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# **Title     Translanguaging in Education: Bridging Theory and Practice in Multilingual Classrooms**

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# Introduction



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Translanguaging refers to the use of the full linguistic repertoire (García & Wei, 2014)

Challenges monolingual approaches

Relevant in multilingual classrooms

May support:

- Cognitive engagement (Baker, 2011)
- Inclusion (García, 2009; Flores & Rosa, 2015)

Also raises:

- Conceptual debates
- Practical challenges

# Definitions



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## Etymology

From Welsh “*trawsieithu*” (Cen Williams, 1980s)

- *traws* → across
- *laith* → language

→ Developed by Ofelia García (García and al., 2014)

## Definition

The fluid use of multiple languages as one integrated linguistic system.

# Definitions



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## Translanguaging:

- Fluid use of full linguistic repertoire
- Languages seen as interconnected

## Code-switching:

- Alternation between languages (MacSwan, 2017)

## Codemeshing:

- Mixing languages within the same text (Canagarajah, 2011)

## Key distinction:

Translanguaging is conceptualised as fluid system

Code-switching is understood as separate systems

# Theoretical Foundations



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Origin:

- Williams (1996) → pedagogical strategy

Expanded by:

- García & Wei (2014) → theory of language

Key idea:

- Language is dynamic and context-dependent (Wei, 2018)

Implication:

Challenges fixed, monolingual views of language

# Why translanguaging matters



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Research suggests it may support:

- Cognitive engagement (Baker, 2011)
- Biliteracy development (Hornberger & Link, 2012)

Promotes:

- Inclusion
- Participation
- Linguistic equity (Flores & Rosa, 2015)

Key idea:

Language as a resource for learning

# Classroom practice



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Use of first language (L1):

- Pupils explain ideas in L1 before English/French

Impact:

- Supports comprehension
- Builds confidence
- Encourages participation

However:

Requires careful scaffolding

# Classroom Practice



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Cross-linguistic comparison:

- Students compare vocabulary across languages

Benefits:

- Activates prior knowledge
- Deepens understanding

Link to theory:

Reflects fluid language use



# Empirical Evidence



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Studies suggest:

- Increased participation (Creese & Blackledge, 2010)
- Development of biliteracy (Hornberger & Link, 2012)

Systematic review:

- Mixed but generally positive findings (Huang & Chalmers, 2023)

Key insight:

Evidence is still developing

# Critical Perspectives



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## Conceptual critiques:

- Lack of clear definition (Poza, 2017)

## Linguistic concerns:

- Languages remain distinct systems (MacSwan, 2017)

## Pedagogical concerns:

- Tension in language classrooms (Turnbull, 2018)

## Key idea:

Translanguaging is debated

# Practical Challenges



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## Teacher limitations:

- Do not speak all students' languages

## Classroom reality:

- Multiple languages present

## Assessment issues:

- Difficult to evaluate learning

## Key point:

Implementation is complex

# A Balanced Approach



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Translanguaging may:

- Support learning
- Promote inclusion

But:

- Depends on context
- Requires teacher awareness

Therefore:

Not a universal solution

A flexible pedagogical tool

# International Perspective: France



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Traditionally monolingual educational model  
Increasing interest in multilingual approaches

Related concepts:

Plurilingual competence (Coste et al., 2009)

Didactics of plurilingualism

Language awareness

French research highlights:

Use of students' linguistic repertoire

Links between language, identity, and learning

Ongoing debate:

- Translanguaging vs existing French frameworks

# Conclusion

Shift towards a fluid view of language

May support:

- Learning
- Inclusion
- Biliteracy

However:

- Concept debated
- Practical challenges

Key message:

Language is a resource, not a barrier



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# References



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