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Translanguaging and ELT (English language teaching)

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Abstract

The idea of translanguaging and its importance in language instruction are clearly explored in this article. The explanation of new trends and methods for achieving translanguaging draws on both the theories of academics and the current pedagogical environment.

Key words: translanguaging, multilingualism, digital communication, codeswitching.

Абстракт

Идея трансъязыка и его важность в обучении языку подробно рассмотрены в этой статье. Объяснение новых тенденций и методов достижения трансъязыка опирается как на научные теории, так и на современную педагогическую среду.

Ключевые слова: транслингвизация, многоязычие, цифровая связь, кодовая коммутация.

Abstrakt

Translanguaging g'oyasi va uning til o'rgatishdagi ahamiyati ushbu maqolada aniq yoritilgan. Tillarni tarjima qilishga erishishning yangi tendentsiyalari va usullarini tushuntirish akademiklarning nazariyalariga ham, hozirgi pedagogik muhitga ham tayanadi.

Kalit so'zlar: translingvistika, ko'p tillilik, raqamli aloqa, kod almashinuvi.

Introduction

For everyone hoping to be successful effectively or intellectually in the 21st century, knowing English is a necessity. English is the language franca for education, trade, and employment. Since there are many different languages in the world, we must take these realities into consideration while determining how to make language learning and teaching successful. A multilingual viewpoint called translanguaging highlights how language use is fluid and ever evolving. It acknowledges the prevalence of multilingualism among people as well as the interdependence and connections between various languages. Through translanguaging, people are not constrained to a

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single language or code for communication and meaning-making, but can use their entire linguistic toolkit.

Translanguaging

Translanguaging is the process of creating meaning outside of a particular language or code by utilizing all of the linguistic resources available to the individual. It acknowledges the numerous languages people use on a daily basis and the connections and dependencies between them. According to Cenoz and Gorter (2017), translanguaging is the capacity of multilingual speakers to switch between languages while treating the several languages that make up their repertoire as an integrated system. It goes beyond the idea of scaffolding for comprehension inside the classroom. The alternate viewpoint put forward by McSwan (2017) is known as the multilingual perspective on translanguaging, and it acknowledges the reality of discrete languages, multilingualism, as well as other "treasured icons" of the field including language rights, mother tongues, and codeswitching. In contrast to the conventional focus on one language at a time, multilingualism, according to Cenoz & Gorter (2011), gives a new perspective. A multilingual person's proficiency in one language has typically been contrasted with the ideal native speaker of that language.

New trends in bilingualism

Given how intimately language is connected to cultural and social identity, bilingualism can have a significant impact on how an individual develops their sense of self. Exploring the role that bilingualism and multilingualism can play in fostering the growth of a good and accepting identity is becoming more and more popular. As a conceptual framework, translanguaging and associated theories, in MacSwan's opinion (2017), support a positive perception of bilingualism by allowing bilinguals to act normally and use language as the learners do at home and in their communities. Indeed, Cenoz and Gorter (2011) situate translanguaging and related proposals as examples of holistic bilingualism, making the crucial observation that a bilingual is not two monolinguals in one but rather a linguistically unique language user whose languages reflect the varied experiences a bilingual may have with each language. Digital solutions for supporting bilingual education are becoming more popular as technology is used in education more and more, as Dr Lid (2018) noted as opposed to being disregarded when just the target language is used in class, the students' bilingualism is utilized as a resource to help them acquire a new language. The criticism leveled by Cenoz and Gorter (2017) is that this paradigm, which is more in line with globalization, digital communication, and population mobility, is built on a number of ideas that emphasize multilingualism's communication methods and challenge monolingual ideologies. As an

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illustration, dynamic and fun ways for students to improve their language skills include language learning applications, virtual reality simulations, and online language exchange programs. Increasing amounts of research support the idea that bilingualism helps improve executive function, attentional control, and cognitive flexibility. Due to this, bilingualism is now more popular as a strategy for fostering cognitive growth and improving academic performance.

A focus on multilingualism

A multilingual approach acknowledges the value of linguistic diversity and the advantages of creating and preserving many languages. It draws attention to the necessity of adaptable and inclusive methods for teaching and learning languages that take into consideration the various linguistic experiences and backgrounds of students. Extending the integrated approach even further, MacSwan (2017) contends that multilingualism—rather than monolingualism—is the norm and that every individual, including those who identify as monolinguals, possesses several overlapping rule systems that we have all learned through our involvement in various speech communities. Activating learners' prior knowledge and building on it can improve learning and provide students with the language that, in some cases, serves as their primary language.

The role of languages

Languages play a complicated and diversified role in society, reflecting the various circumstances in which they are valued and employed. The promotion of linguistic diversity and aid in the improvement of language abilities for both individuals and society at large can both result from an awareness of the function that languages play (Dr Lid, 2018). Language is frequently employed to maintain political power and to marginalize minorities that speak a language or a variety of languages that differ from the dominant language (MacSwan, 2017). Multilingual learners can refer to other multilingual learners as well as their own resources in their various languages. In comparison to the conventional method of keeping languages separate, "Focus on Multilingualism" may be a more effective method of learning languages.

Trends and issues in multilingual education

A multilingual perspective known as translanguaging acknowledges that language is not a collection of distinct and separate codes but rather a dynamic and fluid resource that may be used in a variety of inventive and flexible ways. It encourages educators to facilitate learning and communication by utilizing all of their students' linguistic capabilities. Due to the lack of an accent in their spoken English and their ability to communicate on a few common, everyday topics, the

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children give the impression of speaking English much more fluently than they actually do (Dr Lid, 2018). In addition to this, Cenoz & Gorter (2017) said the disparity between the languages' standing and power is what could cause issues with translanguaging when there are regional minority languages involved. Most notably, it challenges presumptions about language mixing in educational contexts where new research has advanced our knowledge of how codeswitching may be useful in teaching and learning (MacSwan, 2017).

Towards sustainable translanguaging for minority languages

Translanguaging is a key idea in multilingual education because it acknowledges that language is not a set of distinct codes but rather a dynamic, fluid resource that may be used in a variety of inventive and flexible ways. Schools can support regional minorities languages, as it is said in Cenoz & Gorter (2017), with the purpose of not only teaching languages but also fostering proficiency and usage of minorities languages. Due to population mobility and globalization, minority languages now confront additional obstacles. Sustainable translanguaging can be difficult for minority languages, nevertheless, because of a variety of issues like linguistic change, a lack of resources, and constrained chances for language use. In order to support sustainable translanguaging for minority languages, language can be extremely important. It is generally agreed upon that incorporating students' native tongues into the classroom not only makes instruction more understandable but also respects the linguistic and cultural identities that students bring from their homes and communities (MacSwan, 2017). It is possible to foster an atmosphere where minority languages are appreciated and promoted through enacting policies that favor bilingual education, language preservation, and language rights.

Conclusion

The value of language diversity is acknowledged by a multilingual viewpoint on translanguaging, which also encourages people to use all of their linguistic resources to aid in learning and communication. In my opinion, it acknowledges that language is not a collection of distinct and separate codes but rather a dynamic and fluid resource that may be used in a variety of inventive and flexible ways. In order to develop an inclusive and adaptable method for teaching and learning languages that honors and respects the linguistic diversity of pupils, it is crucial to have a multilingual viewpoint on translanguaging. It can also advance social justice by acknowledging the part that language plays in social inequalities and trying to foster a culture that values and supports all languages.

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