



Does translanguaging in narrative retelling reveal differences in L1 & L2 learning?

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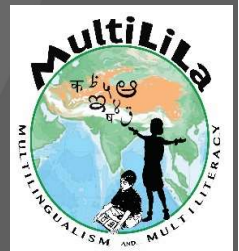
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Overview

- ◉ Translanguaging
- ◉ ESL classroom in India
- ◉ MLE Project
- ◉ The Pilot Study
 - Subjects
 - Task
 - Results
- ◉ Using translanguaging in the ESL/EFL classroom



Translanguaging (Williams, 1994)

- ◎ “To read and discuss a topic in one language, and then to write about it in another language, means that the subject matter has to be processed and “digested”” (Baker, 2011, p. 289).
- ◎ Advantages of translanguaging:
 - 1. It may promote a deeper and fuller understanding of the subject matter.
 - 2. It may help the development of the weaker language.
 - 3. It may facilitate home-school links and cooperation.
 - 4. It may help the integration of fluent speakers with early learners





Translanguaging

- Discursive practices of using languages while speaking: 'to language' (Garcia, 2009; Makoni & Pennycook, 2006; Williams, 1994).
- A systematic alternation of two languages (or more....?) for pedagogic purposes.



ESL classroom in India



- Monolingual: Each language should be taught through that language: 'the two-solitude mode' (Cummins 2007)
- Three language policy (Indian Constitution)
- Languages available in classroom but complementary use not adopted





Funding University &
Organizations



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MULTILINGUALISM & MULTILITERACY PROJECT IN INDIA: 2016-2020





Research jointly supported by the ESRC and DFID

MULTILINGUALISM AND MULTILITERACY: RAISING LEARNING OUTCOMES IN CHALLENGING CONTEXTS IN PRIMARY SCHOOLS ACROSS INDIA



Project Aim

Problem:
**Causes of low
learning
outcomes of
primary school
children in
multilingual India**



Context:
**Well-known
advantages to
being bilingual or
multilingual in
attention and
learning skills**



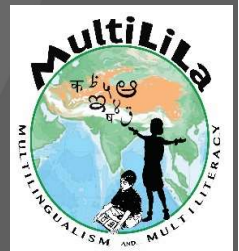
Research
question:
**Why do some
children in India
not benefit from
being bilingual or
multilingual to the
same degree as
children in other
contexts?**



PROJECT TEAM



- Ianthi Tsimpli, Principal Investigator (PI), The University of Cambridge, UK (funding university)
- Other Co-Is
Jeanine Treffers-Daller, Theodore Marinis, Minati Panda, Suvarna Alladi, Drenes Szucz, and Lina Mukhopadhyay
- 15 Research Assistants (India and UK)
- Other Consultants: British Council, India; Pratham



Research questions

- Does language choice in narrative telling have an impact on narrative retelling?
- Does translanguaging in narrative retelling task show any advantage in language output?

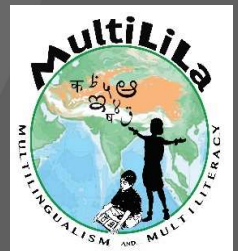




The Pilot study

Subjects

- 6 learners (3f, 3m): aged 8-10 years
- Mother Tongue: Hindi; SL: English
- Place of schooling & residence: New Delhi
- Enrolled in low aided government schools in non-slum areas.





Task

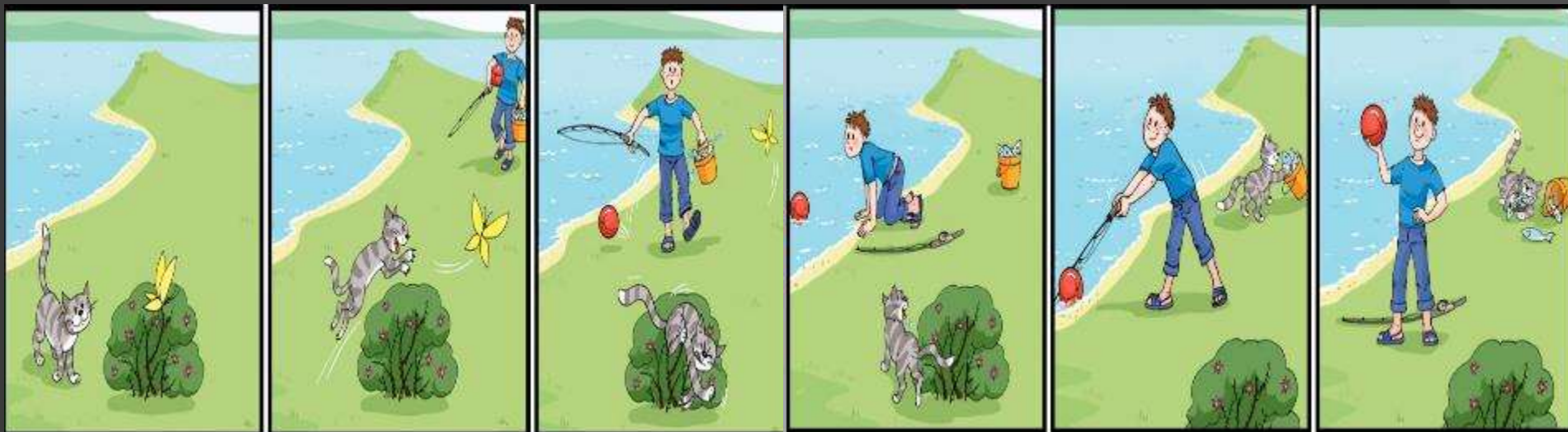
- Narrative retelling task: 'The CAT story'

(Multilingual Assessment Instrument for Narratives: MAIN, 2012)



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.



A sample retelling text (L2 input)

No	Sentence/ Propositions
s1	There was a cat.
s2	There was a butterfly.
s3	After seeing, it wanted to eat
s4	After it jumped
s5	Then it came slowly in front
s6	It thought, "I will eat".
s7	After that it got entangled into the thorns.
s8	It got hurt very badly

co-references marked in purple = refer to the cat; marked in green = refer to the butterfly; both are ambiguous in use; Utterances in red = extra information



s9	Then that boy was bringing the fish.
s10	His ball fluttered.
s11	And water was dripping from the fish.
s12	And seeing the fish the cat felt mouthwatering.
s13	The boy became sad.
s14	My ball fell down into the water.
s15	Then that boy was happy when his ball came forward gradually.
s16	Then he got it.
s17	He felt very good and the cat ate all fish.
s18	Then he will see it.
s19	He became very happy.

Utterances in blue =
added information/new
interpretation to fill gaps





A sample retelling text (L1 input)

No	Sentence/Propositions
s1	There was a cat.
s2	It saw one yellow butterfly.
s3	It thought, "I will catch it."
s4	The moment it pawed tightly, the butterfly flew away.
s5	Then it caught into the bush.
s6	Just then a boy comes from there.
s7	He saw that a cat had got entangled into the bushes.
s8	Because of this, his ball fell into the river.

Co-referencing marked in green and correct; new information is given in red





s9	Then the cat saw that a delicious fish was kept over there.
s10	Then the boy had gone to catch the ball.
s11	Then the cat caught the fish.
s12	It has started to eat that.
s13	He had caught the ball.
s14	Then the boy was very happy after finding the ball.
s15	The cat was very happy eating the fish.



Results: Content



- All the episodes represented; story structure present
- New interpretation of events: (e.g., cat wanted to eat the butterfly;
- Addition of events: water dripping from the fish, cat's mouth start watering

- All episodes represented with more details of location; time; description of objects/characters; emotions of the characters
- Some information added to create links between episodes

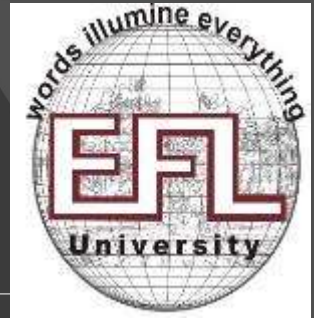
English input

Hindi input

Additional information is given to establish links between episodes: instances of logical connectivity



RESULTS: Language complexity



ENGLISH INPUT

Language complexity:
Monoclausal and a few
complex structures;
use of coordination (*and*);
use of time markers (after
seeing/that, then, when);
passivization; referential
markers used but ambiguous
in usage (it/he)

Tense: simple past & past
prog (more frequent); aux +
pres. Prog. + infinitive (I am
going to catch the fish)

HINDI INPUT

Language complexity:
Mix of monoclausal and
complex structures
(occurrences of complex
structures more); referential
markers used clearly;
coordination and
subordination (clausal
markers); relativization

Tense: simple past, and past
perfect; infinitival structure
more frequent





Translanguaging behaviour

i. Retelling in L1 but input in L2

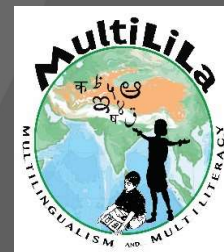
Comprehension is assessed in L2; but expressed in L1 (stronger language): no major differences in representation; detailing is different.

Story grammar knowledge is comparable.

Detailing and links between episodes is different.

ii. Instances of switching:

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



Pedagogical implications



Translanguaging can be used in ESL/EFL classroom to

- tap comprehension in L2 (also across two languages): *an instance of CALP transfer*
- assess Interlanguage (IL) development
- give feedback on form and meaning
- encourage L1 mediated L2 performance to develop L2 proficiency.



References



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THANK YOU FOR YOUR ATTENTION!!!

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