Cenoz, Jasone and Gorter, Durk (2015). Multilingual education: Between language learning and translanguaging. Cambridge: Cambridge University Press. Series Editors: Carol A.Chapelle and Susan Hunston [Pages: 258; ISBN 978-1-107-47751-3]

As a researcher/teacher in a *natural* multilingual societal and educational context, the pedagogic support that other languages can render to English language education has been a complex and intriguing point of interest. The question that becomes pertinent yet guilt-laden (at least for teachers) is: is it legitimate to use other languages that learners possess and teachers know in the teaching of English? A lot of teachers and learners do use their multilingual resources but justify it as a necessity emanating from a deficient English competence of learners. They do not view such instances as naturally occurring multilingual practices of communicating. What this book does is to propose and operationalise a continuum along which such instances of multi-language resources will be seen.

The notion of multilingual practices in pedagogic and social contexts has recently witnessed a spurt of research investigations from an array of theoretical orientations including Applied Linguistics, Second Language Acquisition, Sociolinguistics and Sociocultural Theory and Pragmatics. In simple terms, multilingual practices involve the learner/language users' use of a repertoire of multilingual and multimodal resources such as code switching, mixing and meshing, or a choice of strategies in communicating one's intentions. Theoreticians argue that the legitimate acceptance of the multilinguals' language use behaviour involving the multilinguals' repertoires of resources would not only value multisensory, multimodal, multidimensional nature of learner resources, but also counter the normative, monolingual and ideologically driven pedagogic practices (Clyne 2008; Canagarajah 2011). This book is a step closer to understanding and investigating such practices. The core studies reported in the book offer unique interpretations and operationalisation of the notion of multilingual resources either along the contextual/pedagogical planes, the methodological planes, or the analytical planes. So, beyond question the book is a resource to teachers and researchers alike. The book begins with the introductory chapter where Cenoz and Gorter (2015: 5-6), in referring to the "approaches taken by researchers when studying interactions between languages or language features in the context of multilingual education", propose a continuum which shows positions of "crossing over of applied linguistics and second language acquisition theory to sociocultural theory to social approach to language" (Figure 1). At one end of the continuum is the deliberate effort taken/ put in by teachers and learners to *become* multilingual, i.e. to build competencies in languages. At the other end is the ability of *being* multilingual, i.e. to wield the competencies in order to code intentions. Instead of dichotomizing the two ends, the continuum attempts to see interventions that aim at enabling communicative competence and studies that investigate the fluid use of communicative competence along the

continuum. While doing so, the authors point out that languages are still seen as codes but their borders are permeable and that the two concepts (i.e., acquiring language competence and using the language competence) are dynamic, and they interact and develop over time. The schematic diagram not only summarizes the perspective but also points out the professional interest of researchers.
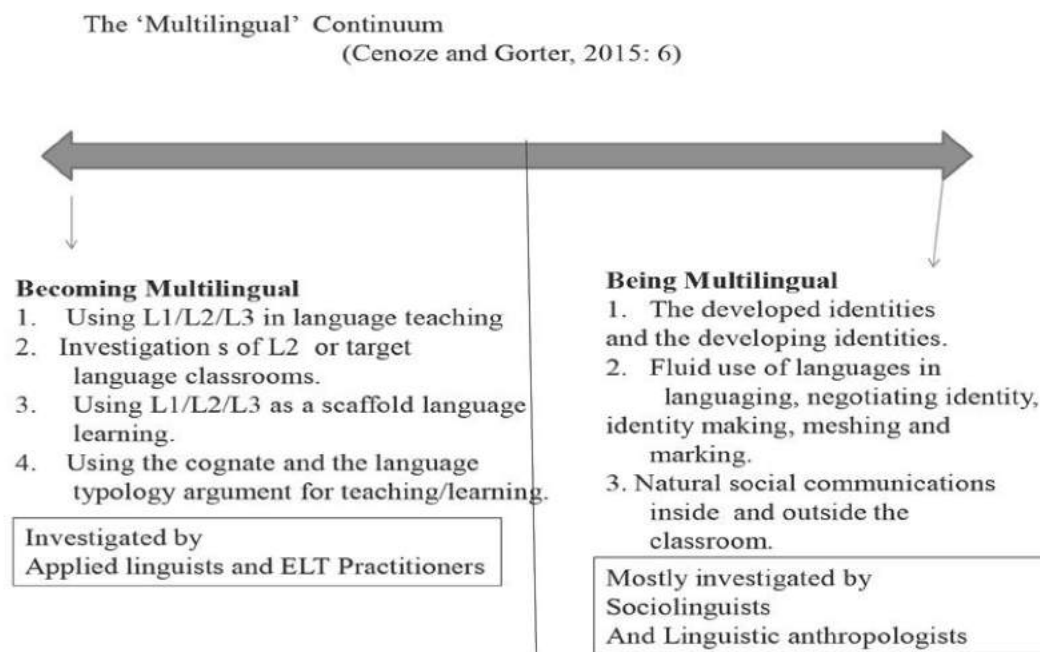
The 'Multilingual' Continuum
(Cenoze and Gorter, 2015: 6)

Becoming Multilingual
1. Using L1/L2/L3 in language teaching
2. Investigation s of L2 or target language classrooms.
3. Using L1/L2/L3 as a scaffold language learning.
4. Using the cognate and the language typology argument for teaching/learning.

Investigated by
Applied linguists and ELT Practitioners

Being Multilingual
1. The developed identities and the developing identities.
2. Fluid use of languages in languaging, negotiating identity, identity making, meshing and marking.
3. Natural social communications inside and outside the classroom.

Mostly investigated by
Sociolinguists
And Linguistic anthropologists

Figure 1: The 'Multilingual' Continuum (Cenoze & Gorter, 2015, p.6)

Operationalising the framework, the studies reported in this book would find a place on either end of the continuum. Studies that fall along the 'becoming multilingual' end include pedagogic efforts such as: a systematic integration of Chinese as a cognitive support to enable science knowledge in school going learners in Hongkong (in Luk and Lin's chapter); integrating multilingual strategies in peer-collaborations (in Ballinger's chapter); and tapping cognate relationship between languages (Arteagoitia and Howard's chapter). In his chapter Levine proposes the need to analyze the nexus of eventualities that trigger code-choices in multilingual practices and then argues for "curricular initiatives for enhancing multilingual competencies". Kramsch and Huffmaster point out the "paradox of foreign language learning" where teaching the 'standard' language becomes the norm, which contradicts the fluid blending of languages in dynamic and situated contexts of meaning making. Basing their chapter on how their students bring in their multilingual resources in a series of translation projects, they argue for the need to integrate such practices into foreign language teaching.

Falling on the 'being' multilingual end of the continuum, the authors of the chapters highlight how 'being' multilinguals already impacts the participants' language use behaviour. Fuller, reporting on the fluid

language choice behaviour of learners engaged in a task completion, contends that bilingual classrooms possess the potential to question and resist the normative monolingual ideologies in the educational space. Creese, Blackedge and Takki report that 'semiotic reorientation' could result in the extremely situated, dynamic and constructed negotiations between teacher and learner interactions in a complementary school context. In a similar tone, Wei, through 'moment analysis', talks of how the participants bring in their repertoires of experiences in their critical and creative language use events. Gracias et al. in their chapter argue for the need to create spaces where 'being' multilinguals can mediate 'becoming' multilinguals and vice versa. David Block in the final chapter draws similarities between the *being* and *becoming* ends of the continuum to the debate on 'language learning' and 'language use' between Susan Gass (1998) and Firth and Wagner (1997), and calls for a change through curricular integration of the tenets of 'becoming' and 'being' multilingual and a change that can transpose into pedagogic practices and policy-based innovations – a challenge indeed for researchers and policy makers to garner evidence to counter the all-prevalent monolingual mindset in curriculum, practice and policy.

In conclusion, whether one reads the book as a teacher or as a researcher who is interested in the 'becoming' or the 'being' end of the continuum, one has valuable take-away points. For the teacher the book presents a possible array of strategies, components of language resources and ways in which learner repertoires of resources can be tapped for enabling language capabilities in a pedagogic space. For the researcher, the book presents a wide array of theoretical arguments, research designs and methodologies, procedures of data analyses and conclusions. Beyond doubt this book is a welcome addition to the literature on multilingual education.

Acknowledgement

References

Canagarajah, S. (2011). Code-meshing in academic writing: Identifying teachable strategies of translanguageing. *The Modern Language Journal,* 95(3): 403-417.

Clyne, Michale. (2008). The monolingual mindset as an impediment to the development of plurilingual potential in Australia. *Sociolinguistic studies*, 2 (3), 347-368.

Gass, S. (1998). Apples and oranges: or Why apples are not oranges and don't need to be. A response to Firth and Wagner. *The Modern Language Journal*, 82 (1), 286-306. Firth and Wagner (1997). On discourse, communication and some fundamental concepts in SLA research. *The Modern Language Journal*, 81(3), 286- 300.

Firth and Wagner (1998). SLA Property: No trespassing! *The Modern Language Journal*, 82 (1), 91-104. *Uma Maheshwari Email:* chimiralaumamaheshwari@gmail.com

Dr. Uma Maheshwari, Nalsar University of Law, Hyderabad.
This review was earlier published in JELT, Vol.57, No.3, May-June 2015 (Golden Jubilee Year Issue).