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TRANSLANGUAGING: THE CONCEPT ORIGIN AND MEANING

Abstract

The status of English language as a lingua franca and the steady expansion of its influence in many areas of human activity cause an ambiguous reaction in the modern world and is accompanied by the emergence of relevant trends in linguistic science and real practice of foreign languages training. In the world linguodidactics, there is a constant search for effective ways of teaching foreign languages, which is inevitably accompanied by a search for solutions to acute problems associated with the English language diversification from the one hand and the preservation of linguistic diversity and cultural identity from the other hand. Analysing the scholars and educators works the author traces the emergence and meaning of the concepts of “translingualism” as a linguistic approach and “translanguaging” as a didactic method. The paper is of great interest from the point of view of acquiring new knowledge and expanding the existing linguodidactic experience. In foreign linguistics, there is a lively discussion about the essence of this phenomenon, which arose as a pedagogical tool in the UK and later took shape in the pedagogical system by the efforts of many scientists and received full theoretical justification in the works written by American scientist Ophelia Garcia and British linguist Lee Wei. Translingualism is considered not only as a powerful pedagogical tool of foreign language training, one the ways to diversify and develop English language, but also as a way to solve accumulated problems in the social sphere, including those the speakers from different linguistic cultures have while communicating.

Key words: teaching English language; translanguaging pedagogy; translingualism as an approach; bilingual education; way to diversify English; preserving ethnic culture and identity.

The spread of English to ever new territories and spheres of human activity is today an indisputable fact. Modern linguistic scholars Braj Kachru and David Crystal distinguish three concentrically diverging from one point in the circle of its distributing countries. The first, domestic, includes countries with a long predominant number of native speakers of English; in the second – the countries of the British Commonwealth, where it is one of the official, not being native to the majority of the population, and the third, expanding to other countries, where English is becoming the language of interstate communication, including scientific sphere [7; 10]. Such a victorious procession of the English language causes an ambiguous reaction in the modern world and gives rise to relevant trends both in the social sphere and in the scientific, in this case, linguistics and the real practice of foreign language training as well.

The modern scientific linguodidactic

paradigm reflects an ever-growing tendency to search for effective ways to develop Anglophonia, which is becoming truly global in nature and at the same time a steady tendency against the all-consuming influence of Lingua Franca and for preserving national identity. In modern science, a huge number of approaches to the developing foreign language training are presented that implement a particular psycholinguistic model of information processing and assimilating. Many scholars in the field of linguodidactics in all countries of the world research have been developing and testing specific methodological systems aimed at the most effective foreign language training. Along with the existing and fairly recommended approaches, the latest techniques are constantly emerging teachers need to be navigated in, study, evaluate their quality from the point of view of the objective laws governing language acquisition mechanisms functioning, and, based on this, introduce teaching into practice. All

these processes are accompanied by a parallel discussion and search for approaches to the most pressing topics related to migration, the diversity of languages and their mutual influence, issues of ethnic, cultural and linguistic identity.

The purpose of this article is to present a concept recently introduced in foreign linguodidactics called «*translanguaging*», and based on an analysis of foreign linguists researches and the training the author got from professor S. Agbo (Lakehead University, Canada) to trace the background and essence of the phenomenon that linguists identified as translanguaging or translingualism. This article is intended to help linguistic practitioners not only acquire new knowledge, but also expand, strengthen the existing accumulated methodological experience. The material of the article may be of interest to all the teachers working in the field of linguodidactics and who wish to develop their practical skills in this field.

It is only natural to dwell on a brief history of the emergence of trans-lingualism as a phenomenon of linguodidactics. This phenomenon is not new, it is quite natural, like any phenomenon, arose and existed in the practice of communication between people of different linguistic cultures. But as an object of study, it first appeared in the 1980s in Bangor, North Wales. Language teacher Ken Williams and his colleagues studied the possibility of using two languages simultaneously – Welsh and English – at the same lesson. They coined the term «*trawsieithu*» (in Welsh), which meant reading or listening in one language (e.g. English) and writing and speaking in another (e.g. Welsh or vice versa). The above term has been translated into English and put into scientific circulation as «*translanguaging*» by their colleague Colin Baker [6].

Surely, the eternal search for effective ways to build relationships and successful communication in a constantly globalizing world should be designated as the main prerequisite for the emergence of translingualism, directly in the practice of foreign language training, and, accordingly, in scientific everyday life. On the other hand, it is a reflection of internal contradictions and the latent struggle for

preserving national identity, national culture and the struggle against the existence of «*lingua franca*» and against creating monolingual environment. It should also be noted that the pedagogy of translanguaging quite fits into the concept of the multifunctional approach to the new philosophy of language and the scientific linguistic paradigm of World English, which is characterized by diversification of the English language at the expense of other world languages. So, in the last decade, the English school curriculum in the UK takes into account the existence of not only regional dialects such as Welsh English and Scottish English, but also the emergence of Globish, Netlish, Chenglish, Denglish, Spanglish etc.

Since then, this term has been filled with a somewhat expanded meaning and means using several languages in many contexts. It can be put in one row of related terms (such as multilingualism, polylingualism, flexible multilingualism), and very subtle, we would even say, to some extent, the conditional differences between them suggest the emergence of a wide range of scientific papers devoted to the study of several languages using, especially in the process of foreign language training. We can use «*translanguaging*» as our basic term when it comes to the didactic method and «*translingualism*» as a category of linguistic theory.

Regarding to using translanguaging directly in the educational process, the teaching of translanguaging pedagogy begins, according to Jim Cummins [15], with a certain challenge that two linguists put to an entire army of methodologists, who for many years held the firm conviction that learning a foreign language needed enough strict isolation from the native language and complete immersion in a foreign language was considered as the most effective technology for its acquisition. We all remember the slogans still popular in learning foreign languages process: «*Only English speaking zone*». With this approach, languages (native and studied) are considered as something existing separately from each other, autonomous, boundedly-isolated entities with their own grammar systems. Thus, in

the practice of traditional bilingualism, we have two independent linguistic systems, two separate objects, while assuming that the bilingual personality or multilingual (if a person knows several languages) uses one language, for example, native, and one part of his brains, while turning off another language and another part of the brains. It means, that students have one language with its unique linguistic features and another one with its own unique features, in other words they have two linguistic systems, trying to master one of them. It is considered to be normal if you use the one for help, but the aim is to sound like a fluent monolingual in English, or Spanish, or Chinese. In that case one language (we mean the studied one) is valuable and the other «stays» at home or only used with your friends. Translanguaging pedagogy proposes that we should teach students the new way of existing in the world, that they have unified repertoire of linguistic features. It is very different from two pure linguistic systems. Translanguaging idea, instead of splitting students 'brains in (two or even more) halves, tells them that they have giant unified collection of linguistic features with no split. That is a new way of being and existing. Translingualism suggests looking at bilingualism as an interdependent linguistic whole. Translanguaging excludes such a division, brings two languages together, based on the thesis confirmed by real language practice, that both (or more) languages are interconnected and interact with each other. Ofelia Garcia, American linguist, in a lecture series at Kildesheim University in June 2017 years on the topic «*The Multilingualism and Diversity*», emphasized: «Translanguaging is using language as a unitary meaning-making system of the speakers... . We should not ignore students own language repertoire... . Translanguaging is a pedagogy that allows students to use all the linguistic systems in order to make meaning» [17; S.56].

In this sense, we can say, translingualism is beyond multilingualism, multicompetence, bilingualism, it is something more and wider in meaning. If we talk about the pedagogy of translanguaging, its essence lies in the fact that

students can use their entire linguistic repertoire, both their native language and the language they are studying, to learn, share opinions and communicate, while focusing on the language of the curriculum and trying to follow the laws of the studied language. This means, in fact, a constant movement between the mother tongue and the languages studied, (in the foreign languages instructing practice in Kazakhstani educational institutions – between Kazakh, English and Russian), a constant transition from one form of training to another: for example, writing an essay – this form of training requires the use of «*better*», normative, say, English, and at the same time work with handouts that do not require such thoroughness and «*language*» accuracy and allow some negligence. In this case, it is more important, as has always been affirmed in practical linguodidactics, to be understood and understand your counterpart, in other words, it is more important the communication takes place, moreover, you can slightly neglect the strict language rules. A teacher can alternate these forms, moving between them during the lesson: whenever possible, using our entire language repertoire, including our native language, without worrying about the strict rules for language functioning when discussing and drafting projects, moving to a more formal – «*correct*» English language, in order to demonstrate the results of group work in the classroom, then again returning to the translanguaging format to review, clarify the details of the project and eventually return to a very formal register language for final completion in a piece of writing.

Perhaps it is not surprising that, given the prevalence until recently of a strictly monolingual bias in the methodology of foreign language training, much work on translanguaging pedagogy has been done outside of classrooms. Chris and Blackledge [6], for example, studied the practice of translanguaging in the schools of Gujarat and China. Li Wei and Zhu Hua studied the use of the translanguaging methodology at the university, but associated its necessity for the most part with migration processes and problems of maintaining identity, which seems extremely important in the language policy of

any country [20]. Hornberger and Lin, in their turn, studied translanguaging at primary schools in the USA, paying particular attention to the restrictive language policies of this multinational country, and suggested a lot of ideas that can be effectively applied at any country in the world where migration processes have been very intensive, especially recent years. [21]. The experience of analyzing translanguaging pedagogy in the work written by Ophelia Garcia and Lee Wei is very interesting, the fact that one author is from the USA and the other one – from the UK is noteworthy [24]. In the first issue of the EAL Journal, published in September 2016, Li Wei introduces linguistic educators to the technology of translanguaging. (EAL – English as Additional Language – English as an additional language). The magazine is published online on behalf of the NALDIC (National Association for Language Development in the Curriculum), created in 1992, and it is the UK national subject association for EAL. NALDIC provides professional forum for teaching and learning English as a complementary language, supporting bilingualism, increasing academic achievement among ethnic minorities and promoting the development of research in this area and putting their results into practice. The Association organizes conferences and various events, supports professional communities and is engaged in the production of a variety of publications, including the popular and fairly authoritative EAL Journal.

The problems of translanguaging have aroused and are of great interest to scientists of various fields of science, since the issues associated with them to some extent blur the boundaries between different disciplines. On May 4-6, 2017 at the University of Lausanne, Switzerland, the international research conference «Approaches to Migration, Language and Identity, was held. The conference was organized to invite scientists from all over the world to debate on the identified problems of migration, language and identity in all their diversity. This three-day event was held in the form of a forum for researchers working in the fields of politics, geophysics, linguistics, literature, anthropology, economics, sociology, social (economic and

legal) history. The organizers of this conference provided an opportunity for experts from the most, at first glance, farthest scientific fields to exchange ideas and share their approaches to the problems research methods. The conference brought together more than 60 scientists from universities and scientific organizations in the UK, USA, Germany, Poland, Greece, Spain, France, Switzerland, some countries of Africa and Asia. The aforementioned professor Li Wei, head of the Department of Applied Linguistics at the Institute of Education at London University, whose research interests lie in the field of bilingualism and multilingualism, made a presentation on the topic «Post-multilingualism, a turning point in the history of development».[26]. Professor Li Wei's speech caused a lively discussion around the problem of translanguaging, which was understood as the use of mixed forms of speech by some minority ethnic groups (most often oral, although the study contains examples of written tests) in the native language and in the dominant language. The proponents of the living, natural language developing held the opinion of the legitimacy and even regularity of such speech forms. The others, their opponents, advocated the need to choose one language to serve the legal, professional, educational and state spheres of life, but admitted the possibility to use a mixed idiom in everyday communication. That is how it became customary to call a variety of natural language sign system in linguistics of the XX century. The main argument of the idiom opponents was the question of its codification complexity, since it is exclusively individual and often not systematic. Nevertheless, the problems of the post-multilingual era open the prospect for further researching and developing new approaches to the study of languages communicating practice.

The aforementioned Ophelia Garcia work was focused on translanguaging pedagogy in the context of the struggle against the prevailing trend of monolingualism in American educational policy [24]. Earlier this year, the EAL group in South London, part of the national network of NALDIC regional groups discussed and approved Garcia's work on

translanguaging pedagogy. Ophelia Garcia's extensive journalistic work on bilingualism and teaching bilingual migrants is based on her personal life experience. Professor Garcia has been living in New York since she moved from Cuba at the age of 11; she has studied thoroughly the issues of teaching foreign languages in bilingual classes. Her research interests are also related to teaching bilingual children and teaching bilingual teachers, as well as teachers of ESL – English as a foreign language.

In her turn, Julie Hansen defines the essence of translanguaging pedagogy as follows: «Thus, translanguaging presupposes not only the presence of two languages, but also the transition between languages and going beyond them. (Heidi Boysen, an associate professor at Roskilde University and a language profile developer at Roskilde University [29], called by her colleagues as «*paradigm shift paths*», claims that higher education programs at any field can learn a lot from language learning and teaching. such as CLIL (content-integrated language learning) and communicative and functional language approaches. That is due to the fact that any training in higher education is also always a clash between different academic and social languages, most often also between different languages forms, even if the latter can be hidden in the translation process. Due to the dynamics of globalization processes, students, teachers and all those that influence learning outcomes outside the university need and diverse multilingual competencies. Referring to studies of the learning and teaching processes at Roskilde University, as well as to the results obtained from colleagues around the world, Heidi Boysen presents various proposals for various types of competencies that will focus on the needs of students and teachers to be navigated in educational processes that will occur outside their linguistic, social and cultural comfort zones [29]. As one example, teachers use translanguaging as a didactic tool. «Transiting into another language» can easily be defined as communication between bilingual or multilingual speakers with their «*native language*» or «*knowledge at the level of a native speaker*» [23]. Nevertheless, referring to the

work of scientists working on language profiles [14; 16; 27; 28] as well as studies of students identification and subjectivation in the process of studying foreign languages Heidi Boysen suggests that we also theorize translanguaging as part of a broader language and discursive repertoire. This concept of interlanguage communication is part of what Heidi Boysen calls «*sustainability strategies*» [29].

Thus, the technology of trans-lingualism is aimed at ensuring a continuous dynamic process of communication; it is based on the teacher's conviction that the student should use the language repertoire of both languages. This approach is considered as a way of teaching and assessing students' knowledge. When using translanguaging pedagogy, teachers tactics flexibility and, to a certain extent, unplanned actions and diversity are assumed, teachers focus on the course of the lesson and the students work in the classroom, i.e. if previously a teacher was a guide, translanguaging also implies students influence in the classroom. The method of translanguaging does not force students to adhere to only the language they are studying; it legalizes the use of their native language, especially when understanding complicated texts.

Thus, the translanguaging model of pedagogy provides students with the opportunity to develop the linguistic skills of both languages in an academic setting, thereby creating a space to use bilingual methods of cognition and supporting students socio-emotional development and their bilingual identity. The value of this approach lies in the following factors:

- The students language practice and cultural knowledge include their personal experience, their families and ethnic group experience and lifestyle, as well as new knowledge acquired through the language they learn. These processes coexist, function together, interact and enrich each other. The students families and ethnicity in this case are valuable sources of knowledge and are involved in the educational process.

- The classroom is perceived as a democratic space where teachers and students

jointly acquire knowledge, challenge the traditional hierarchy and strive for a more just society.

practice of linguistic science and associated with the problems of psycholinguistics, cognitive linguistics, and any state language policy and their social sphere as well.

As for translanguaging, it goes far beyond the

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Инновациялық білім беру – бәсекеге қабілетті мамандарды дайындаудағы маңызды бағыт

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Андатпа

Lingua franca ретіндегі ағылшын тілінің мәртебесі мен оның адам тұрмыс-тіршілігінің көптеген саласындағы ықпалының ұдайы артуы қазіргі таңда әлемде алуан түрлі пікірлер туындатып, лингвистикалық ғылымда және іс жүзіндегі шет тілін оқыту тәжірибесінде сәйкес бағыттардың пайда болуына әсер етті. Әлемдік лингвистикалық дидактикада шет тілдерді оқытудың тиімді әдіс-тәсілдері қоры үздіксіз толықтырылып, жетілдіріліп отырады. Бұл, бір жағынан, ағылшын тілінің ықпалын нығайтумен, оны түрлендірумен, екінші жағынан, тілдік алуандық пен мәдени тектестікті сақтаумен байланысты өзекті мәселелер шешімін іздестіруге саяды.

Лингвистикалық категория ретіндегі «транслингвализм» және дидактикалық әдіс ретіндегі «транстілділік» концептерінің пайда болуы жаңа білім алу және бұрыннан бар лингвистикалық дидактикалық тәжірибені

ұлғайту тұрғысынан зор қызығушылық тудырады. Ұлыбританияда педагогикалық құрал ретінде пайда болып, кейінірек көптеген ғалымдардың күш салуымен педагогикалық жүйе ретінде рәсімделіп, америкалық ғалым Офелия Гарсиа мен британдық лингвист Ли Вэйдің еңбектерінде теориялық тұрғыдан негізделген осы құбылыстың мәні туралы шетелдік лингвистикада қызу пікірталас жүруде. Транстілділік шет тілі бойынша даярлық тұрғысындағы күшті педагогикалық құрал, ағылшын тілін түрлендіру және дамыту тәсілі ретінде ғана емес, сондай-ақ, әлеуметтік салада, соның ішінде түрлі тілдік мәдениет иелерінің тілдесу тәжірибесінде қордаланған кілтпанды мәселелерді шешу жолы ретінде де қарастырылады.

Тірек сөздер: ағылшын тілін оқыту, шет тілі бойынша даярлық, транстілділік педагогикасы, лингвистика категориясы ретіндегі транслингвализм, костілді білім, ағылшын тілін түрлендіру тәсілі, этникалық мәдениет пен ұлттық тектестікті сақтау.

Трансязычие: происхождение и сущность концепта

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Аннотация

Статус английского языка в качестве *lingua franca* и устойчивое расширение его влияния во многих сферах человеческой деятельности вызывает в современном мире неоднозначную реакцию и сопровождается возникновением соответствующих тенденций в лингвистической науке и реальной практике иноязычной подготовки. В мировой лингводидактике идет постоянный поиск эффективных способов обучения иностранным языкам, который неизбежно сопровождается поиском решений острых проблем, связанных, с одной стороны, укреплением влияния и диверсификацией английского языка, сохранением языкового многообразия и культурной идентичности с другой стороны.

На основе анализа работ зарубежных лингвистов и лингводидактов автор прослеживает возникновение и сущность концептов «транслингвализм» как лингвистической категории и «трансязычия» как дидактического метода. Материал статьи представляет интерес с точки зрения приобретения нового знания как такового и расширения имеющегося лингводидактического опыта. В зарубежной лингвистике идет оживленная дискуссия о сущности данного явления, возникшего как педагогический инструмент в Великобритании и позднее оформившегося в педагогическую систему усилиями многих ученых и получивших полное теоретическое обоснование в работах американского ученого Офелии Гарсиа и британского лингвиста Ли Вэя. Трансязычие рассматривается не только как мощный педагогический инструмент иноязычной подготовки, способ диверсификации и развития английского языка, но и как путь решения накопившихся проблем в социальной сфере, в том числе и в практике общения носителей различных языковых культур.

Ключевые слова: обучение английскому, иноязычная подготовка, педагогика трансязычия, транслингвализм как категория лингвистики, двуязычное образование, способ диверсификации английского языка, сохранение этнокультуры и национальной идентичности.

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