

Book Reviews

Plurilingual Pedagogies: Critical and Creative Endeavours for Equitable Language in Education

Sunny Man Chu Lau & Saskia Van Viegen (Eds.)

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This edited volume provides breadth and depth on discussions related to plurilingualism and translanguaging. This book recognizes the rich linguistic ecologies in communities and addresses questions about the role of power in social relations and how to resist the monolingual bias across diverse educational landscapes. It presents methodological and pedagogical approaches and strategies to researchers and educators to engage with, support, and valorize students' multifaceted identities and dynamic linguistic practices to contribute to more equitable approaches in education. Organized into five sections, this thought-provoking volume presents insights between theory and empirical work. A unique feature of this book which demonstrates the editors' ongoing engagement in thinking-with-theory is the commentary from scholars who critically respond to the chapters' contents at the end of sections 2 to 4.

The first section addresses convergences and divergences of plurilingualism and translanguaging, highlighting recent debates and addressing complexities in naming language practices. Lau and Van Viegen deep dive into "murky waters" (p. 7) to unpack some key terms and discussions in the field. Next, to develop critical and creative approaches to language education, Moore in conversation with the editors discuss conceptualizations of plurilingualism and plurilingual competence in relation to understandings of translanguaging. The third chapter by Lin, Wu, and Lemke is an onto-epistemological shift from understanding language as a bound, closed system to dynamic processes. These chapters highlight the importance of situating conceptual and theoretical discussions in sociopolitical and sociocultural, historical, and philosophical origins and orientations.

Chapters in section two challenge deficit assumptions that language learners cannot engage with critical literacies. In an intergenerational project, Aitken and Robinson highlight examples of Grade 3 students drawing upon their linguistic resources in Indigenous languages to author dual language texts about and with their grandparents in a Naskapi community. Students' learning resulted in feelings of pride in Indigenous culture. Lopez et al. present an ethnographic study (Oaxaca, Mexico) reporting on three student teachers' efforts in employing translanguaging approaches to deepen students'

critical understandings on health issues and demonstrate the potential of plurilingual pedagogy to help decolonize English monolingualism. Lau shows how collaboration between a French and an English language teacher can build bridges across content and language learning to facilitate students' critical biliteracy and engagement with issues of race. Toohey, guided by a new materialist lens, provides ways in which new possibilities for critical pedagogy emerge when the notion of agency extends to include material objects.

The third section provides rich descriptions of classroom literacy practices. Coelho and Ortega share two projects in early childhood education in Portugal, Colombia, Canada, and the United States, and advocate for language policies that support linguistic and cultural diversity. Next, Van Viegen shares how teachers in a multilingual and multicultural elementary school engaged students' linguistic repertoires for scaffolding purposes and as a learning resource, and articulates strategies that comprise a plurilingual approach to education. Seltzer's ethnographic study of secondary students in the United States who read and analyzed translingual texts illustrates students' ability to demonstrate linguistic creativity, criticality, and expertise when presented with translingual mentors. Cummins highlights how these challenge deficit perspectives of students' language practices, arguing for school to be positioned as equal knowledge-generators with university-based researchers.

The fourth section centers on discussions around plurilingual engagements in higher education. In his qualitative case study, Tian addresses how a teacher educator adopted a critically reflexive stance to teach about and enact translanguaging with pre-service teachers. Next, using Freire's notion of *conscientização* (critical consciousness), Galante presents two case studies in Canada—immigrants and international students—and advocates for students to be provided with opportunities to exercise agency in decision-making about when, where, and how to use their plurilingual resources. Drawing on a 1-year ethnographic study in a Canadian university, Marshall concludes that the applicability of plurilingual pedagogy changes based on the learning context, content, and purpose of the course. These authors provide nuanced understandings of plurilingual and translanguaging pedagogies, and, as emphasized by Wei in his dialogue, demonstrate pedagogical possibilities for implementation despite individual, institutional, and ideological barriers.

The final section discusses future directions for policy and practice. Piccardo and North detail the creation and validation process of Common European Framework of Reference for Language descriptors for plurilingual and pluricultural competence. Kubota calls for a closer synergy between multi/pluri approaches to contribute to actual social changes that address linguistic and cultural inequalities as they relate to imperialism, colonialism, and capitalism. Finally, in their synthesis, Van Viegen and Lau present

suggestions for plurilingual pedagogies with the philosophy, principle, and practice (3 Ps) framework.

Volume editors achieve the three aims of their book: first, they critically engage with the theoretical shift in the field that results from the multilingual turn by recognizing that theories are porous, evolving, and continually in flux, and thus, in need of ongoing development and continued conversation; second, by drawing on examples in diverse contexts, they show fieldwork as ways of doing and being; and, third, they provide pedagogical approaches and strategies for instruction and assessment across content curriculum and educational settings. This book is comprehensive and thorough. It will appeal to a broad readership of graduate students and researchers at various stages in their career, pre- and in-service educators, and teacher educators. Unparalleled in its class, this text is a staple in the field and will undoubtedly serve as a prominent resource for decades to come.

The Reviewer

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