

IMPLEMENTATION OF TRANSLINGUAL PEDAGOGIES IN EAL WRITING: A SYSTEMATIC REVIEW



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KEY TERMS

Translingual Pedagogies (TP)

TP "allow and encourage student writers to make meaning with their full linguistic repertoires at their own disposal" (p. 4).

WHAT EVIDENCE IS SUMMARISED?

62 studies

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

The potentials and challenges of TP in EAL writing

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers can assign multilingual writers to read and discuss code-meshing or cross-cultural texts.
- Teachers need to be open to learners' "unconventional" language use and negotiate such language use with learners.
- TP require careful scaffolding, but learners should have the freedom to utilise their linguistic and cultural resources.

WHAT DOES IT FIND?

- TP can be implemented in various ways e.g., explicit/implicit introduction, no-introduction, and mixed introduction.
- TP can empower multilingual writers to construct meaning with their language repertoires.
- TP view learners' lingua-cultural knowledge as resources rather than obstacles.
- English monolingualism is the main challenge for implementing TP.
- Teachers lack guidance and training to implement TP effectively in the writing classroom.