Translingual competence and the EFL learner

WORKSHOP FOR STAFFORD HOUSE - MARCH 2016

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Jason Anderson

**Selected slides
from the talk**
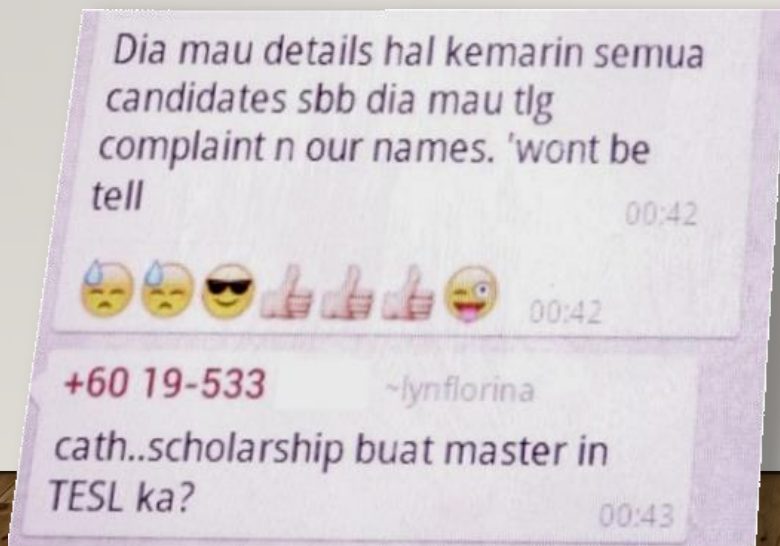
THE CONCEPT OF TRANSLINGUALISM

- language is not seen as discrete systems: 'languages', but as a set of communicative or linguistic 'resources', drawn from a 'repertoire' and used as required in specific contexts (Sridhar1994; Pennycook 2008; García 2009)

- language stops being a product and becomes a process: 'languaging' (Jørgensen & Møller 2014)

- 'languages' as we perceive them may be fairly recent socio-political construct (the nation state = identity), possibly in decline? (Makoni & Pennycook 2006; Jørgensen et al. 2011)

- codes are less 'switched', more 'meshed'; 'codeswitching' → 'code-meshing' (Canagarajah 2013); 'dynamic bilingualism' (García 2009)

FROM 'COMMUNICATIVE' TO 'TRANSLINGUAL COMPETENCE'

- communicative competence (e.g. Hymes 1974; Canale 1983) is essentially a monolingual competence, underlying CLT

- early alternatives – multi-competence (Cook e.g.1992); intercultural communicative competence (Byram 1997); symbolic competence (Kramsch 2006)

- in translingual competence, both *meaning* and *code* are negotiable, and *alignment* replaces *accommodation*

POTENTIAL IMPLICATIONS OF TRANSLINGUAL COMPETENCE FOR ELT

1. Monolingual native speakers are replaced by multilingual users as the most appropriate models for learners.

2. The notion of 'target language community' loses validity, especially as communities and linguistic resources are reshaped, appropriated and blended by social media.

3. The object of study changes. Chomskyan competence loses validity; alignment (translingual accommodation) gains validity.

DISCUSSION – THE IMPLICATIONS OF TRANSLINGUALISM FOR TEACHERS

- Should we still be teaching English monolingually?

- If so – early coffee break 🙂   If not…

- What are the implications for classes where learners share L1?

- What are the implications for mixed-L1 classes here in the UK?

- What are the implications for language teachers?

ONE MULTIMEDIA IDEA FOR 'MULTILINGUAL' CLASSROOMS: THE TRANSLINGUAL NEWS JIGSAW

- An international news story is chosen. Learners are given 10 minutes to research the story online. They are not allowed to use any resources (websites, apps, etc.) in <u>English</u> (so they must use other languages). They then come back together to share what they've learnt, noting points of agreement, any factual differences, different emphases (e.g. looking at different headlines chosen). If time, each group could present findings to the class.

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THANK YOU

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Come and see me at IATEFL 2016
Thu 14 April 18:00
Hall 10a
Why PPP won't (and shouldn't) go away

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