



It is very rare for a major new concept to appear in the social sciences. Translanguaging is an exception. Translanguaging has become an exciting new major concept as this book amply demonstrates and in itself expands this multidisciplinary concept in important ways.



Professor Colin Baker

Translanguaging in the classroom

A quick
reference
guide for
educators



Authors

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Introduction to this book



...to be at their most effective, teachers and teacher educators need to engage with research and enquiry – this means keeping up to date with the latest developments in their academic subject or subjects and with developments in the discipline of education

BERA/RSA, 2014

...teacher training programs must implement new theories of multilingualism which valorize the language practices of language-minoritized students

Singleton & Flynn, 2021, p. 8



The field of education, like many other fields, is in a constant state of rapid evolution. Theories come thick and fast in an attempt to explain a particular behaviour or questions – e.g., How does a child learn? How does a child learn language? What does a child need to be able to foster good critical skills? Understanding the basis of such theories, and the relationship between different theories, is important if we are to give informed consideration to the behaviour/question concerned, and critically consider and discuss those theoretical foundations.

In the field of education, it is important to understand the rationale for any educational method if that method is to be delivered effectively with the pupils – Why use a specific educational method? Why should that method succeed? What is known about child behaviour in this context? Are there challenges involved in using this method with particular pupils? Why? etc. Without an

awareness of theories underlying our understanding of how children and young people behave or respond to various stimuli, it is impossible to consider the degree to which any specific method is likely to work and why.

This book, therefore, attempts to introduce some background to the concept of translanguaging whilst also equipping teachers with a better understanding of this complex field by considering, why, how and when to use translanguaging effectively in schools in Wales. Translanguaging is a very common classroom practice – sometimes it occurs intentionally, as the teacher deliberately plans to include two or more languages as part of teaching, and at other times, without the teacher and/or pupil being aware, but it occurs nevertheless. The book aims to highlight what is typical of translanguaging and to explain why this method deserves due attention.



Every child should have opportunities to learn that Wales has two official languages and that many other languages are spoken in our communities. We have a responsibility to ensure that children cultivate positive attitudes towards different languages and the people who speak them. The language skills learned in one language should support the work of fostering knowledge and skills in another language.

Welsh Government, 2022, p.21²



As indicated above, what we have here is an introduction to 'What is translanguaging?', 'Why translanguaging?' and 'How to translanguaging?' in order to assist teachers to decide how, when and why to use translanguaging methods in a bilingual context, most notably where there is a deliberate attempt to safeguard a minority language. In this respect, teachers are encouraged to challenge some aspects of the term and to formulate translanguaging strategies which accord with their linguistic context in school and to consider what is known about the advantages (and disadvantages) of combining languages in education.

This book is not meant to be comprehensively inclusive of all developments in this wide-ranging field. A useful reading list can be found at the end of the book should anyone wish to read more widely in the area. We hope

it will be a sufficient introduction to the foundations of translanguaging so that teachers can confidently deal with the field themselves, and plan appropriate teaching strategies to support learning.

The definition of 'first language' and 'second language' is complex and can be ambiguous. References are found throughout the book to L1 and L2 since this is the convention in the wider bibliography. For the purposes of this book, the labels are used as follows:

L1 = language used in the home

L2 = language learned sometime after beginning to learn another language at home

Foreword

It was in the early eighties, in a Llandudno hotel bar, that the term ‘translanguaging’ was baptised, or indeed born. The late Dafydd Whittall and myself, both of us at that time deputy heads in secondary schools, had just been listening to a lecture by an Open University lecturer. When I went to the bar, Dafydd noticed that my notes were in Welsh, with the occasional English term, and we started discussing the process; listening to the English, digesting the information and very rapidly reproducing it in Welsh. This was something that we had both done. But what happened was not translation; had I attempted to do that, the lecturer would have left me far behind. I did not possess all the linguistic resources to do that.

We then discussed a suitable term to describe the process, and after having considered a number of possibilities, we settled on the term ‘translanguaging’.

At the beginning of the nineties, I was researching teaching and learning methods in Gwynedd and Môn secondary schools, and noticed that exactly the same process was happening in our schools. In some cases, this was a matter of necessity since the teaching and learning was in Welsh but the materials and resources were in English. But it was also intentional in some situations, e.g., a history teacher with a class of good learners giving one piece of evidence in Welsh and the tasks/questions in English; the other piece of evidence in the same lesson in English, with the response in Welsh.

We realised that this skill was extremely valuable, and if its use was to be carefully planned, it could be a means of reinforcing both languages. We realised also that there was room to develop the skill in all sectors of education in Wales since it could develop proficiency and confidence in Welsh and English. Then, much more attention was devoted to ‘translanguaging’ by observing (i) the way it was used in different primary and secondary schools, and (ii) its suitability in those schools receiving later immersion pupils at 11 years of age. The next step was seeking to outline the steps that could be taken to develop this skill in the further and higher education sectors while seeking to sell the idea to prospective teachers, secondary school teachers and lecturers.

Unfortunately, the practice in the world of Welsh-medium education at the time was to separate the two languages within one lesson, and I remember members of the Inspectorate emphasising this. There was no hope for translanguaging to succeed as a skill to be developed in the classroom! But with the emphasis on ‘Language’ and bilingualism rather than English and Welsh in the new Curriculum for Wales, now is the time to revisit this concept. The aim is to strengthen and use both languages at a high level to develop confident and balanced bilingual pupils.

Ironically, ‘translanguaging’ has developed immensely internationally, thanks to the attention devoted to it by Ofelia Garcia and her colleagues, although its definition and the concept have been expanded and extended. She mentions it as a method of developing the second language

almost from the beginning, but my interpretation of translanguaging was as a strategy for children who had a fair grasp of one language and a fairly good oral grasp of the other. It was also a strategy to maintain and develop bilingualism rather than transmitting a second language to children from the beginning.

I wish to thank the authors for revisiting this field, and wish the book every success.

Dr Cen Williams



Definitions

Translanguaging	Translanguaging is a pedagogical practice that alternates the use of two languages for input and output in the same activity. The learner receives information in one language and works with that information in another language Curriculum for Wales
Mediation	Communicate meaning from one person to another, within the same language (paraphrasing, summarising) or from one language into another (translating, interpreting). The learner assists people to communicate with one another by relaying, explaining or translating information or ideas. Curriculum for Wales
Bilingualism	The ability of communities or persons to meet the communicative requirements of themselves and their society in normal daily life in two or more languages Mohanty, 2019, p. 17⁴
Executive function skills	A multidimensional behavioural concept covering a range of assumed higher order cortical functions, such as goal-directed behaviour, attentional control, temporal organisation and planning Lehto, Juujärvi, Kooistra & Pulkkinen, 2003, p. 59⁵
Minority language	Languages that are both traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state's population and different from the official language(s) of that state Branchadell, 2011, p. 97⁶
Code-switching	Going from one language to the other in mid-speech when both speakers know the same languages Cook, 2000, p. 83⁷
Scaffolding	Temporary support supplied by a teacher or knowledgeable person to help students solve problems that they are unable to solve independently Sun, Ruokamo, Siklander, Li & Devlin, 2021, p. 2⁸
Metalinguistics	The ability to think explicitly about language; to manipulate structural features of language such as phonemes (speech sounds), words, and sentences; and to focus on the forms of language separately from the meanings Chaney, 1992, p. 485⁹

What is translanguaging?



...a pedagogical practice that alternates the use of Welsh and English for input and output in the same lesson. The idea is to get information in one language and to work with that information in the other language

Cenoz & Gorter, 2017, p. 311

Translanguaging is a pedagogical practice that involves switching between two languages for input and output in the same activity. The learner receives information in one language and works with that information in another language

Curriculum for Wales

Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages

Baker, 2011, p. 288

translanguaging refers to new language exchanges among people with different histories, and releases histories and understandings that had been buried within fixed language identities constrained by nation-states

García Wel, 2014, cited in Creese, Blackledge & Hu (2018), p. 842



Features of translanguaging

Translanguaging among bilingual populations is as natural as breathing.

Consider the following scenario. Here, two individuals are involved in doing the laundry, but are having to consult the instructions regarding how to wash the clothing:

Scenario 1: Laundry

Sbïa, mae o'n deud bo ti angen rhoi hwn i mewn efo dillad yr un lliw – yli 'wash with similar colours' – felly rho hwn i mewn efo gweddill dillad pêl-droed ella, ia, a wedyn elli di roi'r gweddill efo'i gilydd mewn golch arall.

O, aros, funud, ti angen rhoi o tu wyneb allan hefyd – sbïa: 'wash inside out'. Dyna mae hynna yn feddwl de. Fel bod o ddim yn colli lliw ella, ia? Dwnim. Ond na fo – na i roi o tu wyneb allan. O, ia – sbïa: mae o'n d'eud yn famma hefyd 'Iron on reverse', so be 'di hynny, smwddio fo tu wyneb allan hefyd ia? Ta smwddio'r cefn? Na – 'sa hynny ddim yn gwneud sense na fydda. Tu wynab allan debyg, ia, rhag ofn i'r rhif ddod i ffwrdd ma siŵr, ia? Ma raid bod o'n gallu mynd i edrych yn flêr yn hawdd- sbïa: 'Wash as wool cycle' – mae hyn'n golygu bod o'n reit sensitif dydi.

Be di 'wool cycle'?

Cycle ydi'r math o olch ti'n dewis ar y peiriant – sbïa: bob un o'r rhain ar y dial yn famma. Felly mae 'wool cycle' efo dŵr cynnes ac yn cycle reit hir, 'brilliant white' yn defnyddio dŵr berwedig ac yn cymryd oriau, tra mae 'quick wash' yn gyflym.

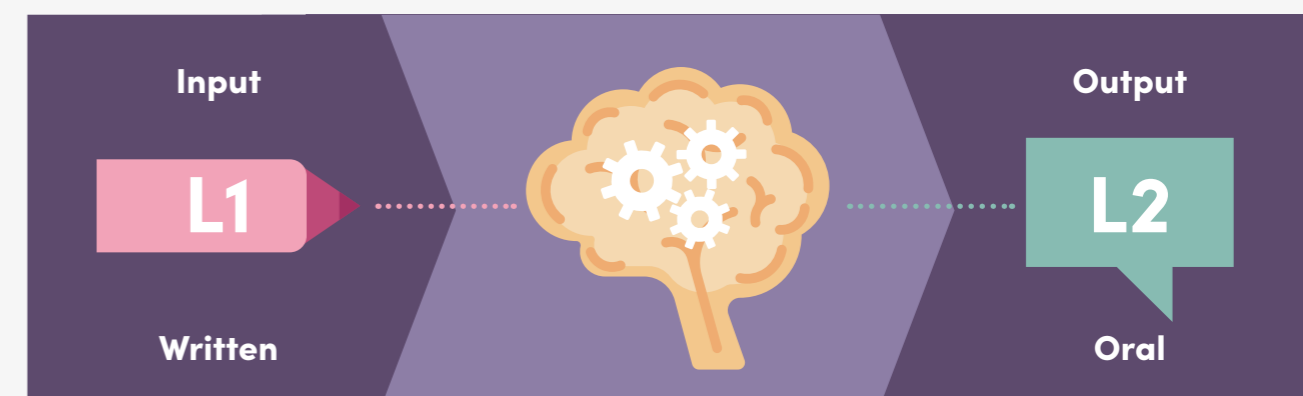
This is one example of translanguaging at work. Here, the conversation happens in Welsh, but the information feeding the conversation is in English. And the use of the information in English blends naturally into the Welsh conversation without impairing the Welsh language.

This is something that happens regularly in our everyday lives. If not when following washing instructions, it happens, for example, when we converse in one language about a TV programme, a film or a book created in another language. It happens when we discuss the news; when watching Tik Tok clips; when we read instructions; when we shop online. It occurs in any situation when someone does something in one language which is fed/supported/ scaffolded by another language.

In this case, the 'doing' is verbal (conversing in Welsh) but the information feeding into the conversation is written and in English.




Situation 1: Natural translanguaging across writing and conversation



In other cases, the ‘doing’ and the feeding can occur in the same ‘mode’:

Consider this second scenario, where an individual is simultaneously having a phone conversation in English whilst re-casting the information in a conversation with another individual in Welsh:

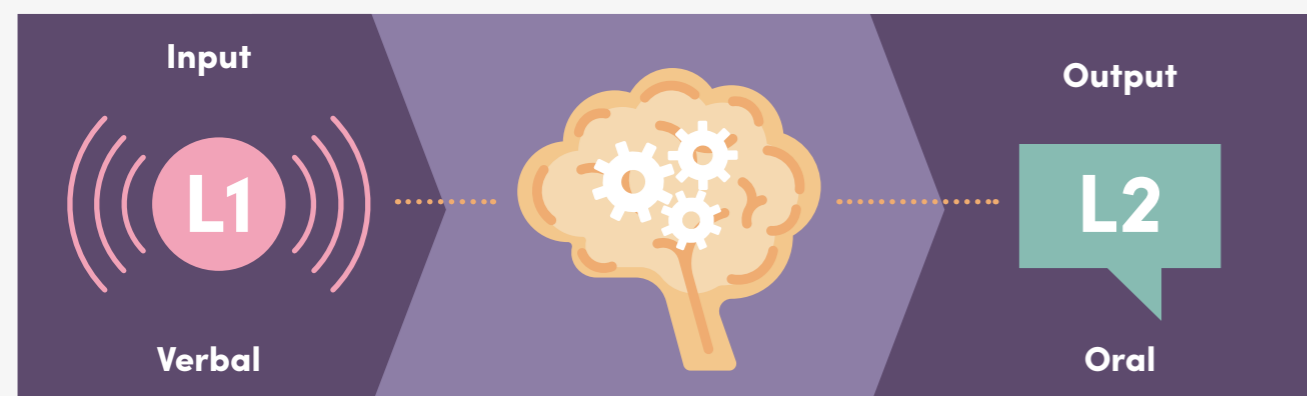
Scenario 2: Phone conversation



Caller:	Good morning. This is Kevin from the Kitchen Store. Am I speaking to Mrs Williams?
Responder:	No, sorry, she’s busy at the moment
Caller:	Ah, it’s about the delivery of the kitchen. We need to confirm if the order is correct and when to deliver
Responder:	Mam! Mae na rhywun ar y ffon o’r lle cegin – isio gwybod os ti’n hapus efo’r ordor a phryd gawn nhw ddeliferio
Mam:	Ond da ni ddim yn barod eto! Da ni angen trefnu’r trydanwr a’r teiliwr a mae’r ordor dal yn anghywir. Da ni angen drysau gwahanol i’r rhai na’thon ni ddewis yn wreiddiol – fydda ni ddim mewn siâp tan ar ôl hanner tymor ond ‘sa hynny’n gweithio i ni
Responder:	Ok, she says she’s happy to have them delivered after 12 February but she wanted the cream wooden doors instead of the light grey – I think she selected the ones she wanted last time she was in the shop. They are the ones with the wood grain effect.
Caller:	Yes, we can confirm that we’ve changed the order to the cream wooden doors and I’ll just make a note now that you need the delivery to happen after 12 February

In this situation, both the input and the output are oral, but the task is the same: someone does something in one language but receives directions/information in another language.

Scenario 2: Natural verbal translanguaging:



What is common across both situations is that the brain receives input in one language, responds to the input in some manner, before producing output in another language.

And that, basically, is translanguaging. Both situations are characteristic of the lives of bilingual individuals and this behaviour can ultimately give rise to a host of advantages, as expressed elsewhere in this book, including:

Cognitive advantages	Flexibility of thought and attentional control, arising from practising bilingual skills
Expressive advantages	Creative skills, arising from being bilingual
Educational advantages	Good understanding of the work and the ability to explain concepts more clearly
Linguistic advantages	Opportunity to develop oral/ reading/writing skills in both languages; promoting fluency in both languages
Alternative educational advantages	Ability to bridge between school and home; bridging between school and the wider community
Social advantages	Understanding of cultural differences; tolerance
Health and well-being advantages	Nurturing self-confidence



A multilingual speaker uses different languages either in isolation or mixed, for different purposes instead of using one language for all possible situations.



Cenoz & Gorter (2021), p. 15



How does translanguaging differ from translation?

Reference Point 1: Translation

Translation is different from translanguaging.
The features of translation include the following:



*Trosi o'r naill iaith i'r llall, mynegi ystyr mewn iaith arall.
Mewn cyfieithu da, mae'n ofynnol cael y tri pheth canlynol o leiaf: (a)
Cadw synnwyr y gwreiddiol. (b) Dal, hyd y gellir, ei anian a'i ysbryd. (c)
Meddu perffaith feistrolaeth ar deithi'r iaith y cyfieithir iddi fel y bo'r
cyfieithiad yn darllen fel gwaith gwreiddiol*



Converting from one language to another, expressing meaning in another language. Good translation requires at least the three following features: (a) Retaining the original meaning. (b) Capturing, insofar as is possible, its essence and spirit. (c) Having complete mastery of the way the target language works, so that the translation reads as an original piece of work.

Jones, 1972, p. 40

Both translanguaging and translation enable individuals to convey meaning received in one language effectively in another language. They require good analytical skills, a good understanding of the meaning of words and a robust knowledge of valid grammatical patterns in both languages.

In translation, the focus is often on conveying the exact content in its entirety (e.g. in a formal document) or summarised (e.g. when converting a quick message into

another language), without deviating from that content. The purpose may be practical – e.g. translating materials to increase capacity to work in the second language (Lewis et al., 2013) – or egalitarian, where translation occurs in order to ensure that everyone is included in a conversation, etc. In translanguaging, on the other hand, the focus is less on presenting the exact content and more on using that content to feed into wider activity / behaviour / discussion.

Formal translation	Informal translation	Translanguaging
Focus on adhering as closely as possible to the original in sense, essence and spirit	Focus on conveying the general meaning of the input	Focus on using the information from the input in whatever way necessary to support output in the other language

In Scenario 2 above, clear examples of translation and translanguaging can be seen, e.g.:

Translation	Translanguaging
<p>Caller: Ah, it's about the delivery of the kitchen. We need to confirm if the order is correct and when to deliver</p> <p>Responder: Mam! Mae na rhywun ar y ffon o'r lle cegin – isio gwybod os ti'n hapus efo'r ordor a pryd gawn nhw ddeliferio</p>	<p>Mam: Ond da ni ddim yn barod eto! Da ni angen trefnu'r trydanwr a'r teiliwr a mae'r ordor dal yn anghywir. Da ni angen drysau gwahanol i'r rhai na'thon ni ddewis yn wreiddiol – fydda ni ddim mewn siâp tan ar ôl hanner tymor ond 'sa hynny'n gweithio i ni</p> <p>Responder: Ok, she says she's happy to have them delivered after 12 February, but she wanted the cream wooden doors instead of the light grey – I think she selected the ones she wanted last time she was in the shop. They are the ones with the wood grain effect.</p>

Translation can occur within the wider process of translanguaging, as in Scenario 2 above. Similarly, individuals can translanguage when in the process of translating, by considering wider information than the snippet of language needing to be translated, as in the reference to the directions on the clothes label in Situation 1, e.g.:

Translation	Translanguaging
ti angen rhoi o tu wyneb allan hefyd – sbïa: 'wash inside out'	'Wash as wool cycle' – mae hyna'n golygu bod o'n reit sensitif dydi."



Both processes – translation and translanguaging – are important processes that encourage good linguistic, cognitive and educational skills. But their purposes are different, and therefore it is important to be careful when selecting and choosing to use either – e.g. :

	Developing language skills	Developing knowledge and understanding
Translation (formal)	If pupils have a good grasp of both languages, setting a (formal) translation exercise would be a means of strengthening their linguistic skills since it encourages consideration of how different linguistic forms convey meaning in different languages.	Translating materials allows access to subject knowledge in the target language. Setting pupils a formal translation exercise involves ensuring understanding of the original meaning when seeking to convert the exact meaning to another language.
Translation (informal)	If a child is stronger in one language than the other, setting a task of converting meaning from one language to another will be useful in developing vocabulary and in finding different forms to convey the same meaning in the weaker language.	When collaborating on a piece of work, pupils can translate pieces to each other to ensure understanding of the content.
Translanguaging	When discussing the meaning of a piece in order to expand on that piece in the other language, this can lead to a discussion of how to convey the information in a linguistically meaningful way in another language while at the same time, enriching their language skills.	When considering information received in one language in order to produce something reflecting the content of that information in another language, the information needs to (i) internalise the original meaning, (ii) move back and forth between the two languages, so as to ensure understanding, (iii) adapt and expand knowledge; and (iv) consider the breadth of the information in order to create output that is rich in meaning, and enriches an individual's understanding of the topic.



Translating educational materials

When translating for the purposes of creating more materials, it is important to consider whether word-for-word translation is appropriate for the following reasons:

- ▶ Formal translation is a skill.
- ▶ Not every language has words with corresponding meanings.
- ▶ Syntactical forms in some languages may not exist or be appropriate in other languages.
- ▶ Translating is a time-consuming process.
- ▶ It is easy for meaning to be lost and the reader to be confused.
- ▶ Over-dependence on translation in some contexts (e.g. when preparing work to be completed at home during periods of remote learning) may mean that it is possible for pupils to complete and discuss the work in English only.



Reference Point 2: Remote Learning

Research by Thomas et al. (2021) examined parents' and teachers' experiences of remote learning during the lockdown periods of the pandemic.

Two clear patterns that emerged within the data were that:

- ▶ a number of teachers in Welsh-medium schools continued to set work in Welsh only, as required, in accordance with school policy, and...
- ▶ many teachers stated that they translated everything that was shared.

By setting work in Welsh only, some parents could not assist their children directly with the work, although there were opportunities for natural translanguaging as the child sought to explain to the parent the nature of the work. Parents stated that they would

instead search for similar material in English and proceed to complete that work with their child.

By presenting work bilingually to the child/parent, many parents acknowledged that they would dispense entirely with the Welsh and assist their child to complete the work in English. Translation, therefore, had not served to complement the Welsh, as intended, in many cases.

One way of preventing dispensing entirely with Welsh in such a situation would be to set the work within a translanguaging framework – include reading material in English which could be used as a discussion topic with the parent, draw up a bilingual vocabulary sheet to assist with the Welsh output, and include a brief summary of the purpose and learning outcomes of the task bilingually for the parent, etc.

Reference Point 3: Challenges in word-for-word translation

Adapted from Williams (2003) (p. 43). Consider the following sentence:

There is a feeling that the manager becomes involved with you

When translating word-for-word, we are very likely at some point to consult a dictionary. In this case, someone might possibly look for Welsh terms, for example, to convey 'involved'.

When using Cysgair, the following is offered for 'involve':

Golygu (verb) – 'to mean'

Ymglymu (verb) – 'to tie or to bind'

'Golygu' is obviously not relevant in the context of the above sentence:

*Mae teimlad bod y rheolwr yn **golygu** gyda chi*

'There is a feeling that the manager means with you'

Although the sense of the verb 'ymglymu' is closer to the sense of the original sentence, this doesn't work either:

*Mae teimlad bod y rheolwr yn **ymglymu** gyda chi*

'There is a feeling that the manager ties/binds with you'

So, rather than translating word-for-word with the use of a dictionary, rewording the text can better convey the meaning:

*Mae teimlad bod y rheolwr yn **rhyngweithio** gyda chi (interacts with you)*

*Mae teimlad bod y rheolwr yn **cysylltu** â chi (connects with you)*

*Mae teimlad bod y rheolwr yn **dangos diddordeb** ynoch chi (shows interest)*

*Mae teimlad bod y rheolwr yn **parchu'ch barn** chi (respects your views)*

This is what is meant by 'informal translation' above. Rewording and slightly changing the meaning allows the reader/listener to understand the meaning of the sentence. But the process of going back and forth between both languages before reaching the final version can take time!

However, in setting pupils reading/writing tasks, where knowledge of one language must be internalised, considered or discussed in order to convey it in a different form in another language, this type of process can be utilised (comparing and contrasting two languages for the purpose of conveying meaning effectively) to enrich pupils' understanding of the vocabulary, syntax and sounds of both languages.



Defining translanguaging

The definition of translanguaging has changed over the years. Baker & Wright's triple definition (2021) explains the difference as to how one defines the term:

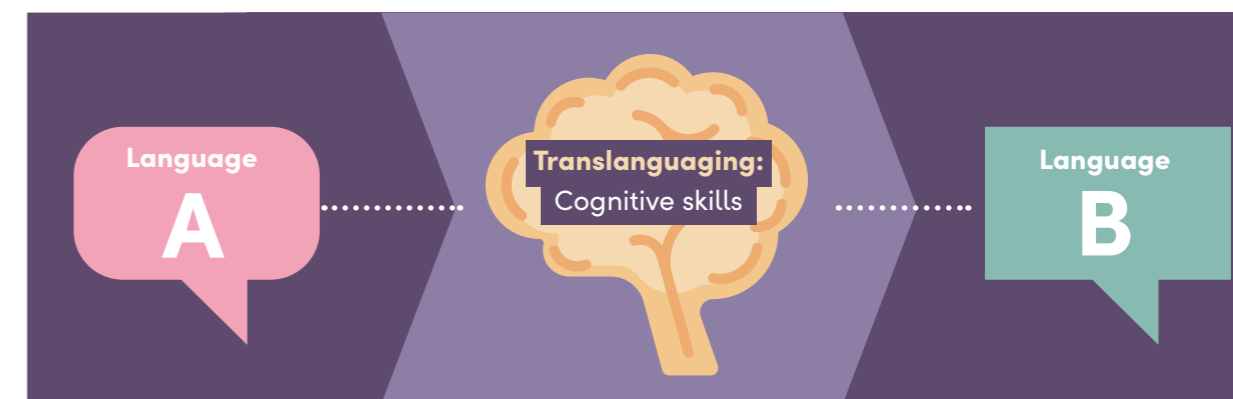
Definition 1	In its original conceptualization, [translanguaging] refers to the practice in which bilinguals receive information in one language and then use or apply it in the other language
Definition 2	In its expanded sense, it refers to the natural and normal ways bilinguals mix and use their languages in their everyday lives without adherence to the boundaries of 'named' languages to make sense of their bilingual worlds
Definition 3	In teaching, the term refers to pedagogical practices that use bilingualism as a resource rather than ignore it or perceive it as a problem

Baker & Wright, 2021, p. 464

According to these definitions, translanguaging is a practice or behaviour that occurs when one deals with two languages. But translanguaging is more than that. In order to produce a response, a piece of work, an output – whatever is required – in a language different from the language of the input, it is necessary to have the cognitive

skills to be able to internalise the information, choose and select from that information, and re-formulate the information effectively, so as to conceptualise the appropriate output in the end. Translanguaging, therefore, has a strong cognitive element:

Reference point 4: Translanguaging model



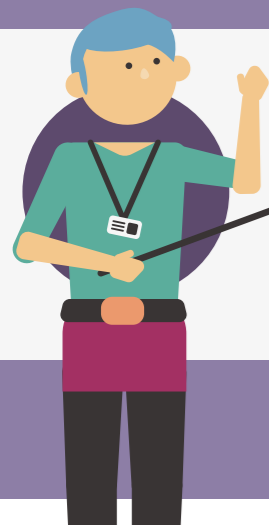
Reference Point 5: Some cognitive skills of translanguaging – e.g.

- Paying attention
- Selecting & managing attention
- Comparing & contrasting
- Memory
- Recall from memory
- Reasoning

Together, these are called Executive Function Skills

A fourth definition can therefore be added to the mix:

Definition 1	In its original conceptualization, [translanguaging] refers to the practice in which bilinguals receive information in one language and then use or apply it in the other language.
Definition 2	In its expanded sense, it refers to the natural and normal ways bilinguals mix and use their languages in their everyday lives without adherence to the boundaries of 'named' languages to make sense of their bilingual worlds.
Definition 3	In teaching, the term refers to pedagogical practices that use bilingualism as a resource rather than ignore it or perceive it as a problem.
Definition 4	A cognitive process that allows an individual to internalise information from one language in order to be able to use that information to inform their output in another language.



Translanguaging can therefore be considered to be:

1. an educational practice
2. a communicative behaviour
3. a supportive resource
4. a cognitive activity

Reference Point 6: Ontology of the term

The prefix trans- (in English) in translanguaging means 'across', as does traws- in the Welsh trawsieithu. This is the origin of the term in its original meaning, as noted in the first definition in the table. But according to Cenoz & Gorter (2021, p. 12), trans- can also mean 'beyond', and this is the meaning underpinning the second definition in the table.



One important step, when encouraging translanguaging in class, is to consider the political, linguistic, psychological and social factors relating to the languages in question so that the method used is suitable for your context:

Political	Language status
Linguistic	Pupils' language skills
Psychological	Attitudes towards one or other of the languages
Social	Current situation of the language and its domination within a group

It is also important to consider the purpose and aim of translanguaging in the classroom within the wider context of the challenges to teaching a minority language and adapt the method(s) used according to these considerations. For example:

What are the challenges?	<ul style="list-style-type: none"> ▶ Lack of contemporary resources in the minority language ▶ Safeguarding the minority language while making use of the majority language ▶ Lack of ability to express yourself fully in one language
What is the purpose?	<ul style="list-style-type: none"> ▶ Introducing the pupils to wide-ranging resources to support their learning ▶ Increasing subject understanding by encouraging deep analysis of the content ▶ Scaffolding the weaker language by supporting the stronger language
What is the aim?	<ul style="list-style-type: none"> ▶ Developing bilingual skills ▶ Increasing confidence in the subject ▶ Increasing confidence in discussing the subject in any language



The importance of developing the minority language is at the heart of translanguaging



Cenoz & Gorter (2021), p. 6

Development of the term ‘translanguaging’



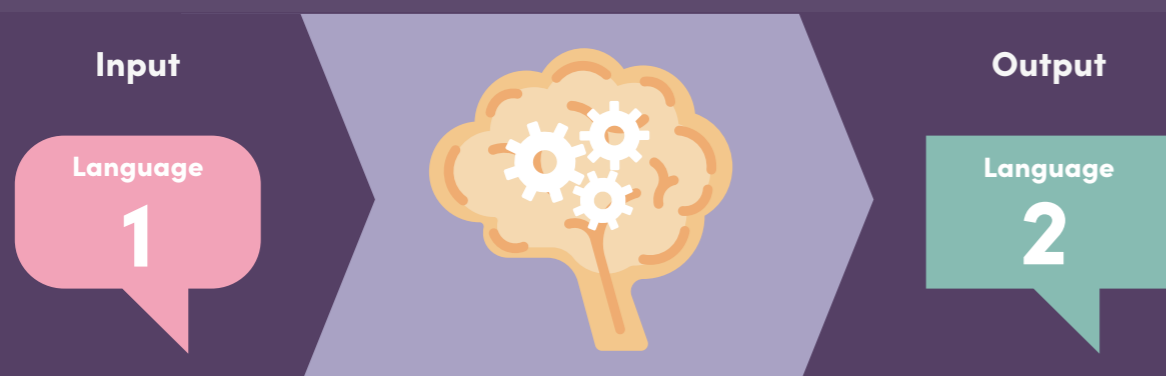
Translanguaging is nowadays an umbrella term that embraces a wide variety of theoretical and practical proposals

Cenoz & Gorter, 2020, p. 2



(i) The origin of the term

The roots of translanguaging research are to be found in bilingual education in Wales and specifically in the work of Cen Williams (1994). In its original meaning, translanguaging occurs where a lesson input (receptive/passive skills, e.g., reading materials, teacher conversation) and the output (the productive/active skills, e.g., written work, group discussion) are varied deliberately, and in an organised manner, between the various languages (García, 2009) (see Definition 1 and 3 above).



Translanguaging is firmly rooted as an educational method, particularly in minority language contexts, although the use of the term has since been adopted to refer also to the complex and unique linguistic behaviour of the bi- and multilingual speaker.

Translanguaging as an educational method seeks to address the fact that children who receive their education in Welsh (or any other language) are likely to seek educational information in various ways (and of various types) in English (or in another language such as Welsh), recognising also that dispensing with a child's first

language is more harmful to the development of his/her second language than allowing the child to make use of this skills in both languages. The cognitive skills activated when using two languages simultaneously are different from the skills activated when reading, hearing, speaking and processing one language and cultivates more executive function skills such as managing information, choosing and selecting information, applying and assimilating information, etc., namely key skills that are often at their best among speakers of more than one language (see Definition 4 above and Reference Point 9).

(ii) The evolution of the term

The use of the term translanguaging came into global popularity through the work of Colin Baker and Ofelia García. While the original concept, and the term itself, had been coined in Wales for a minority language situation, the meaning of the term was refined so as to be relevant to a very different bilingual situation, namely the bilingual situation in New York. The focus moved from formal pedagogy to the informal use of language among bilingual speakers (see Definition 2 above).



Translanguaging is the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages



Otheguy, García & Reid, 2015, p. 283²²

Situation in Wales	Situation in New York
<ul style="list-style-type: none"> ▶ English and Welsh are official languages ▶ Comparatively small percentage of immigration, mostly in cities ▶ Welsh is a minority language supported through the education system ▶ The aim of bilingual education is to safeguard Welsh and develop fluent bilingual speakers 	<ul style="list-style-type: none"> ▶ English is an official language ▶ A large number of immigrants speak Spanish, Chinese, Russian, Korean, Italian and Creole French. ▶ Native languages are not necessarily threatened languages since they are community languages, albeit with no legal status ▶ The aim of bilingual education is to prepare pupils from non-English-speaking backgrounds to take advantage of opportunities through the medium of English

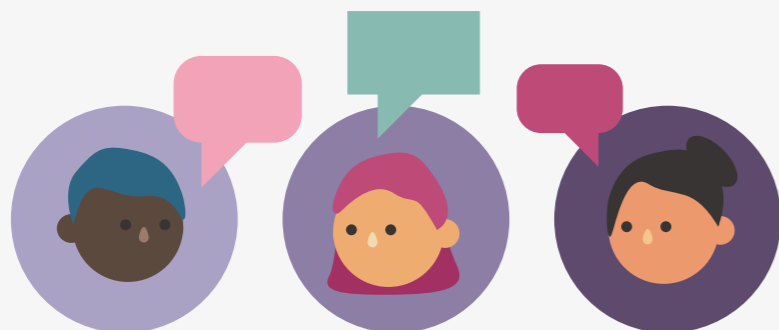
At the root of the new definition of the term translanguaging was a concern that children from non-English backgrounds in the USA experienced difficulty in conveying their meaning in English only since they could not make use of their other/strongest language. It was considered that a monolithic, monolingual mindset was not a fair reflection of the flexible linguistic experience of the bi- and multilingual speaker. A challenge was also posed to the theoretical bases of language acquisition,

alleging that there is only one communicative system which, for bi- and multilingual speakers, contains elements of more than one 'language'. While García herself acknowledges that there is a place and purpose for developing standard language skills in school, she is also of the opinion that it is necessary to understand, recognise and accept the usual communicative behaviour of bi- and multilingual speakers in order that each child has the best opportunity to succeed.

Rationale for an extended definition of translanguaging:

- ▶ Language is one 'communicative' system.
- ▶ 'Language' is a sociological product.
- ▶ Bi-/multilingual speakers use their full communicative system to convey a message in exactly the same way a monolingual speaker uses his/her full communicative system.
- ▶ This leads to bilingual / multilingual communication among speakers who have communicative systems containing elements of more than one language.
- ▶ Insisting on monolingual communication only in any situation leads to miscommunication, which in turn will adversely affect the child's confidence and willingness to speak.
- ▶ Bilingual speakers should therefore be permitted to use their full repertoire of language when communicating to enable them to fully convey messages/demonstrate their understanding.

A number of researchers disagree with the idea that the two languages of a bilingual speaker are 'unified' as one communicative system, and a number of teachers are concerned about the idea that children should be allowed to combine languages in formal educational situations (Siôn, 2021; Lewis, Jones & Baker, 2012). As a middle ground, some suggest that although the borders of language are ambiguous and arbitrary, speakers can recognise the difference between one 'language' and another, and that it is important therefore to ensure that children, however strong their grasp of one language or the other, can identify when and where to use one language or a combination of both (e.g. Cummins, 2017).



Code switching vs. Translanguaging

Many are of the opinion that translanguaging, in the wider sense of the term (see Definition 2 above), refers to what others recognise as code switching.

Reference Point 7: Code Switching

mixing words and/or grammar from two languages in the same conversation or sentence

Thomas & Webb-Davies (2017), p. 48

In essence, code switching is considered to be a socio-linguistic behaviour, while translanguaging is regarded as a socio-cognitive behaviour (Singleton & Flynn, 2021).

Whether one tends to regard the behaviour of using two languages in the same phrase as code switching or translanguaging depends on one's theoretical position with regards to how the bilingual brain stores language.

If someone considers a sentence such as *Dw i'n bored* to be code switching, the individual probably considers that Welsh has borrowed a word from English – has moved something from one place to

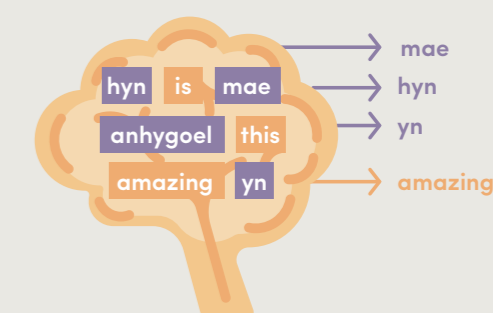
another –and therefore considers both languages as separate.

If someone regards a sentence such as *Dw i'n bored* to be translanguaging, they probably consider that the individual has one communicative system which includes everything (language A and language B) together, and that the individual uses information from his/her full 'repertoire' to convey the desired meaning.

Code switching:
two separate systems



Translanguaging (definition 2):
one communicative system



However, if one produces a sentence such as *Dw i'n wishio bo fi ddim yn bored* things are slightly different. Here, the speaker is aware of speaking Language A (Welsh) but doesn't have a word to convey a desire not to feel in a particular way in Language A. What the speaker is therefore doing is borrowing a verbal phrase from Language B (English) but adapting that phrase to conform to the rules of expression of Language A (Welsh) by adding *-io* to the verb.

Whether one considers the use of *wishio* as an example of combining languages (code switching) or a form included by itself within one communicative system (translanguaging), it is important to consider that such practice is effective only if the listener also speaks both languages.

In the light of Curriculum for Wales, it is important to acknowledge every language a child speaks, and to encourage the child to discuss his/her own use of language, how to convey different messages in different languages, and how the features of language change according to context, etc.

AREA OF LEARNING AND EXPERIENCE

Languages, Literacy and Communication ↖

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.

- ▶ ...learners should be given opportunities to use languages so that they can be effective in interacting, examining ideas, expressing viewpoints, information and understanding and cultivate relationships with others.
- ▶ The learning and experience will support them to become aware of how they use a range of languages to express themselves for various purposes and for different audiences.
- ▶ For Welsh or English, this means speaking and writing.

Curriculum for Wales

Summary:

What is translanguaging?

- ▶ Research in the field of translanguaging is very broad. Defining exactly what translanguaging entails is complex.
- ▶ Translanguaging is a practice that occurs naturally in bilingual populations – in our everyday interactions, and in the classroom.
- ▶ Translanguaging can be regarded as an educational practice, a communicative behaviour, a supportive resource, and/or as a cognitive activity.
- ▶ A number of different language combinations are characteristic of translanguaging, but what is common across them all is that translanguaging provides an opportunity for individuals to expand their understanding through the process of linguistic scaffolding.
- ▶ Whether or not you are consciously aware that you are planning translanguaging practice, deliberately planning a lesson or exercise in order to (i) vary the input language, (ii) vary the language of discussion and (iii) vary the output language as required will be beneficial for the learner.
- ▶ Identifying what the literature defines as translanguaging is important as this will allow you to learn from the research carried out in the field and benefit from any evaluations that have been conducted on translanguaging practices that are similar to what is happening in your classroom.



Why translanguaging?



The importance of developing the minority language is at the heart of translanguaging.

Cenoz & Gorter, 2021, p. 6

Bilingual education for the empowerment of a minority language must protect a space for the minoritized language, while at the same time creating a bilingual space in which the minority language (Welsh) can interact with the majority language (English).

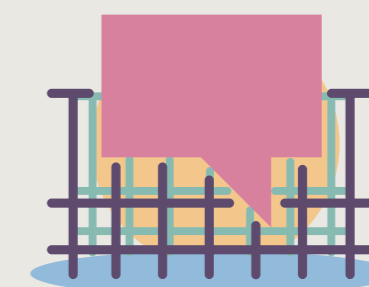
Jones 2017, p. 208



As with a number of other educational methods, there are challenges when considering how, why and when to use/encourage/permit effective translanguaging in the classroom. However, translanguaging does have some obvious advantages.

When designing translanguaging strategies/methods, the advantages and challenges should be acknowledged and considered in parallel.

advantages	challenges
<ul style="list-style-type: none"> ▶ Translanguaging enables the child to make use of his/her strongest language to promote the development of the weakest language, thus enriching understanding and contributing to better proficiency in both languages. ▶ Translanguaging develops metalinguistic skills, morphological awareness (Leonet, Cenoz & Gorter, 2020), and vocabulary (Galante, 2020). ▶ Translanguaging can also promote a positive attitude towards minority languages (Moriarty, 2017). ▶ Baker (2003) alleges that translanguaging offers a deeper understanding of the subject than in a monolingual context where pupils can write on a topic without fully understanding it, since it is essential to process the information in order to present it in another language. ▶ It is also alleged that translanguaging can assist in developing oral communication and literacy in the weaker language (Lewis, Jones & Baker, 2012) and that it is a method of integrating L1 and L2 speakers. ▶ An additional advantage is that it offers an opportunity for monolingual parents to discuss and contribute to their children's schoolwork even though that work is in a language they do not understand, since translanguaging leads to processing and communicating information between languages (sometimes by means of mediation) (Baker & Wright, 2021). ▶ Translanguaging means that it is possible to benefit from a wider range of resources, since resources from more than one language can be used. 	<ul style="list-style-type: none"> ▶ The scarcity of information in Welsh online means limiting the number and range of lessons that can be based on Welsh-medium input, making it difficult to ensure consistent balance between the type of information or activity presented or maintained in one or the other of the languages. ▶ A good translanguaging task requires much careful preparation. ▶ Translanguaging makes extensive use of English as an input language for reading texts and listening materials, encouraging the children to discuss and present the work based on them in Welsh. As a result, some teachers are unwilling to use it as a means of maintaining and safeguarding the use of the minority language, fearing that the use of English texts leads to an increased use of English in class (Jones, 2017; Siôn, 2021; Lewis, Jones & Baker, 2012). However dependence on the strongest language reduced where there is a clear focus on working in the target language.



Translanguaging and A curriculum for Wales



Although translanguaging is not specifically referenced in the Pedagogical Principles underpinning the new Curriculum for Wales and/or in the Curriculum and Assessment (Wales) Acto 2021, there is a reference to **translanguaging** in the mandatory statements of what matters:

Progression stage 2	Progression stage 3	Progression stage 4	Progression stage 5
I am beginning to draw on information presented in one language and convey it in my own words in another.	I can receive information in one language and adapt it for various purposes in another language.	I can apply my translanguaging skills to support my learning in familiar and new languages.	I can independently identify translanguaging opportunities to enhance my learning and communication in my languages

Moreover, translanguaging is an important resource to realise the four purposes of the Curriculum for Wales, namely to create:

- ▶ **ambitious, capable learners who are ready to learn throughout their lives;**
- ▶ **ethical, informed citizens who are ready to be citizens of Wales and the world; and**
- ▶ **enterprising, creative contributors who are ready to play a full party in life and work;**
- ▶ **healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.**

Progression stage 2	Progression stage 3	Progression stage 4	Progression stage 5
I am beginning to understand that there are similarities and differences between our languages. I can understand that people use different languages.	I can recognise and discuss connections, commonalities and differences between the languages I speak and those that I am learning. I can understand how and why languages have evolved and are continually evolving. I can communicate in a growing range of languages.	I can use my knowledge of connections, commonalities and differences between languages to support my language learning skills. Through exploring the process of language evolution and etymology, I can improve my knowledge of language construction. I can use my knowledge of how languages work to support further language learning.	I can apply my knowledge of connections, commonalities and differences between languages to improve my communication. I can use my knowledge of language evolution and etymology to deepen my understanding of language construction I can communicate, interact and mediate in multiple languages and identify myself as multilingual.

 *In a very few lessons, teachers draw pupils’ attention to the linguistic origin of technical words and ask them to explain the link between the English and Welsh terms. This practice has a positive effect on pupils’ grasp of subject terms in Welsh and English.* 

Estyn, 2014, p. 16

One language enriches the other

The concept of enabling the use of L1 in a L2 class is not new. There are numerous examples of situations where the use of L1 in an L2 class enriches the teaching and learning. It is fair to note that much of the research where there is a reference to the ‘L2 class’ refers to a language learning situation in a multilingual context rather than a situation where learning a language and receiving the content of the education happen in L2, as happens in Welsh-medium

schools here in Wales. However, since a large number of pupils in Welsh-medium schools across Wales acquire the Welsh language in school rather than in the home, and acquire educational information also chiefly through the medium of Welsh, it is important to understand the possible assistive role of L1, particularly during Key Stage 2, as pupils develop their linguistic skills in L2.



In what follows we present a brief description of some teaching methods where L1 has been prohibited or permitted in the L2 class, giving details also of the disadvantages of each method (see, e.g., Baker & Wright, 2021 and Cummins, 2007 for an overview):

L1 prohibited

	Advantages	Disadvantages
Audiolingual	A method based on a behaviourist approach. It encourages constant reiteration of dialogue so as to memorise patterns using positive reinforcement for each correct answer and offering drilling exercises for the necessary patterns within the dialogue. This is a method that can be carried out on a whole-class level. It encourages the use of an L2, and provides opportunity to develop and enhance pronunciation through modelling teacher behaviours.	<ul style="list-style-type: none"> ▶ The method is teacher-centred rather than pupil-centred and concentrates on developing behaviour rather than focusing on the syntax and on the meaning and form of words. ▶ The learner may appear inflexible and mechanical as regards their linguistic fluency, although seeming to appear to have high levels of proficiency. ▶ The learner can be semi-passive in the process, and it is not possible to adapt the method according to the progression levels of different individuals. ▶ It is difficult to create connections between the target language and the L1 so as to identify how to convey some concepts that are presented in completely different ways in either language.
Direct method	Perceiving a language through visual presentations (e.g. pictures) and gestures (e.g. physical gestures). Finding the meaning of a word from its context and finding out the rules of language for themselves by analysing sentences and exercises (e.g. ordering food in a restaurant). Can be carried out on a whole-class basis. Tasks are rooted in real-life contexts and provide exercises that can be fun and engaging for the learner.	<ul style="list-style-type: none"> ▶ This method places more emphasis on the oral language and therefore reading, writing and grammar do not receive sufficient attention. ▶ It is difficult to create connections between the target language and the L1 so as to identify how to convey some concepts which are presented in completely different ways in either language. ▶ It is not possible to maintain the method on a classroom-based level since the content needs to be adapted according to the individual’s progress.
Communicative language teaching	The emphasis here is on natural communication – identifying the contexts and the types of conversations the pupil is likely to need out in the real world. The focus is on learning to communicate by interacting with others and it is an opportunity for pupils to extend what they learn in school to the social context beyond the school.	<ul style="list-style-type: none"> ▶ More emphasis on fluency than accuracy – a balance is needed between them. ▶ A definition of ‘clear communication’ is vague – communicating clearly in class does not necessarily mean that the pupil can communicate clearly in the community.

L1 permitted

	Advantages	Disadvantages
Natural approach (Krashen & Terrall, 1983)	Allows L1 responses to teacher enquiries in L2 until the pupil is confident enough to respond in L2. Learners' psychological states (motivation; emotion) are central to the learning journey.	<ul style="list-style-type: none"> ▶ By setting a policy of responding in L1, this can lead to a practice whereby pupils continually respond in their L1. ▶ Although pupils are expected to make increasing use of L2 as their skills develop, changing linguistic practice is a challenge if the practice of responding in L1 has been rooted.
Grammar-translation	An old method of teaching a new language based on the method of teaching Latin. The learner translates text from his/her first language into the new language. It can be used on a classroom-based level and in mixed ability classes. Allowing the use of the learner's L1 aids with the understanding of complex concepts and the focus on form helps with consistency and avoids ambiguity.	<ul style="list-style-type: none"> ▶ Focus on reading and writing only. ▶ Focus on sentence form rather than meaning. ▶ The learner is wholly passive in the process.
New Concurrent Approach (Jacobson & Faltis, 1990)	<p>A bilingual teaching method that intentionally uses the concept of code switching to develop skills in the target language.</p> <p>The method recognises the use of code switching in the community and takes advantage of the natural use of combining the languages to introduce learners to the language.</p>	<ul style="list-style-type: none"> ▶ Many are of the opinion that code switching is poor practice, which encourages linguistic laziness. ▶ It may lead to a lack of understanding, particularly when neither language is sufficiently developed. ▶ If the switching happens in one direction only (e.g. borrowing phrases and vocabulary from one language to another all the time) this may lead to a feeling that one language is more important, superior, 'better' etc. than the other.

Each of these methods presents challenges, whether prohibiting L1 totally in class or embracing its use in parallel with the target language. What is important, therefore, when developing translanguaging strategies in class is to ensure:

- ▶ that you know the current linguistic context of the area, the school, and the individual pupils in your class;
- ▶ that you are realistic with regards to the possible achievements of different pupils, bearing in mind their linguistic experiences;
- ▶ that you have identified definite aims and objectives for the lesson and have considered whether the focus needs to be on fluency (communicative confidence) or proficiency (language skills) or both; and
- ▶ that you have considered the challenges to realising those aims if prohibiting or embracing the use of languages beyond the target language.

In this respect, it is important to consider which definition of translanguaging suits your context. If the aim is to safeguard one language, it is important to consider the first definition. If the aim is to increase confidence and maintaining effective communication across a group of speakers, particularly in a multilingual context, then it is appropriate to consider the characteristics of the second definition and the concept of mediation.

...in contexts where developing proficiency in an additional language is the aim, even a necessity, curricular objectives in relation to the target language will need to be set. Questions arise then about how this may be achieved if translanguaging strategies, in their new, broad sense, are employed

Singleton & Flynn, 2021, p. 6

Translanguaging and scaffolding



Scaffolding is actually like a bridge used to build upon what students already know to arrive at something they do not know

Benson, 1997, p. 126

Scaffolding as a metaphor in teaching and learning describes a system of temporary guidance offered to the learner by the teacher, jointly co-constructed, and then removed when the learner no longer needs it

Boblett, 2012, p. 1

Effective teaching involves gauging what learners already know about a subject and finding ways to build on that knowledge

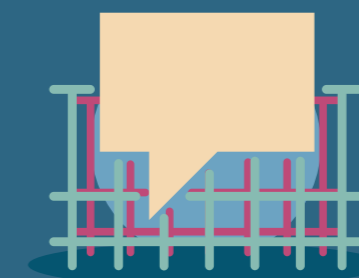
Gollub et al., 2002, quoted in Cenoz & Gorter, 2021, p. 20

It is obvious that extended exposure to the target language(s) is necessary, but there is also a real need to build on what students already know...Students link new Information to old Information and pedagogical translanguaging aims at reinforcing that Process

Cenoz & Gorter, 2021, p. 2

What translanguaging strategies do is enable pupils to use information in a language that might be stronger for them (e.g. English) and use and discuss that information with their peers in whatever way works for them (pupil-led translanguaging), with the aim of producing a piece of oral or written work in Welsh. Led by a teacher, pupils

can be encouraged to translate terms, definitions, etc. to assist them to produce the output in Welsh. These elements of translanguaging fit neatly within Vygotsky's socio-cultural theory and the concept of the Zone of Proximal Development.



Reference Point 8

Zone of Proximal Development:

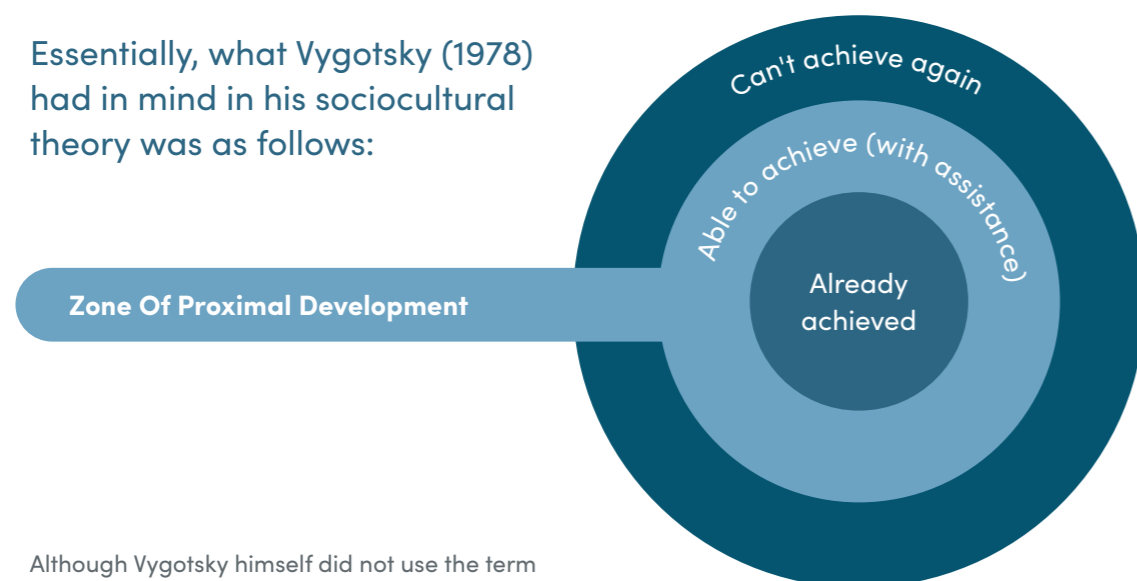


The distance between a child's actual developmental level, namely his ability to solve problems independently, and his potential developmental level, namely that which he can achieve under adult guidance or through co-operation with more able peers

Spencer, Edwards, Prys & Thomas, 2004, p. 78



Essentially, what Vygotsky (1978) had in mind in his sociocultural theory was as follows:



Although Vygotsky himself did not use the term 'scaffolding', a number have related what he had in mind within the Zone of Proximal Development with the concept of scaffolding.

The assistance available to promote the child's development can exist in any form, including support from an adult /more able child; tools to aid understanding; specific resources; etc.

In the context of translanguaging, this means that the child, by being able to discuss the work with someone else – whether or not that individual is more able – can take advantage of prior skills in another language to carry out the work to their full potential.

Similarly, by allowing a pupil to access their stronger language occasionally, the pupil has access to prior knowledge (see Cenoz and Gorter, 2021, p. 19–20) – information that is key to intellectual development. Learning a language is very similar to learning anything else: when coming across new information, the brain is able to relate that piece of information to existing information and expand knowledge – accommodating and assimilating information as Piaget would put it. When learning a second language or developing two languages simultaneously, the bilingual can benefit

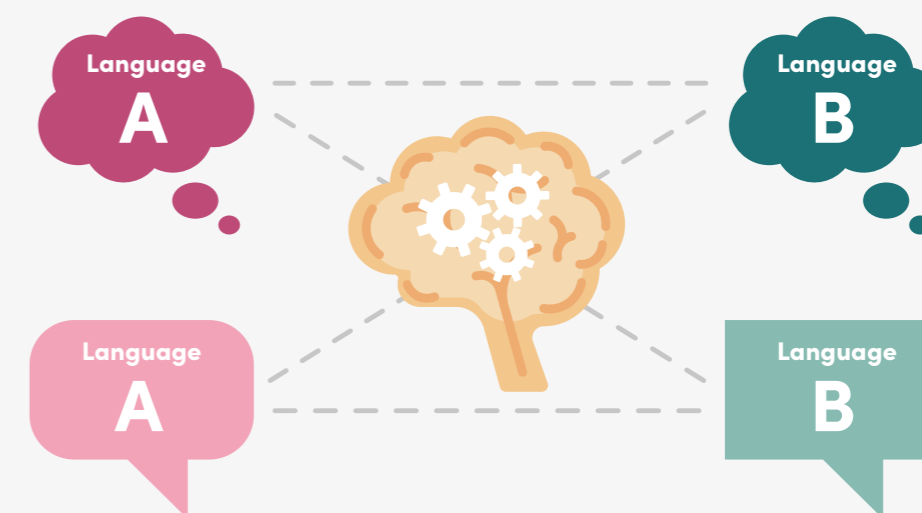
from his/her ability to compare and contrast – across their two languages – different words, phrases, sounds and structures, and discover differences in meanings attached to those forms. This develops an awareness of the vast extent of languages – “what languages are, how they work, how they are used and can be learnt” (Paradowski, 2017, p. 141) – referred to in the literature as metalinguistic skills – skills that influence strongly the child's later linguistic successes (Carlisle, Beeman, Davis & Spharim, 1999)

Translanguaging and cognitive flexibility

An extensive body of literature (e.g. Bialystok, 2020; Antoniou, 2018) suggests that moving between languages and managing the use of language leads to cognitive flexibility.

Reference Point 9:

The advantages of bilingualism: Executive function skills



- ▶ Both languages of the bilingual speaker are always 'on' (neurologically stimulated) in the brain.
- ▶ The bilingual brain of speakers has to organise a mass of complex linguistic information, and know how to stimulate the appropriate elements when choosing and selecting the target language.
- ▶ When moving from one context to the next, bilingual speakers constantly shift from one language medium to another – listening to one language, responding in the other; speaking one language one moment, another language the next, etc.
- ▶ When speaking one language, the bilingual brain has to simulate the appropriate characteristics of that language and prevent similar elements of the non-target language from being stimulated.
- ▶ This creates an advantage for bilingual speakers as regards managing, choosing, activating and inhibiting attention, and cognitive flexibility (see – e.g. Thomas & Webb-Davies, 2017).



When bilinguals perform even the simplest production task, such as speaking the name of a familiar object in one of their two languages, there is evidence that both languages are active and influence performance



Kroll, Bobb, Misra & Guo (2008), p. 416

On the whole, therefore, there are a number of reasons why translanguaging is useful. The next question to consider is how to translanguage, and which methods should be used in different contexts.

Summary: Why translanguaging?

- ▶ For any given translanguaging strategy or practice to work, consideration should be given to the specific contextual factors relating to the individual/group of pupils/school/area in question, so as to identify which translanguaging method(s) would be most suitable and for what purpose.
- ▶ Effective translanguaging develops language skills, particularly in the weakest language, and develops cognitive skills when moving between languages; skills that, on the whole, lead to a deeper and fuller understanding of the subject.
- ▶ Translanguaging is rooted around strong educational concepts, namely scaffolding and the use of prior knowledge.
- ▶ Translanguaging is also a means of integrating L1 and L2 pupils from different linguistic backgrounds and facilitates co-operation between home and school through the flexible use of both languages.



How to translanguauge?

The key idea is that there is no replacement of one language by another and that translanguaging is not a scaffold to shift from the minority to the majority language...The idea is to maximise the learner's linguistic resources as a multilingual when developing language and academic subjects

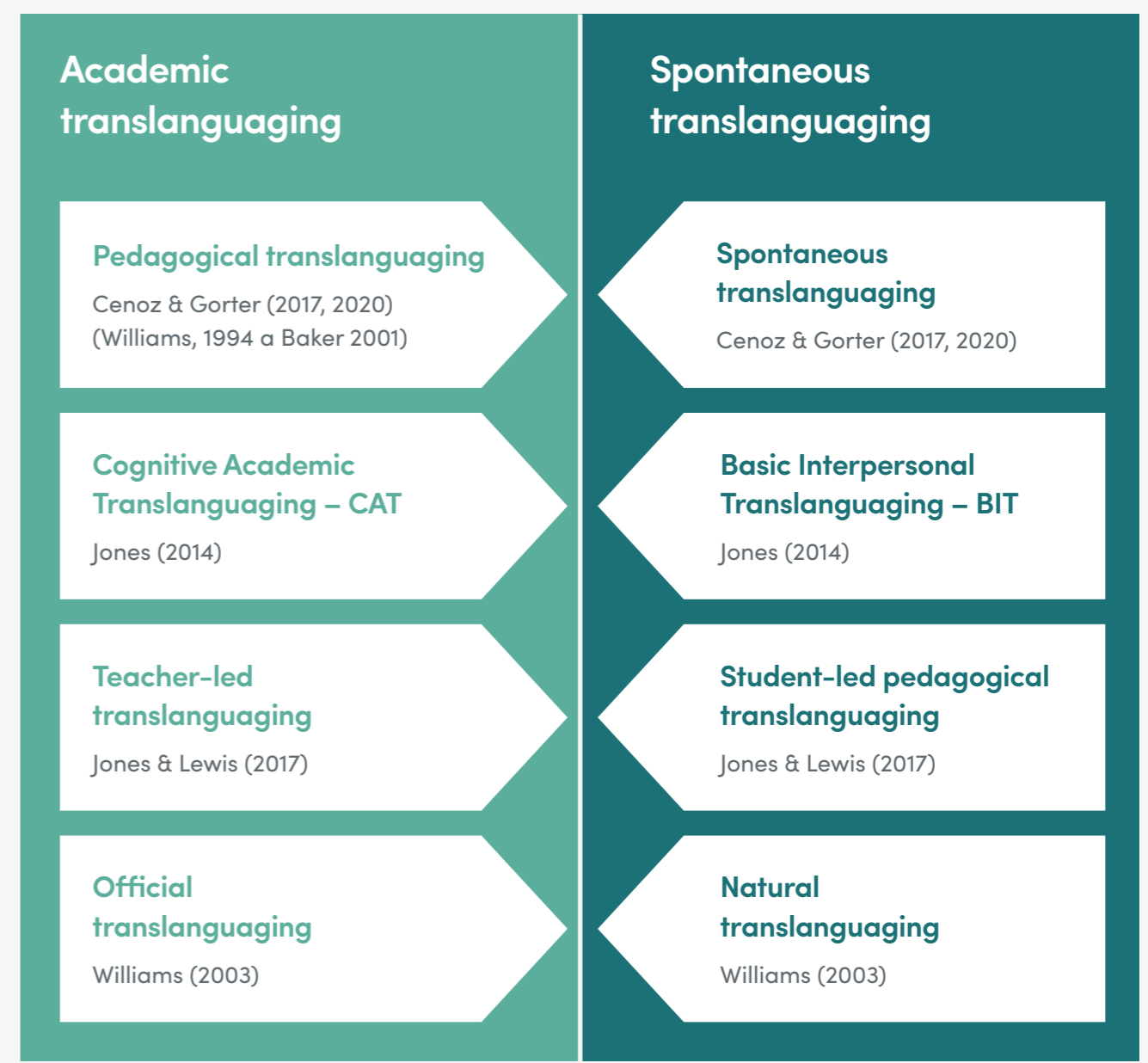
Cenoz & Gorter (2021), p. 24



Different models of translanguaging

There are different translanguaging models, but most of these fall neatly into one of two categories: academic translanguaging and spontaneous translanguaging. However, although these can be placed in two categories, Cenoz and Gorter (2021) argue that these should not be regarded as discrete categories; rather, both should be

regarded as existing on a continuum where it is possible to make use of the characteristics of spontaneous translanguaging when completing an academic translanguaging task in the same way as elements of academic translanguaging can be introduced into a spontaneous translanguaging situation:





Pedagogical translanguaging has been defined as ‘planned by the teacher inside the classroom and can refer to the use of different languages for input and output or to other planned strategies based on the use of students’ resources from the whole linguistic repertoire’ (Cenoz, 2017, [p.] 194).

Quoted from Cenoz & Gorter, 2021, p. 17

Spontaneous translanguaging refers to the reality of bilingual usage in naturally occurring contexts where boundaries between languages are fluid and constantly shifting

Cenoz & Gorter, 2021, p. 18

Main differences between academic translanguaging and spontaneous translanguaging

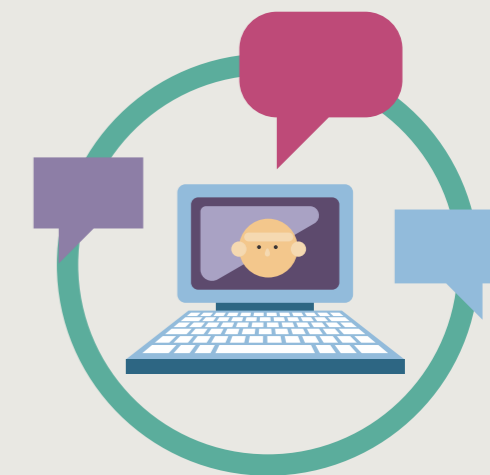
In essence, academic translanguaging corresponds to Definitions 1, 3 and 4 in the translanguaging definitions table under ‘What is translanguaging’ above, while spontaneous translanguaging corresponds to Definitions 2 and 4. However, since they are both on a continuum, there is flexibility as regards the characteristics triggered within both.



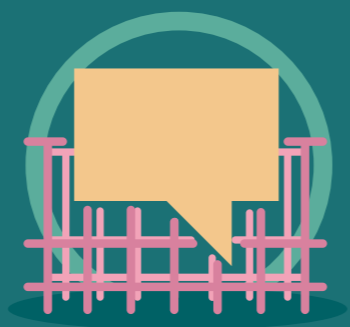
Academic Translanguaging	Spontaneous Translanguaging
<ul style="list-style-type: none"> Requires a great deal of careful planning to ensure that the languages are used appropriately. 	<ul style="list-style-type: none"> Can occur without any planning, but can be included as part of a pre-defined lesson plan
<ul style="list-style-type: none"> Usually requires the presence of a teacher, but pupils who are fluent in both languages can complete the work without teacher intervention. 	<ul style="list-style-type: none"> The presence of a teacher is not required, although teacher guidance would be useful for less confident speakers in some situations
<ul style="list-style-type: none"> In a minority language situation it provides an opportunity to control the use of language in order to ensure sufficient practice of the weakest language 	<ul style="list-style-type: none"> Enables a speaker to make use of all his/her languages without having to pay too much attention to rules regarding language use when discussing the work

Teacher-led translanguaging vs. pupil-led translanguaging (Jones & Lewis, 2014)

	Translanguaging model	Example
Teacher-led	<ul style="list-style-type: none"> Teacher-led translanguaging means an activity intentionally planned by the teacher for bilingual pupils of mixed abilities. To adapt the task for varying linguistic abilities, the teacher has to try to scaffold the translanguaging activity by, for example, selecting suitable reading materials and providing writing frames. 	<p>Religious Education Class for 7- to 9-year old and 9- to 11-year-old students who were a mix of L1 and new speakers. The topic of the lesson was the Jewish Hanukkah festival.</p> <p>The teacher had prepared an English worksheet. The task was to write facts based on the sheet in Welsh. To do so, the teacher assisted the children to read the English leaflet, and then showed models of sentence patterns for the writing task, preparing scaffolding methods for the new speakers.</p>
Pupil-led	<ul style="list-style-type: none"> Student-led translanguaging occurs when the students are able speakers and they choose how to organise their linguistic skills when receiving and producing information. As Jones (2017) noted, this model goes beyond Williams’ original definition in recognising that the pupils also at times decide how to complete translanguaging tasks rather than following the teacher’s directions. The translanguaging activities are under the pupils’ control and are therefore completed more independently. They have the freedom to choose how to complete the task. There is an example of this model at work in Jones (2017). However, care must be taken when considering when and how different models should be used, arguing that pupil-led translanguaging works better for pupils who are balanced bilinguals. In a situation where one language is considerably stronger than the other for the pupil, there is a risk that pupil-led translanguaging could lead to word-for-word copying without the content being fully understood (Jones, 2017). 	<p>History lesson in a class of 9- to 11-year-old children, L1 and L2 who were balanced bilinguals. The lesson topic was the eating habits of Stone Age people.</p> <p>The pupils had received information in English from the internet, using listening and reading skills to process the information. The results were recorded in Welsh, using Welsh terms without the use of a dictionary. The results were presented to the class in Welsh.</p>



With all translanguaging methods, it is possible to use translanguaging cues (Jones & Lewis, 2014) to scaffold the child's use of his/her weakest language to ensure that the activity is conducted in the target language– e.g. by helping the child to formulate appropriate responses in Welsh or to draw up a template of appropriate sentence structures. This can occur with the teacher or another pupil with stronger skills in the language (see scaffolding and Reference Point 8).



Reference Point 10: Translanguaging cues

information about language use in the classroom provided by the teacher

Jones, 2017, p. 208

Translanguaging cues include any assistance offered by the teacher so as to ensure that the pupil can complete the requirements of the task and produce the output in the target language. For example, to be successful in a Welsh written task may depend on clear understanding and appropriate use of subject terms in Welsh. When creating a sheet of bilingual terms to accompany the task, the teacher creates translanguaging tasks – giving a helping hand to assist with the discussion of the task (developing an understanding of the terms by comparing and

contrasting the terms in both languages) and producing the written work in Welsh.

In the context of academic or spontaneous translanguaging in class, translanguaging cues can occur through producing materials beforehand, such as a list of terms or syntactical frames, or verbally as the teacher encourages linguistic conversion from the English/bilingual discussion to completing the task in Welsh without directly prohibiting the use of English:

...translanguaging needs cues to trigger language switching

Cenoz & Gorter, 2021, p. 4

...the promotion of translanguaging could easily encourage pupils to focus more on the majority language (English). To carve a space for Welsh in bilingual classrooms, translanguaging cues are presented by the teacher to safeguard the use of the minority language (Welsh).

Jones, 2017 p. 213

Translanguaging for teaching and learning vs. translanguaging with no specific educational intention

Within the classroom, there can be another layer of translanguaging, namely translanguaging with no specific educational intention (Basic Interpersonal Translanguaging – BIT) and translanguaging for teaching and learning (Cognitive Academic Translanguaging – CAT)

(Jones, 2017). Although both types overlap naturally in class, it is essential that teachers secure opportunities for pupils to translanguauge in educational contexts (in relation to a specific piece of work /information) and in non-educational contexts (in personal interactions).

Planning tips

According to García, Ibarra Johnson and Seltzer (2017) there are three layers to successful translanguaging, roughly corresponding to attitude, planning and flexibility (see Cenoz & Gorter, 2021, p. 11 and Singleton & Flynn, 2021. p. 8-9):

Attitude	Planning	Flexibility
A firm belief that effective translanguaging has its place in the classroom – that the spontaneous linguistic practices of bilingual pupils are resources which could be utilised	Planning activities, exercises and tasks deliberately to vary the language of input and output, and to give opportunities to discuss bilingually	Willingness to adapt step by step based on the pupil(s)' needs and the requirements of the task (e.g. the target language)

- ▶ Lessons can be prepared and planned using a translanguaging strategy in a detailed manner, refined so as to concentrate on different aspects of the same task. For instance, in classes of different ages and a class of bilingual L1 and L2 speakers, the lesson tasks could also be varied, allowing the older children who have better mastery of both languages to extend their activities, working independently and extending their work (e.g. comparing Hanukkah with Christmas in the case of the above example), by turning to further written materials in English before recording their results on a computer in Welsh.
- ▶ This ability to adapt materials according to ability is important, bearing in mind the variety of linguistic contexts existing in all parts of Wales. The relationship between Welsh as a minority language and English as a majority language can influence favourably (by enriching the children's bilingual skills) or unfavourably (by restricting the development of Welsh) the children's linguistic ability as well as on their perceptions of both languages, if the language balance is not appropriate for the context. It is good practice, therefore, to consider the balance between both languages in the individual, between both languages in class and within the wider community, to facilitate the planning of suitable translanguaging strategies.
- ▶ Providing translanguaging cues (scaffolding) is important to encourage the use of Welsh, to ensure that Welsh is developed when completing a task, and to give the children plenty of opportunities to consider for themselves how to express themselves fully in the target language. This may include relating the meaning of a word and its form in one language and transferring that information to the other language (e.g. discuss the meaning of percentage – part of a hundred – in Welsh while discussing the word 'percent' in English – Jones, 2017).
- ▶ Sufficient space and time should be sought for Welsh, with the aim of encouraging equal or more frequent use than English (Cenoz & Gorter, 2021) by using translanguaging cues.



Translanguaging: Classroom Strategies

The following set of example classroom strategies illustrate some of the concepts discussed in this book.

These example classroom strategies were co-developed with classroom teachers to provide a set of example classroom strategies for teachers to use as a basis for adapting and creating their own translanguaging practices with their pupils.



Tasg Trawsieithu 1 Labelau

Pwrpas
Datblygu geirfa mewn mwy nağ un iaith.
Ysgogi cysylltiadau rhwng yr ieithoedd

Canllawiau athro

- Paratoi diagram gwag ar gyfer labelu
- Rhoi'r termau wedi eu cymysgu i'r disgyblion mewn un iaith (e.e. Cymraeg neu Saesneg)

Canllawiau disgybl

- Defnyddio geiriadur i chwilio am y termau yn yr iaith arall (cyfieithu)
- Nodi'r term Cymraeg ar un ochr y label a'r Saesneg ar yr ochr arall i greu label dwyieithog
- Labelu'r deigram

Beth sydd ei angen?

- Poster neu deigram gwag i labelu
- Blu tack
- Labeli post-it
- Pin ffelt
- Geiriadur dwyieithog
- Gliniadur/tailed

Ymestyn drwy drawsieithu

Ar ôl defnyddio'r geiriadur i gyfieithu'r termau, ewch ati ar y wê i chwilio am wybodaeth am swyddogaethau'r termau (e.e. Beth yw swyddogaeth 'deilen'?). Mae'n debyg bydd yr wybodaeth ar y wê yn Saesneg. Troswch yr wybodaeth i'r Gymraeg ar gyfer anodi'r deigram.

SGIL TRAWSIEITHU CAM CYNNYDD: 2/3

MAES DYSGU A PHROFIAD: Trawsgwricwlaidd

Cofiwch...

Mae'r dasg yma'n hyblyg iawn - gallwch addasu'r dasg ar gyfer sawl cyd-destun e.e. diagram y corff mewn gwyddoniaeth neu diagram y gylchred ddŵr mewn daearyddiaeth.

Mae darllen wybodaeth mewn un iaith, ei ddeall a'i fewnoli er mwyn ei ail-gynhyrchu mewn iaith arall yn sgil - bydd angen dipyn o ymarfer.

Translanguaging in the classroom - A quick reference guide for educators

43.

Tasg Trawsieithu 2 Gwyllo Fideo

Pwrpas
Derbyn wybodaeth o ffynhonnell mewn un iaith a thrafod y cynnwys drwy gyfrwng iaith arall.

Sbardun
Gwyllo fideo addysgol yn eich maes

Camau'r dasg

- Gwyllo fideo addysgol mewn un iaith (e.e. Saesneg) yn y dosbarth.
- Athro i stopio'r fideo yn achlysurol i ysgogi y disgyblion i ymateb i gynnwys y rhaglen yn Gymraeg.
- Gofyn i'r disgyblion adnabod y wybodaeth bwysig sydd wedi cael ei gyflwyno.

Ymestyn

Gofynnwch i'r disgyblion fynegi eu barn a thrafod yr hyn a ddysgwyd o'r fideo (Saesneg) yn y Gymraeg.

Beth am wneud nodiadau pwynt bwled i gynhoi yr hyn a ddysgwyd o'r fideo?

Cofiwch...

Nid oes rhaid i'r sbardun fideo (y mewnbwn) fod yn Saesneg, gellir amrywio iaith y mewnbwn a'r allbwn o dro i dro, e.e. gwyllo/gwrandao ar fideo Cymraeg a thrafod/ymateb yn Saesneg

Gair o gyngor

Mae'n bwysig fod y dasg yn broses ddeinamig felly cofiwch ysgogi'r disgyblion i gymryd rhan yn y drafodaeth.

SGIL TRAWSIEITHU CAM CYNNYDD: Pob cam cynnydd

MAES DYSGU A PHROFIAD: Trawsgwricwlaidd

Sylwebaeth Teledu (ST)	According to the U.S. National Climate Assessment, our Earth is warming. Earth's average temperature has risen by 1.5 degrees Fahrenheit over the past century and is projected to rise another 2.11.5 °F over the next 100 years. Even small changes in the average temperature of the planet can translate into large and potentially dangerous shifts in climate and weather. [athro'n stopio'r fideo]
Athro (A)	Reit ta, pa dystiolaeth allwch chi adnabod yn fanna fod y byd yn cynhesu?
Disgybl (D)	Wel, y ffaith fod y tymheredd cyfartalog wedi codi yn y gorffennol a bod gwyddonwyr yn dweud y bydden nhw'n dal i godi yn y dyfodol.
Athro (A)	Cywir. A fe welwch hi fod hyd yn oed cynnydd bach mewn tymheredd yn golygu obygdiadau mawr. Dwi isio chi nodi rhai o'r sgil-fffeithiau o gynhesu byd-eang wrth barhau efo'r clip. [athro'n ail gyhwyn y fideo, disgyblion yn cymryd nodiadau]
Sylwebaeth Teledu (ST)	Greenhouse gases are vital to making Earth a habitable planet, but the amounts of the gases in the atmosphere-gases such as carbon dioxide, methane, and nitrous oxide-have been accumulating. This accumulation of greenhouse gases is causing global average temperatures to rise...

Tasg Trawsieithu 3 Siaradwr Gwadd

Pwrpas
Derbyn sgwrs mewn un iaith (e.e. Saesneg) gan siaradwr gwadd a defnyddio'r wybodaeth i gyflwyno gwaith ysgrifenedig yn y Gymraeg.

Sbardun
Ymweliad siaradwr gwadd

Camau'r dasg

GWRANDO
Cyflwyniad Saesneg gan siaradwr gwadd.

TRAFODAETH
Cyfle i'r disgyblion ofyn cwestiynau i'r siaradwr gwadd.

YSGRIFENNU
Ffurio darn o waith Cymraeg sydd yn crynhoi'r wybodaeth a gyflwynwyd gan y siaradwr gwadd.

Cymorth ychwanegol

Beth am ddarparu taflen gyda dechreuadau brawddegau i brontio'r disgyblion wrth iddynt fynd ati i gwblhau'r dasg ysgrifenedig?

Enghraifft o wers

Ystyriwch ddefnyddio tasg o'r fath mewn wers goginio.

Mewnbwn- Siaradwr gwadd yn rhoi cyfarwyddiadau Saesneg ar sut i bobî bara.

Allbwn- Disgyblion yn mynd ati i ysgrifennu ryseit ar gyfer pobi bara yn Gymraeg.

Gair o gyngor

Gofynnwch i'r disgyblion gymryd nodiadau wrth wrando ar y siaradwr gwadd er mwyn paratoi ar gyfer y dasg ysgrifenedig.

SGIL TRAWSIEITHU CAM CYNNYDD: 2-3

MAES DYSGU A PHROFIAD: Trawsgwricwlaidd

Beth am gael y disgyblion i baratoi cwestiynau i'w holi o flaen llaw?

Ysgol Panteg (@YsgolPanteg): "Diolch yn fawr iawn i Mererid Hopwood am ymuno â cham cynnydd 2 heddiw mewn sesiwn..."

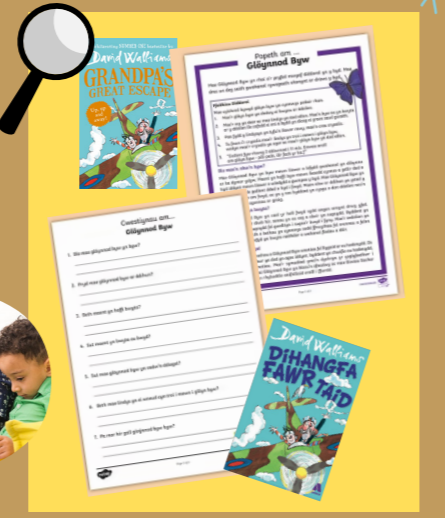
4.

Tasg Trawsieithu 4 Darllen a Deall

SGIL TRAWSIEITHU CAM CYNHYDD: 2/3/4
MAES DYSGU A PHROFIAD: Trawsfaes

Pwrpas
Darllen testun mewn un iaith, (e.e. Saesneg) a thrafod y cynnwys neu ymateb i gwestiynau yn dilyn y darllen mewn iaith arall (e.e. Cymraeg)

Canllawiau
1. Darllenwch y darn darllen mewn un iaith (gall hyn fod yn unrhyw ffynhonnell megis llyfr ffuglen, gwर्सlyfr, neu erthygl ffeithiol)
2. Ar ôl darllen y testun mewn un iaith e.e. Saesneg, ymatebwch iddo drwy gwestiynau dealltwriaeth neu drafodaeth mewn iaith arall.



Ymestyn...
Gallwch ddefnyddio'r dull darllen 'darllen cilyddol' lle mae disgyblion yn cyd-weithio mewn grwpiau bychan i wneud synnwyr o destun. Bydd hyn yn annog trawsieithu dan ofal y disgybl. Mae pob aelod yn cael rôl gwahanol fel isod:

- Rhagfynegwr Rhagorol**
cynnig syniadau am beth fydd yn ddigwydd a pham
- Esboniwr Effeithiol**
chwilota am atebion i gwestiynau'r grŵp am yr hyn a ddarllenwyd e.e. geiriau newydd
- Crynhöwr Cŵl**
dod a phopeth at ei gilydd i weddill y grŵp. Symleiddio a chrynhoi.
- Holwr Handi**
Annog y grŵp i feddlw am gwestiynau am y testun. Pam? Pryd? Pwy? Sut? Beth os?

Syniad
Mae nifer o lyfrau poblogaidd bellach ar gael yn Gymraeg ac yn Saesneg. Beth am amrywio'r broses drwy newid iaith y darllen a iaith y cwestiynau o dro i dro, neu o bennod i bennod?

6.

Tasg Trawsieithu 6 Cyflwyniad Llafar

SGIL TRAWSIEITHU CAM CYNHYDD: 2-5
MAES DYSGU A PHROFIAD: Trawsfaes/Trawsgwricwlaidd

Pwrpas
Cyflwyno gwybodaeth yn effeithiol i gynulleidfa mewn un iaith ar ôl ymchwilio mewn iaith arall.

Canllawiau'r dasg
1. Meddyliwch am bwnc diddorol i'w gyflwyno i gynulleidfa mewn un iaith e.e. Cymraeg
2. Ewch i ymchwilio gwahanol ffynhonnellau am wybodaeth megis y wê, llyfrau ffeithiol, unigolion. Mae'n bur debyg y bydd nifer o'r rhain mewn iaith arall e.e. Saesneg
3. Gwnewch nodiadau perthnasol o'ch gwaith ymchwil. Gall rhain fod yn Gymraeg neu'n Saesneg.
4. Cyflwynwch yr wybodaeth i'r gynulleidfa.



- Top tips...**
- Gwnewch nodiadau bras wrth ymchwilio er mwyn symleiddio a chrynhoi'r wybodaeth.
 - Dewiswch wybodaeth berthnasol. Gwrthodwch wybodaeth amherthnasol.
 - Defnyddiwch eiriadur termau dwyieithog i'ch helpu wrth gyfieithu termau
 - Cynlluniwch eich cyflwyniad - ystyriwch greu is-adrannau/is-deitlau.
 - Darllenwch eich gwaith yn uchel. Yd'ir brawddegau'n gwneud synnwyr i chi?

Mae trawsieithu yn sgil hollbwysig sydd angen cael ei ymarfer a'i ddatblygu - yn union fel chwarae piano neu sgiliau pêl droed

Sgil trawsieithu
Yn aml iawn, (ond dim bob amser) os am wneud cyflwyniad pwnc-benodol e.e. cysawd yr haul neu ddeinosoriaid, bydd llawer o'r wybodaeth yn Saesneg, yn enwedig ar y wê. Ond yn hytrach na'i weld fel problem, edrychwch arno fel cyfle i drawsieithu. Wrth ddarllen mewn un iaith (mewnbyn) a chreu cyflwyniad mewn iaith arall (allbyn) bydd rhaid i'r disgyblion fewnoli, prosesu a deall y wybodaeth gyntaf er mwyn cynhyrchu rhywbeth newydd.

5.

Tasg Trawsieithu 5 Dyfyniadau doeth

SGIL TRAWSIEITHU CAM CYNHYDD: 3/4
MAES DYSGU A PHROFIAD: DYNIAETHAU A IEITHOEDD, LLYTHRENNEDD A CHYFATHREBU

Pwrpas
Darllen testun mewn mwy nag un iaith, (e.e. Saesneg a Chymraeg) a thrafod y cynnwys neu ymateb i gwestiynau yn dilyn y darllen mewn un iaith ddewisol (e.e. Cymraeg)

Canllawiau
Darllenwch y dyfyniadau
Trafodwch mewn un iaith mewn grŵp o dri:
Ydi hyn yn wir mewn gwleidyddiaeth?
Ydi hyn yn wir mewn cymdeithas?
Ydi hyn yn wir mewn economi?
Ydi hyn yn wir mewn crefydd neu grêd?
Ydi hyn yn wir mewn addysg?
Ydi hyn yn wir i mi?

Sbardun y dasg:
"If you judge people, you have no time to love them." "If you can't feed a hundred people, then feed just one."
Y Fam Teresa

Peidiwch â chyfrif bob dydd sy'n pasio am yr hyn rydych chi'n ei feddi, ond cyfrifwch ef am yr hyn rydych chi'n ei hau.
Robert Louis Stevenson

Proverbs 26:27
27 If a man digs a pit, he will fall into it; if a man rolls a stone, it will roll back on him.

Ioan 4: adnod 37 - Mae'r hen ddywediad yn wir: 'Mae un yn hau ac arall yn meddi.'

"Love life — engage in it, give it all you've got. Love it with a passion, because life truly does give back, many times over, what you put into it." — Maya Angelou

Sbardun y dasg:

KARMA
What goes around comes around. Keep your circle positive. Speak good words. Think good thoughts. Do good deeds.

WHAT GOES AROUND COMES AROUND

RODEDERY
WAI I FEDDI

vevo
What Goes Around... Comes Around (Official Video) - YouTube
Gwrandewch ar gân Justin Timberlake

Definition of what goes around comes around
informal
—used to say that if someone treats other people badly he or she will eventually be treated badly by someone else
// You should not mistreat them. What goes around comes around.

Podcastiwrch
• Trefnwch eich barn ar ffurf podcast - Dewiswch 3 chyd-destun yn deillio o'r dyfyniadau doeth - addysg, cymdeithas, crefydd, economi, personol.

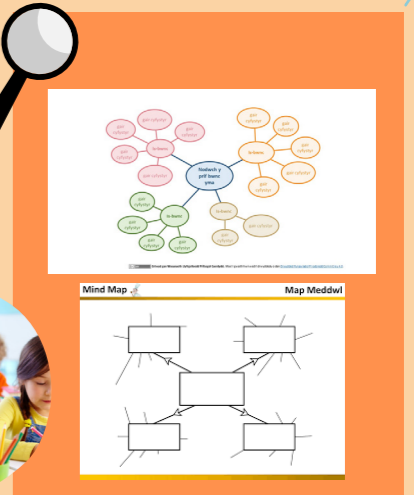
7.

Tasg Trawsieithu 7 Map meddwl

SGIL TRAWSIEITHU CAM CYNHYDD: 2-5
MAES DYSGU A PHROFIAD: Trawsfaes/Trawsgwricwlaidd

Pwrpas
Derbyn gwybodaeth ar lafar mewn un iaith a'i grynhoi ar ffurf map meddwl yn yr iaith arall.

Canllawiau
1. Cyflwynwch wybodaeth ar lafar i'r dosbarth yn Saesneg gan ddefnyddio gwर्सlyfrau, erthyglau neu bapurau newydd.
2. Wrth i chi gyflwyno'r wybodaeth i'r dosbarth, anogwch y disgyblion i gymryd nodiadau.
3. Ar ôl y cyflwyniad, gofynnwch i'r disgyblion fynd ati i ffurfio map meddwl gydag ychydig am gynnwys y cyflwyniad yn y Gymraeg.



Cyngor

- Peidiwch â chyflwyno gormodedd o wybodaeth. Byddwch yn glir ac yn gryno.
- Gwnewch yn siwr fod geiriadur ar gael ar gyfer y disgyblion wrth iddynt grynhoi'r wybodaeth i'r Gymraeg.

Y Termiadur Addysg

Beth am ofyn i'r disgyblion gyflwyno eu map meddwl ar lafar i'r dosbarth? Gall hyn fod yn gyfle iddynt ymarfer eu sgiliau llafar.

Syniad
Gellir dewis cynnal tasg o'r fath mewn parau. Beth am grŵp disgyblion iaith gyntaf Cymraeg gyda disgyblion iaith gyntaf Saesneg? Gall y ddau ddisgybl eiwa ar sgiliau ei gilydd.

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A quick reference guide for educators

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