

Is translanguaging a good way in the the context of China

Yuxin Deng

University of Edinburgh, Scotland Edinburgh EH88FF

Abstracts: The modern world is multilingual. As the researchers, Sílvia and Maria(2018) indicate, diversity is fundamental to any language and transcends any foreign language learning situation. The increase in multilingualism has drawn the interest of language experts and instructors (Park, 2013). Language teaching should also practice the concept of multilingualism, which is translanguaging. It refers to the ability of multilingual speakers to switch between languages, treating the several languages that make up their repertory as a unified system (Canagarajah, 2011). Translanguaging pedagogy is not simply about translation but a deeper understanding and application of language by multilingual speakers. The author notes that in international high schools, students frequently study history using their home(first) language to better comprehend and convey their thoughts in English. Cenoz and Gorter (2021) explain that pedagogical translanguaging reinforces the process by which students link new and old material. Students can use prior knowledge to comprehend better and retain new information and language, which is a highly effective instructional strategy. The paper aims to evaluate the application of translanguaging pedagogy in the setting of international high schools and the problems behind it.

Keywords: Language teaching; Translanguaging pedagogy; International high schools

1.Introduction

This passage discusses the concept of translanguaging pedagogy and evaluates the application of translanguaging pedagogy in international high schools and the challenges faced in its implementation. The use of translanguaging pedagogy can enhance content knowledge literacy in history and improve students' confidence and participation. However, some potential problems with its implementation are also discussed, including students' over-reliance on their first language, limited awareness of speech engagement, and the need for high teacher competence.

2. The Definition Of Translanguaging

In broad terms, translanguaging refers to the flexible linguistic practices multilingual individuals engage in their interactions (García & Li, 2013). It is not a theory but rather an educational practice requiring collaboration between teachers and students. Cummins (1979) also contends that conceptual knowledge in the second language (English) can be strengthened by a well-developed first language because concepts can be conveyed in a variety of ways. Teachers use the student's first language to improve the efficient application of translanguaging pedagogy. Figure 1 displays the operation of a history class employing translanguaging pedagogy. It resembles the schemes suggested by Setati (2002) for mathematics education and Nakhooda and Paxton (2021) for biology education because they demonstrate effective application models. However, the author structures the model into three parts (before, during, and after the class) to help teachers use it more effectively because the previous two frameworks need to propose how teachers may develop the pedagogy at various stages. The two earlier frameworks can be used to teach science subjects. At the same time, the context of this research is a history lesson, and Mandarin is the learners' first language. In order to adapt the model to the educational background of the current Chinese curriculum reform, the authors change and develop it.

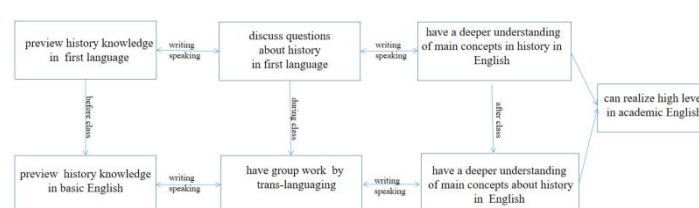


Figure 1: Using first language to enhance content knowledge literacy in history

Figure 1 depicts the teaching model for a history class following translanguaging pedagogy. This model is continuously adapted and

improved to account for the realities of teaching in international secondary schools. It consists of three main stages: before, during, and after the class. As mentioned previously, the first phase is a pre-study phase in which students can preview the course material with relevant history documentaries and materials. At this point, students can brainstorm and write down keywords for the lesson's topic, which can combine the first and second languages. Students can have a preliminary understanding of the topic of this lesson. The teacher and students collaborate to complete the transfer in the second process. During this stage, the teacher can use a variety of classroom activities, such as group work and role play. The third stage is post-lesson consolidation, in which students use both languages to consolidate their knowledge and complete written and oral assignments in English. Overall, students do not rely solely on their native language but rather use it to comprehend better and master the second language.

After implementing the translanguaging approach, the author observes that some students' confidence increased, and the classroom participation atmosphere became active. This means that the translanguaging can be beneficial for academic success.

3. Some Potential Problems

The authors have identified some issues with the classroom implementation of translanguaging pedagogy. Students sometimes interact and understand only in their first(dominant) language, not using English and relying on the teacher to explain in their first language. Not only are they not translating the language, but the students do not achieve improvement in learning the language and knowledge. For example,when students were allowed to learn about history through translanguaging pedagogy, they relied excessively on Chinese and only expressed their ideas through a few English words. Teachers even observed that students used Chinese for discussions. It is not the purpose of the translanguaging , and students do not actively use foreign language thinking in the process. The Chinese education system greatly influences teachers, even in multilingual classes. This is reflected in the fact that most classes are teacher-centred and present a teacher-active, student-passive scenario. There is limited awareness of the value of fostering students' speech engagement or enabling them the flexibility to express their thoughts. The low level of student participation in the classroom leads to a lack of oral expression skills, and the fill-in-the-blank approach does not take advantage of the translation teaching method. It does not motivate students to learn. Also, translanguaging pedagogy requires a high level of competence from teachers. Not only do teachers need to be proficient in all aspects of grammar in both languages, but they also need to have specialist knowledge of history.

4. Reflection

To develop the translanguaging pedagogy, teachers, curriculum designers, and policymakers must reposition themselves and reformulate their processes in an organic expansion rather than linear addition(Prada & Turnbull, 2018). Therefore, we could improve translanguaging pedagogy in the Chinese context on three levels.

At the macro level, in the framework of the new curriculum reform in China, the Ministry of Education encourages teachers to promote various teaching models and methodologies. At the meso level, the authors argue that schools also have the responsibility. Translanguaging must be conceived and implemented considering the school and sociolinguistic contexts (Cenoz & Gorter, 2021).Schools should equip teachers with more instructional materials and professional assistance. At the micro level, that is, at the teacher level. Teachers can take different forms and change in various ways at different stages of educational reform and that it is closely linked to personal and social factors. But the reality in China is that some schools were cast in a passive position, whereby they had to adopt the teaching approach prescribed by the policymakers .Therefore, there are various ways in which instructors might advance their professional development. To begin, teachers might adopt a variety of approaches. Teachers, for example, can use bilingual and multilingual glossaries to convey historical events in the history classroom; they can also strengthen students' multilingual skills through group projects. Pedagogical translanguaging can take several forms and varies between contexts. It strives to promote linguistic and academic growth within the context of multilingual education by activating the resources of multilingual speakers (Cenoz & Gorter, 2021). This demands significant effort from the teacher to investigate the instructional materials. Teachers also should increase their professional adaptability to new teaching approaches and become more imaginative and exploratory.

Furthermore, teachers can consolidate professional knowledge, enhance teaching skills, and investigate scientific research innovation in various ways. Moreover, to better integrate translanguaging pedagogy, teachers must improve their language ability and professional knowledge according to this situation. In addition, teachers should grant more agency to students. Rather than passively absorbing new information, students are encouraged to use their existing knowledge to construct and comprehend new information. Consequently, student autonomy is crucial.

5. Summary

In summary, translanguaging pedagogy has significant advantages and is, to some extent, appropriate to the Chinese international high school context. It improves students' confidence while increasing interaction between teachers and students and contributing to teaching and learning sustainability. This article also has some restrictions. The author has sought to place herself in the position of a teacher by combining her experiences to provide valuable suggestions. Due to the author's lack of experience teaching history-related topics, several instructional suggestions may be enhanced. Pedagogical translanguaging has to be sustainable (Cenoz & Gorter, 2021). The recommendations offered by the authors are somewhat subjective, and their applicability to various regions and types of schools should be investigated further.

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