

# Walking in Their Shoes: Teaching pre-entry language learners with motivation & wellbeing

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# Session outline



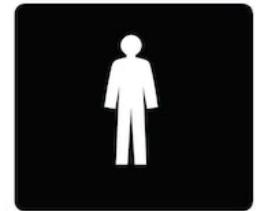
Arabic lesson – 30 minutes



Group discussion and feedback –  
30 minutes



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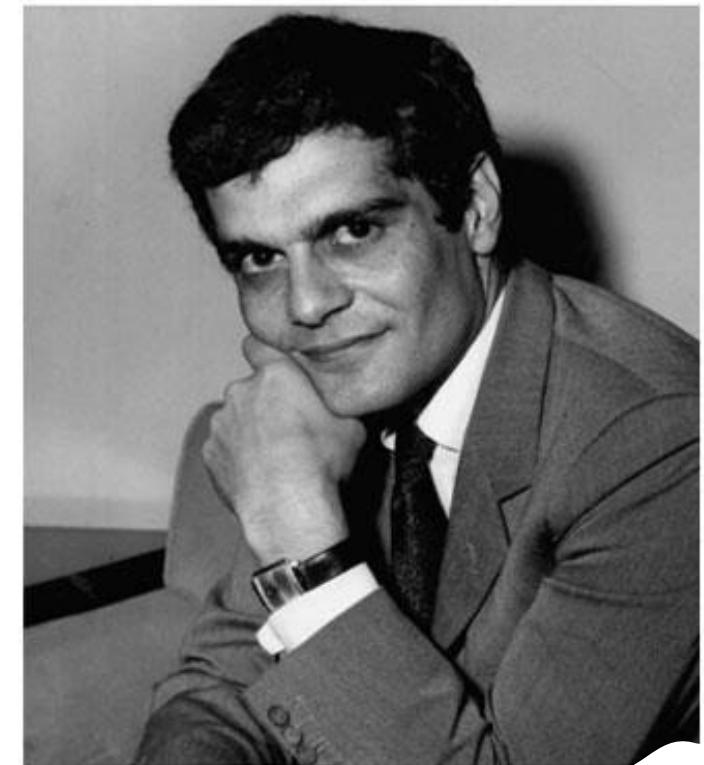
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# Group discussion

Make a list of what you  
*liked* about this activity

Make a list of what you  
*disliked* about this activity

How did you feel during this activity? What strategies did you use to help you work out what to do?

Has this activity changed the way you think about pre-entry language learners and their motivation and wellbeing? Please explain

# Pedagogy: translanguaging theory

Translanguaging is the integration of languages during instruction. It is the opposite of the tried and tested ‘English only’ approach.

‘Trawsieithu’ is a Welsh term coined by Cen Williams in 1994, and later translated into English as ‘translanguaging’ (Conteh 2018).

Translanguaging is a natural and spontaneous way of learning languages (Dovchin and Wang 2024).

Multilingual pedagogies which address the linguistic realities of adult migrant students have been conspicuously thin on the ground (Simpson 2020).

# References

Conteh, J. (2019). Translanguaging, *ELT Journal*, 72, 4, pp 445  
447 <https://doi.org/10.1093/elt/ccy034>.

Dovchin, S. & Wang, M. (2024). The resistance to translanguaging, spontaneous translanguagers and native speaker saviorism. *Critical Inquiry in Language Studies*, 21(4), 429–446. <https://doi.org/10.1080/15427587.2024.2336469>.

Simpson, J. (2020). Translanguaging in ESOL: Competing Positions and Collaborative Relationships. In: Moore, E, Bradley, J and Simpson, J, (eds.) 'Translanguaging as Transformation: The Collaborative Construction of New Linguistic Realities.' *Multilingual Matters*.