

**Translanguaging:
Language, Bilingualism, and Education**

Ofelia Garcia and Li Wei

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The aim of *Translanguaging: Language, bilingualism, and education* as stated in the introduction is to “answer the question of how translanguaging shapes our understanding of language, and the concomitant concepts of bilingualism, multilingualism and plurilingualism, as well as our theories and practices of education, especially of bilingual education” (p. 2). Specifically, this book emphasizes the importance and impact of translanguaging in bilingualism and education. In the book’s introduction, authors Ofelia Garcia and Li Wei argue that translanguaging is an approach to bilingual education. This approach considers language practices as a single language repertoire, which has important implications for teaching English as a second language. The authors specifically provide several definitions of translanguaging, one of which refers to translanguaging as “flexibility of bilingual learners to take control of their own learning, to self-regulate when and how to language, depending on the context in which they’re being asked to perform” (p. 80). This book consists of a total of seven chapters. The two parts in the book, “Language and Translanguaging” and “Education and Translanguaging,” are organized to first address the theoretical perspectives of this approach, followed by the applications of translanguaging in education.

Part I: Language and Translanguaging, begins with Chapter 1, “Language, language and bilingualism.” This chapter explores the shifting view of changes in language and bilingualism. Specifically, the authors introduce the concept of languaging as it pertains to the traditional concepts of bilingualism, multilingualism, and plurilingualism. The authors then proceed to view these concepts through a dynamic lens, and propose translanguaging as an approach to capture the fluidity of language.

The final chapter in this section, Chapter 2, “The translanguaging turn and its impact,” provides a review of translanguaging, from its development to its comparison to code-switching. Garcia and Wei then discuss translanguaging from the Dynamic Systems Theory perspective, as well its contributions to the Linguistic theory. Garcia and Wei introduce many old and new concepts of translanguaging, and tie it to different aspects of language learning, including writing multimodality and linguistic creativity. The authors conclude the chapter by providing a comparison of translanguaging to a few-select terms, such as crossing, polylingualism, multivocality. They then proceed to summarize translanguaging and their positionalities toward the approach.

Part II: Education and Translanguaging begins with Chapter 3, “Language, bilingualism, and education.” This short chapter provides an overview of monolingualism, bilingualism, and


multilingualism in education, and presents new ways in which educators can use languaging while teaching. Garcia and Wei argue that there is a need to go beyond monolingualism, and they present and promote flexible languaging in education.

Chapter 4, “Translanguaging and education” explores the origins and theory of translanguaging, and its potential to transform educational practices. The authors argue the importance of shifting from bilingualism to translanguaging in education, and the impact this will have on the system. They argue that translanguaging is a more transformative concept that can better change monolingual education.

Chapter 5, “Translanguaging to learn” focuses on the students’ use of translanguaging. The authors introduce the concept of pupil-directed translanguaging, and then provide some cases of how it is used in school. As they state in the chapter, “students’ translanguaging builds deeper thinking, provides students with more rigorous content, builds multiple subjectivities ...and develops language and literacy practices” (p. 89). This chapter has a number of different pedagogical implications, especially for teachers working with younger students. The authors conclude the chapter by exploring the relationship between translanguaging and literacy, stating that translanguaging can be used to “support,” “expand,” and “enhance” learner understandings.

Chapter 6, “Translanguaging to teach,” explores the relationship between translanguaging and pedagogy, specifically exploring teacher-directed translanguaging. The authors contextualize the transformative nature of translanguaging as a pedagogy, and they illustrate this by giving specific examples of how translanguaging is used in different content classes such as math and social studies. This chapter has a number of pedagogical implications, especially for teachers working with adolescents, and those teaching content-based classes. The chapter provides great examples of classroom dialogue between students and teachers, and explains how translanguaging is conducted at the discourse level and used as pedagogy. The authors use dialogue examples between students in a variety of subject classes such as math and science to illustrate translanguaging.

The final chapter, “Translanguaging in Education: Principles, implications, and challenges” highlights some of the major points in the book, including the translanguaging as a pedagogy, implications of translanguaging for teacher education, and challenges for translanguaging and education. Garcia and Wei conclude the chapter by explaining why using translanguaging in assessment is a potential challenge since “standardized assessments are usually administered in one language only” (p. 133).

This book exhibits much insight into the study of bilingualism and education; however, there are also a few shortcomings. Undoubtedly, the topic of this book is an important one, and it is evident that the area of translanguaging and education needs further research. On the one hand, it gives an exhilarating look into translanguaging and its transformative nature, showing its impact on language, bilingualism, and education. Additionally, the authors did an excellent job on differentiating between traditional bilingualism and dynamic bilingualism using an illustration in Chapter 1. In Chapter 2, the authors did an exceptional job of illustrating how traditional linguistic signs can be interpreted with the translanguaging approach, such as using the image of a heart as a way to show affection (e.g., I  NY). In Chapter 7, the authors clearly illustrate the different goals of translanguaging, as well as the strategies which can be used to achieve such goals.

On the other hand, the book is quite heavy, with a theory-focused approach. The readers of this book will likely find *Part I: Language and Translanguaging* a challenging read as it assumes that the reader will have previous knowledge about the theories and concepts of second language acquisition, especially bilingualism. Nevertheless, those interested in applications of

translanguaging to education are likely to find *Part II: Education and Translanguaging* interesting since this part focuses on students' use of translanguaging, and using translanguaging as pedagogy.

To sum up, this book caught my attention and I highly recommend it to anyone interested in the interface between language, translanguaging, and education. Scholars with an interest in translanguaging and bilingualism will find useful ideas of further investigating translanguaging in relation to language learning. This is a must read for anyone interested in a groundbreaking and original approach to the study of language and bilingualism.

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