

TRANSLANGUAGING IN ADULT SECOND LANGUAGE ACQUISITION

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***Abstract.** In this article, the topic of translanguaging is discussed from different angles, a comparison of the ideas by different scholars is provided as well as the similarities and differences between those ideas are analyzed.*

***Keywords:** translanguaging, L1, code-switching, cross-linguistic transfer, target language.*

INTRODUCTION

Over the last several decades, the importance of the first language in adult second or foreign language schools has shifted dramatically. Many people support L1 usage, seeing it as beneficial and helping language development, while others oppose it, describing it as a barrier to language teaching and learning. Translanguaging, which insists on viewing languages as a single unitary system rather than the traditional linguistic perception of L1 versus L2, has recently added a new dimension to this long-standing debate of using L1 in teaching/learning L2 to adult second language learners.

LITERATURE ANALYSIS AND METHODOLOGY

Translingualism is the use of one's language as a means of integrated communication. In 1980, the word "trawsieithu" was introduced by Welsh teacher Cen Williams to indicate the methodical integration of two languages in a single class. Baker (2001) translated this term into "translanguaging" to characterize the deliberate switching of input and output languages within a single educational environment. It has three morphemes: the prefix "trans" indicates "transcending" that is, moving beyond; "language" implies a communication tool, and 'ing' conveys that the phrase refers to a dynamic performance rather than a static system. According to Garcia (2009), translanguaging is "the process of bilinguals accessing distinct linguistic aspects or diverse forms of what are termed as autonomous languages to optimize communication potential." Similarly, G. Lewis et al. (2012), stated that translanguaging has roots in Vygotsky's Zone of Proximal Development (ZPD), which means that learners' knowledge can be increased based on past information and that the interdependence of several languages allows the cross-linguistic transfer. All adult

language learners bring past knowledge and experiences to the language acquisition process. Teachers must devise techniques to incorporate the learner's life experiences into classroom teaching, given the new emphasis on learner-centeredness in the classroom. Auerbach (1993) supported the use of L1 by describing it as a tool for validating the learner's lived experiences. Because it is impossible to acquire new information without connecting it to what the learner currently knows, the existing knowledge of a learner should be effectively exploited to develop new knowledge. However, according to Richards and Rogers (2012) for many years, it was thought that using L1 in L2 classes was a "forbidden fruit" that impacted the L2 learning process. Many ESL/EFL educators feel that the target language should be a classroom.

RESULTS

According to Garcia (2009), translanguaging was first utilized to refer to code-switching. But, later on, the two notions were differentiated in theory and practice. In theory, translanguaging assumes a heteroglossic perspective, in which bilinguals use their whole language range to construct meaning. The term "code-switching" conveys a monoglossic viewpoint, with bilinguals flipping between two language systems, based on Garcia & Wei (2004). They also stated that translanguaging is also emphasized in Cummin's (1979) theory of 'interdependence,' which claims that a learner's degree of competency in L2 has an impact on their progress in L1. According to Alhawary (2018) Code-switching, on the other hand, is seen to be the result of L1 interference, and is generally thought to be detrimental to second language teaching and learning. Translanguaging has become a pedagogical technique for language education in practice. Code-switching, on the other hand, refers to the switching of languages in a variety of situations according to Nagy (2017), which is "seldom institutionally supported or pedagogically backed" stated by Creese & Blackledge (2010, p. 105). They also claimed that when used in the classroom, code-switching has been criticized for being "embarrassing," "dilemma-filled," "guilty sentiments," and "squandering our multilingual resources" since the languages "contaminate" one another (2010, p. 112). As reported by Lewis (2012, p. 649) Translanguaging is thought to give flexibility to pedagogic classroom techniques, allowing ideas to be more readily transmitted, comprehended, and retold, according to the study. He also stated that the word "translanguaging" has been expanded to encompass how bilinguals make sense of their environments by deploying the two languages in a bilingual community "if interpreted correctly and practiced in schools, as a technique to enhance pupils' cognitive, linguistic, and literacy capacities." (2012, p. 647). Likewise, Garcia (2011)

distinguishes between code code-switching, translation, and translanguaging, noting that, unlike code-switching and translation, translanguaging is "part of the meta meta-discursive regimes that students in the twenty-first century must execute" (p. 147). According to him, with this background in mind, bilingual instructors and students should view their natural translanguaging practice as a beneficial (rather than a humiliating) tool that may be used as a successful teaching approach in bilingual classrooms (2009a).

DISCUSSION

While some researchers advocate for the use of L1 in adult L2 classes, others argue against it. Teaching English in an ESL environment has been shifting between two extremes. On the one hand, traditional teaching approaches, such as Grammar Translation, emphasize learners' L1 as a facilitator in learning L2. On the other hand, according to Harmer (2001), some teaching techniques (such as the Audio-lingual method) argue for complete avoidance of utilizing L1 in an ESL classroom, stating that it would result in bad habit formation and may impair target language learning. Krashen's input hypothesis is the main reason for an "English exclusively" classroom. The most effective strategy to develop L2 is to expose learners to a wide range of stimuli, according to Krashen. He claims that essential linguistic information will be delivered naturally if a student is given enough knowledge. Learners should be provided thorough input in their L2 to get the most out of it. As a result, supplying instructions in L1 reduces the quantity of L2 output, potentially limiting maximum L2 acquisition options.

Although most modern scholars agreed with Krashen's concept, other researchers such as Krashen & Terrel (1983) and Chambers (1991) claimed that L1 should be used with low-level language learners. For many years, the "English only" method has encountered many obstacles, including a shortage of qualified teachers, culturally relevant materials, and unmotivated students, and as a result, researchers have attempted to advocate for the use of L1 in L2 classrooms, particularly in FL classrooms. In general, students often feel uncomfortable in the presence of an unknown L2 in the classroom. Brooks-Lewis acknowledges that attending a new classroom may be unpleasant for adult language learners because they are no longer a part of their activities. Instead, they should obey and follow the teacher's directions. As a result, it is evident that adult language learners require a school setting that is secure, sympathetic to their predicament, and accepting of their many characters. In response to this, both Brooks-Lewis and Auerbach argue that integrating L1 into the classroom

can lessen the anxiety produced by the L2-only approach. Furthermore, studies show that pupils are more likely to identify with a teacher who communicates with them in their language. Cummins in his Linguistic Interdependence Hypothesis claimed that a student's L2 ability is connected to their L1 skill, meaning that the more proficient a learner is in their L1, the more likely she or he is to improve in L2. The two ideas above suggested that if students are allowed to use their L1 in L2 learning they will benefit from it to some degree. For various goals, certain scientific studies argued for the use of L1 in L2 classes. Yavuz (2012) suggests numerous ways to include L1 in L2 lessons. According to him, L2 teachers can utilize L1 to stimulate language, verify understanding, deliver sophisticated teaching to beginners, check for sense, test, and build circumlocution tactics. Using L1 in L2 classes, according to Levine (2012), can help students operate better, clarify content, arrange and organize communication, encourage interpersonal dynamics, reduce fear, and affirm learner identity. According to Zulfikar (2019), learners can use L1 to explain or clarify ideas, tasks, assignments, directions, or activities. He thinks L1 can help students collaborate more effectively and save time in the classroom. Shuchi and Islam (2016) investigate students' and teachers' perspectives on using the Mother tongue in L2 classrooms in Saudi Arabia and Bangladesh, finding that using L1 is useful for explaining difficult concepts, comparing L1 and L2, clarifying instructions to low-level learners, reducing anxiety, and building rapport with learners. L1 should be used sparingly, according to all of the studies. To summarize, the bulk of research studies indicate that L1 be used to set up an activity, go through directions, assign homework, sustain decline, and provide comprehensive explanations of issues such as grammar to lower-level learners to alleviate anxiety and enhance learning.

SUMMARY

The literature review shed light on the intended use of translanguaging in an adult ESL classroom, demonstrating its efficacy in the comprehending and processing of information on many levels while having a minimal influence on language proficiency. Translanguaging pushes adult ESL learners on several levels of thinking until they "digest" the knowledge and respond to questions based on comprehension rather than just repeating information. Translanguaging might be a fantastic benefit to adult ESL classes and programs if done judiciously in the classroom and at times supervised by the teacher. However, this assessment of the literature shows that more study into the scope, obstacles, and advantages of translanguaging in adult ESL/EFL courses is needed. Translanguaging pedagogy is still in its early stages of development,

and both instructors and students lack sufficient understanding of the types of tasks and activities that may be conducted in the classroom. As a result, it is expected that shifting paradigms and adopting new approaches in adult English Language Teaching would take some time.

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