



Translanguaging Protocol:

What is translanguaging? How and when do we use it?

Introduction

The majority of our school population is considered EAL (English as Another Language).

“ If these children are taught in the same ways as those whose linguistic repertoire is similar to the language of school, an obviously unfair situation arises.” (Piller 2017)

Our pupils have **four challenges** when learning the English language whilst learning; they need to develop cognitively, to learn curricular content, their literacy needs to develop, and social skills and confidence should progress sufficiently.

The purpose of this document is to effectively guide teaching staff in their planning and practice, and to improve the effective use of all linguistic resources available to our school population, in order to maximise their learning (language and content) in a fair and accessible manner.

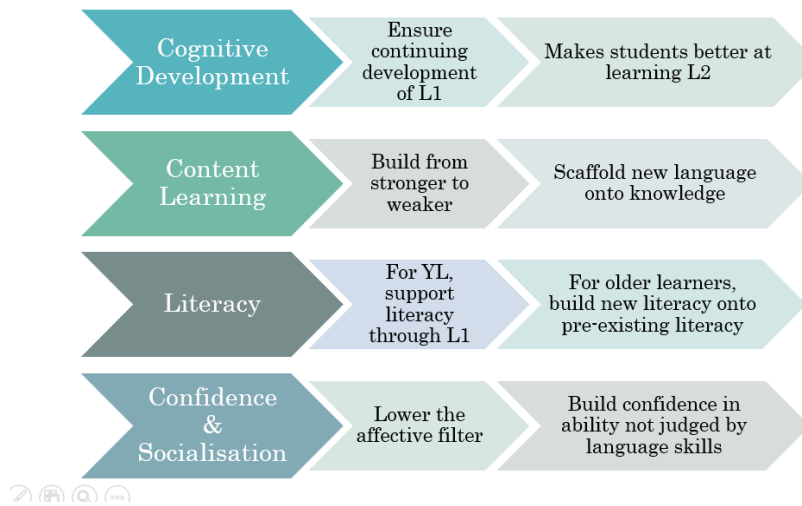
It is up to the teaching staff to make all learning accessible for all our children.

Our aim is to use **translanguaging** as one of the ways we do this.



Translanguaging

How can translanguaging help our four challenges?

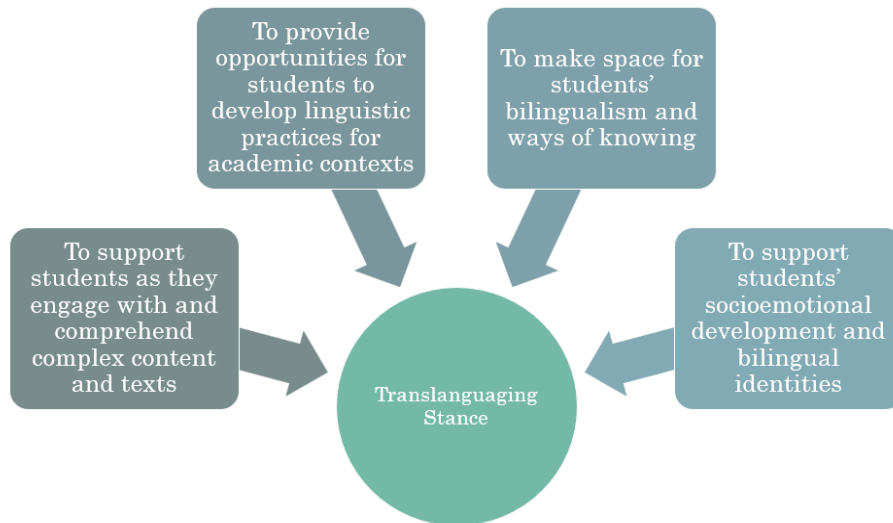


“ Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.” (Baker 2011)

Pedagogically speaking,

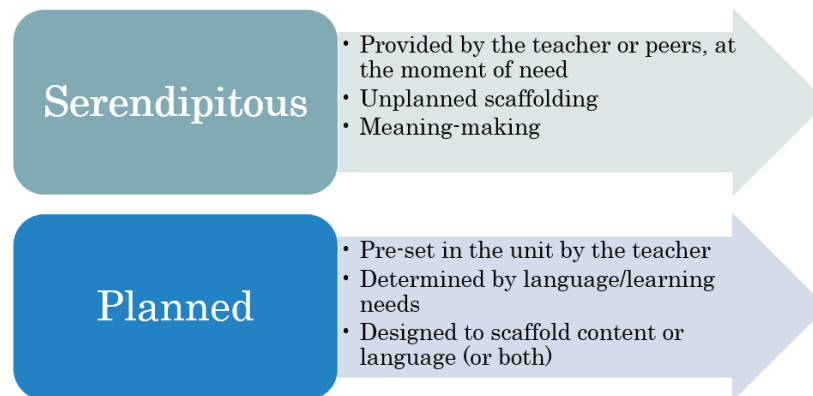
“ ...it is the planned and systematic use of two languages inside the same lesson by specifying and varying languages of input (processing) and output.” (Lewis, Jones & Baker 2012)





There are two main forms of translanguaging, planned and serendipitous (unplanned). The nature of the learning target and task determines which form is most appropriate.

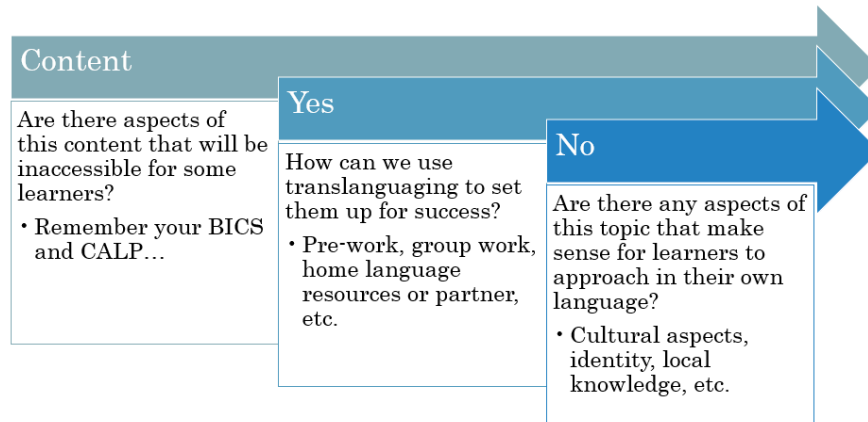
Types of translanguaging



Staff should use their professional judgement and knowledge of their children to decide when to use translanguaging and which type is applicable to the learning.



Identifying areas for translanguaging



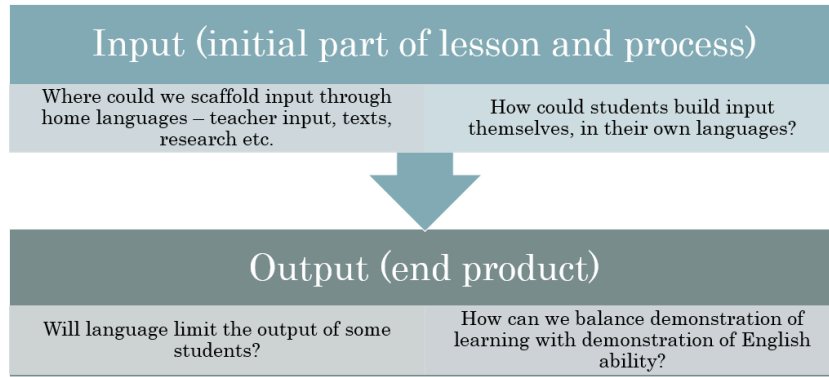
The key question is ***“Are there aspects of this content which will be inaccessible for some learners?”***. If the answer is yes, see diagram above to see examples which you can use in your planning. If the answer is no, how can you bring international-mindedness into your lesson? It should be clear that the use of translanguaging is not a must and might not be the most effective tool to use given the context of the lesson. E.g children who are literate in school language and not in home language - think about the languages they speak and/or are literate in; It is important to know your children.



Making Key Decisions

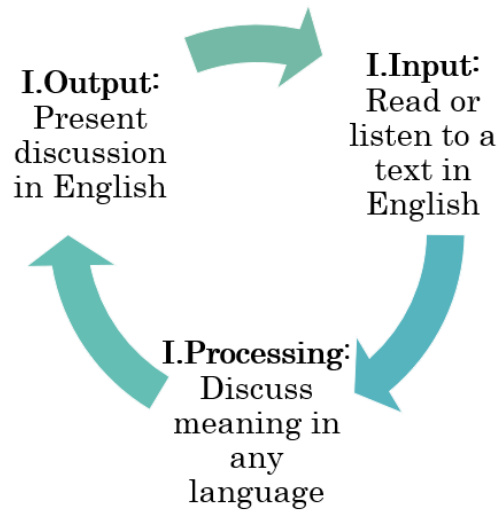
A key consideration is where to use English and L1 (home language)? During input or output?

Considering input and output

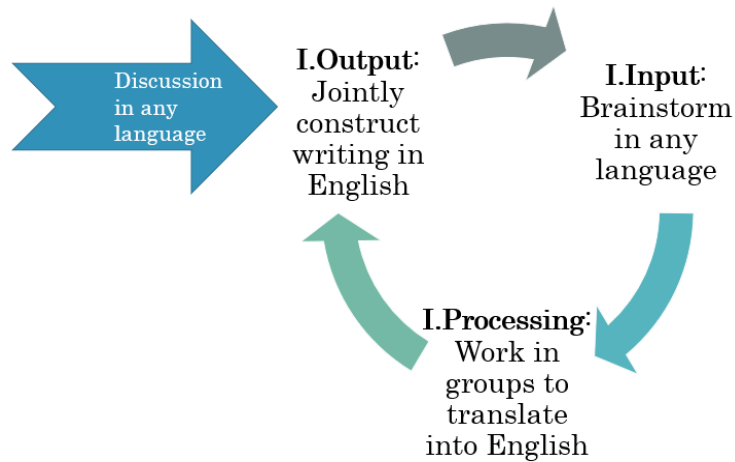


Examples of Planned Translanguaging Across the Curriculum

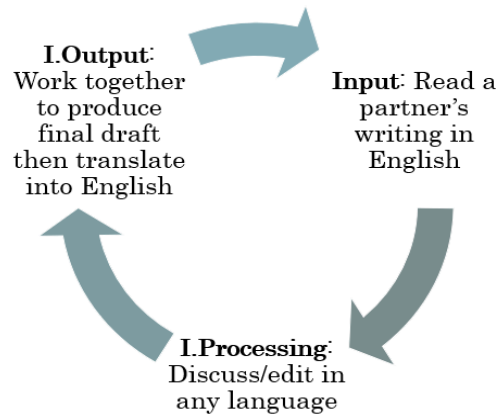
Reading



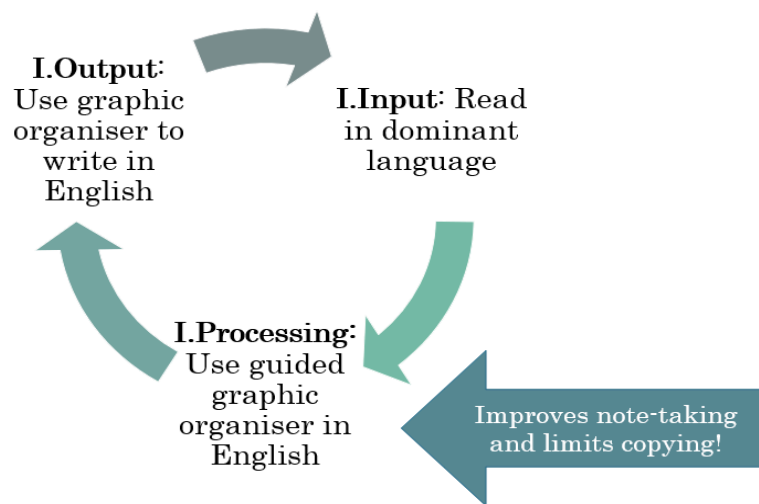
Collaborative writing



Multilingual text production



Reading and writing



Organisation for Planned Translanguaging

It is important to provide the setting and organisational tools for the children to be successful learners. Classrooms should be multilingual and should show that linguistic and cultural backgrounds are valued as crucial components to successful learning.

Consider grouping children with the same L1 together regardless of proficiency in English. Children who are already literate and whose language is unique to them within the class can use home language texts, Google translate and written translations. Non-literate learners could use older peers, staff, parents and technology (Google translate voice or immediate translator).

Although the ethos of translanguaging should be present throughout the school, it is, in practice, used more often with literate children and older children (group 4 upwards in general). However, once children know they are allowed to use other languages in their class lessons, they naturally begin to use them when they need to, whatever their age. Group 1 children naturally use their strongest language.



Does age make a difference?

Younger learners

- Translanguaging stance is important
- Helping students feel comfortable
- Less use of translanguaging in the curriculum as vocabulary is often new to them in any of their languages (stage of cognitive development)
- More translation strategies, use of Google speaker buttons

Older learners

- Literate students can use other language texts independently
- Students who arrive in higher years need more content support from dominant language
- Cognitive maturity means students can use two languages strategically for learning



Specific Examples - Translanguaging Yes or No?

Is it, or isn't it?

A teacher has students look at a series of pictures and asks them to discuss what they can see and infer. They can discuss in any language they wish but are asked to share with the whole class in English. ✓

Students are encouraged to use texts written in both English and their own languages to gather information for research projects they are working on for their portfolios. ✓

A teacher deducts one point from a student presentation because a student expresses an idea in his home language that he was not able to say in English. ✗

A teacher introduces 2-3 key vocabulary words and their definitions at the beginning of a lesson. ✗

Is it, or isn't it?

A teacher allows a student who is struggling to say something in their own language during a presentation to ask a classmate to translate what they are trying to say, which the student is then asked to use. ✓

A teacher has students listen to a song in English about the topic of the day. She then has them answer a series of questions about the song in their own language. ✓

Students are permitted to only use English to gather information for a presentation they will do for the class. ✗

Students write a story in their home language, and then work in groups to translate it into English. ✓



Is it, or isn't it?

A teacher provides a short written summary in students' home languages for a text that the students are going to read in English. ✓

Students read a story in their home language, and then use a storyboard to retell the story in English. ✓

A teacher has students look at a series of pictures and asks students to discuss in small groups what they see and what they can infer. Because their whole class share-out will be in English, the teacher instructs them to only work in English when preparing responses. ✗

There are three important considerations to make before using translanguaging during lessons;

- As a teacher, your aim is to **maximize every child's learning** regardless of their competence in English.
- In order to achieve this, the question must always be asked, **“Are there aspects of this content which will be inaccessible for some learners?”**
- **Is translanguaging appropriate and if so, what type** is appropriate for the learning going on?

If these three considerations become embedded throughout our planning across the curriculum, translanguaging will become an automatic and integral part of our teaching throughout the school. If this goal is achieved, this document could be renamed: Language Use Across the Curriculum: A Translanguaging Approach

