BRITISH COUNCIL

LANGUAGE MIXING AND TRANSLANGUAGING: OBSERVATIONS AND POSSIBILITIES

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MULTILINGUAL?

- Are you … bilingual? Multilingual?

- Do you use your languages completely separately or do you use them together regularly on a daily basis?

- Did you have most of your schooling in a monolingual, bilingual or multilingual classroom?

- How conscious is your use of languages?

DEFINITIONS

Trawsieithu: a pedagogical approach to utilising two languages (originally Welsh and English) in a systematic way to support learning in a bilingual school.

Translanguaging is: 'the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximise communicative potential' (García 2009: 140).

Code-switching refers to 'the use of more than one language during a single communicative event' (Muysken 2011, cited in Heugh 2018, p. 381). It includes:

- Inter-sentential switching: takes place external to the clause

- Intra-sentential switching: takes place within the clause (also known as code-mixing)

- Tag-switching: largely filler language or discourse markers (e.g. He's so busy, hei na?)

WHY DO PEOPLE TRANSLANGUAGE / CODE SWITCH?

- Meaning making

- Speed / pragmatism

- To increase confidence / ease

- Absence of equivalence

- Develop identity

- Socio-cultural expression and/or preservation

- Accommodating different levels of skill/knowledge/confidence in one of the languages used (either for the speaker or the listener)
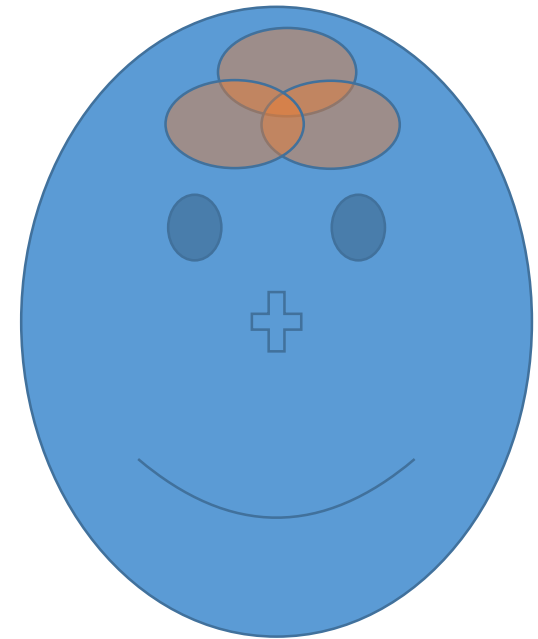
TRANSLANGUAGING PROCESSES IN THE BRAIN: DIFFERENT PERSPECTIVES
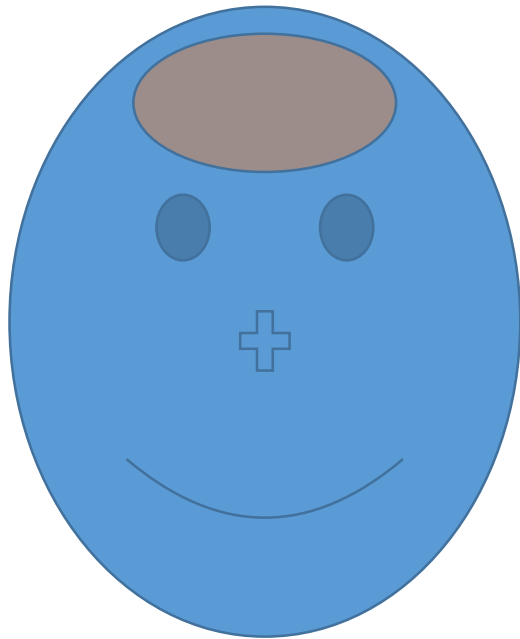
Unitary model
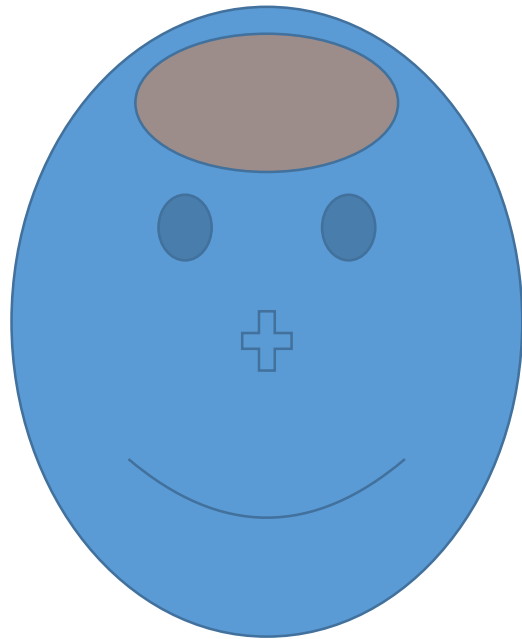(supported by García and colleagues)
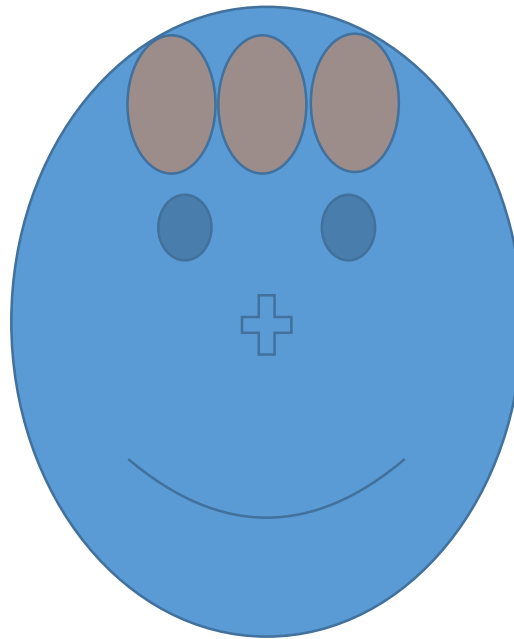
Dual competence model
(supported by no one)

Integrated multilingual model (supported by MacSwan, Heugh and others)

TRANSLANGUAGING PROCESSES IN THE BRAIN: DIFFERENT PERSPECTIVES

Practices of code-switching and code-mixing are governed by rules (MacSwan 2017)

Bilingual aphasia can impact on one language but not another (MacSwan 2017)

Unitary model
(supported by García and colleagues)
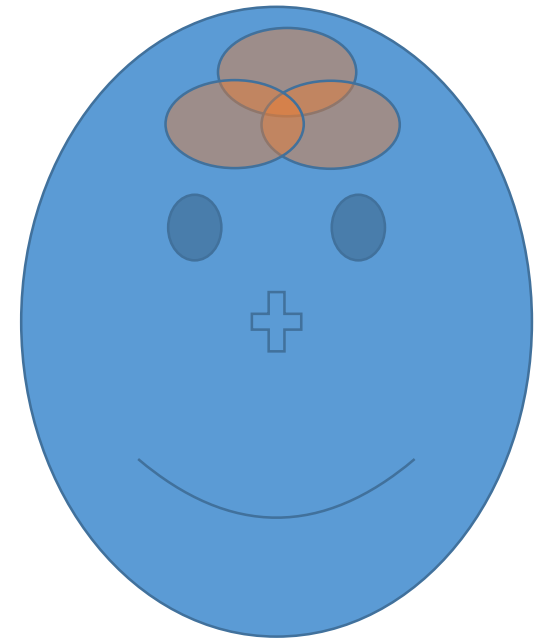
Integrated multilingual model (supported by MacSwan, Heugh and others)

IS TRANSLANGUAGING MORE THAN CODE-SWITCHING?

'Translanguaging differs from the notion of code-switching in that it refers not simply to a shift or shuttle between two languages, but to speakers' construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of language.' (García and Li Wei 2014: 22)

Translanguaging is 'a process of knowledge construction that goes beyond language(s).' (Li Wei and Lin 2019: 211)

TRANSLANGUAGING PROCESSES IN THE BRAIN: A FURTHER PERSPECTIVE
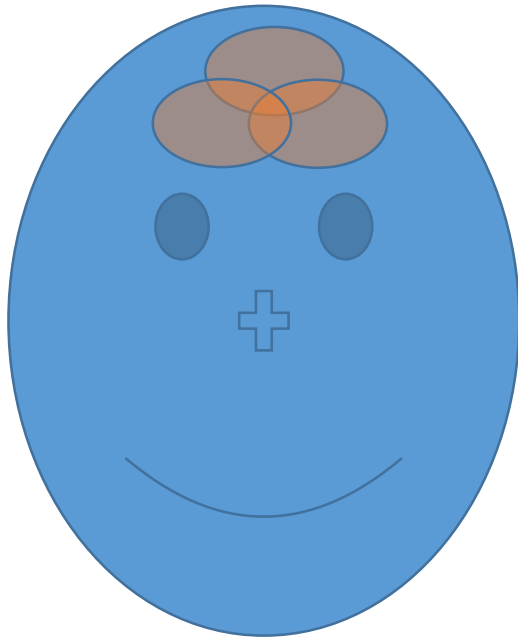
Integrated multilingual model (supported by MacSwan, Heugh and others)
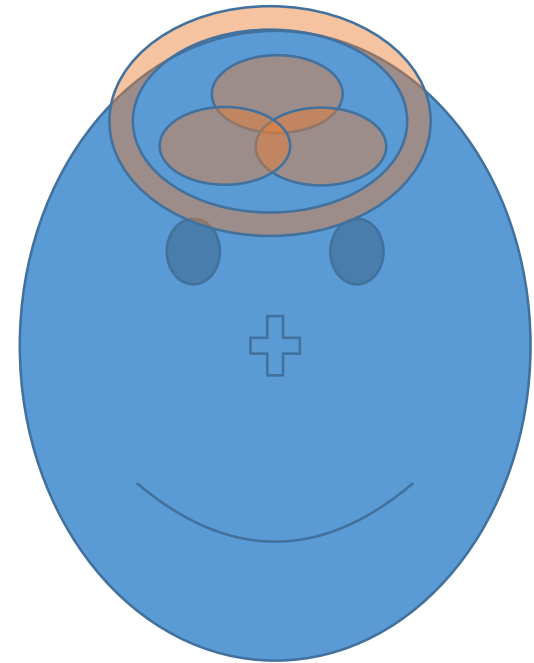
Integrated multilingual model +

MULTILILA OBSERVATION DATA

102 classroom observations in Delhi and Hyderabad

• English medium and state medium of instruction schools

• English subject and maths classes observed in all schools

Observations included various aspects including a focus on language use by the teacher and the students in five minute intervals of the 30 minute lesson

MULTILILA OBSERVATION TOOL

Section 3: Observation of Teacher Activity and Child Response:

[Please write one or more codes, where relevant. For example: A child may be listening and then repeating so in 3.3 insert codes 1 + 3]

Teacher activity codes:

1= Reading aloud	9= Problem solving exercises
2= Verbal instruction	10= Giving oral feedback
3= Telling a story	11= Experimentation
4= Writing on board	12= Marking papers/work completed
5= Demonstrating	13= Taking dictation
6= Asking questions	14= Off-task
7= Showing/talking about audio/video	15= Classroom management/discipline
	16= Reviewing or Summarising previous lesson
8= Maths exercises	88= Other (specify)

Children's response codes:

1=Listening	8= Calculating
2=Individual speaking	9= Asking for clarification
3= Repeating/choral response	10= Problem-solving
4= Writing	11= demonstrating
5= Copying text	12= Uninvolved
6=Reading	88= Other (specify)
7=Reading aloud as a class	

Language Codes

1= Bhojpuri	7= Telugu
2= Haryanvi	8= Urdu
3= Hindi	9= English
4= Magahi	10= Translanguaging
5= Maithali	88= Other (specify)
6= Punjab	

	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10	T 11	T 12	T 13	T 14	T 15	T 16	T 17	T 18	T 19	T 20	T 21	T 22	T 23	T 24	T 25	T 26	T 27	T 28	T 29	T 30
3.1 Teacher activity																														
3.2 Languages used																														
3.3 Children's response																														
3.4 Languages used																														

	Teacher				Hindi / Telugu only				Teacher				Learners			
	English only	Hindi / Telugu only	Language mixing	No language used	English only	Hindi / Telugu only	Language mixing	No language used	English only	Hindi / Telugu only	Language mixing	No language used	English only	Hindi / Telugu only	Language mixing	No language used
	Delhi Hindi medium schools (n=8)								Delhi English medium schools (n=16)							
Maths class (n=12)	0	50	50	0	0	25	75	0	0	12	88	0	0	48	44	8
English Subject class (n=12)	0	25	75	0	4	79	20	17	0	33	67	0	15	52	29	4
	Hyderabad Telugu medium schools (52)								Hyderabad English medium schools (28)							
Maths class (n=40)	7	60	33	0	8	64	22	6	33	19	48	0	15	30	42	13
English Subject class (n=40)	33	17	49	1	31	15	48	6	51	10	36	2	35	15	31	18

HOW DOES IT AFFECT <u>CODIFIED LANGUAGE</u> LEARNING?

Translanguaging is 'a process of knowledge construction that <u>goes beyond language(s)</u>.' (Li Wei and Lin 2019: 211)

- **But what if language is the focus / target of learning?**

- What impact does the use of translanguaging by a speaker have on a listener? What is happening in the <u>listener's</u> brain?

Performance of children on literacy tasks in Delhi and Hyderabad

Medium of instruction	ASER(English) Composite score (%)		ASER(Hindi/Telugu) Composite score (%) *	
	Mean	SD	Mean	SD
Delhi				
English medium (n=311)	56	26.70	74.96	29.54
Hindi medium (n=80)	44.33	19.39	76.78	27.78
Hyderabad				
English medium (n=175)	72.31	22.11	-	-
Telugu medium (n=286)	49.34	25.24	69.19	33.53

ASER(Telugu) was administered only to children in Telugu medium.

CONSIDERATIONS

- Small sample size in Delhi (relative to Hyderabad)

- Many other factors at play (teacher practices; type of English medium school; children's background, etc.)

- Five minute period is quite long to unpack what is happening with language use

- More research needed!

IMPLICATIONS FOR TEACHING & LEARNING
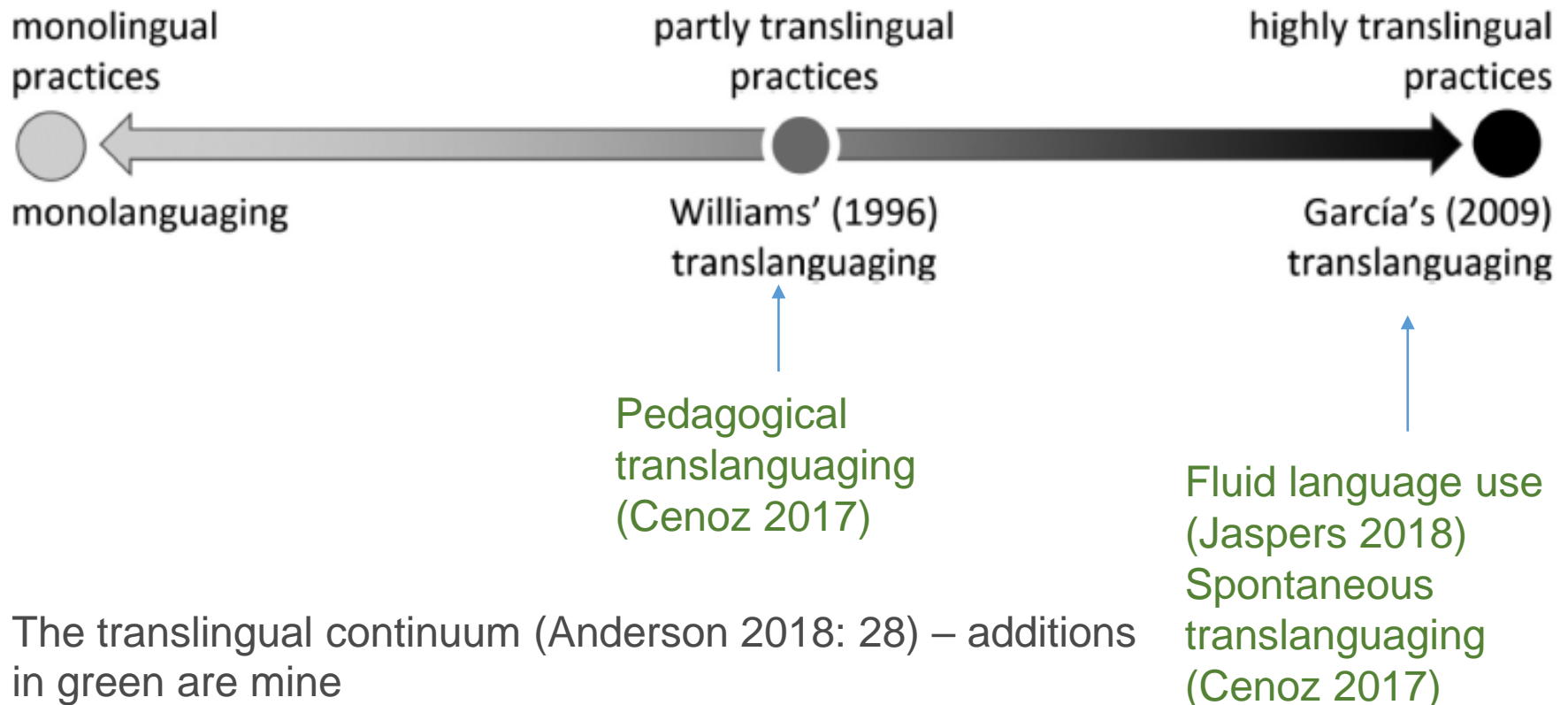
Should we teach in order to:

- develop individual languages, distinct from one another?

- support the interactivity between the languages?

- support and develop translingual competence or individual language competence, or both?

Does the answer depend on:

- how learners are going to use their language(s) in future?

- the awareness and skills of the teachers?

- parental and/or political pressure?

- assessment systems?

EXPLOITING TRANSLANGUAGING FOR LEARNING

Evidence shows that language mixing is 'rule governed and systematic' and that 'bilinguals are exquisitely sensitive to tacit rules' (MacSwan 2017: 169)

monolingual practices	partly translingual practices	highly translingual practices
monolanguaging	Williams' (1996) translanguaging	García's (2009) translanguaging

Pedagogical translanguaging (Cenoz 2017)

Fluid language use (Jaspers 2018)
Spontaneous translanguaging (Cenoz 2017)

The translingual continuum (Anderson 2018: 28) – additions in green are mine

GENERAL STRATEGIES

- Building the teacher's awareness

- Building learners' awareness

- Building parents' awareness

- Encouraging learners' reflections on what they already know and what they are learning

- Making *purposeful* use of code-switching, translation and translanguaging

- Separating the use of language into a) generating content / ideas and b) practising specific target language

'There is everything to gain from legitimising what is a common practice among teachers and students rather than stigmatising what is an authentic and dynamic language practice.' (Heugh 2018: pg TBC)

BUT ALSO

'Failure to deliver access to academic varieties of language that open doors to future advancement is failure to deliver equity and social justice. There is no ambiguity about this in southern contexts.' (Heugh 2018: pg TBC)

(MORE) QUESTIONS THAT NEED ANSWERING

Are the learners going to finish their education with <u>enough</u> of whichever languages they need to keep all the doors open for any opportunity they may decide to pursue.

If not, why not? Is it because …

- of the pedagogical practice being weak?

- with multiple languages being introduced in a print-poor environment they simply don't have the exposure that is needed?

- the (trans)linguistic practices in the classroom could be strengthened?

And – how do we define what is <u>enough</u>?

Questions and discussion