

## Translanguaging in English language classrooms in India: why, when and how ?

Jason Anderson

**ELTAI Conference, Kochi, India**

June 2017

Translanguaging, the integrated use of different ‘languages’ in communicative acts, is a natural and ancient phenomenon in India. While there is evidence that it is both widespread and beneficial in classrooms of other subjects, its inclusion in English language classrooms is hampered by the dominance of ‘English-only’, or ‘English-mainly’ approaches to language teaching that disseminate from a more monolingual West. But can multilingual countries like India take a different path to effective competence in the use of English?

In this talk I will invite you to consider the future translanguaging needs of Indian learners of English and compare these to both current and potential practices in English classrooms. We will consider why both monolingualism and translanguaging are likely to be useful to learners in the future and look at practical activities and processes that may make our teaching more inclusive of their complete linguistic repertoires to enable them to develop the skills and competencies required in a globalised, multilingual world.



### Resources

<http://www.jasonanderson.org.uk/resources.htm#header3-2r>

### References

- Agar, M. (1994). *Language Shock: Understanding the Culture of Conversation*. New York, NY: William Morrow.
- [Anderson, J. \(2017\). Reimagining English language learners from a translanguaging perspective. \*ELT Journal Advance Access\*. doi:10.1093/elt/ccx029](#)
- Bhagat, C. (2014). *Half girlfriend*. New Delhi: Rupa.
- Butzkamm, W., & Caldwell, J. A. W. (2009). *The bilingual reform: A paradigm shift in foreign language teaching*. Tübingen, Germany: Narr Studienbücher.
- Canagarajah, A. S. (2013). *Translingual practice*. New York/Abingdon, UK: Routledge.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. C. Richards & R. W. Schmidt (Eds.). *Language and Communication*. New York: Longman.
- Chimarala, U. M. (2017). Teachers’ ‘other’ language preferences: a study of the monolingual mindset in the classroom. In H. Coleman (Ed.). *Multilingualisms and Development (Selected proceedings of the 11th language and development conference, New Delhi, India, 2015)*: London: British Council.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press.

- Cook, G. (2010). *Translation in language teaching*. Oxford: Oxford University Press.
- Cook, V. (1992). Evidence for multi-competence. *Language Learning*, 44, 557-591. See: <http://homepage.ntlworld.com/vivian.c/Writings/Papers/LL92.htm>
- Deller, S., & Rinvoluceri, M. (2002). *Using the mother tongue: Making the most of the learner's language*. Peaslake, UK: Delta Publishing.
- Durairajan, G. (2017). Using the first language as a resource in English classrooms: What research from India tells us. In H. Coleman (Ed.). *Multilingualisms and Development (Selected proceedings of the 11th language and development conference, New Delhi, India, 2015)*: London: British Council.
- Frobo (2015). *Garissa We are One (Kenya Lets Reunite)*. Frobomuzik, Kenya.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. London: Wiley-Blackwell.
- Hall, G. & Cook, G. (2013). Own-language use in ELT: exploring global practices and attitudes. *ELT Research Papers* 13–01. London: British Council.
- Jindal, D. (2013). Let's humanise language teaching by using L1. *Language in India*, 13/5, 221-6.
- Kachru, B. (1983). *The Indianization of English: The English Language in India*. New Delhi: OUP.
- Makoni, S., & Pennycook, A. (2005). Disinventing and (re)constituting languages. *Critical Inquiry in Language Studies*, 2, 137–156.
- May, S. (2014). Introducing the “multilingual turn”. In S. May (Ed.), *The multilingual turn: Implications for SLA, TESOL and bilingual education (1–6)*. New York/Abingdon, UK: Routledge.
- NCERT (National Council of Educational Research and Training). 2006. *Position Paper of the National Focus Groups on Teaching of English*. NCERT: New Delhi.
- Rahman, A. (2013). Role of L1 (Assamese) in the acquisition of English as L2: A case of secondary school students of Assam. In P. Powell-Davies & P. Gunashekar (Eds.), *English Language Teacher Education in a Diverse Environment (Elected Papers from the Third International Teacher Educators Conference Hyderabad, India, 2013)*. London: British Council.
- Simpson, J. (2017). Translanguaging in the contact zone: language use in superdiverse urban areas. In H. Coleman (Ed.). *Multilingualisms and Development (Selected proceedings of the 11th language and development conference, New Delhi, India, 2015)*. London: British Council.
- Sridhar, S. N. (1994). A reality check for SLA theories. *TESOL Quarterly*, 28/4: 800-805.
- Толстой, Л. (1868-9). *Война и миръ*. Москва: Т-Рис.

### **Speaker biography**

Jason Anderson is a teacher educator, consultant and award-winning author of books, research papers and articles for language teachers. He has supported teachers through materials development, training workshops and teacher development programmes in numerous countries across Africa, Asia and Europe, working for government ministries of education, development partners, including UNICEF and the British Council, and NGOs. He has particular interests in teaching methodology, the challenges and practices of teachers working in low-income contexts and multilingual approaches to English language teaching.