

TRANSLANGUAGING IN EDUCATION.

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Annotation: *This article gives information about the usage of translanguaging in the sphere of education, its influence on the teaching methodology and benefits of translanguaging application in the study process.*

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Translanguaging is a process which embraces the practice of two or more languages by bilinguals or multilingual students. To be more precise, it is an academic usage of two or more languages at one time, either in case of the participants' familiarity with all of the languages or not. In the sphere of pedagogy, it is vital to define and anchor stakeholders' wide ranged dynamic language skills in teaching and learning process. This essay demonstrates the similarities of notions of Ofelia Garcia (2014), Thomas Snell (2017), Joshua Shulze (2019) on the advantages of translanguaging in the study sphere and overlapping views of the benefits of the implementation of translanguaging terms at school classrooms.

All authors have had experience in schools that have not fully appreciated the linguistic resources of emergent bilingual students. For Josh (the first author), this experience came early in his teaching career at an international school in Poland, which embraced an outright ban on the speaking of Polish in classrooms among the majority Polish-speaking student population. For Anne (the second author), teaching Somali refugee students in Minnesota, the challenge existed in the limited resources available to support the linguistic development of the home language of her Somali students. For Emma (the third author), it was witnessing the effects of subtractive bilingualism on family members as they enrolled in schools without bilingual or dual language programs. While the intent of these misguided policies and practices was to improve students' English, they ultimately complicated students' language learning by limiting the pathways students and teachers could use to support linguistic development. These extreme approaches to maintaining language separation in schools reflect a view of bilingualism as a kind of "parallel monolingualism" (Creese & Blackledge, 2010, p.105) in which languages

develop separately and learning is compartmentalized without any overlap between the new language and the established language

Students of all English language development (ELD) levels are expected to make gains in reading skills as they progress through school. While not all students enter our classrooms literate in their home language, there are ways teachers can promote translanguaging practice to support the reading development of emergent bilinguals. For instance, before reading a narrative with emergent bilinguals, teachers may read a synopsis of the story aloud in the students' home language. The synopsis typically highlights the key events in the story with a few significant details omitted so there is an information gap for students that allows students to read purposefully. Reading a synopsis of the story aloud in the students' home language lowers the cognitive demand placed on learners by providing a semantic road map that facilitates their meaning making without getting overwhelmed by an influx of new words. When teachers don't share the home language of their students, they could call on other students who they know are literate in the language (either in the class or in a higher grade in the school), who could volunteer to read. Not only does this help students to make meaning, but also positions the volunteer students as language experts who employ a skill, their knowledge of their home language, to help their classmates. If literate students are not available, teachers may call on parents or community members to assist, by either reading aloud or recording themselves reading the synopsis. Recruiting family and community members to utilize their linguistic skills often helps to "flip the script" and show language skills in a positive light.

Students can also translanguange to support their academic writing development. Teachers may begin units of writing instruction by having students build their background knowledge of the topic by brainstorming using all the language resources available to them. Teachers can supply graphic organizers like KWL charts, so students may highlight phrases, words and questions in multiple languages to share what they knew about a particular topic even if they have not yet developed the skills to express what they knew about a topic in their new language independently. Students also can work with students who share a common home language to construct first drafts of persuasive or informational writing pieces. Students discuss the topic in groups and take notes in their shared language. They could discuss the topic, make a list of words they know in their shared language and determine a number of words or phrases they want to learn and use in their English writing. When it is time to compose, students may either work individually or in groups and freely use their linguistic resources to aid the composition process. This process may look

different for students of varying ELD levels. Entering and beginning students may compose an entire first draft in their home language. Others may write a draft primarily in English, but translanguaging when they encounter words or phrases they did not know. Promoting translanguaging practices, avoids the breakdown in communication flow and potentially decreases frustration at not knowing the “right word in English” or disruption of writing as students search for a translation in a bilingual dictionary. Translanguaging practice also allows students to draw on topics that are familiar to them. For instance, for a persuasive writing unit in middle school ESL classroom comprised of Spanish speaking students from the Dominican Republic, Josh (first author) noted his students’ enthusiasm for reggaeton music. To build on the cultural and linguistic knowledge the students brought to the classroom, Josh had students explore the history and iconic artists of the genre and write persuasive musical reviews in which they attempted to persuade fellow students to download the latest songs of their favorite Reggaeton artists (see Schulze, 2016 for a description of this project). These examples show how teachers can employ translanguaging to encourage the academic writing practices of their emergent bilingual students.

Teachers of emergent bilinguals can foster a progressive learning environment by encouraging students to utilize their language repertoire during student discussions. When students are encouraged to use their home language, they can clarify and discuss topics with greater depth because they are not limiting themselves to just one language repertoire. Teachers can enhance the quality of oral interactions by grouping less proficient students with a more proficient students in order to create a supportive environment. During student discussions, it is very common to hear bilingual students insert words from their home language when communicating in their new language. While to many this might just sound like codeswitching, what is essentially occurring can be described as a strategy of postponing. The “postponing” strategy occurs when students hold on to a complex idea that they are trying to convey and communicate because they may not have the adequate words in English to convey the meaning quite

yet. Therefore, students will use a word from their home language as a placeholder in their conversations until they can obtain the English term from a peer, teacher or dictionary. However, they may also choose to use a word or phrase that they feel more adequately expresses their communicative intentions, thereby using their full linguistic repertoire to express their ideas in a unique and potentially more powerful way. To support listening development, teachers open up spaces for

translanguaging in the classroom through reading multilingual or bilingual texts to their students. For example, parallel texts, with side by side translations, offer students the opportunity to hear ways that authors use both languages to tell a story. Bilingual texts can also include two or more languages in one complete text. For example, Alma Flor Ada's book, "I love Saturdays domingos" is a child's account of spending time with her "abuelitos". The use of both Spanish and English language in the text models translanguaging to students, allowing students to hear their own linguistic systems at work in a

published text. Given that there are an abundance of languages that are not represented in current children's books, students can write their own books and read them to each other, providing multilingual listening opportunities. In one recent example of translanguaging practice to support listening, students used digital tools to record stories using translanguaging and shared them with them.

Ofelia Garcia, one of the scholars to devote himself on researches on the banishment of the point of language separation and fostering translanguaging in bilingual classes. As in education, the classroom where the lessons are conducted following translanguaging terms, the students become discoverers contributing the stock of knowledge they have in novelty enlarging linguistic contexts as Ofelia Garcia states: "Translanguaging refers to both the discourse practices of bilinguals, as well as to pedagogical practices that use the entire complex linguistic repertoire of bilingual students flexibly in order to teach rigorous content and develop language practices for academic use."

Similarly to this notion Thomas Snell (2007), believes that the translanguaging is a source of amplified opportunities "to shift from context to context and relation to relationship" as far as this concept is being recognized in education, by individuals who consider using their L1 accelerates the acquisition of L2.

Joshua Shulz Professor of ESOL, correspondingly strongly believes that teachers who create opportunity in their classroom for translanguaging communicate to students that they obtain the capability to use linguistic repertoire in learning and communicating. (Joshua Shulz, WAESOL Educator, 2019)

In conclusion taking all ideas given by three scholars into account, translanguaging is created when we share linguistic experiences and conceptual dimensions allowing the usage of native languages simultaneously with language we are learning creatively and critically to provide the further development of language learning.

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