

Pedagogical Translanguaging in the Context of Multilingual Education



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Translanguaging can refer both to spontaneous communicative practices among speakers or to planned instructional strategies used with a pedagogical purpose. This presentation discusses the concept of pedagogical translanguaging by looking at its theoretical foundations and its application to the classroom. Pedagogical translanguaging is understood as the use of different planned strategies based on the use of students' resources of their whole linguistic repertoire (Cenoz & Gorter, 2020, forthcoming). Translanguaging practices aim at activating the students' multilingual repertoire so that they can benefit from their own multilingualism. These practices are challenging in many contexts because of the traditional monolingual views that promote isolation of different languages. Moreover, pedagogical translanguaging practices are particularly challenging in the context of minority and heritage languages because translanguaging may be seen as a threat for the survival of these languages.

Jasone Cenoz is Professor of Education at the University of the Basque Country UPV/EHU (Spain) and President of the Education Science Committee of the Spanish Research Council (AEI). Her research focuses on multilingual education, bilingualism and multilingualism. She has published extensively and has presented her work at conferences in many countries. She is the Chair of the Book Award committee of AAAL.

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