

Applying Translanguaging Strategies for Crafting Situated Newspaper Reports

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Focus: To write a newspaper report on a local event using the entire linguistic repertoire.

Level: Secondary

Strength: 15-20 bi/multilingual ESL learners

Time: 120-150 minutes

Aims

1. To develop ESL learners' situated meaning-making abilities through writing.
2. To promote writing as a process.

Materials

- Task Prompt
- Newspaper reports published in local, national, and global dailies in English, learners' L1(s), and containing instances of codemeshing.
- Pen and paper

Task Prompt

Write a detailed newspaper report on a local event or festival. Imagine you are writing the report for a national daily that features weekly articles on school events contributed by student reporters from across the country. Include key details like the rituals of the festival and 1, notable participants, winners, special guests (if any), performances etc.

Procedure

Stages	Process	Objectives
Pre-Production 1. Warm-up	After explaining the prompt, the teacher asks learners to choose an event that has recently taken place or is typically organized at school and reflect on the details.	To set the context for the writing task.
2. Guided Free-writing	After each student has chosen their respective topics, the teacher asks them to write on it (individually) using their entire linguistic repertoire. Students are also allowed to change their topics in the middle.	<ul style="list-style-type: none"> • To prepare learners for writing. • To facilitate their thinking. • To reduce their writing anxiety.
3. Mentor Text https://www.etvbharat.com/bn/!state/durgapur-agrani-sanskritik-parishad-club-khuti-puja-2024-wbs24072802337 https://timesofindia.indiatimes.com/city/kolkata/khuti-puja-kicks-off-durgostav-preps/articleshow/110022333.cms	<p>The teacher provides learners with authentic Bangla and English newspaper reports and draws learners' attention to the purpose, audience and genre conventions through the following questions. (The questions can be in either L1 or English).</p> <ol style="list-style-type: none"> 1. Read the titles of the reports. What is this report written on? 2. Who has written the reports? 3. Who will read the reports? Which report is expected to be read by more people? Why? 4. Which of these best describes the style of the reports? Tick one or more of the boxes <ul style="list-style-type: none"> • Personal • Clear • Informal • Neutral 5. Look at the structure of the reports. What are common in them? 6. Look at the introductory paragraphs of both reports. How are they different? <p>After the students answer the questions in groups or pairs, the teacher discusses the answers with the whole class.</p>	<ul style="list-style-type: none"> • To make them read as writers. • To make them aware of the genre conventions of a newspaper report. • To draw their attention to the purpose, audience, and writing style of the reporters.

4. Lifting a Line	<p>The teacher lifts a line from the mentor texts that use translanguaging (codemeshing) as a writing technique. She draws learners' attention to the language use through the following questions</p> <ol style="list-style-type: none"> 1. What did the writer do in this line? 2. Why did the writer do so? 3. What will you call this particular language usage/writing technique? 4. Did you observe another writer write this way? 5. In which context? 	<ul style="list-style-type: none"> • To teach students to think of writing as a craft. • To draw their attention to translanguaging (codemeshing) as a powerful writing technique. • To make them aware of the situatedness of meaning.
5. Idea Bank	<p>The teacher (along with students) creates a bank of ideas expected to be present in the text produced by the students.</p>	<ul style="list-style-type: none"> • To help learners organize their ideas. • To provide necessary linguistic support to students for completing the writing task.
Production 6. Writing the first draft	<p>Learners produce the first draft of the report using their entire linguistic repertoire</p>	<ul style="list-style-type: none"> • To help learners get their ideas on the paper in a structured manner.
Post-Production 7. Interview	<p>The teacher conducts focus group interviews about learners' writing experience, the writing process, their languaging practices, and the final product.</p>	<ul style="list-style-type: none"> • To encourage learners to reflect on their learning process. • To gain insights into learners' perceptions of the process of writing and classroom instructions and give feedback accordingly.

Sample Idea Bank

Subparts	Cue questions to generate ideas
Content	<p>What ideas to include in the report?</p> <p>A catchy title An opening line</p> <ol style="list-style-type: none"> 1. Describing the event 2. Highlighting a key moment

	<p>A sequence of the happenings and highlights</p> <p>Quotes</p> <p>Ending</p> <p>1. A critical overview</p> <p>2. A quote</p>
Text Organization	<p>How will you organize the text?</p> <p>How many parts will it have?</p>
Language	<p>What tense do you need to include?</p> <p>Use past tense to narrate the events.</p> <p>The dialogues will have present tense.</p> <p>Pay attention to subject verb agreement.</p> <p>Use linkers to connect ideas (<i>but, however, then, after that</i>)</p>

Comments

The task will promote writing as a process rooted in learners' local contexts. It will enable teachers to use learners' L1(s) systematically in the teaching of writing. Evaluation will prioritize task completion and meaning-making rather than imitating prescribed standardized norms. Errors will be identified through discussion with learners about their language choices and languaging practices. Any notable inconsistency in the instances of (trans) languaging can be considered an error rather than a personal variation of English. In the end, learners will become critically aware of the translanguaging strategies (like codemeshing) used in authentic writing contexts and purposefully use them in their own processes and products.

References

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- Mukhopadhyay, L. (2022). Giving feedback to treat ESL writing as a process: Ideas and challenges. In R. Kaushik & A.L. Khanna (Eds.) *Critical issues in ELT* (256-269). Aakar Books.

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