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## **Translanguaging as a Tool for Correcting EFL Learners' Errors in Writing**

### **ABSTRACT**

This paper explores Georgian students' errors influenced by their L1 and their perceptions on integrating translanguaging into error correction in the writing task. Implementing translanguaging (simultaneous use of Georgian and English languages as a unitary meaning-making system) as a tool of correcting Georgian students' errors in writing seems to be the novelty of our research. The given case study deals with 21 Georgian students, aged 16-17, learning English as a foreign language. Both, qualitative (online questionnaire for students) and quantitative methods were used. Students' general errors were classified accordingly: grammar (e.g., tense and aspect (17), agreement (15), number (24), infinitive and gerund (5), article (19)) (Overall – 80); Vocabulary (missing word, extra word, wrong word) (Overall – 49); Spelling (Overall – 54); Punctuation (Overall – 31); Out of which errors stipulated by L1 were distinguished. The survey found that the most students ( $\approx 52\%$ ) supported replacing the monolingually-focused way of giving feedback on writing tasks. However, some students ( $\approx 33\%$ ) were skeptical of the translanguaging approach and found it unexpected and unnecessary. The study suggests that implementing translanguaging as a tool of correcting students' errors, i.e., emphasizing the role of L1 can enhance learners' understanding of grammar and vocabulary in both languages.

**Keywords:** *Translanguaging, Errors, Writing discourse, EFL, Georgian learners.*

### **1. Introduction**

One of the things that puzzles many teachers is why students go on making the same mistakes even when those mistakes have been repeatedly pointed out to them. However, not all mistakes are the same; sometimes they seem to be deeply ingrained, yet at other times students correct themselves with apparent ease. There are couple of reasons why students make mistakes, which are the part of a natural acquisition process. Besides, tiredness, anxiety, psychological state of students can have an effect. Moreover, students are not the ones who should be blamed, but teachers also are accountable of providing proper feedback.