

Translanguaging in the Classroom

Celebrate languages.

Empower learners.

Build success.



What is Translanguaging?

- Students are encouraged to use their first language/s and English to learn.
- They can speak, write, read, listen and translate across languages.
- It enables multilingual learners to gain a better personal understanding of content, as they draw on prior experience, knowledge and skills.

Key Strategies for Translanguaging

- **Bilingual/Multilingual Glossaries** - Provide word banks in the learner's first language; learners create their own glossaries.
- **Drafting in First Language** - First drafts in home language before translating.
- **Online Research** - Allow use of learners' first language(s) when researching.
- **Group Discussions** - Discussions in first language for pairs/groups with shared languages. Students can share discussion points in English.
- **Other Strategies** - Notes in first language, multilingual resources, collaboration in home languages, multilingual texts, GCSEs in first language, celebrate bilingualism, encourage use of first languages (except English-only tasks).

Why is it a powerful approach?

- Builds on a student's existing knowledge.
- Makes new concepts easier to understand.
- Strengthens English skills through deeper understanding of links between languages.
- Supported by research (Cummins & Conteh).
- It improves learning, builds confidence, and celebrates multilingual identity.



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How can I use it in my classroom?

- Encourage a student to **write a complex story in their first language**, using the skills of the lesson (e.g. metaphors) and then translate to English.
- Create **homework sheets in English and student's first language** so parents can support learning at home.
- Encourage a student to **take notes in their first language** and use these to make revision flashcards in English.
- Work with a student to **create glossaries in first language and English** for upcoming topics - use images to make this tool even more effective.
- **Translate instructions for task** in Maths and Science so a student can use their prior knowledge and known languages to complete the work in class.
- Show a student a **video in their known language** to help them understand an upcoming topic and encourage notetaking in first language.

What impact can this have?

Jade, a past participant, used translanguaging with her Year 10 class. She was amazed at the response when she handed out extra notebooks and encouraged her students to use their first language to take revision notes. Her students were **so excited and so proud** to show off their Arabic writing to their friends and asked "Really Miss, can we?". Not only did this help these students to work faster but it helped **celebrate a huge part of their identity** and **bring this into the classroom**.