

## **PEDAGOGICAL TRANSLANGUAGING IN EFL TEACHING**

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According to Cenoz and Gortel, "pedagogical translanguaging is a theoretical and instructional approach that aims at improving language and content competences in school contexts by using resources from the learner's whole linguistic repertoire" [1, p.1]. This means that any EFL learner may speak, write and translate to and from their first language and English in class to support their learning, and this innovative approach goes against the traditional monolingual ideology of L2 teaching, implying that only the target language is used.

The reasons for such an approach are the studies in those countries choosing English as the primary medium of instruction at the University level. For example, Kirkgoz claims 67% percent of Turkish students admit that they experience difficulties because of studying through the medium of English as it reduces their ability to understand general concepts and leads to superficial learning; they feel distanced from their own culture and realize their low level of English among those in the academic environment [2]. Introduction of pedagogical translanguaging makes it possible to form learners' positive attitudes towards multilingualism so that they can be proud of all their language skills.

The use of translanguaging in practical teaching can be exemplified by making bilingual glossaries (where term nominations, their definitions and the most common word combinations with the defined terms are supplied with L1 translation equivalents) [3]; drafting written works in L1 (when asked for an extended piece of writing, EFL learners may reach a better result if they are encouraged to draft it in their L1 before writing it in English; online research (if learners have to conduct their research on a topic they can do it (entirely or partially) in their first language); group work (involving collaboration and self-initiated language).

Translanguaging suggests various activities, such as note making (making own notes from a text in L1, English or a mixture), note taking (e. g. while watching a video with English subtitles) in any language, usage of subject specific books in L1, creation of learning teams, scaffolding techniques for EFL learners, etc.

There is a belief in benefits for using translanguaging in EFL teaching because the learners have sufficient language skills in their L1, which can be used to acquire academic English. As soon as learners understand they are encouraged to use their L1 in EFL classroom (unless they asked to use English for a specific task), they will feel free to develop both their languages.

### **References:**

1. Cenoz J., Gortel D. Pedagogical translanguaging. Cambridge: Cambridge University Press, 2022. <https://doi.org/10.1017/9781009029384>
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3. Lapuzina O., et al. Learner's English-Turkish mathematical dictionary. Kharkiv: NTU "KhPI", 2020. – 160 p.