

Bilingual Lessons for ESL School Teachers in Low Resource Contexts

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Abstract

Many ESL/EFL contexts like India have multilingual learners with limited access to the target language. This has initiated a body of research to understand the role of multilingual resources to augment the learning of English in instructional settings. However, most studies are restricted to the creation of bilingual materials in the form of parallel texts, tasks, and vocabulary support. Such materials require a discussion on the logical amalgamation of content through L1 and L2 and highlight translanguaging strategies to transact the bilingual materials. Therefore, in this paper, a range of practical ideas and tasks in the form of three bilingual lessons in Assamese and English to support ESL learning are outlined. These are developed with a spirit of 'L1 inclusivity' within the task-based language teaching framework. It is hoped that such systematic guidelines can help primary and secondary level ESL teachers use bilingual materials effectively in their classrooms.

Keywords: multilingual resources, parallel text and tasks, translanguaging strategies, L1 inclusivity

Introduction

In recent times there has been a worldwide re-evaluation of the role of multilingual learners' own language(s) use in English language teaching and learning (Hall and Cook, 2012). In India, it triggered a range of research studies to draw upon learners' multilingual resources in ESL classrooms (Durairajan, 2017). It also generated discussions on exploiting bi/multilingual resources in the ESL classrooms to emphasize the need for bi/multilingual instructional materials to promote multilingual