

From Natural Translanguaging to Planned Translanguaging: Developing Classroom Translanguaging as Pedagogy in a Private University in China

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Abstract

Despite a large body of literature on English learning using translanguaging, such research on the role of translanguaging on English reading among Chinese private university students is minimal. The present study presented a need for teachers in an English medium instruction context to mitigate language deficiencies where the students are not able to perform in an English-only classroom. The research examined when and how translanguaging emerges in Chinese private university students' English reading practice. Ethnographic research methods were implemented over a six-month period. Twenty-eight students and their teacher participated in this study. Data were collected through classroom observations, open-ended interviews. Translanguaging as theoretical framework and nexus analysis as analytical framework were employed to examine the real reading practice of private university students and their trajectories of the shift from natural translanguaging to planned translanguaging. The findings indicated that: a) reading using translanguaging rather than English medium instruction is typical in teaching and reading practices among private university students in China; b) although Chinese private university students as a community of low English proficiency appreciated the pedagogical translanguaging, they still needed time, space, and planned translanguaging to reconcile the tension between translanguaging and English medium instruction.

Keywords: Chinese private university students, English medium instruction, monolingual ideology, nexus analysis, translanguaging

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Introduction

With the implementation of the China Standards of English (CSE), English is a highly sought-after language in China. The mastery of English reading can create many opportunities and ensure academic success. Total English immersion in second language acquisition has been seen as an ideal environment for English learning oriented by monolingual ideologies (García & Li, 2014; Li & Lin, 2019). Concomitantly, English Medium Instruction (EMI) as a new form of linguistic practice has been perceived and implemented globally for English proficiency (Chang, 2019; Rose & Galloway, 2019). However, there is a growing reality, primarily for emergent bilingual readers, in non-Anglophone countries that or translanguaging or bilingualism (multilingualism) is more representative of real language practice (Pennycook, 2020). Unlike instructional practices within monolingual ideologies that perceive languages as static, translanguaging sees language as a “multilingual, multisemiotic, multisensory, and multimodal resource that human beings use for thinking and for communicating thought” (Li, 2017, p. 18). Pedagogical translanguaging is highly recommended in different countries since this inclusive use of English in the classroom values the divergences between ideal monolingual ideology and translanguaging practices concerning speakers, repertoires, and social contexts (Cenoz & Gorter, 2020). Therefore, translanguaging as pedagogy in the classroom can actively challenge the devaluation of emergent bilingual learners, their community, and their culture in school and in the wider society (Cummins, 2021a).

The overwhelming majority of Private Universities students (PUSs) in China are in the lower tier of academic performance (i.e., without the foundational skills, without the requisite knowledge, and without inner motivation). High-performing students account for a very small portion of the student body. This phenomenon stems from the nature of private universities in China which were launched alongside economic reform to meet the demands for private higher education. PUSs have not developed study habits, especially reading text materials, which are essential to their academic success in universities. Therefore, most English majors in a private university are emergent bilingual readers with low English and academic skill proficiency.

EMI as a school language policy for better future workforce and student enrollment fuels the reading anxiety of PUSs since it shapes the classroom linguistic choice (Galloway, Kriukow, & Numajiri, 2017). When almost all the teaching and learning practices have drifted into a monolingual orientation, students in these EMI programs have difficulty in making meaning of both worlds of L1 and L2. They thus have difficulty in being fully engaged in classroom reading activities. More so, they do not see the value of their mother tongue due to their attachment to native English norms, which can potentially devalue their language and culture (Galloway et al., 2017).

In the Chinese context of the present study, students can be labeled by the administration as Three Without Students (TWS) because they enter classrooms without a pencil, without a notebook and without a textbook. Their defensive actions in English-only classrooms reveal the paucity of research that investigates an ecological and inclusive reading model, such as reading using translanguaging (Back, Han, & Weng, 2020). As Chang (2019) argues, the significance of making a contingent and contextual university language policy lies in its determination of language management, language practice, and language ideology. The present strategies of

translanguaging are discussed in terms of how they helped students mitigate labels such as TWS and become more confident in English reading abilities.

Prompted by the above consideration, the present study seeks to answer the question: When and how does translanguaging emerge in PUSs' English reading practices? The research objective is to explore the principled use of Li (Mandarin Chinese) in L2 (English) reading practices.

Literature Review

Translanguaging

As Pennycook (2016) noted, “something has been going on recently in sociolinguistics with a sudden upsurge” (p. 201). He was referring to recent terminological trends in sociolinguistics that emphasized movements such as mobility, superdiversity, and translanguaging (García, 2009; García & Li, 2014; Li, 2011). With its eruption and proliferation in sociolinguistics, translanguaging has permeated multiple disciplines committed to English study globally in applied linguistics, which brought about a shift in terms of research concern from describing the language features of peripheral English to interdisciplinary trans-constructs (Jenks & Lee, 2020).

From the lens of translanguaging, the boundaries between named languages have been blurred into a single linguistic repertoire in which there is no L1 or L2, but only Ln, which establishes translanguaging space (García & Wei, 2014). There were no native speakers or non-native speakers, but only Global English speakers (Rose & Galloway, 2019). Language speakers can employ various resources in their linguistic repertoires to communicate. They can flexibly switch from one language to another for input and output. This translanguaging was consistent with its original use as a pedagogical strategy by Williams (1996), who coined the term *trawsieithu* in Welsh. The “trans” aspects of language and education were emphasized from three main fronts: going between and beyond linguistic systems and spaces; transforming language practices and cognition; social structures; and tapping into the trans-disciplinary consequences of languaging and educational analysis. Within this “trans” turn, translanguaging provided us with an alternative way of thinking about unequal linguistic resource distribution (Pennycook, 2020). Our translanguaging practices always mirrored critical and creative language use and thus pushed positive social change (Jenks & Lee, 2020). Therefore, this paradigmatic shift has given way to new conceptions of how the English language should be taught.

Translanguaging as pedagogy

Li (2017) developed and contextualized translanguaging, arguing that translanguaging provides detailed description, dialogical understanding, and holistic interpretations to the careful observation of observer-analysts based on the rich interactions between language speakers, teachers, and researchers. Cummins (2019) presented the primary studies that incorporated translanguaging as a pedagogical initiative from the 1990s through 2000s in American and Canadian contexts. Although the learners in these examples with various demographic backgrounds, share a common goal of promoting their target language with the aid of their home language. García's (2009) elaboration on the active dialogue between translanguaging practice and instructional pedagogy expanded the theoretical scope of this construct. These research projects reflected teachers critically refuting the assumption of maximum exposure in the target language and the L1-L2 solitudes, welcoming one linguistic repertoire to promote social justice.

Additionally, Creese and Blackledge (2010)'s research was a good argument for liberation from monolingual instruction. They classified utterances from bilingual audio transcripts, which provided telling evidence to show that such classification was meaningless both for the speaker and for the readers. Thus, in bilingual contexts, both English and community language were needed concurrently to deliver meaning, transmit information and perform identities.

The above studies showed us that understanding translanguaging as pedagogy implied a shift in terms of the learning and teaching objectives from English speakers to bilingual speakers and from language features to language practices. The change resonated with the movement from an English-only ideology to a pedagogical translanguaging initiative. From the lens of sociolinguistics, translanguaging reflected the issue of language choice, which matters since languages have a mutual impact, expand, contract, or even die (Coulmas, 2005). Some scholars find that it was possible for bilingual speakers to develop their target language and sustain their mother tongue. For example, some studies (Du, Lee, & Sok, 2020; Li, 2011) found that teachers who were able to distinguish between China English and Chinglish, translanguaging, and simple translation can scaffold bilingual speakers for appropriate and creative linguistic production.

Methods

Participants

The present study is an ethnographic research project that occurred over a timescale of a half-year period in the 2020-2021 academic year. The participants were from a convenience sample and included 28 second-year students at a private university, their mother tongue is Mandarin Chinese, and they are learning English as a foreign language to be primary or middle school teachers. Participants also include the author as the teacher-researcher.

Research Instruments

This ethnography followed Scollon and Scollon's (2004) field guide for nexus analysis. Nexus analysis was the ethnographic and systematical mapping of cycles of discourses to shape social actions (Scollon & Scollon, 2004). The unit of analysis was the social actions of social actors, which was also employed by the present study for data analysis. A nexus of practice was a moment that links and transforms the historical trajectories of social actions and social actors. A recent study reported a reflective nexus analysis of classroom practices that emerged during the Covid-19 pandemic induced online teaching and learning. Jocuns, Shi, Zhang, Yin, Gu, Huang, Zhang, and Zhang (2020) illustrated how nexus analysis could be employed as a reflective analysis by explaining three main factors: the historical body, interaction order, and the discourses in place.

Rose, McKinley, and Baffoe-Djan (2020) suggested that classroom observation offered a researcher an opportunity to collect naturally occurring data (natural translanguaging) directly from the research context. A protocol for field notes of classroom observation was designed to examine videos after they had been recorded. To make the participants have a great understanding of translanguaging, a three-hour training class was also carried out during the intervention phase. Triangulating data from fieldnotes and artifacts (video recording, photographs, and participants' texts) in this manner establishes rigor of the data and data collection process.

Research Procedures

Based on the field guide for nexus analysis, the research process involves three phases:

The first phase (one month) was focused solely on classroom observation without translanguaging intervention. An intensive reading course, *General English*, was selected and video-recorded for classroom observation. Field notes were taken after class within 24 hours using word processing software. These notes included recording the classroom site, student participants, the teacher's description, reflection, belief, and thoughts discerned by the researcher based on the protocol. Video play-back contributed to promoting detailed field notes.

In the second phase (four months), classroom observation and fieldnote-taking continued differently from the first phase by consistently planned translanguaging from the teacher-researcher in the reading classroom.

The third phase (one month) focused on data analysis and research reports. For classroom observation, the unit of analysis was the actions of the participants. The participant-analyst concentrated on identifying the actions in the nexus practice that can transform discourses into actions and actions into new discourses and practices.

Results

To identify the themes of the present study, 34 video files totaling 3160 minutes in duration (one class for each file for 90 minutes) were recorded in a smart classroom. The video clips involving the representative actions of translanguaging were recorded and transcribed as evidence to identify which research questions they support. Concomitantly, field notes of classroom observation were kept based on the protocol and included about 25000 words in English. Twelve types of translanguaging strategies were naturally or purposefully used by participants. Here, the following sections entail and focus on eight episodes representing one primary translanguaging strategy, although each episode may reflect more than one. Translanguaging practices might co-occur, and they are not necessarily isolates. Each episode explains translanguaging practices that emerged during data analysis.

Episode 1: The translanguaging resources commonly used by PUSs in reading

We found that some students could use the material tools of translanguaging, such as translation apps, bilingual dictionaries, and glossaries from reference books. As a critical medium, these translanguaging resources helped them enhance their expression of specific proper names, highlight their comprehension of idioms and slang, and foster their understanding of cultural issues. When teachers regularly reminded and encouraged students to use these tools and explicitly taught and modeled how to use them, then these translanguaging resources were able to offer both an opportunity and a strategy for students to use in autonomous learning. One other thing this illustrates was how the TWS as a form of identity labeling was dated. While students were discouraged from using their smartphones in class due to distraction, if they were afforded the space and resources, they could turn such "distractions" into practical literacy tools.

Episode 2: Flipped classroom model involving translanguaging

A female student, Esther, received the task of retelling a story as the background information of the excerpt of a long and complex text. She had a before-class discussion in Chinese with the

teacher. Her well-designed mind map in English as a discussion and learning outcome of deep thinking demonstrated her learning agency, which was inspired by the modified nexus of practice at the intersection of her historical body (an advanced reader with creativity), interaction order (the teaching design of flipped classroom model, dialogue journals and translanguaging as mediational means to negotiate how to read to the whole class) and the discourse in place (using translanguaging strategies to display the ways of thinking about reading). In class, she clearly and logically retold the story guided by the mind map in a few minutes which enhanced classroom interaction quality. Although translanguaging during the before-class discussion was not observable in the real classroom observation, its function cannot be ignored. Without the awareness of the effective use of translanguaging strategies, the in-class activity may not go well within the limited class time. Drawing upon various mediational means mentioned above, Esther demonstrated her growth, positioning her historical body as that of a high-performing reader explicitly and of an emergent translanguager implicitly. Figure one was a video capture of Esther using her mind map to retell the story.

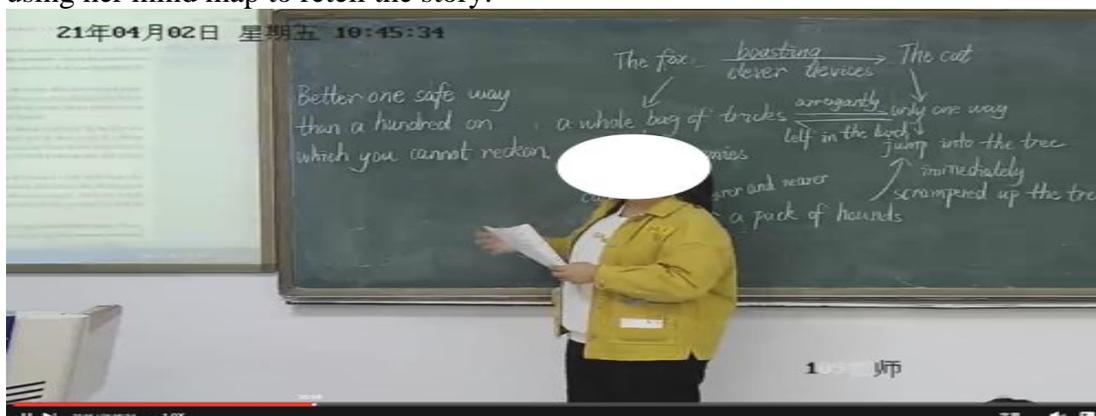


Figure 1. Esther's retelling the story with the aid of her mind map

Episode 3: Eliciting more comprehensive answers using translingual IRE/F pattern

An extract of conversation (Appendix B) between the teacher and the students in this educational context clearly showed the use of translanguaging in the IRE/F pattern—as a feature of classroom interaction reframed by the alternation of Chinese and English (Mehan, 1979, 1985, 1998; Walsh, 2006, 2011; Creese & Blackledge, 2010). It illustrated how to capitalize on the use of the shared mother tongue of the teacher and her students to discuss how the author described an underdeveloped village. The teacher was successful in getting her students engaged in negotiation and eliciting more comprehensive responses, like Turns six and nine, in Extract one (Appendix B).

The finding showed that, in the emergent reading stage, translanguaging practices are unique and dispensable, especially for low performing readers. Therefore, in L2 reading instruction, we called for synergistic use of named languages to establish a translanguaging classroom to meet the needs of a diversified ecological microsystem (Van Lier, 2008).

Episode 4: Resourcing the print environment with in-class translingual texts

Figure two showed the local texts produced by the students in the form of hand notes after reading the designated text in the classroom. They also indicated that it was necessary to use of the students' L1 during L2 reading. The benefits were threefold. First, it was helpful for the

students to show and share their comprehension of the content (e.g., a melting pot) and give their opinions (e.g., China is a melting pot). Second, reading the local texts from their peers in both L1 and L2 can be seen as a supplementary resource to enhance the students' own deeper comprehension of the theme. Daisy's comprehension was beyond the word level. She can perform a holistic reading using all her linguistic repertoire. For instance, she made sense of "a melting pot" in both the worlds of L1 and L2. She kept the sentence patterns for a debate, like "The support(er)s (believe)...The opponents (argue)...I think...". Third, it was helpful for the teacher to have a reflection on her teaching efficiency. We can see that there was some apparent misunderstanding in the local texts. For example, Daisy mistook the meaning of "minorities" as "ethnic groups," so she wrote that "minority民族" and "China—56 minority." Based on this social action, the teacher repaired the parts that she didn't explain explicitly and clearly.

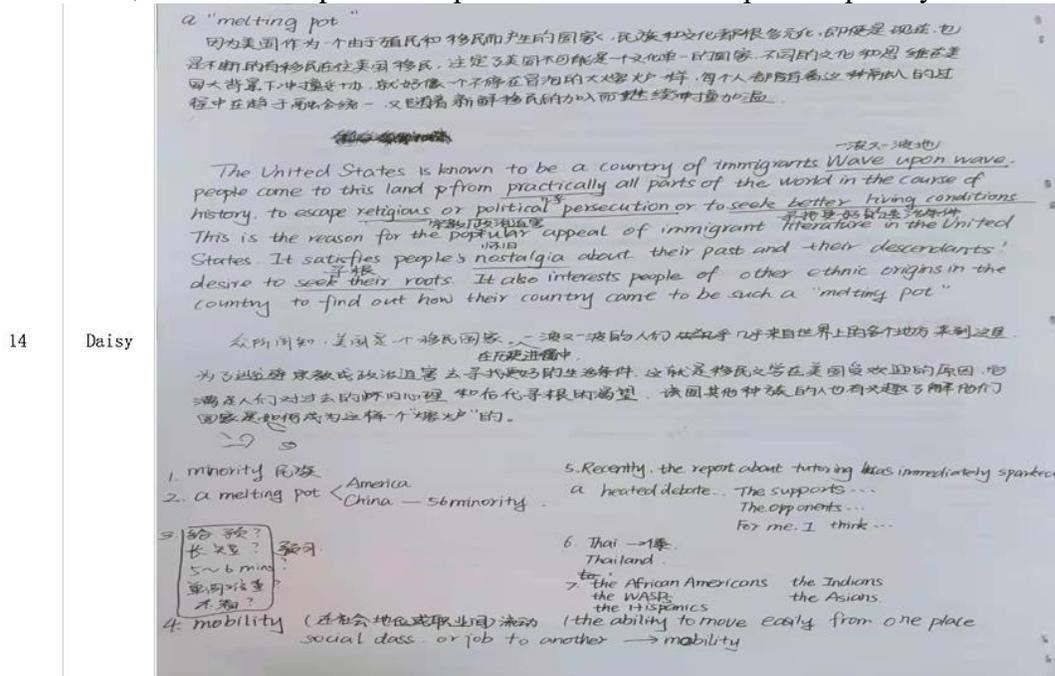


Figure 2. The local texts from the bilingual emergent readers

Within nexus analysis, novice readers developed their historical bodies. They brought the “knowing” and “not-knowing” (Dressler, Crossman, & Kawalilak 2021) into their notes and how the world was conceptualized through certain words and their meaning (such as a melting pot). The discourses in blue enriched by translanguaging notes indicated the students’ reader identity and their ways of thinking about L2 reading. When these aspects were combined within the nexus of practice of reading, then they could provide thoughtful insight into their development as readers and as future teaching practitioners.

*Episode 5: Expanding cultural and linguistic repertoire through multimodality
Type 1: Topic-based extended literature reading in L1*

At the beginning of the class, the teacher didn't collect the students' cell phones based on classroom regulations and allowed them to read three selected articles from the CNKI (China National Knowledge Infrastructure) in L1 with an unfamiliar topic on their phone to deepen their

L2 comprehension. The use of cell phones traditionally formed part of activity outside the classroom. However, we might be interested to find out if there was any correlation between the students who often use advanced technology and their reading proficiency. As this translanguaging moment shown, instruction was supported using cell phones, i.e., using cell phones to mediate reading using translanguaging can achieve three aims. First, using cell phones can help the students integrate information from three journal articles on the same topic to talk about the reading subject thoroughly and knowledgeably. Second, it can facilitate the students' ability to develop textual evidence from these informational texts in L1 input to support their analysis, reflection, and research in L2 output. Finally, it can benefit the students when they compare the views between more authors for how they treat similar topics and convey their points in detail in their respective accounts. In L2 reading, researching one topic in L1 can enrich the students' understanding of the theme, help them make sense of new and complex information, deepen their connection to the professional texts, and increase their fluency in both L1 and L2 to expand their linguistic and cultural repertoire.

Type 2: Topic-based extended video watching with subtitles or voiceover in L1

Figure three showed a translanguaging moment that the teacher played a video clip about four Greek philosophers, including Socrates, Plato, Aristotle, and Diogenes, to fortify the students' knowledge base and their cultural repertoire. The topic seemed to be so peculiar that the students didn't even know how to read the names of these philosophers. In this vein, the teacher first spent a few minutes teaching pronunciation and then played as a voiceover to explain the content of the video clip in Chinese. In this way, the students learned about these philosophers and their thoughts. The newly built knowledge base helped students strengthen their confidence for reading the following long and complex text.

Using videos involving multimodality as both visual and audio means can bridge the gap between the institutional EMI policy and the diversified students in the classroom. A variety of historical bodies bring different backgrounds, beliefs, and personal attributes to a social action (Dressler et al., 2021). As each student's linguistic and cultural knowledge is not necessarily self-sufficient, it is critical to meet the hierarchical needs of diversified readers. With the support of visual and audio means with subtitles in L1 and the teacher's voiceover in L1 in L2 reading practice, the social side of translanguaging practice is again highlighted.



Figure 3. The teacher presenting a video clip with subtitles in L1 and playing as a voiceover

Episode 6: Improving L2 reading skills building on L1 reading skills

The following translanguaging moment showed that the students could use their existing knowledge of Chinese reading skills to conclude their steps of writing a summary of an English passage in L1 through contrastive analysis between Chinese and English. Within the translanguaging space, the students with low proficiency were able to experience the following process and achieve comprehension with moderate scaffolding: L1 input (the steps of summarizing a Chinese passage) → L1+L2 input (contrastive analysis of summarizing between two languages) → L1 output (presenting comprehension of summarizing an English passage in L1) → L2 output (talking about doing a summary of an English passage in L2 and producing it).

In this translanguaging practice, Chinese was used for various purposes. First, contrastive reading and analysis of reading skills, such as summarizing bilingually, can be seen as a pedagogical way to connect prior knowledge and new knowledge. A greater understanding of L1 reading skills can be positively transferred to L2. Second, the review of L1 reading skills can smoothly accelerate L2 learning and concept formation. Third, the students' metalinguistic awareness can be enhanced by using one language to learn an additional language. Such translanguaging practice validates the pedagogical side of translanguaging.

Episode 7: Scaffolding well-being with a concise L1 summary of L2 the key points

We can see in the lesson excerpt (Appendix C) that the students were actively engaged in the discussion about how to summarize and paraphrase. The teacher was successful in alleviating her students' L2 learning anxiety and getting her students engaged in negotiation, leading to improvement of the two English reading skills. In Turns 2, 10, and 14, we can see that Tom, Olivia, and Baby were so eager to convey their ideas that they repaired lexical gaps for not knowing the words and phrases, like "redundancy," by providing the Mandarin Chinese equivalents to maintain their uninterrupted flow of ideas.

Additionally, the teacher strategically employed her shared mother tongue with the students to summarize and emphasize the critical points of summarizing and paraphrasing, like Turns 7, 17, 23 and 25. Through alternating Chinese and English for receptive or productive use in the English reading classroom, we also perceive the shift of the students' wording from "globalization has advantages and disadvantages," to "globalization has dual power," and finally to "globalization is a double-edged sword." They succeeded in coming up with English words and phrases in an animated translanguaging space that was co-constructed by both the teacher and themselves.

Episode 8: Managing classroom learning behavior by marking L1 as regulative talk

We also found that the teacher occasionally managed students' classroom behavior in Chinese during class. We observed that the teacher didn't collect the students' cell phones before class because she shared an electronic reference book with Chinese translation. When she noticed a female student, Baby, holding and staring at her cell phone, she clapped her hands and spoke Chinese as regulative talk redirecting the student's attention. This finding resonates with Chang (2009)'s view that the alternation of Chinese and English as dynamic use of language created a contrastive effect and plays a unique role to mark two types of classroom discourse, the teaching content and the teacher's command, to get the attention of the distracted student.

A school supervisor's regulative talk in Chinese also emerged in the present study. In Figure four, the supervisor was standing in the front of the classroom and giving some advice to the class after her classroom observation. From the above two examples, we can see language is not neutral. The intentional shift of medium of instruction and speaking L1 as regulative talk can also be used as authoritatively. This translanguaging practice is usually employed by educators who share the same mother tongue with their students.



Figure 4. The supervisor speaking regulative talk in Chinese to the students

Since space did not permit the presentation and discussion of all the 12 episodes, only some were elaborated. Other translanguaging moments involved enlivening the classroom climate by teasing in L1 (Episode nine), fostering reading by creating a sense of novelty using translanguaging (Episode 10), engaging students by creating a sense of immediacy using translanguaging (Episode 11), and supervising teaching behavior by reminding the teacher in L1 (Episode 12). However, it was worthwhile to note that the agency of the students was building and developing with the increasing awareness of principled translanguaging. In Episode 12, a female student called Mia kindly reminded her teacher to be careful with the excessive use of L1 in L2 reading. As García, Johnson, and Seltzer (2017) suggested, to establish a translanguaging classroom, a teacher needed to possess three strands of the translanguaging pedagogy, i.e., having a translanguaging stance, building a translanguaging design, and making translanguaging shifts. Mia's action indexed the emergence of social equality and a democratic classroom. It was also the outcome of pedagogical translanguaging. In this co-established translanguaging space, the power of translanguaging gains influence.

Discussion

The findings through classroom observation present eight main episodes, which are indicative of eight translanguaging moments in real reading practice to enrich classroom discourse. These findings demonstrate that partial English medium instruction rather than total English immersion is typical in teaching practices. Reading using translanguaging is successful in reading practices among PUS in China. Facing the school's EMI policy, Chinese PUS, as a community of low English proficiency, perceived that the requirement of the cognitively demanding reading tasks was acute and the reading strategies were informative, which was also found by Adamson and Coulson (2015).

However, the teacher and PUSs were not passive recipients. Their skillfully alternative use of Chinese and English for different functional goals (Creese & Blackledge, 2010) proves that translanguaging is a natural way (Williams, 2002) and an instinct (García & Li, 2014) for human beings to make meaning of the world. In our context, the teacher with a translanguaging stance allowed and encouraged PUS to deploy the alternation of languages in meaning negotiation. She believed that reading demanded the support of translanguaging to attend to reading the world. These findings align with Williams (2002). He noted that using translanguaging resources to foster reading development mainly lies in its contribution to increasing the students' confidence to ask for a term, not allowing their limited vocabulary to inhibit their communication. Through translanguaging strategy, students can navigate online and offline reference materials and resources to find new words, to gather knowledge of new concepts, and to clarify the meanings. Furthermore, over time, the teacher and students oriented themselves better by using planned translanguaging to keep the pedagogic tasks moving and spreading (Creese & Blackledge, 2010).

One critical takeaway from classroom observation is that taking a translanguaging stance is beneficial for students during the transitional stage towards other EMI reading practices. Therefore, we argue that translanguaging policy for emergent bilingual readers in a private university in China is more favorable than EMI policy and should be adopted and implemented widely. Chinese PUSs and their teacher are seeking to establish a unitary model for English reading development called unitary translanguaging theory (UTT) or crosslinguistic translanguaging theory (CTT) (Cummins, 2021b), in which pedagogical translanguaging is the legitimate classroom norm in a bilingual or multilingual context.

Additionally, the findings complement Adamson and Coulson (2015), who found that a hybrid of L2 and some L1 can enhance multimodality and autonomy. As the artifacts from the students and the classroom discourse show in the 12 episodes, the linguistically lower proficiency community not only could break the ice but also could articulate their views in L1, L2, both, and modes other than language as their holistic linguistic repertoire. Besides, PUS showed their autonomy through the principled use of Chinese references, glossaries, and notes as pre-reading and additional materials to localize themes, to figure out the challenging language points, and to acquire reading strategies at the very beginning guided by the teacher and later independently. Such a pragmatic use of L1 helped develop not only language and content but also independence in learning (García et al., 2017), which helped to meet the requirement of the course syllabus and pedagogical objectives.

Furthermore, learning to translanguage can facilitate the development of critical thinking among Chinese PUS, which can be explained in the following two aspects. First, engaging with bilingual texts for comparison and contrast can open a site of engagement for PUS to read rigorous texts in both L1 and L2 and critically evaluate their features in terms of messages and mediums. Second, judicious alternation of L1 and L2 can hone their reflection skills and raise their translanguaging awareness and metalinguistic awareness, which renders them able to achieve the synergetic development of L1 and L2. Such findings concur with the views of García and Li (2014).

Finally, administrators and teachers in this specific context should put more trust in students regarding the use of translanguaging resources, especially translate apps and the Internet on

smart phones. Their concern about the distraction of using smartphones during the class is unnecessary within a well-designed translanguaging classroom. If teachers can afford the space and resources and model how to use them, they can turn such “distractions” into effective mediational means that might open a translanguaging space for knowledge construction and communication.

Conclusion

The present study investigated the effects of translanguaging in a reading classroom at a private university in China. It mainly focused on the language users and their actions in reading using translanguaging. The data from classroom observation demonstrated that translanguaging as pedagogy plays a critical role in reading development, especially for emergent bilingual readers. Also, as shown from the data, natural translanguaging without interruption provided support for knowledge construction and communication. Planned translanguaging with intervention offered a space for translanguaging practice towards the discourse and cultural patterns demanded by the school for future social assessment and evaluation. During different development stages, translanguaging played different roles. In the natural translanguaging, they offered more emotional scaffolding for lessening students’ reading anxiety and frustration. In the planned translanguaging, they provided more academic and technical scaffolding. However, Chinese PUS’ concerns with natural translanguaging, such as excessive or unwitting use of L1, is a sad reflection of teachers’ and administrators’ ignorance of students’ diversified needs for planned and principled translanguaging, which should be examined and explored further. If teachers can introduce translanguaging practice in the preparation class or training before demanding reading tasks, they may scaffold students achieve academic success. Therefore, the present study recommends that a principled and systematic translanguaging approach should be established to reset the reading purposes, reading assessment, and reading outcomes in a more just world.

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Appendices
Appendix A

Transcription conventions

Transcription	conventions
[square brackets]	description of actions, comments and context
?	rising intonation (indicating question)
!	exclamatory intonation
:: double-colon	overlapping speech
underline	word emphasized by the speaker
CAPS	Indicates shouting or raised volume of the speaker
<i>italics</i>	translation/gloss of original text
(# seconds)	pause
Bold type	highlighted for analytical purposes
.....	waiting for students to respond
???	waiting for the teacher to scaffold

(Martin-Beltrán, 2010)

T	teacher-researcher
S	the students can't be identified
Name	the students who can be identified
SV	the supervisor to do the classroom observation and give an evaluation to all the teachers during the mid-term check-up

Appendix B

Extract one. Eliciting more comprehensive answers by inserting more Chinese and English initiations into the typical interaction pattern IRE/F in the class.

Turn	Speaker	Original Utterance (Transcript)	English Gloss/translation
1	T	What kind of village? What does the village look like?	
2	S	Poor.	
3	T	如果我们说这个国家很落后，尽量不用poor，用哪个词更合适？	<i>Could you please use an academic word instead of the word "poor"?</i>
4	Steve	Underdeveloped.	
5	T	Yes, it's an underdeveloped village. How underdeveloped? Could you please give a description about it? How underdeveloped, of this village?	
6	S	??? [Silence]	
7	T	Underdeveloped 到什么程度呢？ Who can describe it? 描述一下， OK? You can use the words in our text.	<i>How underdeveloped? Could you please make a description of it?</i>
8	S	Small	
9	T	Yes, it's a small village. What kind of a small village? ## 昨天你 [Point to Steve] 用了一个词语（来描述这个村子），你当时怎么翻译的？	<i>Yesterday, you described the village, right? How did you translate it?</i>
10	Steve	“梯田环绕的，多石的山区。”:: (It's) a small Lebanese village in the terraced, rocky	

mountains. Time didn't mean much to anybody,
except maybe to those who were dying.

Appendix C

Extract two. Scaffolding well-being with concise L1 summary of L2 the key points

Turn	Speaker	Original Utterance (Transcript)	English Gloss (when needed)
1	T	我发现TEM4 对大家来说难通过, 一个主要原因是, 大家对summary, paraphrase 和 transediting的方法和步骤好像不是很熟悉. First, let's talk about summary, what is the first step to do a summary?	It's challenging for some of the students to pass TEM4. I found that the main reason is that we haven't acquired the reading skills, like summarizing, paraphrasing and trans-editing.
2	Tom	把数字先划掉.	Omit the figures.
3	T	Yes, you need to delete all the.....	
4	S	Numbers.	
5	T	什么样的“number”?	What does “number” refer to here?
6	Baby	Statistics.	
7	T	Good! 包括统计数字, 还包括figures. What else?	Including statistics and figures.
8	S	例子.	Examples.
9	T	Yes, examples and instances. :: 例子. Next, go on.....	
10	Olivia	引语.	Quotations.
11	T	引语. How to say (it) ?	Quotations.
12	S	Quotes, quotation.	
13	T	Omit. :: 划掉. Go on. What else? We need to omit.....	
14	Baby	多余的话.	Repetitions.
15	T	Yes, redundant (words), redundancy. 重复的, 冗余的话. Clear? Repeat my words. OK?	Repetitions.
16	S	Yes. Redundancy.	
17	T	这些是最基本的, 当然, 还有其他细节, 需要划去, 比如修辞. 这些都划掉, 剩下的部分怎么办?	We have mentioned some details that we need to omit. Of course, we should also omit figures of speech. How about dealing with the rest part?
18	S	Paraphrase.	

19	T	How to paraphrase?	
20	S	Say your own words.	
21	T	Yes. How to paraphrase “Globalization has dual power”?	
22	S	Globalization is a double-edged sword. Well done!	
23	T	如果再遇到Globalization is a double-edged sword你可以把它转换成...	When you meet the sentence like “Globalization is a double-edged sword”, you can switch it into.....
24	T&S	Globalization has dual power.	
25	T	如果说某事物的优缺点, 除了用 advantages and disadvantages, 还可以用 xxx is a double-edged sword 或者用xxx has dual power.	When you want to express the advantages and the disadvantages of something, you can also use the sentence pattern, like “xxx is a double-edged sword” or “xxx has dual power”.
