

# **Introduction: Translanguaging as pedagogy: exploring the use of students' multilingual repertoires to support teaching and learning**

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In today's interconnected world, the ability to function effectively in more than two languages is not only a valuable skill but also vitally important for those individuals working in diverse environments. In educational settings in particular, the integration of language learning with content teaching has become increasingly important as classrooms become more culturally and linguistically diverse. There is thus a growing need for educational spaces that allow students to use their entire repertoire of languages flexibly in ways that best support their communication and learning. In this regard, Garcia & Wei (2014) emphasise the importance of *translanguaging*, a theory and practice that accounts for the complex linguistic habits of individuals and transforms their semiotic or meaning-making practices into dynamic resources that enable them to adapt to diverse sociolinguistic situations. In the same way, *pedagogical translanguaging*, an approach that encourages the intentional and strategic use of multiple languages to support students' learning, has emerged as a promising strategy to bridge language and content learning in a wide variety of learning scenarios (Durk & Gorter, 2021).

The articles in this issue delve deeply into the concept of pedagogical translanguaging and its application to different educational contexts, drawing rich and detailed insights from reflexive practitioners working across distinct subject areas. Through a selection of finely grained analyses of practices drawn from diverse settings in Taiwan, Indonesia and Vietnam, this issue explores how Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI) pedagogies intersect with translanguaging practices to enhance students' learning outcomes while supporting and sustaining students' diverse linguistic identities.

Our journal starts with three studies from Taiwan, all of which shed important light on the way in which the country's *Bilingual 2030* policy has shaped and impacted upon pedagogical practices. The implementation of both CLIL and EMI in Taiwanese Education has been a strategic move by the Ministry of Education to equip students with the necessary skills and competencies for success in the global arena.

Tai's study focuses on the strategic use of the first language in CLIL teaching in Taiwanese High Schools. He demonstrates how leveraging the use of students' first language strategically in his work as a high school art teacher, through translanguaging practices that include bilingual written materials and teaching instructions, can serve to lower anxiety and increase motivation in his students, thereby leading to increased engagement in classroom learning.

Next, Su's study focuses on translanguaging strategies for bilingual young Taiwanese learners. Through implementing a CLIL approach, Su aims to help students to understand mathematical word problems in English. Through a four-stage teaching process that includes vocabulary buildup, demonstration, practice and assessment, Su demonstrates how translanguaging can facilitate students' comprehension and promote

their metalinguistic awareness.

Our third contributor from Taiwan, Yang, presents a rich example of pedagogical translanguaging from a classroom of gifted Science students. Yang explores the use of English language scaffolding tools in bilingual teaching to improve Mandarin-speaking students' performance in scientific tasks. By incorporating translanguaging into her teaching of gifted students, Yang seeks to enhance their critical understanding and promote learner autonomy. Peer support and collaborative learning are also emphasized as integral components of this approach.

Moving to Indonesia, Setiawan's account of the teaching practices in a University international program teases out the potential of translanguaging to mitigate some of the previously dominant EMI approaches that were criticised for fostering a monolingual English mindset (Han, 2023). Instead, Setiawan advocates for CLIL collaboration, whereby English classes support content instruction in accounting classes. Through the enactment of translanguaging practices using Bahasa Indonesian, French and English discussions and assignment drafts, students' understanding of fundamental accounting concepts and their application improves, leading to enhanced academic performance.

In Vietnam, translanguaging pedagogies are slowly gaining traction in EMI programs at institutions such as Hanoi University of Science and Technology (HUST), despite many Vietnamese teachers' traditional inclination to use English exclusively. Thao and Tanh's article explores various multilingual strategies adopted by HUST lecturers to create inclusive learning environments that support students' language development. University students appear to see particular value in using their first language for understanding technical concepts and reference information. Thao and Tanh's observations highlight the dynamic use of language in EMI classrooms and underscore

the importance of flexibly incorporating both L1 and L2 to support student learning effectively. Their contribution is a showcase of effective collaboration between content and language specialists.

In conclusion, all of the papers in this volume present particular forms of practitioner research that give valuable first-hand insights into how pedagogical translanguaging can be used to enhance learning and teaching. Ultimately, translanguaging emerges as a dynamic pedagogical approach that holds great potential for enhancing language and content learning in diverse educational contexts. By embracing students' linguistic diversity and leveraging their multilingual repertoires, teachers can create inclusive learning environments where all students can thrive. As evidenced by the studies highlighted in this introduction, translanguaging not only improves students' academic performance but also fosters a deeper appreciation for linguistic diversity and cultural exchange. As we continue to explore the intersections of language and content learning, translanguaging stands out as a promising avenue for promoting educational equity and fostering intercultural understanding.

## References

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