## Creating translangauging

## classrooms in EFL contexts

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## Overview

® Translanguaging
© ESL classroom in India
© Examples from an MLE study in India
© Scope in EFL classrooms
® Example Tasks in Math \& English
$\otimes$ Summing up: Pedagogical \& Assessment benefits

## Translanguaging

- Discursive practices of using languages while speaking: 'to language' (Garcia, 2009; Makoni \& Pennycook, 2006; Williams, 1994).
a. Accessing different linguistic features across Lx, y to maximize communicative potential
b. A systematic alternation of two languages (or more....?) for pedagogic purposes.
greater academic engagement, bilingualism, biliteracy


## ESL classroom in India


© Monolingual: Each language should be taught only through that language: 'the two-solitude mode' (Cummins 2007)
$\oplus$ Three language policy (Indian Constitution, 1968): [regional language; Hindi; English]
® Languages available in classroom; but complementary use not adopted. Language across the curriculum not exploited.


## Multilingualism and Multiliteracy:

Raising learning outcomes in challenging contexts in primary schools across India


## An MLE study in India (2016-2020)

The Study

| Place of data |
| :--- |
| collection |

Subjects
Variables used

Three Indian cities (Delhi, Patna, Hyderabad)

1200 bi/multilingual learners, aged 8-11 years, from low socioeconomic class to be tested in grades four and five

Objective

- Study the impact of MT education on L2 learning in children who study under difficult circumstances;
- Do bilingual profiling by assessing cognitive, linguistic and mathematical abilities and
- Examine correlations between abilities

Task
A narrative retelling task (input in L2 - output in L1/L2)

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## NARRATIVE TASK: THE CAT STORY

(VISUAL STIMULUS)


## Text (aural input)

One day there was a playful cat that saw a butterfly sitting on a bush. He jumped up because he wanted to catch it. A cheerful boy was coming back from fishing with a fish in a bucket and a ball in his hands. He saw that the cat was chasing the butterfly.

The cat wasn't quick enough and the butterfly escaped. The boy was surprised and the ball fell from his hands. He shouted: "Oh no! There goes my ball!" The boy was sad and wanted to get his ball back. Meanwhile, the cat noticed the fish in the boy's bucket and wanted to eat it. He thought "That is going to be delicious!"

## Text (aural input)

The cat grabbed the fish that the boy had left in the bucket. At the same time, the boy began pulling his ball out of the water. The boy was glad that he had his ball again. He did not notice that the cat was eating the delicious fish.

And that is the end of the story.

Two sets of episodes marked in two colours.

## Example of translanguaging behaviour

i. Retelling in L1 but input in L2:

Comprehension is assessed in L2; but expressed in L1 (stronger language): no major differences in representation; detailing is different. Story grammar knowledge is comparable.
ii. Instances of lexical switching in L1 output:

Lexical phrases (NPs: cat, boy, fish, gerundives as sub NPs: catching fish is...) - precursors of L2 production

## Example of translanguaging behaviour

iii. Instances of influence of L1 syntax in L2

1a. [The cat choose [to tiy the butterfly catching]].
Agent $\quad \mathrm{VP}_{1}$ INFL Patient (DO) $\quad \mathrm{VP}_{2}$

1b. billa ne (chaha) kaoishis ki titli ko pakadne ki Agent INFL Patient (DO) $\mathrm{V}_{2}$ (The cat tried to catch the butterfly.) (SVO)

The above utterance is in English (L2) but the deep structure is that of Hindi (L1).

## Scope in ESL/EFL classrooms

* Content teaching either in L1 or FL (English)
* FL, L1, L2.... LX
* Linguistic resources of learners not fully exploited but can be.
$\otimes$ Teacher role in translanguaging is significant as it can be used for fulfilling several language functions:
(i) giving instructions, explaining, clarifying, comprehension checking, managing class, encouraging responses from learners, facilitating peer interactions
(ii) using language tasks and yielding output
(iii) assessing bilingual abilities

Bilinguals are not deficient L2 or FL users.

They bring different linguisticcognitive competencies \& resources.

They should not be compared with monolingual competence.

Instruction should focus on uncovering \& building on these competences.

## Practicing Translanguaging

## Math

## Translanguage

## English

Translanguaging in Mathematics Classroom

## Example Task (Math)

## Instructions for bilingual mathematics

TASK: Draw three rectangles of three dimensions but with the same perimeter '36 inches'. What will be the dimension of each rectangle? Draw them. Calculate the area of each rectangle.

Solution: $\quad$ Perimeter $=2$ (length + width $)$

$$
36 \Rightarrow 2(18)
$$

| Rectangle One: | $2(10+08)$ |
| :--- | :--- |
| Rectangle Two: | $2(12+06)$ |
| Rectangle Three: | $2(07+11)$ |

## A mathematical generalization: <br> Rectangles of different dimensions can have the same perimeter.

## Example task (Math)

* If Radha can read 5 pages in 20 minutes, how long will she take to read 23 pages?

Steps involved:
Division - to find out time taken to read one page

Multiplication - to multiply time taken to read one page with the total number of pages
© Jeetu's mother is organizing to host a party for 500 guests. She needs to buy paper plates. The plates come in packages of 30 . How many packages of plates does she need to buy? Will there be any extra plates left?

## Steps involved:

Division - to find out how many packages will be needed to serve 500 people.

Subtraction - the package which will not be fully used will give the number of extra plates.

Multiple computation based tasks based on familiar life experiences; reading comprehension + mathematizing required.

## Pedagogical inputs (informed instructional practices)

© What to consider here?
I. The language of mathematical communication:
(i) Lexis: mathematical terms and meaning and register
(rectangle, length, width, perimeter)
(ii) Explain, elaborate on the steps to understand the formation of a rectangle. Bring out the meaning of perimeter and match it to the formula.
II. The resources of bilingual learners (e.g., code switching) to construct multiple meanings \& negotiate meaning through participation in mathematical communication.
III. Use of diagrams and gestures.

Mathematizing \& socio-cultural perspective

## Mathematical communication

2. Construct multiple meanings (math register:
any number =
all numbers):
a deficit model
3. Teach mathematical vocabulary (vocabulary \& reading in English):
a deficit model
4. Participate in math discourse: exploit the use of multiple sociocognitive \& linguisitic resources an additive bilingualism model

## Translanguaging in ESL/EFL Classroom

## Example task (EFL)

## © News reporting

Learners can orally report local incidents in L1.

Teacher can translate some the texts into English and put it up on the board/screen.

Learners can be asked to write the content in L2 or L1.
(Manyak 2004)
$\otimes$ Writing identity texts
Write diary entries in L1.
Attempt to translate it in L2 with peers who are more proficient in L2.

Add pictures to the text to express meaning.
(Cummins et al 2005)

## Prior L1 knowledge is acknowledged, activated \& used as a resource

## Bilingual comprehension

Collaborative learning

## Example tasks (EFL)

© Picture description task
Input is a coloured picture or a story strip.

Learners write the description in L1-get feedback-write it in L2

Allow for code-mixing; focus on meaning making

## (2) Bilingual reading task

Read a text in L1 and/ or L2
Solve short answer questions (either in L1 or L2): questions are given in L1.

A paraphrase of the text can be given in L1 with a fill in the blanks activity.

## Pedagogical inputs

(2) Instruction, clarification and comprehension checks, classroom interaction, assessment and feedback: Teacher can use either L1 or a mix of L1 and L2.

* Learner interaction: use of L1 to get across meaning and then attempt translation to L2/FL. Some learners may need to code-switch as is done outside of class.
(2) Focus on fluency building and comprehension activities. Provide some feedback on form/semantics as is emergent from the learner data.
© Never to dismiss any response as they are not equivalent to native speaker norms.
© Translanguaging at different levels: lexis, syntax, discourse...


## Perspectives on using L1 in L2/FL class

## L1 helps in L2 <br> learning; but each are <br> kept separate: positive role <br> ( from 1970s)

L1 interferes with L2 learning: negative role (till 1960s)

Both L1 \& L2 can be used as natural modes of communication (code switching): facilitative bidirectional role (from 1990s)

Role of L1/ mother tongue

## A mathematics classroom (India)



Mission buniyaad $=$ Mission concept building (CALP); laying the foundation of a building (BICS)


## Pedagogical Implications

(8) Translanguaging is a way of exploiting L1 as a resource cognitive, linguistic, and world knowledge.
© When learners' prior knowledge base is acknowledged and used by the teacher, it motivates the learners to engage in what is going on in class in a more meaningful manner.
© It encourages peer activities and be engaged in communication to express meaning in varied ways - use a combination of L1 resources, objects and gestures. This is a socio-cultural perspective.

## Pedagogical implications

Translanguaging can be used in Math classroom (taught in English)
© To allow students to participate in mathematical discourse where they explain, identify and describe patterns using various resources as L1, gestures, diagrams, objects.

* To focus on engaging with mathematical ideas and not on finding out deficiencies in vocabulary or register or pronunciation.
$\circledast$ To give feedback on mathematical communication and concept clarity.


## Pedagogical implications



Translanguaging can be used in the ESL/EFL classroom
$\otimes$ To tap comprehension in L2 (also across two languages): an instance of CALP transfer
$\otimes$ To assess Interlanguage (IL) development
© To give feedback on form \& meaning
$\oplus$ To encourage L1 mediated L2 performance to develop L2 proficiency.

## Assessment benefits

© Task design: Can combine the use of L1 and L2 in task design (instruction in L1, fill in the blanks in L2, equivalent L1 phrases supplied)
© Output: Can be accepted in L1 at initial stages gradually moving to L2; code-switching as a natural discourse practice to build fluency.

* Assessment \& feedback: Based on learner data if L1 structure is detected then not to dismiss it as wrong but point out the structure in L2. The switch from L1 to L2 structure will happen gradually and not based on forced reinforcement (the old structural approach)


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## THANK YOU FOR YOUR ATTENTION!!!

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