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EFL LEARNERS' TRANSLANGUAGING PROCESSES WHILE GETTING PREPARED FOR THEIR SPEAKING TASKS IN LANGUAGE CLASSES

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Abstract

The traditional monolingual practices in language teaching are being challenged and the use of the previously known languages as a precious resource while learning a foreign language has come forward lately. In the light of this, the present study aimed to look into the translanguaging processes of Turkish learners of English as they get prepared for their group speaking tasks in the speaking lessons. The instances learners rely on translanguaging and the reasons for using it were analyzed within this study. For this purpose, the learners were assigned in groups to get ready for speaking activities in the classroom and they were audiorecorded as they were planning the speaking tasks they were asked to carry out. These recordings were listened to by the learners as part of a stimulated recall process so that they could remember the instances they had made use of translanguaging and tell the reasons for doing so. While listening to the recordings, the learners were told that they were free to stop the recordings or re-play them whenever they needed to as they filled in the forms they had been given. The forms the learners filled in included questions asking about their reasons for using translanguaging during their study. The learners were also interviewed in order to learn more about the instances of translanguaging applied in speaking lessons and the causes underlying these instances.

Keywords: Translanguaging, Translanguaging in Speaking Classes, Translanguaging Processes

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