



Effectiveness of Translanguaging as a Pedagogical Model in Foreign Language Teaching and Learning

Ge Shuai^{1,*}

¹Department of Teaching and Learning, New York University Steinhardt School of Culture, 48825, USA

*Corresponding author. Email: gs3905@nyu.edu

Abstract. Translanguaging can empower students and facilitate better foreign language education in classroom environments. This research explores the connection between translanguaging theory or approach and foreign language education from multiple angles. The theoretical framework, the critical research paradigm, focuses on inclusivity and social justice with which students from marginalized communities can enjoy effective language education. Such focus also may improve identity construction and cultural validity. Literature review also asserts that the monolingual policy presents a challenge in this dynamically diverse world to provide all students with an equal opportunity for language education. Additionally, teachers' practices and their roles have a profound impact on students' linguistic understanding and identity exploration. Nonetheless, there might be several challenges and gaps that need to be addressed properly to capitalize on the benefits of the translanguaging approach. Accordingly, this research paper provides an in-depth understanding of the role translanguaging plays in foreign language teaching and learning from diverse angles such as teaching and policy making. It also paves the path for understanding the strengths and gaps so that policymaking can be improved to yield better language learning results.

Keywords: Translanguaging, foreign language learning, teaching, pedagogy, critical paradigm

1 Introduction

From the pedagogy perspective, foreign language education should promote inclusivity and efficacy at higher levels to yield better outcomes. As per Nagy (2018) [1], translanguaging is defined as the model or process used by bilingual and multilingual individuals to use their native language resources to understand a foreign language and make meaning. Translanguaging describes how “bilingual students use their linguistic resources to make meaning and communicate” (Garcia, 2009, as cited in Vogel & Garcia, 2017, p. 4) [2]. In foreign language education, translanguaging has arisen as an essential way to enable students in various ways to work on their learning and permit educators to advance teaching viability (Mbirimi-

Hungwe et al., 2020) [3]. This approach confronts the customary monolingual methodologies through the utilization of various dialects. Meanwhile, this approach also facilitates the effective learning of a foreign language. In this way, it approves students' multilingual personalities and utilizes the native language repository to reinforce and improve language learning. Regardless, the successful execution of the translanguaging approach faces challenges and limitations because of an absence of effective curriculum design, instructor capacity, and students' negative attitudes. To gain a deeper understanding of subjects, it is essential to accurately assess the situation regarding translanguaging in the teaching and learning foreign languages. Thus, this paper contends that although there may be difficulties in the execution of translanguaging, it turns out to be more acknowledged and powerful in foreign language education. The exploration centres around diving further into various parts of translanguaging to comprehend their efficacies and obstacles and gain a superior understanding of this approach. Moreover, translanguaging helps policymakers and educators to understand existing open doors and difficulties to foster systems that can further develop the efficacy of foreign language education.

2 Theoretical Framework

A critical research paradigm has been utilized to direct the current research. This paradigm centers around values, power, and imbalance that might shape growing experiences. Ortega (2018) suggests that the critical research paradigm helps to explore how power dynamics and inequalities can shape people's experiences and outcomes [4]. This paradigm posits that power dynamics and imbalances determine human experiences in multiple aspects, including language learning. This paradigm underlines the philosophy of using the monolingual predisposition in Second Language Acquisition (SLA) through a more interactive and rich experience. The experts and policymakers supporting the critical paradigm also perceive it as a promoter of civil rights and impartial multilingualism. Basically, to bring social change, power dynamics and establishing equality should be explored according to the objective of social change. By utilizing this paradigm, the current exploration expects to add to social change and to comprehend how cultural ideas meet and impact policymaking and educational settings.

The critical paradigm can be complemented by the translanguaging theory as it tends to attend to the significance of diverse marginalized languages. Meanwhile, translanguaging also reduces the gap in differences in use between the majority and the minority dialects. Translanguaging acknowledges that language is socially constructed and cannot be processed independently from other societal systems, especially since languages are not treated equally when the languages are used in the classroom. Translanguaging pedagogy refers to the instructional use of multiple languages in a language teaching and learning setting in the form of an effective pedagogical approach (Wang, 2022) [5]. This approach helps to enhance learners' experiences and use multiple native language resources to acquire a foreign language. Translanguaging pedagogy, as a result, can help ensure that educational institutions

develop a multilingual identity and normalize multilingualism in countries like the United States. This approach encourages smooth transitions among the use of different languages, as students can simultaneously use multiple languages to interpret and exchange information. This fluidity in language use enhances the scope of making meaning of information. The process empowers students to draw upon their linguistic repertoires to enhance their learning experiences.

3 Literature Review

Review of the existing literature helps to gain extensive insights into different facets of translanguaging. Accordingly, the literature review has identified four prominent themes: a) functions and types of translanguaging, b) language policy and ideology, c) teachers' impact on translanguaging, and d) translanguaging as a strategy in language teaching. These four themes provide viable insights into what translanguaging is, how different types of translanguaging are used, how teachers can use translanguaging, and how translanguaging aligns with pedagogical as well as ideological aspects. All of these aspects are connected with foreign language teaching and learning. The four dominant themes are discussed in detail in following sections.

3.1 Functions and Types of Translanguaging in Foreign Language Education

3.1.1. Functions of Translanguaging

. Translanguaging plays a pivotal part in foreign language education because of its wide range of functions that address both teaching and learning requirements more effectively. Wang (2022) suggested that teachers need to create a more interactive and engaging environment to promote better teaching of a foreign language. For this purpose, they can use translanguaging encompassing different languages to provide additional ways of disseminating and interpreting information. Meanwhile, Nagy (2018) highlighted that learners also become more involved in the environment as they take interest in using different languages and make diverse meanings out of the information. Thus, both teaching and learning aspects are empowered by translanguaging. Translanguaging facilitates a better understanding of complex concepts and intricate instructions by using different languages including students' mother tongue without any potential linguistic hindrance or negative impact by first language. The translanguaging pedagogical approach enables teachers to fluidly utilize the native languages of learners to provide them with a scope to better understand complex aspects (Nagy, 2018). It also ensures better engagement since learners effectively utilize their native language in a foreign language education setting without obstructing the acquisition process. Hence, this approach is mainly useful for learners at the beginner level of foreign language learning or acquisition. Moreover, translanguaging allows teachers to demonstrate linguistic flexibility when they move between different languages to become more adaptable in diverse scenarios (Liu & Fang, 2022) [6]. Hence, this approach fosters inclusivity and diversity where native speakers of different languages can better learn a foreign

language mediated by the native language. Translanguaging also supports language development as learners use their existing knowledge of other languages to scaffold and incrementally acquire the foreign language effectively. As per Wang (2022), this approach regards other languages as useful resources to promote the gradual learning of a foreign language in a structured manner. Meanwhile, it also supports the development of linguistic capabilities through practices in different languages. Furthermore, translanguaging effectively promotes intercultural competence and communication abilities to a great degree (Yasar Yuzulu & Dilikitas, 2022) [7]. When translanguaging is used as a pedagogical approach in a foreign language education setting, learners become more aware of diversity among languages. They also acknowledge those differences and tend to develop mutual respect to create a viable learning environment. This scenario can improve the overall feasibility of language learning. Meanwhile, as different students engage in translanguaging through interactions, they have the scope to improve their communication competence (Bonacina-Pugh et al., 2021) [8]. This is also realistic in the USA as people from different linguistic and cultural backgrounds interact in classrooms. The diverse settings allow learners in the USA to interact through language transitions. This allows learners to become effective communicators in both their native languages and in the target language as much as possible. The capability to communicate in multiple languages is necessary for success in both personal and professional spheres in the long run. Thus, translanguaging offers multiple benefits through its function of improving students' foreign language learning and generating better outcomes.

3.1.2 Types of Translanguaging.

Instructors can exploit an assortment of translanguaging methodologies to assist learners with learning a foreign language. As per Nagy (2018), different types of translanguaging provide ways to use multiple languages in diverse settings and processes to improve language learning. As these translanguaging techniques are supported by teachers' instructional designs and students' engagement, learning a foreign language becomes easier. There are different types of translanguaging that should be understood and used for this purpose. Inter-lingual translanguaging is one of the most usually known approaches to using translanguaging in a foreign language education scenario. As per Wlosowicz (2020) [9], inter-lingual translanguaging allows educators to use a learner's native language in combination with the target language. This helps to work with the cycle and feasibility of getting a grasp on complexities in language learning. Thus, educators can use learners' mother tongue to get a grasp on different thoughts, make mediations in understanding, and give rules to notice. Suwondo et al. (2023) highlighted that intra-lingual translanguaging refers to using diverse dialects associated with the foreign language [10]. This helps to propel a learner's understanding of different styles in that language. Educators use this kind of translanguaging to redesign understudies' ability to check and comprehend different styles. Thus, the overall learning experience and outcomes become better. Hence, such translanguaging assists a learner in better comprehending the arranged

parts of vernaculars. This helps students to all the more promptly gain capability with the foreign languages in target.

Modal translanguaging is another popular approach that gives students a variety of advantages and empowers them as they learn a foreign language. Inter-modal style includes utilizing different modular elements of assorted dialects connected with the learning setting to work with bilinguals' or multilinguals' learning development (Hin et al., 2022) [11]. Instructors can utilize various signals and visible physical gestures incorporating various dialects in instruction, advancing learners' comprehension of languages and facilitating learning with different kinds of correspondence alongside verbal guidelines. Intra-modal translanguaging includes utilizing various types of correspondence of directs predominantly in the designated foreign dialect (Gambier, 2023) [12]. Teachers can utilize verbal clarifications, composed interchanges, and visual introductions to engage students. This allows the students to better interpret the target language effectively. Additionally, this cycle likewise draws in the students to develop further, by and large, learning results. Hence, diverse types of modal translanguaging highlight the successful utilization of various methods of correspondence to reinforce opportunities for language learning.

Cultural translanguaging and interactive translanguaging are two other types of translanguaging that promote students, such as learning through cultural viability and interactivity. Cultural translanguaging involves the use of diverse cultural facets and elements from different languages in a specific context to improve students' language learning (Wang, 2019) [13]. Teachers can introduce diverse cultural elements that enable learners to understand various cultures effectively. Meanwhile, students can also find the connection of language with those cultural elements. Thus, the learners not only develop a better linguistic ability but also enhance their intercultural competence. Meanwhile, interactive translanguaging fosters collaboration among educators and learners through interactivity to create a supportive environment while also promoting the application of language (Ou et al., 2023) [14]. Educators can introduce tasks like peer activities or group discussions to promote collaborative language use through interactions. Learners can make use of different linguistic resources to convey their thoughts and support each other in the learning journey. Thus, these types of translanguaging effectively enhance learners' overall language learning experiences and outcomes.

3.2 Language Policy and Ideology

3.2.1 Monolingual Ideology

Language ideologies and policies influence and shape the expectations for students as well as teachers' practice. Several researchers have noted that the monolingual ideology causes drawbacks and issues in the classroom environment. Clemons and Toribio (2021) [15], Duran et al. (2014) [16], Jong (2013) [17], and Li and Luo (2017) [18] agree that in language education, there is a stronghold of standard language and monolingual ideologies. Educational systems are still framed around the "standard language ideologies – the idea that there is a correct form and variety of language that can be gained through increased education – function to marginalize

minority students” (Celmons et al., 2021, p. 139). Duran et al. (2014) claims “in bilingual communities mixing languages has often been stigmatized and discouraged in schools by teachers ... [which] this restrictive policy often stems from the popular misconception that bilingual individuals code-switch mainly as a form of crutching” (p. 10). By continuing this monolingual ideology it views students' first language as “irrelevant or even an obstruction to learning English and content-area academic knowledge” (Li & Luo, 2017, p. 154), and excludes the range of skills bilingual students offer. Furthermore, it causes an issue with validation because students are being assessed using a comparison of monolingual students. Yet, all authors agree that the use of translanguaging in classrooms would disrupt the monolingual framework of schooling embedded with the oneness ideology. Translanguaging will allow students to use their “full linguistic abilities in a fluid and dynamic manner” (Li & Luo, 2017, p. 155). Also, the use of translanguaging in classrooms will affirm students' identities and knowledge.

3.3 Teacher Impact on Translanguaging

3.3.1 Teachers' Practices

The explicit and implicit language policy shapes instruction but also influences teachers' view of translanguaging. Flores and Chu (2011) [19] identified how teachers face specific time allocations for the use of languages and how it must be used. The designation of language time and policies constrains teachers who would like to implement a pluralist practice. Duran and Palmer (2014) [20], Martinez, Hikida, and Duran (2015) [21] studies all highlight teachers' contradiction between linguistic pluralism and the deficit model of thinking. Although their research indicated teachers did not insist on language separation in classroom talk, they emphasized when it came to reading and writing tasks, bilingual students had to keep their languages separate. Additionally, teachers were adamant about their consistency in using one language during instruction. They repeatedly recognized that their use of code-switching was deficient, which echoed a monolingual dominant ideology in the classroom. Academic standard was seen as a priority rather than students' use of translanguaging in the classroom for their benefit. Therefore, all of these studies demonstrate the influence of language policy on teachers' practice and view of translanguaging in the classroom.

3.3.2 Teachers' Role.

Ramirez and Salinas (2021) [22] concur that translanguaging is centered around a “teacher’s ability to use code-switching, translation, varied multiple/multilingual resources, and dichos (sayings) as a way to provide access to complex content” (p. 412). Understanding that languages can be used to support one another is important for a teacher to embrace. Palmer et al. (2014) agree that teachers who accept and respond to students using their first language (L1) and second language (L2) and everything in between are those whose students will feel valued and validated. Martin-Beltran (2014) [23] found that students could “co-construct meaning in a

multilingual space” (p. 217), recognizing that everyone brings diverse funds of knowledge. All of these studies support the notion that using translanguaging helps students understand the content.

3.4 Translanguaging As a Strategy in Language Teaching

3.4.1 Linguistic Understanding

Translanguaging is an asset for the classroom to enhance linguistic understanding among students. According to Cui and Pacheco (2023) [24], Li and Luo (2017), Garza and Langman (2014), and Williamson et al. (2023), translanguaging is a practice that incorporates a learner’s full linguistic repertoire. Graza et al. (2014) [25] note that bilingual students have the choice of how to use their whole set of linguistic resources for their advantage — social, cultural, or academic” (p. 40). By having all their languages recognized and validated, Williamson (2023) states students could “create deeper meaning but also perhaps made space for her to reconcile the cultural values” (p. 87). Therefore, with the use of translanguaging, students can promote both academic and social growth.

3.4.2 Identity

Bilingual students are constantly switching between two languages, which can affect how they view themselves as a student and participant in society. Due to the dominant perception of language, bilingual students may not feel valued or accepted in the dominant culture. Duran et al. (2014) and Williamson et al. (2023) [26] agree that when teachers highlight bilingualism as a valuable characteristic, they value and validate students' identities as both language learners and language experts. Students will feel valued, accepted, and honored when teachers allow them to choose their language, Williamson et al. (2023) highlight how “the flow of the task in process [will] be more important than which language is being used” (p. 42). Choosing the language they will use is a choice that contributes to their identity. Cummins (2007) [27] highlights how encouraging them to express themselves in both languages promotes identity. Ultimately, translanguaging appears to co-construct identity and promote socioemotional growth as well.

The findings of this literature review show us the influence of language policy on teachers’ practice, and the benefits of translanguaging for students' identity, and academic success. However, there has been little to no focus on secondary bilingual students as the focus group associated with the attitudes on translanguaging. As mentioned before, there has been tremendous focus on how language policy influences teachers' practice, but not students. Therefore, this paper examines bilingual students' attitudes toward translanguaging and their translanguaging practices in a content-based classroom, Global History. I will attempt to fill the literature gap about secondary students, by investigating the extent to which secondary bilingual students' attitudes toward their ability to use translanguaging in the classroom influence their participation.

4 Conclusions

This research paper has contended that although there might be challenges to the implementation of translanguaging approaches, it is becoming more accepted and effective in foreign language education settings. Using the critical research paradigm, the theoretical framework enabled this research to dive deeper into different facets of translanguaging to promote inclusivity. Translanguaging has many styles and types that eventually have diverse functions. In any case, they all empower teachers and learners in foreign language education to enhance outcomes inclusively. It has also been observed that translanguaging serves as the basis for overcoming the limitations of monolingual policies by accommodating different languages and dialects in the learning process. Additionally, teachers have a pivotal role to play through their practices to effectively use translanguaging to ensure better educational outcomes. Meanwhile, this helps to shape learners' identities and inclusively include them in the educational contexts. However, there are still some challenges and gaps that hinder the comprehensive application of translanguaging approaches. Students' beliefs and attitudes impact the overall integration of translanguaging in foreign language education settings. Hence, better strategies and practices are needed to improve this situation and gain more viable outcomes.

References

1. Nagy, T. (2018). On translanguaging and its role in foreign language teaching. *Acta Universitatis Sapientiae, Philologica*, 10(2), 41-53.
2. Vogel, S., & Garcia, O. (2017). Language and Literacies. *Oxford Research Encyclopedia of Education*, 1-21.
3. Mbirimi-Hungwe, V., & McCabe, R. M. (2020). Translanguaging during collaborative learning: A 'transcollab' model of teaching. *Southern African Linguistics and Applied Language Studies*, 38(3), 244-259.
4. Ortega, L. (2018). SLA in uncertain times: Disciplinary constraints, transdisciplinary hopes. *Working Papers in Educational Linguistics* 33(1), 1-30.
5. Wang, P. (2022). Relooking at the Roles of Translanguaging in English as a Foreign Language Classes for Multilingual Learners: Practices and Implications. *Frontiers in Psychology*, 13, 850649.
6. Liu, Y., & Fang, F. (2022). Translanguaging theory and practice: How stakeholders perceive translanguaging as a practical theory of language. *RELC journal*, 53(2), 391-399.
7. Yasar Yuzlu, M., & Dikilitas, K. (2022). Translanguaging in the development of EFL learners' foreign language skills in Turkish context. *Innovation in Language Learning and Teaching*, 16(2), 176-190.
8. Bonacina-Pugh, F., da Costa Cabral, I., & Huang, J. (2021). Translanguaging in education. *Language Teaching*, 54(4), 439-471.
9. Wlosowicz, T. M. (2020). The advantages and limitations of translanguaging in teaching third of additional languages at the university level. *Multidisciplinary Journal of School Education*, (17), 135-169.

10. Suwondo, A. S., Andriyanti, E., & Ashadi, A. (2023). Language Varieties and Translanguaging Among Students of High Socio-Economic Status. *Indonesian Journal of EFL and Linguistics*, 8(1), 83-98.
11. Hin, C. Y., Yu On Lam, A., & Wong Yiu Leung, A. (2022). Translanguaging in Hong Kong Deaf Signers. *Sign Language Studies*, 22(3), 430-483.
12. Gambier, Y. (2023). Audiovisual translation and multimodality: What future?. *Media and Intercultural Communication: A multidisciplinary Journal*, 1(1), 1-16.
13. Wang, D. (2019). Translanguaging in Chinese foreign language classrooms: Students and teachers' attitudes and practices. *International Journal of Bilingual Education and Bilingualism*, 22(2), 138-149.
14. Ou, W. A., Gu, M. M., & Hult, F. M. (2023). Translanguaging for intercultural communication in international higher education: Transcending English as a lingua franca. *International Journal of Multilingualism*, 20(2), 576-594.
15. Clemons, M. A., Toribio, J. A. (2021). Racializing Latinx bilinguals in K-12 language learning classrooms in the United States. *Journal of Spanish Language Teaching*, 8(2), 129-142.
16. Duran, L., & Palmer, D. (2014). Pluralist discourses of bilingualism and translanguaging talk in classrooms. *Journal of Early Childhood Literacy*, 14(3), 367-388.
17. Jong, E. J. de. (2013). "Policy Discourses and U.S. Language in Education Policies" *Peabody Journal of Education*, 88, 98-111.
18. Li, S., & Luo, W. (2017). Creating a Translanguaging Space for High School Emergent Bilinguals. *CATESOL Journal*, 29 (2), 139-162.
19. Garcia, O., Flores, N., & Chu, H. (2011). Extending bilingualism in US Secondary Education: New Variations. *International Multilingual Research Journal*, 5(1), 1-18.
20. Duran, L., & Palmer, D. (2014). Pluralist discourses of bilingualism and translanguaging talk in classrooms. *Journal of Early Childhood Literacy*, 14(3), 367-388. [18]
21. Martinez, R. A., Hikida, M., & Duran, L. (2015). Unpacking ideologies of linguistic purismL How dual language teachers make sense of every day translanguaging. *International Multilingual Research Journal*, 9(1), 26-42.
22. Ramirez, P., & Salinas, C. (2021). Reimagining Language Space with Bilingual Youth in a Social Studies Classroom. *Bilingual Research Journal*, 44(4), 409-425. [21]
23. Martin-Beltran, M. (2014). What do you want to say? How adolescents use translanguaging to expand learning opportunities. *International Multilingual Journal*, 8, 208-230.
24. Cui, Y., & Pacheco, M. B. (2023). Meaning-making and collaborative: Teacher scaffolds within a translanguaging pedagogy. *Journal of World Languages*, 9(3), 371-399.
25. Garza, A., & Langman, J. (2014). Translanguaging in a Latin@ Bilingual Community: Negotiations and Mediations in a Dual-Language Classroom. *Association of Mexican American Educators Journal*, 8, 37-49.
26. Williamson, T., & Clemons, A. (2023). Illustrating linguistic dexterity in 'English mostly' spaces: how translanguaging can support academic writing in secondary ELA classrooms. *English teaching: practice and critique*, 22(1), 79-95.
27. Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, 10(2), 221-240.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

