**Storytelling and Young Learners:  
Translanguaging Facilitates Learning English as a Foreign Language**

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Children have a natural disposition for stories and storytelling and through storytelling children can experience vocabulary comprehension together with semantic development. Storytelling has a clear place in developing language and literacy in first language because it creates a positive learning condition and engages learners to have meaningful contact with the language, especially oral language. In English as a foreign language (EFL) teaching, the process of using storytelling may be similar, but how children learn a foreign language must be different regarding comprehension and language reproduction involving translanguaging between English and the mother tongue. Translanguaging is an approach to the use of language as bilingualism and how learners learn a new language by ‘translanguaging’ the language in their mind. The study aims to gain an understanding about how storytelling as pedagogy may support children’s oral comprehension in English learning as a foreign language and how storytelling offers more than many second language acquisition approaches. This presentation reports on how translanguaging facilitates young learners’ language comprehension and use through storytelling. Workshops of storytelling and class activities were delivered to 8 year old children by a storytelling teacher and a practitioner-researcher. Through practitioner research, the practice of language instruction through storytelling was cyclically assessed and improved on a weekly basis for eight weeks. The findings show that translanguaging is pedagogical potential of facilitating understanding of learners in language learning process and indication of language comprehension and use. Implications for using storytelling in teaching English to young learners are discussed.

**Keywords:** storytelling, translanguaging, young learners, EFL learning, EFL teaching