

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Translanguaging in the ESL classroom
Category	a. New course
Course code	ELE 334
Semester	IV
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Mon: 2-4; Wed: 11-1
Name of the teacher/s	Dr. Madhavi Gayathri Raman
Course description	<p>Designed for students who are interested in language teaching and are likely to enter the field of education, this course offers a comprehensive understanding of its theoretical foundations and practical applications within the ESL/EFL classroom. The course begins by unravelling the theoretical underpinnings of translanguaging. Through critical analysis and discussions, students will engage with seminal works that shape our understanding of translanguaging as a holistic and fluid approach to language use. They will also critically examine the linguistic dominance of English and its effect on other languages in societies in South Asia, Africa & South America where multilingualism has been the norm. After an examination of the principles that support dynamic plurilingual practices in instruction, the course will transition into the practical realm, equipping participants with strategies to implement translanguaging in ESL classrooms to develop skills like reading, writing. Through case studies, classroom simulations, and reflective practices, participants will develop the expertise to leverage students' linguistic repertoires to enhance language acquisition, promote cultural competence, and foster a more inclusive language learning environment.</p> <p>The course is particularly relevant when viewed in the context of NEP 2020 which encourages the use of the home language in education especially in the primary grades. The document also calls for teachers to be trained such that they are capable of leveraging student knowledge and potential to the maximum and research has demonstrated that using translanguaging practices in the classroom in one such effective way. Through the practical methods envisaged for the course, participants will also learn how to design and implement translanguaging lessons, making them teachers who are equipped to implement newer, more innovative, and inclusive pedagogic methods in the classroom.</p> <p>Objectives of the course in terms of Programme Specific Outcomes</p> <ol style="list-style-type: none"> i) Develop an understanding of the theoretical underpinnings of translanguaging (PO1); LO (a) ii) Critically analyse translanguaging practices in ESL/EFL classrooms (PO2); LO (a) iii) Reflect critically on classroom practices that help create translanguaging spaces (PO5); LO (a), (b) iv) Apply knowledge of translanguaging strategies to design and develop multilingual resources (PO4); LO (a), (c), (d) v) Design a translanguaging lesson and trial the multilingual materials developed

	(PO3) ; LO (c), (d) vi) Be able to implement translanguaging in a real-world classroom (PO4); LO (c), (d)
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	Internal (modes of evaluation): review case studies, design lesson plans End-semester (mode of evaluation): project, design and implement a translanguaging lesson; e-portfolio
Reading list	<p>Essential reading</p> <p>Baker C. (2011). <i>Foundations of Bilingual Education and Bilingualism. Bilingual Education & Bilingualism</i>. Multilingual Matters.</p> <p>Canagarajah S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. <i>Applied Linguistics Review</i> 2,1: 1–28.</p> <p>Cenoz, Jasone & Durk Gorter. (2020). Teaching English through pedagogical translanguaging. <i>World Englishes</i> 39, 2: 300–311.</p> <p>García, O., & Kleyn, T. (2016). <i>Translanguaging with multilingual students: Learning from classroom moments</i>. Routledge.</p> <p>Additional reading</p> <p>Mukhopadhyay, L., Sankrithi, Patil, V.K., Qamri, S., Ravindran, M. R., Balasubramanian, A., Vogelzang, M., & Tsimpli, I. M. (2023). Exploring Opportunities and Challenges Using Translanguaging Pedagogy to Develop Reading Comprehension: A Study of Indian Multilingual Classrooms. <i>Journal of Educational Studies</i>, 262-292.</p> <p>Omidire M. F. & Ayob, S. (2020). The utilisation of translanguaging for learning and teaching in multilingual primary classrooms. <i>Multilingua</i>, 41,1: 105-129.</p> <p>Pathak, P. (2023). Building Indian ESL Government Primary School Teachers' Knowledge-Base Through Translanguaging Pedagogy. <i>Journal of Educational Studies</i>, 240-261.</p> <p>Raman, M. G. (2023). Translanguaging in the Academic Reading Classroom. <i>Journal of Educational Studies</i>, 345-364.</p> <p>Yafele, S. (2021) Translanguaging for academic reading at a South African university, <i>Southern African Linguistics and Applied Language Studies</i>, 39:4, 404-424.</p>