

Translanguaging in a Vietnamese University EFL Classroom: Teacher Strategies and Student Attitudes

Translanguaging has been extensively researched in recent years and has been implemented in a number of different contexts. In Vietnam tertiary education, pedagogical translanguaging has been conducted in English-Medium-Instruction (EMI) settings. Nevertheless, there has been a paucity of studies about translanguaging practices in English classes for Vietnamese university students as well as their attitudes towards such practices. This action research study, situated in a Vietnamese university General English classroom, aims to fill this gap by exploring the teacher's translanguaging strategies in her class and the non-English major students' attitudes towards such strategies. This paper employs lesson recordings and questionnaires to collect data. The feedback collected from the students has assisted the teacher in flexibly utilizing her own and the students' linguistic resources in order to create a meaningful learning experience for the learners. The study also suggests that strict monolingual teaching approach be avoided and that future research should investigate the impact of pedagogical translanguaging on students' learning.

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