedagogical Translanguaging* is a groundbreaking work that offers both a robust theoretical framework and practical guidance for educators. One of the primary strengths of the book is its comprehensive approach to the concept of translanguaging, which the authors skillfully expand beyond its original context in Welsh bilingual education. By framing translanguaging as both a theoretical and practical approach, Cenoz and Gorter provide a valuable resource for educators seeking to implement multilingual practices in their classrooms. Their emphasis on the planned and deliberate use of multiple languages to enhance learning is particularly compelling, as it challenges the entrenched monolingual ideologies that dominate much of current educational practice. Another important contribution of the book is its examination of metalinguistic awareness. By linking translanguaging to the development of metalinguistic skills, the authors demonstrate how this approach can foster a deeper understanding of language among students. This is especially crucial in multilingual settings, where students are required to navigate intricate and diverse linguistic landscapes. The authors' discussion of assessment practices is also noteworthy, offering practical strategies for evaluating student progress in a way that recognizes and values their full linguistic repertoire. However, the book is not without its limitations. While Cenoz and Gorter provide a detailed



exploration of pedagogical translanguaging, their focus is primarily on theoretical and instructional practices within formal educational settings. This emphasis may limit the applicability of their insights to more informal or community-based learning environments, where different dynamics may be at play. Additionally, while the authors discuss the benefits of translanguaging for minority languages, there is less attention given to the potential challenges and obstacles that might arise in implementing this approach in contexts where minority languages are particularly marginalized or stigmatized. Moreover, the book's focus on planned translanguaging may not fully account for the spontaneous and fluid nature of language use in many multilingual contexts. While the authors acknowledge the role of spontaneous translanguaging, their emphasis on planning and structure may inadvertently reinforce a more controlled and less organic approach to language use in the classroom. This could potentially limit the flexibility and responsiveness of educators to the dynamic language practices of their students. Despite these limitations, *Pedagogical Translanguaging* is a valuable contribution to the field of multilingual education. Its strengths lie in its comprehensive theoretical grounding, its practical application suggestions to classroom settings, its emphasis on the development of metalinguistic awareness and the promotion of minority languages.

4. Comparisons

Cenoz and Gorter's work can be compared to other seminal contributions in the field of translanguaging and multilingual education. For instance, García and Li Wei's *Translanguaging: Language, Bilingualism, and Education* (2014) is a foundational text that explores translanguaging from a broader perspective, emphasizing its role in both formal and informal learning contexts. While García and Li Wei focus on the fluid and dynamic nature of translanguaging, Cenoz and Gorter provide a more structured and pedagogically oriented approach. Their work complements García and Li Wei's by offering concrete strategies for implementing translanguaging in educational settings, making it particularly useful for educators.

Another relevant comparison is with the work of Ofelia García, particularly her collaboration with Jo Anne Kleifgen in *Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners* (2010). García and Kleifgen emphasize the need for educational policies and practices that support emergent bilinguals, advocating for the use of students' home languages in the classroom. Cenoz and Gorter extend this discussion by focusing specifically on how translanguaging can be deliberately planned and implemented to enhance both language and content learning. Their work offers a more detailed exploration of the instructional strategies that can be used to support multilingual learners, making it a valuable resource for educators seeking to implement these practices.

Cenoz and Gorter's focus on metalinguistic awareness also aligns with the work of scholars like Cummins (2021), who has long advocated for the development of cognitive academic language proficiency (CALP) in multilingual learners. In *Pedagogical Translanguaging*, the authors build on Cummins' ideas by demonstrating how translanguaging can be used to develop not only linguistic competence but also critical thinking and metalinguistic skills. This connection to Cummins' work highlights the broader educational benefits of translanguaging, reinforcing its value as a pedagogical approach.

5. Conclusion

Pedagogical Translanguaging by Jasone Cenoz and Durk Gorter is a significant and timely contribution to the field of multilingual education. The book offers a well-rounded exploration of translanguaging as both a theoretical concept and a practical instructional strategy, providing educators with valuable tools to enhance learning in multilingual contexts. The authors' emphasis on metalinguistic awareness, the strategic use of students' full linguistic repertoires, and the promotion of minority languages are particularly noteworthy, offering a comprehensive framework for implementing translanguaging in educational settings. While the book's focus on formal educational



contexts may limit its applicability in more informal learning environments, its strengths far outweigh its limitations. *Pedagogical Translanguaging* is recommended for educators, researchers, and policymakers who are interested in advancing multilingual education and fostering inclusive, effective teaching practices that reflect the realities of today's linguistically diverse classrooms.

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