

Translanguaging in English teaching in higher education

Pham Thi Khai Hoan* and Vu Thi Phuong Anh

Hong Bang International University, Vietnam

ABSTRACT

Recently, whether to use translanguaging in teaching English has received great attention from language researchers and language teachers all over the world. This critical review aims to systematically synthesize literature on the use of translanguaging in teaching English in higher education. Research results show that translanguaging has added a new dimension to the long-standing debate on the use of mother tongue (L1) in foreign language teaching/learning because it basically emphasizes viewing language as a unitary system in contrast to the traditional perception that each language belongs to a separate system. The revolution in the perceptions of the importance of using L1 in foreign language teaching/learning is justified because translanguaging promotes a more effective teaching and learning process. However, students' native language must be used strategically in the classroom with the aim of facilitating and supporting the teaching process and enabling learners to develop comprehension, communication skills and acquisition of the target language.

Keywords: translanguaging, use of L1, ELT, higher education

1. INTRODUCTION

People from various cultural groups have been compelled to live together and forge a bilingual identity in this community as a result of political unrest, technological advancements, and improvements in global communication. The idea of bilingualism was also developed by the inevitable language contact that would occur between speakers of various language groups. Functional bilingualism, which Baker defines as the use of one's bilingual ability to achieve interaction in a variety of everyday contexts, draws attention to the significance of context and various combinations of interpersonal interactions on being bilingual [1]. In a monolingual society, a bilingual person does not have the opportunity to utilise two languages in everyday situations, but if they are in a bilingual area, they can rapidly move from one language to another.

Bilingual education, which stretches back to Greek and Roman times, refers to the use of two languages as a medium of teaching to teach subject topics. Even while bilingual education has been the subject of literature since the 1920s, its

benefits are still heatedly contested. The opinions of linguists and foreign language instructors regarding the function of employing the mother tongue (L1) in the foreign language (L2) classroom have undergone significant shifts over the past few decades. Since the early 20th century, the 'English only' approach has emerged and grown in popularity all over the world as a countermeasure to the Grammar-Translation Method, a conventional method that has been used extensively in Europe since the early 19th century that allows translation from L2 to L1. However, the viability of the "English only" approach has been challenged by foreign language academics. It is argued that using one's mother tongue when studying a foreign language is advantageous for learners. This challenges the idea that the primary goal of foreign language learning should be achieving native-like fluency. The need for L1 in teaching and learning L2 must be recognized and acknowledged; its use in the foreign language classroom should be allowed, even though at the same time it should be used systematically,

Corresponding author: Pham Thi Khai Hoan

Email: hoanptk@hiu.vn

carefully and sparingly, [2-4]. Numerous studies have been done on the opinions of teachers and students regarding the use of their mother languages in foreign language classes. As a result, L1 is used in L2 teaching and learning because both teachers and students see its value. The continuous discussion regarding the use of L1 in L2 teaching and learning has recently taken on a new dimension thanks to the idea of translinguaging.

The term "translinguaging" describes how multilinguals and bilinguals use their language tools to engage and make sense of the world around them [5]. Within the context of education, translinguaging refers to a pedagogical strategy that purposefully incorporates multiple languages into a single classroom instruction. Translinguaging acknowledges that learners can use their whole linguistic repertoire to improve understanding and communication, as opposed to viewing languages as distinct entities [6]. As opposed to the conventional division between L1 and L2, which considers them to be two separate systems, translinguaging sees languages as a single, undivided entity. In North America and Europe, translinguaging is now generally accepted and used in bilingual and multilingual classrooms. The benefits of linguistic diversity in education are becoming more widely recognised in Asian nations where English is the language of teaching, hence this diversity should be viewed favourably. More significantly, the approach to teaching bilingual students is evolving towards a multilingual one that takes into account a variety of linguistic resources [7]. Using one language as a medium of instruction seems difficult in practice because students often come from different linguistic backgrounds. The question of when and how to employ other languages as learning resources was also crucial [8]. The use of translinguaging in the classroom has received a lot of exposure, but it seems that there is less focus on it when it comes to higher education EFL programmes. This is why the authors researched this topic.

2. ARGUMENTS AND COUNTER-ARGUMENTS FOR THE REMOVAL OF L1 IN THE CLASSROOM

For many years, there has been discussion over the place of L1 in English language teaching

approaches. Many ESL/EFL teachers used to prohibit using L1 in L2 classrooms, believing it to be a barrier to L2 learning [4, 7]. At the beginning of the 20th century, private language schools for adults who wanted to learn a language for practical rather than academic reasons quickly grew, leading to the belief that English is best taught exclusively through English, without the use of the first language. These schools' marketing campaigns regularly emphasized—and still does—the distinction between their English-only curriculum and the more conventional teaching methods that were developed in the 19th century and were based on the "Grammar-Translation" approach. In the Grammar-Translation method, a large portion of class time was spent translating sentences into and out of the target language. The teacher presented grammar primarily in the L1. There are several reasons why language schools might enforce an English-only policy. The most prevalent is typically an intention to set the institution's teaching methodology apart from the way the students have learned in other institutions. Moreover, it is believed that L1 use in the classroom should be restricted in order to maximize the target language exposure. That being said, to what extent should L1 be permitted if it is? Educators also worry that it would be hard to control the amount of L1 use in the classroom. Therefore, outright banning L1 use seems more sensible. Policies that decide to exclude the L1 are supported by many research findings.

Krashen's input hypothesis also serves as the main justification for "English only" classrooms [10, p.20]. He argues that learners should receive thorough input in the target language in order to achieve the most output possible. As a result, providing instruction in L1 reduces L2 output and may therefore affect the maximum opportunities for L2 acquisition. While Krashen's argument was mostly accepted by modern scholars, some have made the case for using L1 in teaching a foreign language to low-level language learners. Due to the numerous problems that the "English only" strategy has long faced, including a shortage of qualified teachers, culturally relevant resources, and uninterested students, scholars are beginning to support the use of L1 in L2 classrooms, particularly foreign language classrooms.

Another argument against L1 use in the English classroom stems from the belief that language learners need to think in the target language in order to acquire it. In the Direct Method, students are expected to make direct associations between vocabulary items and the target language, and no translation is allowed. Similarly, the Audio-lingual Method employs drilling to help students master the target language's grammatical patterns without using L1. The arguments for the idea that learners need to think in the target language bases on the belief that languages are stored in different parts of the brain. However, research studies have proven that this is not how the brain works. Human brains do not have distincts regions controlling specific languages. Instead, all languages that a person possess are processed in tandem [5]. This relates to terms such as plurilingualism/pluriculturalism, the focal of which is the understanding that individuals do not keep languages and cultures in different compartments, but instead have a single, interrelated repertoire. Besides, the purpose of studying L2 of most learners is not to have native-like competency but to achieve a proficiency level where they can process English without always mentally translating from their L1.

The next argument for the exclusion of L1 from L2 classroom stems from the concept of L1 interference or interlingual transfer, which is the transmission of knowledge from one language to another in all areas: pronunciation, vocabulary, grammar and discourse. Interference was also called negative transfer where a speaker applies language forms and structures from their first language in the target language, which leads to errors. Some researchers even went so far as to say that a learner's first and second language disparities may be the cause of any problem they had when learning a second language. However, more recent research studies show that transfer can work both ways. The term cross-linguistic influence or language transfer has been used as a more appropriate concept to clearly illustrate the relationship of two or more languages in contact [9]. The degree of similarity between the two languages and the tenor of the conversational environment may influence transfer. If the two languages belong to the same language family, transfer is more likely to occur. Additionally, it is

more common in the early phases of second language learning, when vocabulary and grammar are still developing. The speaker will use less transfer as their L2 proficiency rises. Language transfer can be positive or negative, and can occur in all learning situations, so it cannot be concluded that language transfer is the consequence of using the mother tongue in the L2 classroom. Language transfer can help learners transfer their knowledge of language learning as a whole because they can apply the rules in their native language to a second language acquisition.

Another reason for the objection of using L1 in the classroom is the belief that translation is not important for language learners, especially when looking back at how translation was used in the Grammar-Translation Method. However, translation can be understood as a mediation tool for enabling communication between individuals speaking different languages, as stated in the CEFR descriptors. The concept of mediation is stated in the CEFR as the act of "a social agent who creates bridges and helps to construct or convey meaning", sometimes within the same language, sometimes from one language to another (cross-linguistic mediation) [10]. In reality, communication gaps can occur between two speakers of differently languages, so they need a translator to relay their message, which is when mediation comes into use. Communication gaps can also occur across language registers (such as the distinctions between formal and informal language and all shades in between) or between language types (such as various dialects). In addition, mediation is required when disagreements or social or cultural differences result in communication breakdowns.

All in all, there have been numerous arguments for the 'English-only' approach including the aim to design a unique English teaching curriculum, Krashen's input hypothesis, the views on language acquisition of traditional teaching methods, the worry about learners' interlanguage or interference, and the refusal of the benefits of translation in language learning. However, reality and research have proven that there are justified reasons for the employment of L1 in the classroom, which gives rise to the concept translanguaging discussed in the following section of this article.

3. TRANSLANGUAGING – A SHIFT IN PERSPECTIVE ON THE ROLE OF L1 IN ENGLISH TEACHING

3.1. What is translanguaging?

The use of multiple languages and/or sign systems by people to interact with others in society is known as translanguaging [11]. Its practices are fluid and dynamic, spanning the boundaries of designated languages, linguistic subgroups, and language and other semiotic systems. The term "translanguaging" was coined in Welsh by Cen Williams to describe a teaching strategy in which the input and output languages are purposefully altered [8]. Its main objective is related to a teaching method where students are urged to move between languages for receptive or productive usage; for instance, they might be told to read in English and write in Welsh, and vice versa [1]. According to this definition, translanguaging is one of the teaching methods utilised in the classroom. Canagarajah further defines translanguaging as the capacity of multilingual speakers to switch between languages by understanding the various languages that make up their repertoire as being interrelated [7]. According to G. Lewis et al., Vygotsky's Zone of Proximal Development (ZPD) serves as the foundation for translanguaging [12]. It is predicated on the notion that learners are not restricted to just one language but can use their complete linguistic toolkit to acquire new knowledge and abilities. Effective communication, function, cognitive activity, and language generation are the main focuses of translanguaging.

Translanguaging is a method that enables students to use what they have previously learned in their first language to explain thoughts and concepts in the second language. Translanguaging can provide the means to connect the linguistic repertoire and improve comprehension for students who already know the meaning of a word in their original language and simply need to learn the word (but not the meaning). Combining several languages enables a more organic process of comprehension. Translanguaging is thus a novel kind of language instruction that makes use of all available knowledge rather than just one new language to facilitate language acquisition.

In addition to stratifying languages into linguistic dialects, according to Bakhtin, "languages that are socio-ideological" can also be divided into "languages of social groups, "professional," "generic," and "generational" languages, among others [13]. Language use is viewed as "action"-language users "do" language practices in a dynamic, fluid manner across many contexts and at various times. A theoretical lens for understanding how people utilise and switch between various languages and/or sign systems in order to participate in the social world is provided by Bakhtin's theory of heteroglossia and social stratification, which will be discussed in the next section [14].

3.2. Theoretical frameworks of translanguaging

3.2.1. Heteroglossia

Heteroglossia, a term coined by Russian literary theorist Mikhail Bakhtin, refers to the coexistence of distinct varieties within a single language. It reflects the diverse points of view on the world, forms for conceptualizing the world in words, and specific world views, each characterized by its own objects, meanings, and values. Bakhtin believed that this diversity challenges the assumptions of system-based linguistics, as every word uttered is a result of a complex convergence of forces and conditions unique to that time and place [14]. Heteroglossia is considered the base condition governing the operation of meaning in any utterance and guarantees the primacy of context over text.

Bakhtin's concept has been influential in literary theory, cultural studies, and fields like education and language teaching. It attempts to conceptualize the reality of living discourse, where there is always a tension between centralizing and decentralizing forces. Heteroglossia and translanguaging are not identical concepts, but they share some similarities, emphasizing the importance of context in shaping language use and meaning-making. They challenge the idea of a monolithic, standardized language and recognize the diversity of language use in everyday life.

3.2.2. Multimodality

The term "multimodality" describes the process of expressing meaning across a variety of semiotic

resources, such as language, gesture, picture, and sound. Translanguaging has a complicated relationship with multimodality. On the one hand, translanguaging can be seen of as a type of multimodal communication since it employs a variety of semiotic tools to express meaning [15]. A speaker may, for instance, convey a message that incorporates several languages using a combination of words, gestures, and facial expressions. In this sense, translanguaging is a type of multimodal communication.

However, multimodality can also be viewed as a translanguaging resource. Speakers can use their entire linguistic toolkit and produce novel forms of meaning that are not feasible in a single language or mode by utilising a variety of modes or semiotic resources to transmit meaning. For example, a speaker might use a combination of words and images to convey a message that draws on multiple languages. In this sense, multimodality can be seen as a way of facilitating translanguaging.

In summary, multimodality and translanguaging are two related concepts that emphasize the importance of context in shaping language use and meaning-making. While they are not identical concepts, they share some similarities in their emphasis on context and their challenge to traditional notions of language.

3.3. Distinctions between translanguaging and the traditional use of L1 in L2 classrooms

The use of the first language (L1) in second language classrooms has been a contentious topic, with some researchers advocating for its use and others opposing it. One of the functions of the mother tongue is that it serves as a communicative strategy in L2 classrooms, reducing code-switching as language competence increases. However, L1 can support language acquisition by teaching vocabulary, clarifying ideas, and providing instructions in L2. Plurilingualism, based on Grosjean's concept of bilingualism, emphasizes subjectivity, agency, and social context, while translanguaging facilitates L2 teaching and learning.

Sociolinguistic and psychological theories form the foundation for both translanguaging and traditional L1 use in L2 courses. Traditional applied linguists view L1 and L2 as distinct systems, but

translanguaging facilitates L2 teaching and learning. Both approaches encourage different degrees of L1 use in L2 schools towards accommodating all language learners by creating a space for interaction, negotiation, and reconciliation of identities.

The fundamental theoretical differences between the notion of L1 use in L2 classroom in English language teaching/learning and translanguaging in education can be explained by the dual correspondence theory and the unitary theory of language use. According to the dual correspondence hypothesis a person who learns many languages adopts and employs only the grammar system of the language they speak, which results from the fact that each language has a unique grammar. This explains the idea that a bilingual person's linguistic system is split into two internal divisions, which are maintained as two independent systems. The unitary theory of language use, on the other hand, maintains that speakers possess only a single grammar, or language system. The features that speakers choose to speak are governed by the speaker's sociolinguistic competence about the unique communicative context rather than the grammar of a specific language [16-19]. This indicates that the bilingual or multilingual person employs a single internal system that accesses all learned language, not that there are two or more distinct language systems.

The dichotomy between translanguaging and the traditional use of L1 in L2 classrooms also stems from other theories. The first one derives from the distinction between monolingualism vs multi/plurilingualism. The traditional ESL classroom approach views non-native speakers' interlanguage and affective filters as interference and potential barriers to L2 acquisition. On the other hand, translanguaging views L2 learners' interlanguage and L1 competencies as part of their language repertoire and believes that such knowledge can contribute to overall language development. The second reason is the concepts of language and languaging. Language is viewed as a code or system of rules or structures, while languaging refers to the simultaneous process of becoming oneself and language practices as we interact and make meaning in the world. Language is not syntactic, semantic, and phonetic rules but

strategies for orienting and manipulating social domains of interaction [8]. Finally, translanguaging should also be contrasted with a similar concept: code-switching. The traditional approach to using L1 in L2 classrooms involves code-switching, where one or more languages are alternated during conversation [16]. However, translanguaging involve multilingual speakers navigating fluid situations in everyday life, learning negotiation and adaptation strategies for meaning-making. This approach helps L2 learners acquire the target language form through a unified language system.

4. USING TRANSLANGUAGING IN HIGHER EDUCATION IN THE VIETNAMESE CONTEXT

Translanguaging, the outstanding benefits of which includes connecting language boundaries and facilitating conversations, has gained much attention in education. There are certain benefits for both learners and language teachers when using translanguaging in the classroom. However, within the Vietnamese context, translanguaging also presents several challenges.

The first potential drawback of translanguaging is the inappropriate application of it in teaching and learning contexts. Translanguaging is a new concept in Vietnam, which means English teachers have not had enough training and support to incorporate translanguaging into their pedagogy. Besides, in order to effectively use translanguaging strategies, students also need thorough guidance. Building both teachers' and students' awareness and skills in using different languages for different purposes is essential because without clear intentions, they may overuse L1 or use it unstrategically, which leads to a high degree of dependancy on the mother tongue. Teachers may also take translanguaging as an excuse for not improving their English skills as well as for not using enough English in their classroom instructions. This may become a big problem in English classes where communication is the goal because the excessive use of L1 hinders students from acquiring the target language due to the reduced exposure time. Overusing translanguaging also makes students feel that they can switch to speaking L1 whenever they find expressing their ideas in L2 difficult [17]. Students may lose motivation to

improve their English skills, resulting in low proficiency levels. Besides, if the teacher uses translanguaging too frequently, students may find it unnecessary to listen to the teacher speaking English because they are certain that the teacher will translate his or her lecture back to Vietnamese. Another problem of using translanguaging in higher education in Vietnam is in academic English courses, if lecturers choose to explain the English content in Vietnamese, students may understand the concepts and ideas, but they do not have enough necessary English resources to express their knowledge about the content of the course.

The second challenge of applying translanguaging in Vietnam derives from the rigidity of language policies and the common belief that the 'English only' approach is the best approach. Many educational systems have monolingual language policies while translanguaging challenges these policies by encouraging the use of multiple languages. Teachers and administrators may face resistance or confusion when trying to implement translanguaging practices within rigid language guidelines. When a teacher's practice is in conflict with an institution's regulations, they may have to give up their own teaching approaches, or to resign from working for that school. The reality is that many language institutions in Vietnam still have strict 'English only' policies where teachers have to use English as the sole language of instruction. If the teacher really wishes to use translanguaging, they will have to find a more suitable working environment. The pressure of not using L1 in the classroom also comes from the expectations from students' parents. A large number of people believe that English is best taught through English, and the mother tongue is an interference to English acquisition. Many parents require that their children learn in an English only environment, and they would be even more satisfied if their children can learn with only native English teachers. This requirement may result from the fear that mixing languages might confuse their children and make them learn a language that is not standardized. Therefore, introducing translanguaging practices may face resistance or skepticism. That is the reason why educators need to communicate the benefits of multilingualism to stakeholders.

Using translanguaging within an English-only policy environment poses other problems. In Vietnam, standardized English assessments often evaluate English proficiency in isolation, and there have been no language tests emphasizing the students' bilingual or multilingual competence. Translanguaging practices may not align with these assessments, making it difficult to accurately measure students' language abilities. The focus on monolingual assessments can hinder a comprehensive understanding of students' linguistic competence. The next issue is English-only policies often result in teaching materials designed exclusively for English. Translanguaging requires resources that support multiple languages, which may not be readily available. Teachers must adapt existing materials or create new ones to accommodate translanguaging practices.

In short, while translanguaging enriches language learning, educators must be aware of the challenges it presents, especially when working in an English-only policy like in Vietnam. Both English teachers and learners should be equipped with necessary knowledge and skills in order to effectively apply translanguaging in their teaching, learning and assessment.

5. IMPLICATIONS OF TRANSLANGUAGING IN TEACHING ENGLISH FOR ADULT LEARNERS

Instructors of second languages (SL/FL) should emphasise teaching learners the skills they need by focusing on real-life language functions. Instead of evaluating a learner's linguistic proficiency only in terms of the target language, teachers should consider their multi-competence. Translingualism should be taken into account by ESL teachers, who should also concentrate on their students' capacity for multilingual and multimodal communication [12]. Research has shown that translanguaging can be beneficial for adult ESL learners, especially for setting up an activity, giving instructions, assigning homework, and explaining items such as grammar with lower-level learners to reduce anxiety and facilitate learning.

Additionally, translanguaging can make students feel more at ease and confident in the classroom, which can boost motivation and engagement. It shows students that their prior experience,

knowledge, first language, and background are respected and valued equally by those in their new environment. Translanguaging can also be used to scaffold meaning as students learn to communicate in new ways. Teachers can create multimodal exposures to content and connect it to their students' lives. They should enable students to use their full linguistic repertoire to ask and answer questions, make comments, and participate in lessons.

One translanguaging literacy practice that is well-suited for adult ESL learners is collaborative translation. Collaborative translation is a translation method where several people work together at the same time on a document, made possible by contemporary translation technology. Typically, these participants utilise a common computer-assisted translation interface with collaborative tools [18]. Collaborative translation activities can be seen as a form of translanguaging. When translators collaborate, they engage in meaning formation, negotiation, and dynamic language switching. They question established ideas about borders between languages. Academics suggest combining collaboration and translating under the umbrella term "translaboration." Translaboration facilitates the investigation of linkages between cooperation and translation. It highlights the possibilities that arise from bringing these two ideas into harmony in both theory and practice.

In addition to collaborative translation, teachers can use other pedagogical interventions such as multilingual writing, and multilingual listening/visual resources. Multilingual writing refers to the practice of using multiple languages within a single written context. It goes beyond monolingual norms and embraces linguistic diversity [19]. Teachers can implement multi-lingual writing assignments in their class by creating assignments that motivate students to use language in ways that go beyond accepted academic conventions. Writing creatively, code-switching, or telling personal stories can all be beneficial. Multilingual writing offers significant advantages for students. First, it gives students access to cultural resources, which helps them become more engaged and have a deeper grasp of the subject. Students' viewpoints are broadened and their entire learning experience is enhanced when they are allowed to write using their full

linguistic repertoire. In addition, encouraging multilingualism benefits students' social and emotional development as well as their academic achievement. Teachers may establish a more dynamic and inclusive learning environment by encouraging language variety [19]. Another way to foster translanguaging in the English classroom is by using multilingual listening/ visual resources. Multilingual listening resources includes audio clips, podcasts, songs in diverse languages, bilingual conversations or language partnership where students with different language backgrounds are paired or grouped together. In order to put multilingual visual resources into practice, teachers can use images, infographics, or posters, or picture stories that display information or written in multiple languages. Another form of multilingual visual resource is cultural artifacts including traditional clothing, or visual representations of cultural practices which can initiate students' discussions about their cultural values and encourage language exploration. These interventions should be thoughtfully adapted based on text choice, course objectives, and learner characteristics.

Translanguaging can be applied in content-based instruction to help adult learners understand complex concepts and vocabulary in English. In an advanced Arabic literature course, for instance, Oraby and Azaz's study looked at the application of translanguaging techniques in content-based education. According to the study, using both English and Arabic dialects in a literature class helped students engage critically with and analyse literary texts, helped them negotiate difficult

ideas, and improved the process of meaning-making in general. By using these translanguaging strategies, the progress of Arabic language learners was maximised [15].

6. CONCLUSION

In conclusion, it seems clear that teaching English to adult learners using translanguaging is a promising strategy as it takes into consideration the learner's full linguistic repertoire. Translanguaging and the traditional use of L1 in L2 classrooms have one thing in common: they both support the restricted but necessary use of L1 in SL/FL classrooms. Teachers may establish a learning environment that is more equal and inclusive by embracing the multilingualism of their students. Translanguaging can empower learners to think critically about their own language practices and identities, as well as those of others. Translanguaging can also help dismantle inequitable power dynamics between the teacher and learner.

However, researchers, educators, and students may object to this kind of practise because it still poses some potential problems, especially when being applied in Vietnamese contexts. This implies that more study is needed to examine the extent, advantages and disadvantages of translanguaging in teaching English to adult learners. Despite these challenges, it is important for educators to recognize the value of translanguaging and incorporate it into their teaching practices. By doing so, they can help learners develop their language skills while also fostering a sense of belonging and community in the classroom.

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Chuyển ngữ trong giảng dạy tiếng Anh ở bậc đại học

Phạm Thị Khải Hoàn và Vũ Thị Phương Anh

TÓM TẮT

Thời gian gần đây, việc có nên sử dụng phương pháp chuyển ngữ (translanguaging) trong giảng dạy tiếng Anh hay không đã nhận được nhiều sự quan tâm từ các nhà nghiên cứu ngôn ngữ và giáo viên ngoại ngữ trên toàn thế giới. Nghiên cứu này nhằm mục đích tổng hợp một cách có hệ thống lý thuyết về sử dụng phương pháp chuyển ngữ trong giảng dạy tiếng Anh ở bậc đại học. Kết quả nghiên cứu cho thấy phương pháp chuyển ngữ đã bổ sung thêm một khía cạnh mới cho cuộc tranh luận về việc sử dụng tiếng mẹ đẻ trong việc dạy/học ngoại ngữ vì về cơ bản, nó nhấn mạnh vào việc xem các ngôn ngữ như một hệ thống đơn nhất trái ngược với nhận thức truyền thống là mỗi ngôn ngữ thuộc về một hệ thống độc lập. Các tác giả của bài viết này cho rằng sự thay đổi trong quan điểm về tầm quan trọng của tiếng mẹ đẻ trong việc dạy/học ngoại ngữ là hợp lý vì nó thúc đẩy quá trình dạy và học hiệu quả hơn. Tuy nhiên, việc sử dụng tiếng mẹ đẻ trong lớp học phải có chiến lược với mục đích hỗ trợ quá trình

giảng dạy và tạo điều kiện cho người học phát triển khả năng hiểu, kỹ năng giao tiếp và tiếp thụ ngôn ngữ đích.

Từ khóa: *chuyển ngữ, sử dụng tiếng mẹ đẻ, giảng dạy tiếng Anh, giáo dục đại học*

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