A Pedagogy for bi/plurilingual pupils: Translanguaging

GUIDANCE FOR TEACHERS

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ARTS, LETTRES, LANGUES, SCIENCES HUMAINES ET SOCIALES

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Introduction

This guidance document is for classroom teachers and anyone working in an educational context with pupils who live and learn in more than one language. It provides guidance on a pedagogical approach called translanguaging which encourages and enables pupils to draw on all of their languaging practices in the service of learning. It is based on research evidence about why this pedagogy supports learning and how best to achieve this. Evidence is used here to describe the principles and suggested practice of translanguaging pedagogy. For a discussion of the concept of translanguaging and translanguaging pedagogy, see section 1.3.

The document is split into three main sections:

1. Introducing the project, the children and the pedagogy
2. Principles for practice
3. Practice steps:
   - Gathering information
   - Resourcing
   - Evaluating practice.

How to read this document

The document contains a number of icons to help you locate evidence quickly.

- **?** Questions teachers ask about translanguaging pedagogy and all that it involves
- **▣** Video material from the ROMtels project
- **ⓘ** Further sources of information
- **⊕** Reference to the ROMtels website
- **☀** Sources of research evidence

There are 2 versions of this guidance: hard copy and electronic copy via the research project website **https://research.ncl.ac.uk/romtels/resources/guidancehandbooks/** .

The hard copy provides links to the website to view accompanying example video materials. These are embedded into the online version of the guidance document. The video material consists of 2 types of material:

- Videos made for enquiries consisting of characters speaking in English and a translanguaged form of: East Slovak Romani and Slovak; Czech Vlax and Slovak; Ursari and Romanian (found at **https://research.ncl.ac.uk/romtels/strands/wg3/wg3resources/**).

- Videos of children (and parents) learning together through problem solving, exemplifying translanguaging for learning **https://research.ncl.ac.uk/romtels/resources/video/** . These are categorized further into excerpts of: translanguaging for learning in action; translanguaging for participation, natural translanguaging and awareness of language choice; and translanguaging and affect.

The hard copy also provides links, which are embedded within the electronic version, to tools and apps which are completely free to download from the research website (**https://research.ncl.ac.uk/romtels/resources/tech/**). These are categorised as:

- Tools to be used on any Microsoft touchscreen device (not Apple or Android) to support learning and to record evidence for collaborative problem solving: notepad*, colour drawing pad*, voice recorder*, camera*, postcard*, history timeline*; voting; and talking/picture bilingual dictionary.

- Puzzle apps to be used on any any Microsoft touchscreen device (not Apple or Android) to support learning through collaborative problem solving, and are configurable to any age and for any topic of study: sorting into Carroll diagram or Venn diagram; buying task; pelmanism; spot the difference; squares puzzle*; triangle tessellation puzzle*; zodiac*

*Those with an asterisk cannot be customised. Please note those without an asterisk are fully customisable to suit any age and topic of study (see section 3.2 for further information). Documents and wizards to support the use of videos, tools and apps can be found at: **https://research.ncl.ac.uk/romtels/resources/tech/** .

1.1 | Introducing the Research Project: ROMtels (Roma translanguaging enquiry learning space)

This project took place across 4 European countries: the UK, France, Finland and Romania. It lasted for two and a half years. The overall aim of the project was to improve the education of Eastern European Traveller children and Roma children in particular, in primary school (age 5-11) classrooms across Europe, and one secondary school in France (with pupils up to the age of 15), to effect improved pupil engagement and motivation with the ultimate goal of improved attainment. The project was in response to data concerning persistent gaps in school attendance and the achievement of Gypsy, Roma and Traveller pupils in comparison to national averages across Europe **(http://fra.europa.eu/sites/default/files/fra_uploads/2099-FRA-2012-Roma-at-a-glance_EN.pdf)**, and in the partner countries specifically. The project is also a response to the decline (or non-existence) of home language use in classrooms (age 5-11) as a pedagogic tool to raise the academic achievement of pupils whose home language(s) differs from the official language of their school.

> **NOTE: material to support the making of videos in any languages is so provided at:** https://research.ncl.ac.uk/media/sites/researchwebsites/romtels/CreatingScreenVideos_updated.pdf

The project began in the UK with two technologies working in tandem (digital table and large scale 360 degree projected displays) to create an immersive virtual reality like space. The children enter the space as investigators of a particular enquiry **(https://research.ncl.ac.uk/romtels/strands/wg3/overviewenquiries/** see website for 4 different enquiries). Characters appearing in the space speak to the children in English and a translanguaged form of Roma and the children's Eastern European language, to set problems and puzzles along the way. The children collaborate to solve problems thereby encouraging purposeful language use through translanguaging.


RIGHT:
A still from the film of Edward Moore, owner of the warehouse in Gateshead, where the Great fire of Tyneside is reported to have started

LEFT
Children and parents working together in Sète, France

Lessons learned were then applied to French partners who undertook a collaborative art exercise in a Museum in Sète, France. Children and parents visited a museum and analysed 4 paintings. Their task was to then present that analysis in the form of translanguaged writing for a placard for the museum displays.
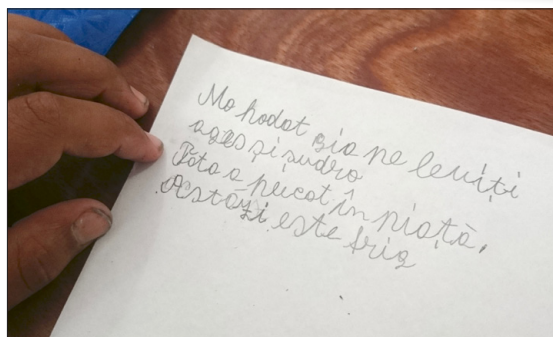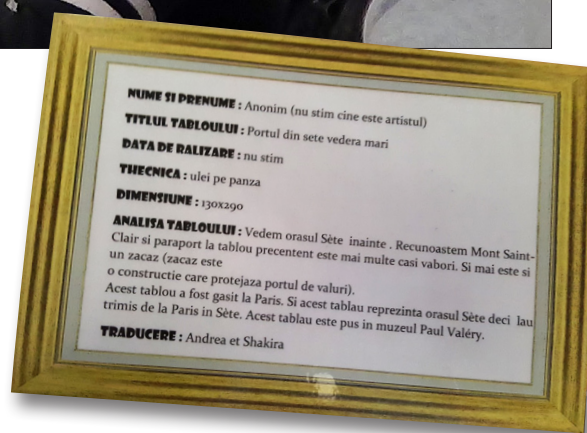
FAR LEFT
Translanguaging to learn in Tinca, Romania

LEFT
Writing in Roma in Romania

In Romania, the practice of home language use for learning, which had arisen naturally as a result of the specific circumstances of the school (see **http://research.ncl.ac.uk/romtels/strands/results/** for details of the school in Tinca), began to be more formalised in classes. Children were encouraged to write in Romanian and Korturare (their Roma dialect), drawing on the standardised forms of Romani currently being developed in Romania.

Collaboration with parents, and the transformation of teachers' attitudes towards Roma communities is an integral part of the project so that children's cultural and linguistic backgrounds are made available to schools by parents who trust this information is respected, valorised and used by teachers to improve the educational and social inclusion of their children. At the same time families become more knowledgeable about institutionalised education. For details on how this happened see ROMtels document 3 at: **http://research.ncl.ac.uk/romtels/strands/wg1/**. Also see ROMtels handbook 3 at: **http://research.ncl.ac.uk/romtels/resources/guidancehandbooks/**. 🌐

For more detailed accounts of each partner's work see **http://research.ncl.ac.uk/romtels/strands/wg2/**

A full report of the project can be found here **http://research.ncl.ac.uk/romtels/strands/results/resultsresources/** (WG6.2)

1.2 | Introducing the Pupils

The ROMtels project worked with pupils in 6 schools (5 Primary and 1 Secondary) as in the table below.

Location	School age	Notes
Newcastle upon Tyne, England	2 primary (age 7-11)	School 1: 27 identified languages; EAL ranges from 58% in year 1 to 87% in year 5. School 2: 95.22% EAL; 8.8% (63/712 children) are Roma
Sète, France	1 primary; 1 secondary	9 Roma pupils across the 2 schools. Secondary school: 20-25/500 pupils with FLS Primary school: 20/200 pupils with FLS 15 Identified languages + variations of Arabic/creole
Järvenpää, Finland	1 primary	4 Roma pupils, 2 in 'preparatory class' with 6 other pupils, learning Finnish as an additional language and 2 in special educational needs classes.
Tinca, Romania	1 primary	115 pupils to mid primary level. 100% Roma (pupils who are not accepted/welcomed into local state schools)

The terms EAL, FLS/FSL (Français Langue Seconde/ French as a second language) and Roma used above need further explication. Of course these pupils cannot be considered a homogenous group, and some of the individual factors to consider, which are typical of children in schools up and down the UK, France and some cities in Finland, are:

■ Whether pupils were born here or arrived during the years of formal schooling, and if so whether they have travelled within the country before arriving at your school.

■ Whether the pupils are learning the language of school simultaneously with or consecutively to their other languages.

■ The number of languages spoken in different contexts outside of school, and different to the language of schooling in each country. These are often referred to as home languages, but may not often or ever be spoken in the home.

■ The purposes of usage of those languages, e.g. religious, family contact, formal schooling to maintain language

■ The mode of communication in languages, e.g. only spoken, mostly spoken with some literacy, primarily in written form.

■ The perceived and socio-historical status of their languages by the language community, the families, the pupils and the teachers in comparison to the language of schooling and any other languages.

■ Whether their languages have an accepted, standardised written form or not

■ Parents'/carers' prior access to education and literacy in the languages

■ Pupils' prior access to education, e.g. if fleeing war, destitution, or discrimination children may have had limited access to schooling

■ Parents'/carers' prior experiences of institutionalised education such as schools.

■ Pupils' experience of trauma prior to arrival at school.

For more details about Roma, please see section 3.1, page 14.

The pupils in Tinca, Romania are Roma pupils who live with their families on the edge of Tinca village, and who are not accepted in the surrounding state Primary schools. This 'private' proRoma school (built and run by a charity) caters specifically for their education in order to enable them to join state schools.

You may have noticed that we do not include terms such as competence or fluency in a consideration of issues. Instead, we draw on the definition of plurilingualism presented in the CEFR:

> **"the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the social actor may draw"** .

Coste, Moore & Zarate, 1997, p. 12)

This conception is entirely consistent with our understanding of translanguaging and translanguaging pedagogy which is where we turn now.

1.3 | Introducing translanguaging pedagogy

To understand translanguaging pedagogy we draw on several overarching constructs as in the graphic representation opposite.

Learning here is conceived through a Vygotskian sociocultural lens, where learning is understood to be mediated by culturally determined symbolic tools and signs, chief amongst which is the semiotic tool of language.

We construct meaning with others through the process of languaging or the reciprocal processes of talking to express meaning and being listened to, and of listening and making meaning of the talk of others.

Sociocultural theory of learning

Transformative education

Translanguaging pedagology

Plurilingualism

Translanguaging
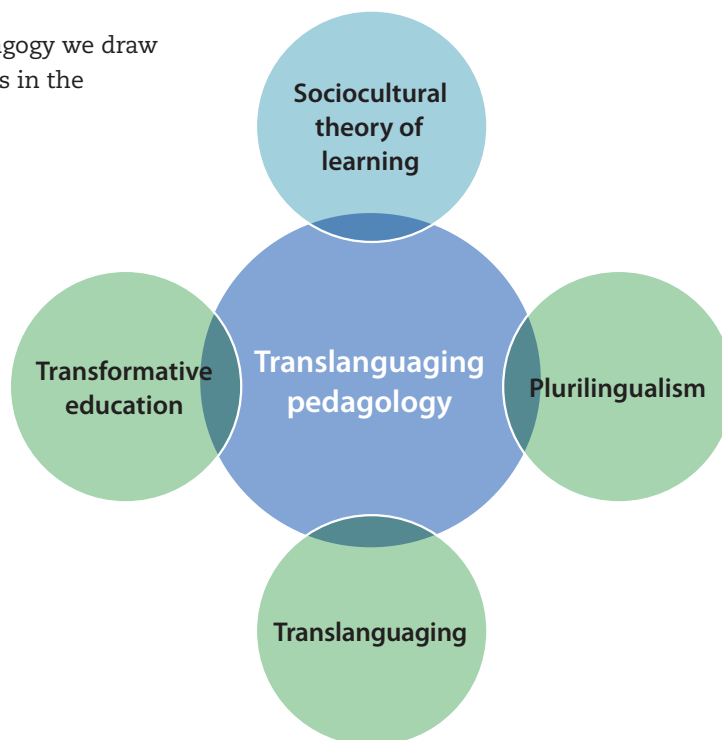
Here languaging is a verb, a social act people do, rather than a linguistic object that is possessed and learnt independent of its use (e.g. Garcia, 2009, Swain and Lapkin, 2011). Of interest is the act of learning in action, or 'in flight' as Vygotsky put it, so as teachers we are interested in the discursive practices of pupils which mediate thinking and learning during joint problem solving.

Neil Mercer, a neo-Vygotskian researcher has distinguished three types of talk pupils engage in when thinking through problems together:

- Disputational talk, characterised by disagreement and individualised decision-making.

- Cumulative talk, speakers build positively but uncritically on what the other has said. It is characterised by repetitions, confirmations and elaborations.

- Exploratory talk, in which partners engage critically but constructively with each other's ideas (Mercer 1995).

He postulated that exploratory talk was the most effective for learning, but we must also understand the value of cumulative talk for learning to language.

In line with this understanding of learning, and in order to capture the fluid, dynamic nature of languaging for learning amongst pupils who live and learn in more than one language, we turn to the concept of translanguaging. At its simplest, this is defined as the process of engaging in the "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds." (Garcia, 2009, p.45).

Further interrogation reveals two related assumptions within this construct:

- usage-based linguistic norms of plurilingual interaction are emphasised as opposed to monolingual norms

- languages are no longer understood as discrete systems but rather a language continuum which is accessed according to perceived need in context.

Garcia and Kano (2014) explain translanguaging as different to an act of switching or shifting between languages, to a selection of language features from a **repertoire** which they then 'soft assemble' in ways that fit communicative situations. They describe how "bilinguals call upon different social features in a seamless and complex network of multiple semiotic signs, as they adapt their languaging to suit the immediate task." Garcia and Kano (2014: 260-261).

Another dimension of translanguaging, which is crucial to an understanding of translanguaging pedagogy, is the acknowledgment of differential power relations between interlocutors and between languages in terms of their perceived relative status: "The languages of an individual are rarely socially equal, having different power and prestige, and they are used for different purposes, in different contexts, with different interlocutors." (Garcia, 2009: 45). Consequently, "an exclusive focus on the standard variety [of a language] keeps out other languaging practices that are children's authentic linguistic identity expression" (Garcia, 2009: 36), and therefore a useful semiotic tool for learning. Of course, this is *not saying that pupils should not learn the standard form of languages,* as they must be equipped to participate equally in education, however this is measured, but the semiotic tools they use to do this learning, or any other subject require the flexibility and creativity of translanguaging.

As educators we can either capitulate to the current norms which reinforce existing power relations, or we can act to challenge them. Translanguaging pedagogy is a tool for challenging the status quo and affording children the right to employ every resource at their disposal for learning. To view evidence of this in practice, see videos in the category translanguaging and affect at: **https://research.ncl.ac.uk/romtels/resources/video/.**

Translanguaging Pedagogy as Transformative and Emancipatory

A translanguaging pedagogy enhances teaching and learning (Creese and Blackledge 2010) WHILST enabling pupils to demonstrate what they know and can do (Garcia and Li, 2014); AND develop and enact standard academic ways of languaging (Garcia and Sylvan, 2011), or what Cummins originally termed 'cognitive academic language proficiency' (Cummins, 2000).

> ☀ **Several research studies over the last 17 years and over a range of contexts provide evidence that enabling pupils to draw on all of their languaging resources for learning supports that learning (e.g. Auger, 2005; Barradas, 2000/2003; Cummins, 2003; Mohanty, 2006; Sneddon, 2000/2008; Smith, 2006, 2007; Thomas & Collier, 2001). The ROMtels project demonstrates exactly how this happens in transalanguaging spaces created in schools.**

It is based on an understanding of the lived reality of languaging for purposeful meaning making in plurilingual discursive practice, and therefore a normal everyday occurrence for pupils who live and learn in two or more languages. It is also based on an understanding of research evidence (see information box), including from the ROMtels project, that enabling translanguaging in schools is hugely beneficial to pupils' learning.

Evidence from the ROMtels project has shown pupils translanguage during joint problem solving to: reason, speculate, justify, clarify, convince, recount/recall and support peers. This happens through cumulative and exploratory talk to co-construct meaning. This sometimes occurs during the process of translating for each other and their

teachers. We also found pupils translanguaged to support spelling of words in English, and for task/ procedural talk. The only discussions about which language to use arose when pupils needed to record evidence using the recording tools.

Find video evidence of each of these at https://research.ncl. ac.uk/romtels/resources/video/. 🎥

M: {it's a vase. Look B**! So what if it is the vase?}
B: {it's a cart.}
M: {I've told you it's a vase. You'll see.}

Hence the 'trans' in translanguaging pedagogy is:

- transcending, as it is not about the simple co-existence of two or more languages, rather it is a combining together to "generate new identities, values and practice" (Wei, 2010: 1223). It is "both going between different linguistic structures and systems and going beyond them" (*ibid*: 1222), hence creating new semiotic tools for learning.

- transformational in these new resources for learning created and in the transformation of linguistic norms of schooling.
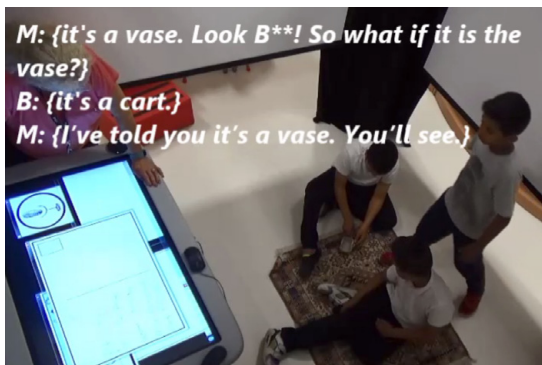
> ⓘ **For further sources of information on translanguaging see:**
> https://ealjournal.org/2016/07/26/what-is-translanguaging/
> http://www.schooleducationgateway.eu/en/pub/latest/news/translanguaging_a_positive_ap.htm

Translanguaging pedagogy is therefore viewed as a **right** for learners to draw on all of their languaging practices in the process of learning, and in learning to learn. Creating spaces for such translanguaging to learn, is hence emancipatory for pupils and is an act of transformative education in which teachers "challenge the operation of coercive relations of power in the wider society" (Garcia, 2009: 318) in order to effect more equitable education practices.

In creating this space, the status of pupils' plurilingualism, and particularly those languages which are assigned a lower status in society, indexes a shift in pupils' identity as languaging experts in the eyes of all concerned: the pupils themselves and their peers, their families and teachers, hence further acting to support more equitable practices.

2.0 | Principles for Practice

Research undertaken by the ROMtels project combined with previous studies (concerning translanguaging and other research into teaching/learning of bilingual pupils) has helped us to articulate several principles for the practice of translanguaging pedagogy, as below. Once you interact with these principles, you can then action three steps to enable a translanguaging pedagogy: gathering precise and meaningful information; finding and creating resources; and evaluating practice.

These broad principles for practice are informed by and inform the conceptual base described in section 1.3. They are full of questions you may want to ask ❓ , together with responses.

It is useful to start by thinking about some of the fears of plurilingualism often articulated, as these obviously also relate to pedagogy. Despite the fact that the majority of the world's population use more than one language in their daily lives, and this is reflected in many classrooms around Europe*, plurilingualism has been and continues to be constructed as a problem in and for society. These can largely be summarised in terms of the following example questions:

Parental: "What have I done to my child?"

Educational: "Does bilingualism hinder academic progress?"

Cultural: "Will bilingualism lead to cultural alienation?"

Politico-ideological: "Is bilingualism a threat to society and the nation-state?"

(Baetens Beardsmore, 2003)

The above interrelated fears are important because the socio-political ideological messages we receive from government policy, political discourse and the media negatively influence parents' and teachers' attitudes towards plurilingualism and hence pedagogical approaches such as translanguaging. So let's look at some common educational questions/misconceptions around educational and cultural fears. These help us to articulate some basic principles for practice.

1. **Plurilingualism, translanguaging pedagogy and fears about academic progress**

   Q: Do brains fill up or get confused when learning more than one language?

   A: No. The brain does not work that way. There are several studies documenting the cognitive benefits of bilingualism (for example: Perani, Daniela et al., 1998; Fabbro Franco, 2001). It is also worth considering that as the majority of the world's population translanguage on a daily basis as a normal everyday practice, this strongly suggests there isn't a brain capacity issue!

   Q: Do school and home languages work against one another?

   A: No, they both support conceptual development, especially when the child has control over their translanguaging for learning.
   See some videos from the project at: https://research.ncl.ac.uk/romtels/resources/video/ 🎥 .

   Q: Is it not better to keep languages separate?

   A: Probably not given the shared conceptual base and repertoire of languaging practices.
   See some video evidence from the project where pupils translanguage swiftly across languages https://research.ncl.ac.uk/romtels/resources/video/ (Natural translanguaging) 🎥

ℹ ***In the UK, NALDIC (https://naldic.org.uk/) estimates that there are more than 360 languages spoken by pupils in schools, and this probably does not include dialects. A study of languages other than Finnish in Finland, 2013 estimated 150 additional languages spoken (http://www.kotus.fi/kielitieto/kielet In France it is forbidden to run ethnic and language surveys but The French delegation for French language and Languages in France DGLFLF has reported 75 languages in 1999 (CERQUILIGNI 1999) and we believe more than 100 languages are spoken in France today.**

Q: As teachers cannot be expected to learn all of the pupils' languages, is it not more reasonable, and educationally effective to employ a submersion (sink or swim) pedagogy?

A: Teachers are not expected to learn all home languages, although it is useful and supportive to learn a few words. Although 'sink or swim' may seem intuitive two decades of international research has "conclusively established that new language practices only emerge in interrelationship with old language practices" (Celic and Seltzer, 2011:3) (🔆 **see page 9 for evidence**).

Q: How does translanguaging support learning of school subjects if the children do not have access to that sort of language in their home languages?

A: Translanguaging allows children to practice subject language through the medium of their entire languaging repertiore so they can eventually appropriate the language of school **(see some examples of this in practice 📹 https://research.ncl.ac.uk/romtels/resources/video/ (Translanguaging for learning).**

Q: Is translanguaging a temporary developmental phase until pupils become fluent in the school language?

A: No. It is a natural occurrence for people who speak more than one language, not a developmental phase. This is not about transitioning from home language speaker to a competent, native-like English (or Finnish, or French or Romanian) speaker; although of course becoming fluent in the language of school is an aim too, but not at the expense of other languages.

A focus on the language of schooling at the expense of pupils' home language(s) can lead to attrition in their home language(s) which can be extremely detrimental to their overall development, for example, Auger and Sauvage (2009) found that it can lead to mutism in the language of schooling.

Q: Should children learning the language of the school as an additional language be considered to have special educational needs?

A: Absolutely not. Of course some of plurilingual children will have special educational needs, but this is not *because*

of their plurilingual lives. Plurilingualism must be entirely distinguished from special educational needs in terms of the underlying cause and symptoms of need and hence also in terms of educational provision. Hence this must be considered when grouping pupils in class (see section 3.2). If you hear yourself or others say, "this pupil has no language yet", when what you mean in "this pupil is new to the language of the school", please correct yourself/others. In fact it is very likely that by the time they arrive at school, they have already heard and can recognise some phrases in this new language, but may not wish to share this knowledge yet! This sort of deficit thinking denies pupils' expertise in languaging and translanguaging for learning.

Q: When pupils are new arrivals to a country, is it useful for them to go into special classes for 'language learning' before joining the main subject classes?

A: We do not believe this is appropriate, necessary or beneficial. Segregated classes for 'new arrivals' were not successful in Britain (1950s-1970s) (Burgess & Gore, 1990), or in Sweden (1960s) (Skutnabb-Kangas, 1981), or in Canada (1980s) (Cummins, 2000). Although it is an understandable school response to increasing linguistic diversity given the pressures on classroom teachers, there are negative consequences for pupils' social and academic development (references as above). That is why in France, newly arrived pupils are schooled in the class corresponding to their age and at the same time have special training session (up to 12 hours regarding pupil's language need) for the language of schooling since 2012.

2. Plurilingualism, translanguaging pedagogy and the fear of cultural alienation ❓

Q: Will pupils begin to feel alienated from each other, forming language cliques?

A: In our experience this depends entirely on how you support translanguaging in the class, but it is not a natural or inevitable consequence of translanguaging. Indeed the opposite is often true and pupils learn more about each other and gain more respect for each other. 📹 An example of this can be viewed in this video: **http://research.ncl.ac.uk/romtels/resources/video/ (Translanguaging and affect, CompNa).** Remember the aim is not

to ignore or sideline the language of school at the expense of other languages, it is to learn all subjects effectively and to gain the cognitive benefits of plurilingualism.

Q: Will this approach lead to some pupils feeling uncomfortable, isolated or targeted?

A: Once you meaningfully identify pupils' languaging practices across contexts (see section 3.1), then make spaces for translanguaging to be a normal everyday experience, not an addition, an interesting one-off exercise or an example of something exotic or unusual. It is how learning happens in the class. Pupils are allowed to experiment, translate for one and other and record their work in different ways. You must consider carefully how this can be achieved in a class where there are few plurilingual pupils, or in a linguistically diverse class, where there is a pupil who doesn't share a language with any other pupil.

Another fear the ROMtels research has revealed across each of the countries involved is about the intended change to power relations in the class. What happens when the power relations between pupil and between the pupils and their teacher changes?

> **Examples from the ROMtels project teacher attitude surveys:**
>
> *"some children fluent in English still speak other languages in class to their friends, sometimes so you cannot understand what they're talking about"*

This fear is often rearticulated as questions such as:

Q: What if I can't understand the pupils, how will I know if they are doing their work? How will I be able to assess them? What if they are making mistakes in their work which I can't identify?

A: There are several ways to approach this. You can learn to read the pupils' behaviour to know when they are off task (useful but not always accurate). You can insist that they speak to you (sometimes via translation from their peers) in a language you understand. You can request they produce some/all of their written work in a language you know

and can assess, or you can choose to have a peer translate for the teacher, or an adult such as a teaching/classroom assistant or a parent, via a translator if necessary.

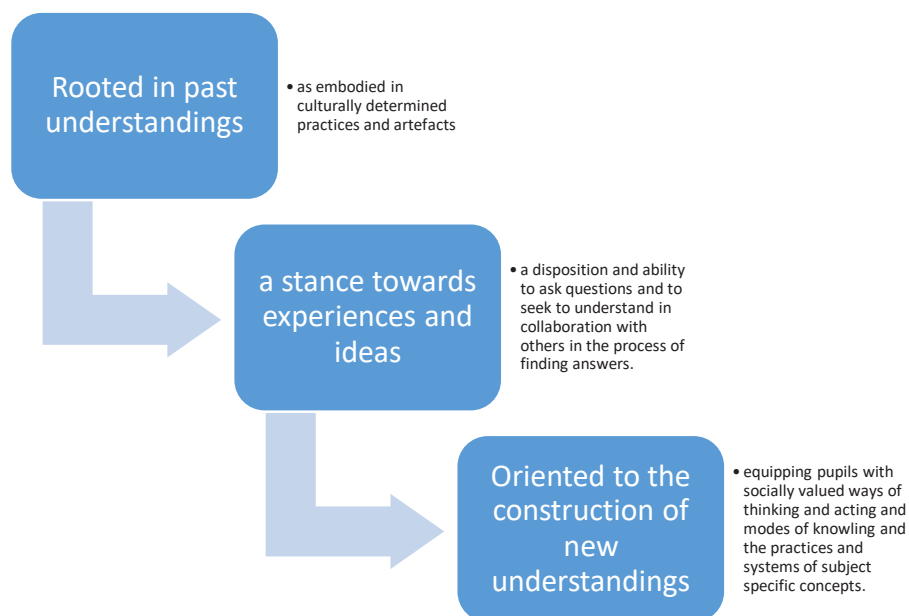**Q: What happens if pupils don't want to translate for each other?**

A: A very important question to ask yourself as teacher is what effect will translation have on the child performing the translations and the child whose work is being translated. This will depend on many factors such as the pupils' relationships with each other, pupils' sense of self and as a class member; pupils' confidence and abilities; pupils' cultural expectations of what it means to be a pupil, what sort of day they are having and so forth. It is for you to monitor all of this in your own class.

However, the ROMtels research demonstrates that pupils willingly translate for each other and their teacher when working together and when translanguaging is viewed as a normal and useful learning experience. Moreover, the act of translating as part of translanguaging appears to support thinking aloud particularly in terms of word recall (see some examples here: **http://research.ncl.ac.uk/romtels/resources/video/ (Translanguaging for Learning, translation)).** In effect, therefore, it is worth pursuing!

Q: How will I maintain authority and hence control behaviour if I can't understand everything the pupils are saying in class?

A: It is true that power relations change, but not at the expense of teacher authority. In fact, when pupils are allowed and enabled to participate and achieve at their best, and when a teacher acknowledges pupils' translanguaging expertise, it is likely that mutual respect is developed, and pupil behaviour is less likely to be problematic. But we do understand that as teachers we often conceive of our role as assessing/controlling knowledge; it is therefore difficult to accept practises not controlled in a familiar way.

A translanguaging pedagogy is based on a sociocultural model of a classroom as a community of dialogic enquiry, sometimes also known as enquiry-based learning. According to Wells (2003), enquiry is not a teaching method, nor a generic set of procedures for carrying out activities. Rather it can be conceptualised as:

| Rooted in past understandings | • as embodied in culturally determined practices and artefacts |

| a stance towards experiences and ideas | • a disposition and ability to ask questions and to seek to understand in collaboration with others in the process of finding answers. |

| Oriented to the construction of new understandings | • equipping pupils with socially valued ways of thinking and acting and modes of knowling and the practices and systems of subject specific concepts. |

Adapted from Wells, 2003: 121.

In effect it creates a culture where the activities created matter equally to teachers and pupils (the original question/enquiry/problem can come from the teacher or the pupils), where teachers and pupils are both simultaneously learners and experts, and where making mistakes in the process of learning is viewed as both normal and useful. In this culture, pupils both ask and answer questions of each other and the teacher, and pupils have responsibility for pursuing lines of enquiry.

See some examples of this in practice:

https://research.ncl.ac.uk/romtels/resources/video/ (Translanguaging for learning)

So, we are now ready to take some steps towards implementing a translanguaging pedagogy.

3.0 | **Practice steps**

3.1 | Gathering precise, meaningful and useful in-situ information about pupils' languaging and translanguaging practices

The varying aspects of plurilingual languaging practices were introduced in section 2.1. We are yet to find any school systems which capture such complexities. Most schools capture some of this information when pupils register at the school and parents complete a form.

There are many reasons why this may not reflect the reality of pupils' plurilingual lives, for example ? :

- Parents' understanding of the purposes of such forms and the information gathered: they may believe that certain languages are less valued by schools, or that schools prefer pupils whose parents speak the language of school at home, or that children will be judged as less able on entering the school if they acknowledge other languages. There may be good reasons for these judgements based on prior prejudicial experiences of institutionalised forms of education such as schooling, in other countries or the current country of residence.

- Parents from communities which have faced or continue to face social and political discrimination may believe the information gathered will result in discrimination against their children.

- Parents may believe that children should only use the language of school whilst in school.

- Parents may have difficulty completing the form without translation support.

- The forms may not fully reflect languaging practices and hence parents record inaccurately or as 'other'.

- Some languages do not have names in a way that is usefully recorded in a written form.

The forms themselves in terms of the information gathered may act to exacerbate these fears. For example, in England from September 2017 all schools must collect information on children's country of birth, their nationality and level of English proficiency based on 5 new levels (**i** see Schools Week, March, 2017). This policy may direct schools away from the collection of more finely tuned information about pupils' actual experiences outside of school, towards an emphasis on 'proficiency', which may in turn influence parents' perceptions of any information passed to schools.

The ROMtels project is guided by the European Commission's 'Ten Common Basic Principles for Roma Inclusion' (**http://www.coe.int/t/dg4/youth/ Source/Resources/Documents/2011_10_Common_ Basic_Principles_Roma_Inclusion.pdf**), which form a major element of the ethical guidance contained within the partnership agreement. Under principle 1, an overarching guide, which insists that projects should not be based on preconceptions, it states: "attention should be paid to studies and other sources of factual information, visits should take place *in situ* and, ideally, Roma people should be involved in the design, implementation or evaluation of policies and projects." It is therefore important not to make assumptions based on prior knowledge or stereotypes; ensure you collect information about languaging from those attending school now, and involve them fully in this process.

So, think critically about ? :

- When you collect this information as well as how. It might be better to do this after you have developed a trusting reciprocal relationship with parents and communities. In ROMtels, we found that Roma parents with younger children were acknowledging their cultural and linguistic heritage in pupil registration forms after the project had started, whereas they did not do so for their older children who were already registered.

- Think whether a written form is the best way to capture languaging complexities, and if a written form is used, how might it be improved.

Evidence/tools from ROMtels

ROMtels wanted to locate the precise dialects of the Roma pupils in each context. We found:

- Roma exists in many dialects. **(See a powerpoint on the historical development of Roma from it's early origins in India at: http://research.ncl.ac.uk/romtels/ resources/conferences/ (CN6))**

- Roma tends to be reserved for communication only with members of the family or close community in the home. Otherwise they speak in their shared European language.

- Roma tend not to attribute a name to their language/dialect, referring instead to Roma, Romania, Zigan or other words meaning gypsy or of gypsy heritage.

- There is currently no standardised version of Roma used for writing across countries and continents. Those Roma parents and children who offered to write their dialect, did so using the orthography of their European language. So if they came from the Slovak Republic their written Roma would take on the characteristics of Slovak, and if from Romania, then it would look like Romanian.

- Children had a variety of experiences with Roma in their homes, so their languaging practices varied greatly. For example, the Roma Slovak parents in Newcastle, UK, told us their children experienced:

  - 'fluent' Roma, not much Slovak in the home

  - mostly Slovak, a few words of Roma from the home (Slovak and Roma in a translanguaged form)

  - mostly Slovak, a few words of Roma learned from other children (not from parents)

  - fluent Slovak; understand some Roma but not spoken at home

  - mixture of Slovak and Roma in the home

  - mixture of Czech, Slovak and Roma in the home.

Given this complexity, we set out to identify the precise dialects and with the aid of the fantastic database developed by academics at Manchester University **(http://romani.humanities.manchester. ac.uk/)**, developed the following process. This

may be useful as guidance for working with other language groups, using alternative digital means.

NOTE this guidance must be used in conjunction with ROMtels Handbook 3, especially section 4, which details a full account of this process. https://research.ncl.ac.uk/romtels/resources/ guidancehandbooks/. 🌐

Before meeting parents:

1. Identify some key words in the database beforehand and make a simple recording sheet which includes the word/phrase number in the database for easy later access. If you don't do this, you may end up capturing words you can't then identify as a particular dialect. See the French videos of parents participating in this activity at: **https://research.ncl.ac.uk/romtels/ resources/video/ (Translanguaging for learning: activating prior knowledge FP 1-4).** 🎥

2. Locate someone in the community (or who already works at the school) who can translate from the families' European languages to English. If you can find someone to do this who shares their Roma dialect, even better, but this may be tricky at first!

Then with the help of parents:

1. Locate the parents' country of origin

2. Locate the region as listed in the Manchester database **(http://romani. humanities.manchester.ac.uk/rms/)**. If this isn't possible, miss this step out

3. Try out some of the words in the database under that country (and region), by filtering for that dialect and then opening the sound file. You will probably have to replay several times.

4. If this doesn't work, try a country close by and start again.

> **If you want to see what this process looks like in action and the reaction of parents, then view https://research.ncl.ac.uk/romtels/resources/video/ (Translanguaging for learning: activating prior knowledge).** 🎥
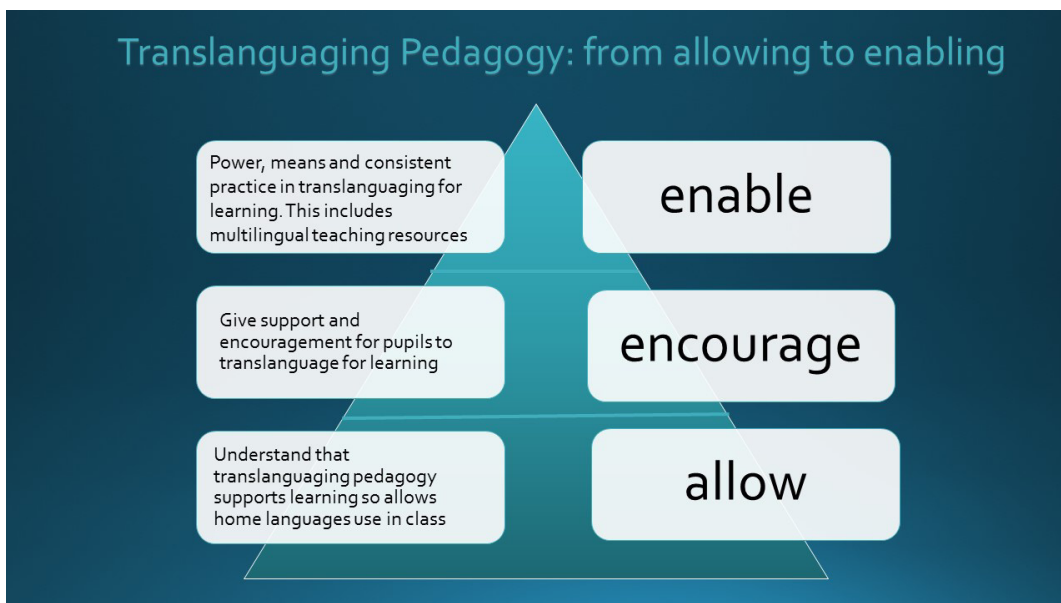
We also developed a recording sheet for pupils which could be used by schools for parents to do together with their children at home to capture not just their translanguaging practices, but also the pupils' and/or parents' feelings about those practices. Of course nothing replaces conversation, but this may be used as a tool to support such conversations with a translator.

The idea is that children fill in each bubble with a language and a person/people they use that language with. They then add a sticker (or emoji if using this electronically) to show how each situation makes them feel. The classroom context can be a reflection of what they would like to happen or what currently happens. **The electronic version can be found at http://research. ncl.ac.uk/romtels/strands/wg5/ wg5resources/ (WG5.3)** . This could easily be adapted by changing the contexts, and adding boxes/symbols for speaking and reading/writing.

Opposite are some examples from the ROMtels research in a year 2 class in Newcastle. The first one is more typical of the responses where pupils show they don't enjoy speaking in English only in the classroom. But there are a few pupils who, like the 2nd example, say they enjoy speaking English better; in this case in all contexts.

3.2 | Resourcing

In this guidance document we do not assume teachers will be plurilingual themselves, and even if they are, it is unlikely they will share the many and varied languaging practices of all their pupils in European contexts. To resource translanguaging where teachers share the pupils' languages see Celic and Seltzer (2011) (i) for an extensive guide. However, we propose that every teacher *can* participate in translanguaging pedagogy. In order to conceive how to do this effectively we have developed a conceptual model of the levels of engagement possible with a translanguaging pedagogy, in which we then consider each of the elements below.

Translanguaging Pedagogy: from allowing to enabling

- **enable** — Power, means and consistent practice in translanguaging for learning. This includes multilingual teaching resources
- **encourage** — Give support and encouragement for pupils to translanguage for learning
- **allow** — Understand that translanguaging pedagogy supports learning so allows home languages use in class

Allowing: this is the foundation upon which all other levels rest. Teachers must make translanguaging allowable in class. Pupils must see home language(s) use as a normal everyday occurrence in the process of learning. Their languages must be seen to be valued as semiotic tools. Teachers could do so by:

- demonstrating their own translanguaging expertise (even if it is not the same languages as their pupils), or if monolingual begin to learn some words and phrases in the pupils' languages to demonstrate the languages are valued.

- encourage basic use of pupils' languages such as responding to the register in different languages

- expecting and accepting pupils talking with each other across languages when engaged in learning activity and in presenting and recording some of their work

- classroom signs in different languages (even if not representing all pupils' languages)

Encouraging: this is the next stage for teachers who provide positive encouragement for pupils' translanguaging, praising their work as presented in different languages, and displaying these as appropriate in class. The teacher may also provide some further classroom resources such as dual language reading material (see for example, **http://uk.mantralingua.com/** (i)), or some labels in several languages. Also see **http://maledive.ecml.at/**

Enabling: this describes the most engaged translanguaging pedagogy, where it is not just about accepting and encouraging translanguaging as above, but thinking in far more depth about how translanguaging can support pupils' learning in terms of subject knowledge and understanding, and doing so consistently. The teacher will consider:

Mixed language group of year 2 pupils, including 3 Slovak Roma pupils who recognised their own language.

- **How to group pupils to enable translanguaging for learning (from pairs to small groups)** ❓

There are many ways of grouping pupils including friendships, randomly mixed, purposely mixed, and of course by 'ability' (however that is constructed). To enable translanguaging, teachers need to think about languaging. Some ideas teachers have used include: all same language group; mixed language groups but with at least two pupils speaking a shared language; mixed language groups where pupils share similar languages (e.g. Czech and Slovak); a triad where all pupils share the same language but one pupil is more experienced in the language of the school to provide languaging models of the school language. Remember that just because pupils share languages does not necessarily mean they are good friends or will work well together.

We have found in ROMtels that pupils scaffold for each other across languages and readily translate for their teacher (**see example videos https://research.ncl.ac.uk/romtels/resources/video/** 🎥); it seems a natural urge to do so for the pupils who want to share their thinking as far as possible. Sometimes this translation also acts as a support for thinking they are struggling with. Researchers have called this tendency "natural translanguaging" (Williams 2012) or "pupil-directed translanguaging" (Lewis et al, 2012). 💡

- **What sort of group activity will encourage thinking aloud together through exploratory talk**

There are many useful sources of activities for promoting exploratory talk in collaborative learning, see for example the comprehensive guide to project based learning 'Work that matters' (2012); and in terms of translanguaging – Learning to Learn in a second language (Gibbons, 1993) is still a tremendous guide; as well as the more recent guide to translanguaging pedagogy (Celic and Seltzer, 2011) ℹ️ .

The ROMtels project has produced three main sources of activities with all resources freely available for use from the project website:

- 4 enquiries (including all video material with characters speaking in 3 Roma dialects in a translanguaged form with Slovak and Romanian **https://research.ncl.ac.uk/romtels/strands/ wg3/wg3resources/ (WG3.6 Enquiry videos)** 🎥 . 2 enquiries are history investigations, 1 is science, and 1 concerns transfer from primary to secondary school. These are all for English classrooms, but we have also produced a guide on how to make such enquiries and how to make dual language videos. There is a wizard to help you join together apps and videos to form your own enquiry. You can use the enquiries in different forms; for example a full enquiry for an immersive space as already designed by ROMtels, or just the character videos,

which can be run on any classroom computer. The enquiries also include an interactive dictionary (words, pictures and sound files in English and East Slovak Romani/Slovak), which can be manually customised (**instructions for this at http:// research.ncl.ac.uk/romtels/resources/tech/ (T5).** 🌐), and an interactive history timeline (which is not customisable but has been designed to be non-Eurocentric).
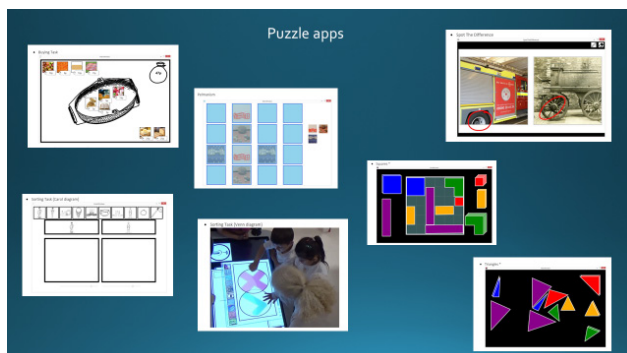
- A set of apps which are fully customisable to suit any subject/problem, which run on any Microsoft touchscreen device (not Apple or Android). These include sorting diagrams such as a Venn diagram, and a spot the difference activity.

  For a guide to all of the apps, go to **http://research.ncl.ac.uk/romtels/resources/tech/ (T4).**

  There is a wizard to help you customize the apps at: **https://research.ncl.ac.uk/romtels/resources/tech/ (T1).**

Think about ways you could use these activities for groups. For example, if you realised that children needed to learn the difference between regular and irregular verbs, you could ask the group to sort the cards into a Carroll diagram of regular and irregular verbs. Groups would discuss each card by placing the verb in different sentence forms.

Or if you wanted the children to think of differences between animal habitats you could upload two different habitat pictures into the spot the difference app.
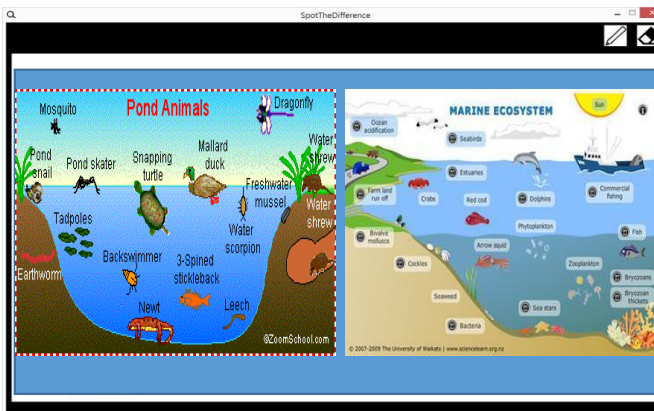
These images could also be displayed on a large screen alongside the smaller device running the app.

- A series of steps to an enquiry in a museum from France where pupils prepare for, then visit a local museum with tablets to analyse several paintings, then work with their parents to write placards for the museum in their Roma language and other languages they know or are learning (Romanian and French), based on their analysis of the paintings. This enables them to improve use of the discursive genre 'describing' in French. They then discuss a film made about this experience. In this activity, not only do they need to find ways of describing art work and expressing emotional reactions to the work (the process of which is undertaken by drawing on translanguaging), but they develop competencies from dual to monologal speech, being able in the end to guide their peers and parents/adults in the museum. They do so knowing their language will now be a part of the museum as a living, current language as respectable as any other language. The museum now belongs to their community as much as it does to any other community.

  For full details of the planning go to https://research.ncl.ac.uk/romtels/strands/wg3/wg3resources/ (WG 3.9), and for a film made about their experiences go to https://research.ncl.ac.uk/romtels/resources/video/ (Translanguaging and affect: Long)

- **What sort of languaging demands are placed on pupils for different subjects and hence what translanguaging resources would provide supportive scaffolds where necessary**

  Each subject has its own languaging demands, and these may vary across cultures. The language we use to talk about and record science looks rather different to poetry for example. There are some very useful examples of these demands and supportive frameworks on the Naldic website at: **https://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/planning/**

Here is one example of thinking about the languaging involved in one topic in science from Pauline Gibbons (1997)

TOPIC	ACTIVITIES	LANGUAGE FUNCTIONS	LANGUAGE STRUCTURES	VOCABULARY
Light and dark	Looking at objects through coloured cellophane to see if colour changes	describing comparing reporting	What colour is the basket? It is……… What colour does it become? It becomes……… I looked at the scissors….. I looked through the cellophane….. They look green. Use of prepositions: next to, on top, through, under	cellophane red blue green black yellow orange scissors ruler pot paper basket
↑ The topic	↑ includes these activities	↑ which require these language functions	which will be modelled using this language	

Scaffolds to support translanguaging in subject areas could include activities such as the apps developed in ROMtels at: **https://research.ncl.ac.uk/ romtels/resources/tech/ (T1)**, or writing frames, or key visuals and graphic organisers **(see https://eal.britishcouncil. org/teachers/great-ideas- graphic-organisers).**

Year 2 children's drawing of houses built too close together as a piece of evidence to solve the problem of why the Great fire of Tyneside spread so quickly
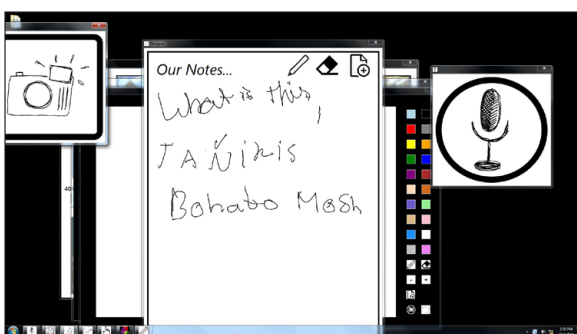
■ **What expectations to have in terms of reording work: process and finished product**

The first thing to consider is whether you are thinking about expectations of work undertaken during the process of joint problem solving, or as a result of it. In turn this may depend on whether the problem, investigation or enquiry is a one off activity or is spread out over several days or even weeks, as in the ROMtels enquiries. We strongly suggest that records of work undertaken during the process of the enquiry is done in whichever translanguaging form pupils find useful during the ac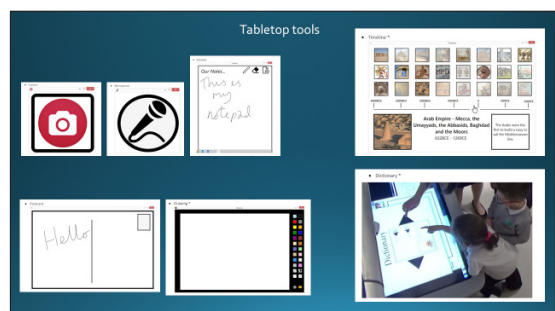tual investigative work. The teacher together with pupils can then decide what the final product looks like. If a child is new to the language of the school, but is literate in another language, it would seem entirely appropriate for them to record and present work in the language in which they are literate. Questions about translating this work can be section 2, page 11. In the ROMtels project, after many weeks of working on the enquiry, pupils then pulled all of their evidence together and presented this to the whole class in English, with translation support from peers and the teacher where appropriate.

ABOVE

Notes in English and East Slovak Romani by year 5 children solving the problem of what the broken artefact is

ROMtels have also devised a series of digital tools for use on an interactive surface, to help pupils record their evidence during translanguaging for learning (see Introduction section and **https://research.ncl. ac.uk/romtels/resources/tech/** 🌐 . These are designed to be multimodal: pictorial, written and oral. All pupils need is their voice, their finger and each other! There is a camera, microphone, postcard, notepad, and colour drawing pad (with a full range of colours to represent different skin tones). It is worth noting however, that a few pupils were wary of making recordings in any mode and in any language. In this video you can see how a pupil who has engaged and talked aloud about an aspect of the problem clams up when asked to record this verbally **https://research.ncl.ac.uk/romtels/resources/video/ (Natural translanguaging, Yr2V5).** 🎥

■ **The provision of plurilingual activities and learning resources**

Many of the activities above require collaborative translanguaging where pupils are a resource for each other. However, you may also want to consider presenting plurilingual resources. Today there are many options for doing this electronically using the internet, and companies which specialise in preparation of such materials (see information box right). However, these vary in quality and consistency, are not always available in every language, and given the likely complexity of pupils' translanguaging practices, you may want to consider devising some resources yourself together with parents **(as in ROMtels handbook 3 at: https://research.ncl. ac.uk/romtels/resources/guidancehandbooks/.** 🌐 **).** Many teachers have tried this over the years with great success, but there are also pitfalls to be aware of and avoid or at least learn from. Two familiar aspects to consider are:

> ℹ Plurilingual resources include: those already published, e.g. bilingual dictionaries and dual language reading books, some with talking pens (e.g. **http://uk.mantralingua.com**); those collected by teachers and presented in websites, e.g. SparkleBox (although look at the languages chosen here!) (**http://www. sparklebox.co.uk/languages/#.WNFMdcKsk2w**); other websites from individual schools or councils/education authorities (e.g. **http://www.newburypark.redbridge.sch.uk/ langofmonth/** OR **http://www.fairfields.hants. sch.uk/network-eal/eal-resources/**); websites such as **http://www.emasUK.com** which are expensive but provide immediate translation into some useful classroom languages.

- Political tensions between communities who share languages – some parents may not want other parents to be involved with their children's education in any way.

- Language distinctions – be aware of some parents presenting a standardized form of a language inaccessible to some pupils.

■ **Involving language comparisons**

Exploring the use of pupils' languages in practice will lead to comparing whatever languages/ norms co-exist in the classroom. Sample activities entitled "Let's compare our languages" are proposed as a means of mobilizing pupils' languages as resources to support the development of their proficiency in the language of schooling (see the table on page 22). Class discussion and interaction on languages and cultures lead to co-construction of knowledge and skills. It is difficult to interact in a language when one has just started to learn it, but one can listen to the interaction of others as children learning their first language do before they begin to speak. Interacting is not synonymous with speaking.

Comparing languages can help to develop awareness that the learner is not undergoing interlanguage "mistakes" but they take them as an asset to progress in the development of their competences. Activities that involve comparison are intercultural because one cannot help making comparisons with one's former experience when faced with a new language/ norms and culture. The word "comparing" can be confusing because it can imply hierarchy. One should understand that "comparing" is a pretext to create links between languages, to use home languages as resources. This perspective of comparison has always been practised as far as language learning is concerned.

These activities can be used with any child, whatever languages they speak and whatever their level of French/language of schooling. For instance, teachers can work on sounds with pupils newly arrived in France, and then move on to vocabulary and syntax. The writing process is not excluded; comparisons can be made between different writing systems, the use of grammar etc. To support this please refer to the DVD *Let's compare our languages* (Auger, 2005), and accompanying teachers' book with activities: **http://www.vlor.be/sites/www.vlor.be/files/livret_-_comparonsnoslangues.pdf** ℹ

Also there are videos exemplifying this process available from our website at: https://research.ncl.ac.uk/romtels/resources/video/ (Additional videos). 🎥

Activity suggestions for 'comparing languages'

Linguistic level	Activities that focus on	Objective	Possible questions to pupils
Phonetic level	Sounds	Developing awareness of sound filters	Pupils can listen to and try to repeat various interpretations of animal sounds, machine sounds, expressions of pain, joy and so on in languages known in the class. What sound is made by a horse, a train, somebody who just hurt himself? In French, in other languages you know? Can you identify common features? Why are these sounds different in various languages?
	vowels (a/e/é/è/in/on/en/u/ou)	Variability of vocalic system	How many vowels are there in French (or another majority language)? And how many are there in your home language(s)? Do the languages have vowel sounds in common? Are there differences between the oral and the written language? What are they and why do they exist?
	The consonants	Variability of consonantal system	As above + distinction between voiced or unvoiced consonants
Writing system	Relation between sounds and letters	Variation	How can we write "o" sound in French *(beau, botte, bateau…)*, "en" *(sang, lent…)* etc.? In your home languages, does writing variation exist?
	Directionality (left to right, right to left, top to bottom, etc.)	Variability	Which way do you open a book in your home language(s)? Why?
	Letters	Variability in the number of letters used in different languages, role of upper case lower case, redundancies	Compare the letters of the French alphabet with those of the alphabets of other languages you know. Try to name the letters of the alphabet in French and in other languages known by members of the class. Are any letters redundant in the sense that they are not pronounced? When do you use capital letters in French? And when do you use them in your native languages? What are the reasons for using capital letters?
	Accents	Optional, depending on the languages involved; expressed using different marks	How many accents are there in French? And in other languages you know ? What is the purpose of using accents? Can we hear the same sound without accents? For example: *raie/ré/revoir/rêve/rêche*
	Punctuation	Variability	How is punctuation used in French? And how is it used in your L1? What does it mean? What about oral speech? How can we do?
Paralanguage	Intonation	Intonation values	Listen to examples (audio/video), pay attention to the way that voices rise and fall. Does intonation have the same value in all the languages you know? Why/why not?

|			
Paralanguage continued	Relation between intonation and syntax	Possible redundancies and notion of language register	Consider: *Tu pars?* *Est-ce que tu pars?* *Pars-tu?* Put these in order, starting with the most informal and ending with the most formal, explaining which could be used by whom and when. Can you give similar examples from other languages?
Syntax	Word order	Developing awareness of word order	Consider: *Je lis un livre* Order = subject, verb, object Do the other languages you know observe the same order (for instance, in Spanish, the subject pronoun is optional, in German the verb is in second position in main clauses, etc.)? How are questions formed (in French it depends on the pragmatic intention of the speaker)?
Lexicon		Differences in world view	What kind of objects (in the house, the kitchen for instance) exist in other countries you have lived in and not in France? How do you translate the names of these objects into French? (Most of the time, there is no translation, the word is directly borrowed from the mother tongue: *tajine,* for example. If one wants to translate, one should use a paraphrase instead of a word). Which objects exist in France and not other countries you know ? How could you refer to them in your L1?
	Loan words	Evidence of contact, relationships, common history	What words from your L1 exist in French (or the majority language if it is not French)? For example, the following Arabic words exist in French: *toubib, bazar, kawa, souk*. Do French words exist in your L1? What domains do they refer to (food, housing, etc.)? Why do you think your home langagues has borrowed these words?
	Words with shared cultural meaning (cf. Galisson, 1991)	Culture-specific lexicon (for example, fish dishes, Christmas, etc.)	Associate cities, regions and traditions to Specific words: *bouillabaisse* in Marseille, *camembert* in Normandy, mustard in Dijon, etc. (Do the same for other languages present in the class) Associate animals with their supposed qualities: *Malin comme un singe/Smart as a monkey.* Develop awareness that these qualities vary from one language to another. Associate events with cultural objects in French: Christmas: pine-tree, Father Christmas, decorations, etc. Wedding: rice, church, white, etc. Birthday: cake, candles, etc. (Do the same for other languages present in the class and develop awareness that reality is conceived differently by different languages).

Verb system	Tenses	Different markers: in different languages tens can be marked by verb endings (or not), or by removing the infinitive (or not)	Give examples and compare pupils' L1s with French (or the majority language if it is not French). How do you mark the infinitive? What is its purpose? How do you conjugate verbs in the various languages you know? What is the purpose of conjugating verbs?
	Tense and time	Variability in conceptions of time and their relation to tense se	Consider: *Quand j'étais petit j'allais prêcher à la rivière.* *Hier, j'ai pêché à la rivière.* French has two quite different ways of referring to past actions. Is it the same in the other languages you know?.
Mime and gesture	Body and speech	Variability of gesture: the same gesture may mean different things in different languages; languages may use different gestures to convey the same meaning	Do gestures have the same meaning in the different languages present in the class ? Are there gestures in your L1 which do not exist in French? When do you kiss in France (man/man, man/woman, woman/woman)? How many times do you kiss each other? When? Where? Why? When do you shake hands? How is it in other languages you know ? Can you explain the similarities and differences?
Verbal interaction	Reflexion on dealing with ritual interactions	Variability with dealing with oral routines	From video examples for instance
	Initiating speech	Various ways of taking one's turn to speak	According to the speaker's social position and status. How do you take your turn (for example, starting a conversation)? Do you use tu or vous? Does this distinction exist in other languages you know ? What purpose does it serve?
	Topics	Variability	Note that some topics must be treated carefully. In France these include salary and age (especially for women). What topics must be handled with care in other contexts? Why?
	Speech acts and relationships between speakers	Variability according to social context	Consider a few speech acts ("asking", "refusing", etc.) and try to classify them according to the formality or informality of the situation: For example, how can you express disapproval of what has just been said:? Here are some examples : "Comment?/ sorry? pardon (me)? Non (no) !, Ts-Ts, Ce n'est comme ça qu'on dit etc. / you cannot say that ". Give some examples from other situations/ languages?
Non-verbal communication	Relation to time	Societies tend to be more or less monochronic or polychronic	Find proverbs that express the notion of time in French and the other languages you know? What can you conclude about the perception of time? For example, compare *ne pas remettre à demain ce que l'on peut faire aujourd'hui /don't put off to tomorrow what you can do today* with *avec le temps tout s'en va/how time flies.*

Non-verbal Communication continues overleaf....

Non-verbal communication continued	Space	Private space vs public space	In France, what do people do to show that their house is a private space?
			They put up a fence or a notice: "beware of dogs", "private property", "no trespassing ". What about other contexts you know? Not that there are no private signs in the US but the use of guns is allowed !
			How do people queue? Does the street belong to anybody? What is one allowed to do on the street? And what is one not allowed to do? Why? Different norms according contexts even in the same country (be careful to avoid stereotypes)
Customs and practices	Practices according to situations	Social norms (avoiding behavioural stereotypes: the aim is not to create a guide to good behaviour)	How do you usually act in such situations in France ?
			- Do you greet or not when you enter a room?
			- Do you open a present in front of the person who just gave it to you?
			- Do you say how much you paid for the present you are giving?
			- If you are a man, do you open the door for a woman?
			- Do you keep your (cap) hat on indoors?
			- Can you point your finger at somebody?
			- Can you be late for an appointment? And what does it mean to be late, how much time is involved?
			- Can you touch other people (why, how, with what purpose)?
			- Can you smoke (when and where?)
			- At what time can you phone somebody?
			It all depend on the situation, no stereotypes. What about other situations and languages ?
Social and communicative practices	Observe values associated with societal topics	Variability according to socio-historical and geographical contexts	- Languages: French/ mainstream language and other languages (associated values, power relationships)
			- Universality and specificities in different countries, regions etc.: relationship to work, family, couple, education, school, healthcare, etc.

3.3) Evaluating practice

This section is really just to remind you to evaluate all of the above ideas and practices as you learn to adopt a translanguaging pedagogy. Each teaching context is unique, and it is for you to determine how to apply the principles for practice alongside the examples given in this document to your context. In order to do so effectively you must therefore evaluate your practice. In doing so we ask you to remember that changes of this nature take time. If you are in a school where pupils have never been allowed let alone encouraged to use their home languages in school, it will take time to establish this as allowable and useful. You may have to convince parents too of the value of this pedagogy. One way you might find useful is to consider the relationship between theory and principles, and your practice.
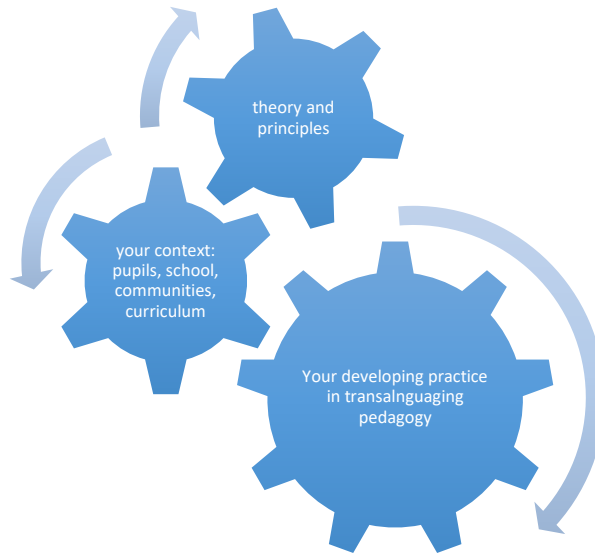
The theory and principles for practice provide evidence which helps us to design and reflect upon practice, whilst practice helps us to reflect back on the theory, refining our understandings. This is not always or necessarily a smooth process as tensions and contradictions arise, troubling your understanding. Confusion (cognitive dissonance) is good and a useful step on the journey towards effective translanguaging for learning.

Of course all of this takes place within the structure of your school's vision and ethos, and the wider political structure of education policy. This document also intends to support you in challenging structural barriers where necessary by providing access to evidence from theory and research. But remember, thinking critically, or providing a critique is not the same thing as being critical of others' practice. If you need a more structured mechanism for staff critique of practices, you will find useful examples of critique protocols in 'Work that Matters' (2012).

We wish you well with your adventures and encourage you to tell us all about them at the ROMtels website.

http://research.ncl.ac.uk/romtels/contact/

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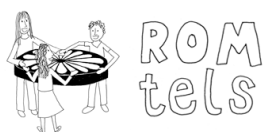
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