

Chapter 3

EFL Teachers’ Perspectives on Leveraging Tertiary Learners’ Collaborative Learning via Translanguaging: Toward Inclusive Language Education

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ABSTRACT

Collaborative learning performs an essential role in English language education as it encourages student involvement in group discussions. Translanguaging is seen as a tool to foster active collaboration among learners. Additionally, translanguaging demonstrates great potential to stimulate inclusive language education which values students’ linguistic diversity in English classrooms. This chapter examines Vietnamese tertiary teachers’ perception of deploying translanguaging to enhance students’ collaborative learning. This qualitative study involved three teachers in partaking in semi-structured interviews. The thematic analysis approach was employed to analyze data. The findings disclosed that teachers believed that adopting translanguaging pedagogy could develop learners’ collaborative learning, leading to ideas generation, a pleasant learning environment, and inclusiveness. Teachers’

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difficulties in implementing translanguaging were also uncovered. Pedagogical implications are suggested for policymakers, teachers, and students to promote translanguaging as inclusive education.

INTRODUCTION

It is prominent that globalisation and advances in state-of-the-art technology lead to diverse language practices in today's internationalised world. Accordingly, there is a growing tendency for people who have different linguistic and cultural backgrounds to communicate with each other in contemporary society (e.g., Tran et al., 2023; Tran et al., 2022; Tran & Nguyen, D. M. T., 2023). Walker (2018) stated that international communication as well as innovative technologies offer great opportunities for English language learning (ELL), leading to the concept of bilingualism/ multilingualism in education. In addition, the world has the penetration of multilingual practices which result in dynamic power structures and the selection of language (Teng & Fang, 2023). In this sense, language separation as bounded systems that exclude other linguistic features is inadequate for language use (Jørgensen et al., 2011).

Besides, second language acquisition and bilingualism/ multilingualism research has witnessed a shift from language separation to the focus on language users' entire linguistic repertoires and interrelation between languages (Cenoz & Gorter, 2011). Similarly, Baker and Hüttner (2018) argued that there was a move from monolingual perspectives to flexible beliefs in linguistic complexity, linguistic variation, and multilingual practices. In this light, the current multilingual turn disputes the dominance of monolingual ideologies in English language education (Walker, 2018; Fang & Liu, 2020). Hence, translanguaging emerged as a new notion that questions monolingual beliefs in language practices (Shah et al., 2019; Walker, 2018), values language users' linguistic repertoires, and calls for multilingual viewpoints on English language teaching (ELT) and learning (Fang & Liu, 2020). Thus, multilingual users can employ their whole linguistic resources for meaning-making purposes, which marks a shift from monolingualism to translanguaging in ELT (Fang & Liu, 2020; Tran, 2021). Moreover, the emergence of translanguaging is deemed a promising strategy that questions conventional views about language as a separate entity in language use (Fang & Xu, 2022; Saleem et al., 2023), recognises the flexibility and diversity of the English language in various contexts (Fang & Xu, 2022), and provides language learners with a more equitable learning environment (Cai & Fang, 2022; Tian et al., 2022).

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