

Translanguaging in a Linguistic Course: From Learner's Perspectives

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MacSwan (2017) claims that translanguaging is a new term in bilingual education that advocates the heteroglossia language ideology and has value in its own right. Despite the popularity of translanguaging in the course of Morphology and Syntax in English, its effectiveness fails to meet the expectations of all stakeholders. The researchers found that the number of students who fail to fully understand the lessons is high. Therefore, a study has been conducted to dig into the cause of this incident. Findings initially figure out that specialised terms in English and overloaded linguistic content are the core reasons for all improper performance. An online survey with both Likert-type items and open-ended questions was administered to collect data from English-major students in their third year at Ho Chi Minh University of Banking (HUB), Faculty of Foreign Languages (FFL). In addition, qualitative data were obtained from in-depth interviews with eight students from the same group. The paper is a practical contribution to improve the learning efficiency and knowledge acquisition of students when studying Morphology and Syntax at HUB.

Online Profile

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