**Chapter 5**

**Additional activity**

**Translanguaging in the classroom**

The extract below exemplifies a typical instance of translanguaging in the classroom.

*Mrs Indra, a Class IV teacher in a rural school outside Bhopal, describes how she has started to incorporate translanguaging in her language lessons.*

Many of my students are not first-language Hindi speakers. Since I started incorporating translanguaging practices into their language lessons three months ago, they have become much more talkative and engaged in their learning. Their confidence in using Hindi has noticeably improved too. I have observed that monolingual Hindi speakers in my class are starting to pick up words and phrases from their classmates as well.

If my students are going to read a section or page of their Hindi textbook, I begin by introducing the topic, inviting my students to volunteer anything they know about it and encouraging them to translate the key Hindi vocabulary into their home language. I ask them to help me if I can’t follow what they are saying.

I then ask my students to read a section or page of their Hindi textbook aloud in pairs or small groups, or silently and independently on their own. In either case, I invite them to pause at the end of each page or section and discuss what they have just read with their partner or other group members, making sense of it and establishing the meaning of any unfamiliar words together. I suggest to them that they use their home language for this. I encourage them to add any new words or expressions in the dictionaries they have created.

If I want pairs or groups of students to present something to the rest of the class in the school language, I encourage them to use their language to discuss how they will express their ideas first. I do the same if I want them to write a summary or report in the school language.

To maintain the interest of all my students, I try to vary the organisation of the pairs and groups, while ensuring that they include at least two students of the same home language each time. Sometimes I place students with similar competence in the school language together. At other times, I place a more confident student with a less confident one, so that the former can support the latter in their shared home language. If there is someone in the group who does not speak the shared home language, I ensure that my students translate what they are discussing into the school language.

Recently I located a traditional short story that was available in Hindi and my students’ home language. I used this with my Class VII students. I made copies of the stories in each language and got small groups of students to read them in parallel. I then invited them to use their home language to compare the different versions of the two stories, including the key words that had been used in each

* Notice which parts of the activities Mrs Indra encouraged her students to do in their home language and which in the school language. Are there any patterns here?
* What instructions might Mrs Indra have used to support the translanguaging practices described in the case study? Make a list of all those you can think of.

Source: The Open University (2022)

<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=64814&section=6>