

A Study on the Effectiveness of Translanguaging in EFL Classrooms: The Case of First-year Japanese University Students

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Abstract : This study investigates the effectiveness of using translanguaging techniques in EFL classrooms. The interest in this topic stems from the lack of research on the effectiveness of translanguaging techniques in foreign language learning, both domestically in Japan and globally, as research has focused on translanguaging from a teaching perspective but not much on it from a learning perspective. The main question that the study departs from is whether students' use of translanguaging techniques can produce better learning outcomes when used at the university level. The sample population of the study is first-year Japanese university students. The study takes an experimental approach where translanguaging is introduced to one group, the experimental group, and withheld from another group, the control group. Both groups will then be assessed and compared to see if the use of translanguaging has had a positive impact on learning. The impact of the research could be in three ways: challenging the prevailing argument that using learners' mother tongue in the classroom is detrimental to the learning process, challenging native speaker-centered approaches in the EFL field, and arguing that translanguaging in EFL classrooms can produce more meaningful learning outcomes. If the effectiveness of translanguaging is confirmed, it will be possible to promote the use of translanguaging in English learning at Japanese universities and contribute to the improvement of students' English, and even lay the foundations for extending the use of translanguaging to people of other ages/nationalities and other languages in the future.

Keywords : translanguaging, EFL, language learning and teaching, applied linguistics

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