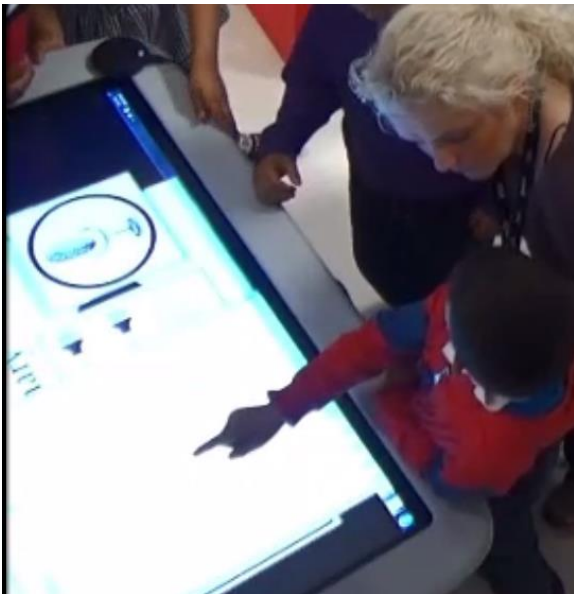


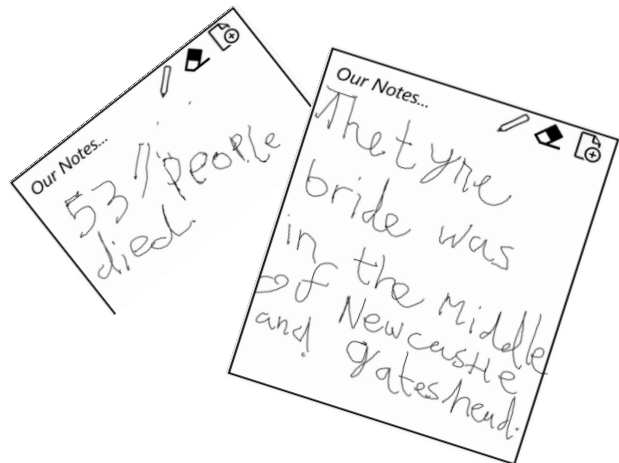
## Translanguaging Pedagogy: writing across languages

[ROMtels](#), an Erasmus+ funded project, has produced a series of [guidance handbooks](#) for teachers and teacher educators, which includes guidance on promoting a translanguaging pedagogy. ROMtels understands [translanguaging](#) as a normal aspect of plurilingual discourse and particularly facilitative of pupils' learning. Hence translanguaging pedagogy is a **right** for plurilingual children learning the language of schooling as an additional language. Whilst translanguaging is fast becoming a pedagogic trend, what exactly does this mean for literacy and more specifically, for writing? What if children have not had an opportunity to learn to be literate in their home language(s)? What if there is no standardised written form of their home language(s)?

Here we see two examples from ROMtels where Roma children, who regularly translanguage between an Eastern European language and a Romani dialect for which there currently exists no formal written form. Consider two contexts for writing: as a record of evidence during a learning enquiry (in this case history); and as a final product to be read more widely (in this case as placards for a local museum). One might think that children would prefer to write notes in their home language(s) and a final product in the language of schooling. But in discussing audience as well as purpose in writing, children might surprise you in their choice of written form.



In a history enquiry about the Great fire of Tyneside, 1854, children (aged 6-7) discuss what they have learnt so far by speaking mostly in Slovak with some East Slovak Romani. When they use the [enquiry recording apps](#), they choose to write notes in English.





When [writing placards](#) for a local museum, children discuss the paintings [with their parents](#) in school in French, Romanian and Ursari. The placards are written by children in Ursari and Romanian.

