

TESOL IN TRANSITION: EXAMINING STAKEHOLDERS' USE OF AND ATTITUDES TOWARD TRANSLANGUAGING AND MULTIMODAL PRACTICES IN EFL CONTEXTS

Yanling Cai
Fan Fang

ABSTRACT

The current landscape of English as a global language has generated disputes concerning the role of English in academic and social settings, particularly how it should be taught and learned in diverse contexts. On one hand, native speakerism has long been advocated in traditional English language teaching (ELT) settings where teachers and students follow a so-called native standard. On the other hand, classroom practice has generated opportunities for stakeholders to adopt *translanguaging* and *multimodality* to facilitate learning and maintain their identities. This study investigated teachers' usage of and attitudes toward translanguaging at two universities in Macau and the Chinese mainland. Data were collected through classroom observations of four ELT teachers and in semi-structured interviews. The results of the qualitative content analysis showed that various translanguaging strategies were used, including deepening understanding, explaining key terms, and creating classroom rapport in classroom discourse. However, although the findings were generally positive, some teachers experienced difficulty in accepting translanguaging and multimodal classroom practices. The implications of the findings are discussed, and recommendations are offered regarding the need to raise awareness among TESOL researchers and practitioners in recognizing multimodal resources for a multilingual and multimodal TESOL in the future.

Key Words: attitude, English as a medium of instruction, English language teaching, higher education, multimodality, translanguaging

INTRODUCTION

English language teaching (ELT) has experienced a transition during which fixed traditional native norms have been challenged. The English language is considered a global language because it is used to facilitate intercultural communication among speakers whose first language (L1) is not English (Rose & Galloway, 2019). In *Teaching English to Speakers of Other Languages (TESOL)*, traditional learning based on native speaker norms should be revisited to recognize the complexity of how people use language, particularly because English is used as a global language. As the number of non-native speakers of English (NNSEs) has surpassed the number of native speakers of English (NSEs) (Graddol, 2006; Seidlhofer, 2011), in reality, language use has become complex, and many intercultural communication situations may only involve non-native speakers of English (NNSEs) (Matsuda, 2012). NSEs can no longer judge the use of English in intercultural communication because multilingual speakers are able to convey messages through not only linguistic forms but also various semiotic and multimodal resources that are embedded in meaning making (Cenoz & Gorter, 2020; Fang & Liu, 2020; García & Li, 2014).

Because the current use of English is complex and diverse, it should no longer be viewed as a fixed code with both opportunities and challenges for TESOL. In general, language “is not a simple system of structures that is independent of human actions with others, of our being with others” (García & Li, 2014, p. 8). According to a view of English in which it is perceived not merely as a language per se but as including various sociocultural aspects of the learning process, the various needs and goals of ELT should be revisited. The native norm hardly satisfies people’s intercultural communication needs in situations where people with various L1s communicate with each other; instead, the pragmatic function of language should be emphasized (Baker, 2015). Because English language teachers are “actors” in classroom language discourse, their linguistic practices are worth investigating to understand their teaching beliefs and attitudes towards English. Thus, the future development of TESOL should be considered against the backdrop of globalization.

This study addressed the importance of incorporating the concepts of global Englishes (GE) and translanguaging in ELT to promote an environment of multilingual learning in today’s TESOL classrooms. The study analyzes ELT classroom discourse data collected from two universities located in Macau and the Chinese mainland, as well as data on university teachers’ and students’

practices and teachers' attitudes toward the use of translinguaging in ELT classrooms. The findings indicated that GE awareness should be developed and incorporated into classroom practice, and translinguaging should also be regarded as a natural process in promoting a multilingual and multimodal ELT environment.

LITERATURE REVIEW

Global Englishes and Translinguaging in ELT

GE is a key phenomenon in TESOL because the concept reflects the current landscape of the English language. This inclusive term includes several concepts, such as world Englishes (WE), English as a lingua franca (ELF), and English as an international language (Jenkins, 2015; Rose & Galloway, 2019). The GE framework challenges native speakerism ideology (Holliday, 2006) to recognize the complexity and diversity of English usage across borders. Some principles of GE include increasing WE and ELF exposure, respecting linguistic and cultural diversity in ELT, raising awareness of GE, ELF strategies and multilingualism in ELT, and changing the hiring practices of ELT teachers (Galloway & Rose, 2015; Rose & Galloway, 2019). When ELF is recognized under the multilingual paradigm, it is regarded as English as a multi-lingua franca (EMF) (Jenkins, 2015). The GE framework should include the diversity of language use based on a multilingual perspective. Although it could be argued that English is often the only option in intercultural communication (Seidlhofer, 2011), the use of English in intercultural communication is not always viewed from an EMF perspective, in which speakers convey meaning by using several languages as well as multimodal and semiotic resources. In such contexts, communication is achieved through negotiation of the speakers' various linguistic, cultural, multimodal, and semiotic resources as repertoires of intercultural communication.

From sociocultural and sociopolitical perspectives, GE studies focus on "peripheral issues associated with the global use of English, such as globalization, linguistic imperialism, education, language policy, and planning" (Galloway & Rose, 2015, p. 224). The GE perspective also divorces native speakerism ideology to move TESOL forward to emphasize the social issues in language learning. Hence, translinguaging pedagogy addresses the complexity of language exchange to challenge "named" languages to create an equality-based language pedagogy. Although some scholars have

included translanguaging in the GE model (Galloway, 2017; Rose & Galloway, 2019), this study adopted the perspective that translanguaging is focused on the language users' cognitive, linguistic, and multimodal resources in the process of communication. Therefore, translanguaging should be considered a practical theory of language (Li, 2018).

The term translanguaging was first used in bilingual education in Welsh schools in the mid-1990s, where teachers taught in Welsh but students responded in English (García & Li, 2014). Recently, translanguaging has been applied in language and content learning to determine how students use multimodal resources in their learning, in an attempt to move away from monolingual ideology to employ a multilingual lens (Cenoz & Gorter, 2020; Lin, 2019). García and Li (2014) argued that translanguaging “extends the repertoire of semiotic practices of individuals and transforms them into dynamic mobile resources that can adapt to global and local sociolinguistic situations” (p. 18). In particular, translanguaging blurs the boundaries between named languages and between language and other cognitive, semiotic, and multimodal resources. Moreover, translanguaging embraces linguistic creativity, and a translanguaging space could help bilinguals generate new ideas, values, identities, and practices (García & Li, 2014; Li, 2020). Translanguaging practice is also utilized as a supportive context in order to incorporate new language systems into a dynamic linguistic repertoire in a dynamic and natural process, which enables bilinguals to become capable multilingual users. The findings of previous studies on translanguaging showed both support and resistance in the attitudes of practitioners and students (Fang & Liu, 2020; Wang, 2019).

Although translanguaging has become evident in bilingual and multilingual programs for scaffolding purposes and various educational functions, including concept explanation, comprehension check, management of student behavior, and class rapport (De Los Reyes, 2019; Fang & Liu, 2020; Wang & Curdt-Christiansen, 2019), it is difficult for some teachers who have adopted monoglossic language pedagogies to accept translanguaging. Some challenges include institutional monolingual policies, students' overuse of their L1s, and the lack of language support for students (Baker & Hüttner, 2019; Fang & Liu, 2020; Lei & Hu, 2014). The adoption of translanguaging as a practical theory of language (Li, 2018) deserves attention to further determine how English could be taught by adopting the pedagogy of translanguaging (Cenoz & Gorter, 2020). Because the classroom is a complex and multimodal learning environment, it is a natural translanguaging space that allows

bilingual learners to self-regulate their use of language, depending on the context in which they are asked to perform (García & Li, 2014). Therefore, it is necessary to further understand discursive practices in the classroom through the use of multiple languages and multimodal resources.

English as a Medium of Instruction through ELT

The global dominance of English has affected higher education (HE) and led to a dramatic increase in content teaching in English (Dearden, 2014; Galloway, Kriukow, & Numajiri, 2017; Hu, 2009). A manifestation of language policy and planning, English as a medium of instruction (EMI) has helped several HE institutions to educate the English-knowledge population and enhance the English-speaking capabilities of people who have access to such programs. Because of the interconnectedness of HE worldwide, many HE institutions compete for access to advanced resources and funding, thus increasing global competitiveness and attracting international staff and students. In doing so, they gain a competitive advantage in the pursuit of higher university rankings and their claims of internationalization (Jenkins, 2014).

The popularity of English in many fields has driven the expansion of EMI in many situations. In particular, many consider that the mastery of English would help them gain a competitive edge; thus, EMI has become a popular trend in ELT today (Doiz, Lasagabaster, & Sierra, 2013; Fang, 2018; Tollefson & Tsui, 2004). In some contexts where English is regarded as a foreign language, another reason for implementing EMI at the tertiary level is that universities promote internationalization to secure their own competitive edge and to gain a prominent university ranking.

To achieve China's modernization agenda, the government has driven the expansion of English language education. In 2001, because of the growing popularity of English learning, the Ministry of Education published guidelines for improving the quality of the teaching of English to undergraduates. According to Hu and McKay (2012), the directive "required that within three years 5–10% of undergraduate courses offered by tertiary institutions be conducted in English or other foreign language" (pp. 346–347). EMI has also been implemented in the majority of HE contexts in both Hong Kong and the Macau Special Administrative Regions (SAR). Although EMI is considered an important move in ELT because it creates opportunities for students to simultaneously master language and content, the EMI literature is limited with respect to policy, and it does not often

address stakeholders' attitudes in detail. In many contexts, English is often regarded as an important channel for people to acquire advanced knowledge and access to more resources and, with the establishment of EMI programs, to demonstrate high-quality university teaching (Botha, 2014; Hu & Lei, 2014) and provide opportunities for people who want to pursue further education abroad, often in Anglophone settings (Fang & Baker, 2018; Hu & Lei, 2014).

For example, Hu et al. (2014) revealed the complexity of EMI in the Chinese context. While English proficiency was improved, the participants in their study questioned the role of English as a gatekeeper of access to further study in Anglophone settings (cf. Jenkins, 2014), and some practices still follow a native-oriented language ideology. Fang & Liu (2020) also found that both teachers and students in EMI courses advocated the need to recognize people's L1s with multimodal resources and incorporate translanguaging practices for scaffolding purposes, facilitate classroom interactions to enhance learning, and support education equality to challenge the traditional mindset regarding native ideology. Previous EMI studies on China have found that EMI should be implemented according to a critical stance to better understand its effectiveness (Hu & Lei, 2014; Fang & Liu, 2020). Another study conducted in Hong Kong revealed both planned and generative translanguaging practices by a teacher educator for various learning purposes (Yuan & Yang, 2020). One of the few studies (Yu, Wang, Jiang, & Wang, 2021) conducted in Macau advocated the significance of L1 use in EMI learning and called for the need for further investigations of learning agency and the strategic use of language. The findings from these two studies supported the need to further understand translanguaging in EMI educational contexts.

At one level, EMI programs create opportunities to gain a competitive edge and mobility in pursuing education and careers. However, EMI is a relatively new policy that should be contextualized "within multilingual contexts of language use and language ecologies in the region" (Botha, 2016, p. 46) and that needs further investigation. However, EMI is not only a *language* policy but also involves sociocultural and sociopolitical perspectives. According to Tsui and Tollefson (2004, p. 2), a policy related to a medium of instruction "determines which social and linguistic groups have access to political and economic opportunities, and which groups are disenfranchised." Hence, in addition to embracing EMI, there are other concerns related to such language policies, and the effectiveness of EMI implementation in many HE settings has been insufficiently researched. In this comparative study, the following research

questions are addressed:

1. What types of translanguaging practices are adopted in ELT classroom discourse among students and teachers in Macau and the Chinese mainland?
2. What are teachers' attitudes toward the use of translanguaging in ELT classroom discourse? What are the reasons for their attitudes?

METHODOLOGY

Contexts and Participants

The two universities in this study were located in Macau and the Chinese mainland because the first author was based in the former and the second author was based in the latter. We conducted a comparative study because both universities are located in southeastern China, and they offer EMI courses to students with the aim of internationalization. We also wanted to investigate whether translanguaging that involved diverse languages and dialects could be found in ELT classrooms. In Macau, Cantonese, English, Mandarin, and Portuguese are the main languages. The university in the Chinese mainland is also linguistically diverse; Cantonese, Teochew, English, Mandarin, and Hakka are the main languages.

Both universities are comprehensive, offering courses from undergraduate to doctoral levels. The university in Macau is a private university with 11 colleges, while the one in the Chinese mainland is a public university with 12 colleges. According to their websites, the university in Macau has approximately 14,000 students, and the one in the Chinese mainland has 15,000 students. Both universities offer EMI courses and attract many international students. Students must study the English language as a basic subject. In this study, four classes were observed: two EFL classes at the university in Macau, one EFL writing class, and one EMI class at the university in the Chinese mainland. The teachers and students were all from the Chinese mainland, and Mandarin was their lingua franca.

Four teachers (two at each university) agreed to participate in this study. A convenience sampling approach (Dörnyei, 2007) was adopted. The authors contacted the teachers, who agreed to participate in this study. The research purpose was explained clearly; moreover, the participants' anonymity was assured, and the confidentiality of their data was guaranteed before the data collection

process. Among the four teachers, three were multilingual speakers with Teochew as their L1, while all could speak Cantonese, Mandarin, and English fluently. All four taught EFL and instructed their students in basic English language skills. The students were in their second or third years of learning English at these two universities.

Data Collection

Data were collected from October 2020 to January 2021 at both universities by the two authors. First, the two authors contacted the teachers who offered English classes and asked them to participate in the study. Some courses were offered online because of COVID-19, and the schedules of some teachers conflicted. However, we recruited four teachers who were willing to participate in the study. We then conducted class observations to collect data on classroom discourse to better understand the circumstances and the reasons that the teachers and students had adopted translanguaging. Each class lasted 45 minutes, and each observation was based on a two-session 90-minute class. Because of the need to investigate multimodal and semiotic aspects, photos were taken during the class observations with permission from the teachers and students. Research notes were also taken by the researchers during the classroom observations. After each classroom observation, the authors spoke briefly with the teachers to reflect on their translanguaging practices. In the next step, a formal semi-structured interview was conducted with each of the four teachers.

The interview questions were designed to elicit data on the teachers' translanguaging practices and their attitudes toward translanguaging. The four interviews were conducted in Mandarin to enable the participants to express their ideas in a natural manner (Mann, 2011). All interviews were audio-recorded for the purpose of analysis. The researchers then translated the interviews into English for the purpose of this paper. The transcriptions were cross-checked by the authors before sending them back to the teachers to ensure the accuracy of the transcriptions. Each interview lasted approximately 30 minutes. The profiles of the participants and detailed information about the instruments are provided in Table 1.

Table 1

Basic Information about the Teacher Participants

No.	Gender	Education	Courses Taught	Years of Teaching Experience	Duration of the Observation	Duration of the Interview
T1 (Macau)	Female	PhD International Law	Listening and Speaking	13 years	540 mins	31'48"
T2 (Mainland China)	Female	MA in Applied Linguistics	College English	14 years	360 mins	28'52"
T3 (Mainland China)	Male	PhD in Applied Linguistics	Academic Writing	14 years	270 mins	29'36"
T4 (Macau)	Female	MA in TESOL	College English	6 years	180 mins	22'26"

Data Analysis

The researchers listened to the audio-recorded classroom observations and transcribed the texts to capture the translanguaging practices. The teachers' and students' usage of linguistic aspects and multimodal and semiotic aspects were identified. Similar to a previous study (Fang & Liu, 2020), the teachers were found to use PowerPoint presentations, and their lectures, including "gestures, objects, touch, tone, and blackboard-writing" (p. 5), were included in the use of translanguaging. We then categorized the translanguaging practices into different themes according to their discursive and communicative functions.

A qualitative content analysis was applied to the interview data (Schreier, 2012). We first listened to the interviews and transcribed the data verbatim before inputting it into NVivo 11 software for coding purposes. The coding process was inductive; that is, logical reasoning from the particular to the general was applied to determine the teachers' attitudes toward translanguaging (Macaro, 2005). The main attitude categories were as follows: translanguaging for class management and rapport, and translanguaging as both motivation and demotivation for English learning.

FINDINGS

The findings from the analysis of the observation data on the teachers' and students' use of translanguaging were the following. Three teachers – T1, T3, and T4 – demonstrated translanguaging in their classroom practice. T2 used only English in her teaching. The analysis of the interview data corroborated some attitudes toward translanguaging pedagogy among the teachers. The findings showed that T2 preferred to use a monolingual approach to her teaching. Although T1, T3 and T4 had a generally positive attitude toward translanguaging, they also struggled to see the benefits of a translanguaging pedagogy.

Translanguaging Practices in Classroom Discourse

Protecting students' self-esteem

The following excerpt shows the use of a shared language among the teachers and students, which was initiated by the teachers to protect their students' self-esteem. These findings were revealed in both universities.

Excerpt 1

T1: So, are you alone?

S1: [No response.]

T1: 還沒有找到組是嗎? (Have you found your group members?)

S1: [Nodded head.]

In communicating with S1, T1 realized that the student was too shy to speak English because he could not find a group to perform a class activity. In order not to embarrass the student in front of his peers by using English, the teacher decided to use Chinese to better protect his self-esteem and facilitate understanding so that he would not be further intimidated because he already had difficulty in finding a group. The reason that the teacher used Chinese to protect the student's self-esteem was that the students had been influenced by a monolingual English-only ideology in which the use of English is privileged. Hence, using the L1 was regarded as a deficit in language learning (Quirk, 1990).

Excerpt 2

T3: Do we need to include the publisher when referring to a journal article?

Students: Yes.

T3: 大家再想一下上學期學過的參考文獻格式？(Think about referencing format that you learned last semester.)

[After checking their notes]

Students: Oh, 不用寫上出版社。(So the publisher does not need to be included.)

In this excerpt, instead of saying “No” in English, regarding the fact that the publisher did not need to be included in referring to a journal article in APA style, the teacher asked the students to think again about what they had learned the previous semester through translanguaging practice. An explanation in Chinese would not demotivate the students to answer questions during classroom interaction. Through this explicit corrective feedback, the students would not feel uncomfortable in answering questions during class, and their self-esteem was protected through the teacher’s use of their shared language.

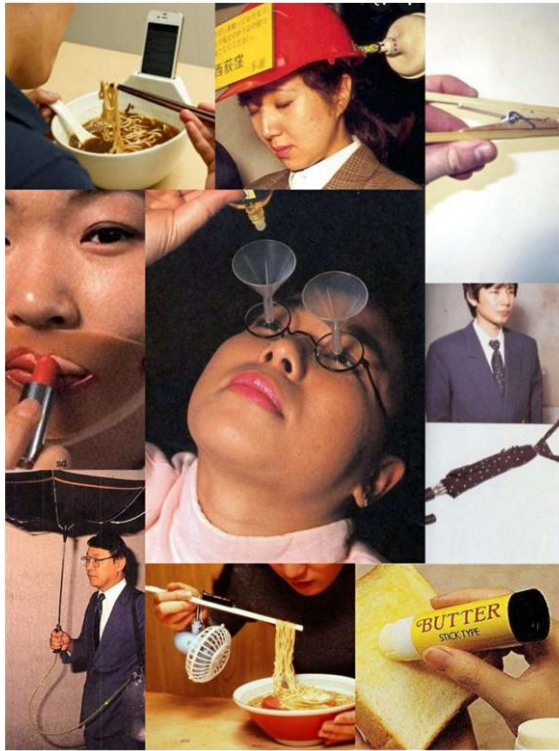
Terminology and concept explanation

The teachers also used translanguaging to explain a specific concept, not only through verbal practice but also through the use of multimodal examples, such as including images in their PowerPoint presentations.

Excerpt 3

T1: So you get to see that Chindogu refers to all the weird gadgets, which are actually not useful, not practical. 沒用的發明 (Useless inventions)

Students: Hmm



Chindōgu (珍道具) originated in Japan and is characterized by the invention of ingenious everyday gadgets that seem to be ideal solutions to particular problems, but which, in fact, cause more problems than they solve.

<https://www.younglingresearch.com/essays/uselessinventions>

Figure 1. Example of PowerPoint images used to present a multimodal example of translanguaging practices

Here, the teacher used Chinese to explain the new term, Chindogu (珍道具), as she believed that even though there was a Chinese equivalent 珍道具 in PowerPoint, this word was a novel term when it was translated into Chinese for the students. Therefore, she used Chinese in this excerpt to facilitate the students' understanding and to help them remember the term. The teacher also used multimodal communication through the PowerPoint presentation to facilitate learning.

Excerpt 4

T1: How does the teenage brain affect behavior? During the teenage years, an area of the brain called the prefrontal cortex is still developing. The prefrontal cortex, do you know what it is? In Chinese, it is called 前額皮質. This part of the brain is essential in decision-making and self-control. [...]

Students: [Nodded heads]

In this excerpt, the teacher used the Chinese equivalence of “prefrontal cortex” to explain the academic term. In this example, the teacher empowered the students by recognizing the importance of their shared language to maintain the pace of her teaching.

Excerpt 5

T4: Procrastination means that you are putting off something. When we say somebody usually procrastinates, we mean 這個人有拖延症 (This person is procrastinating.)

Students: [Nodded heads]

In excerpt 5, the teacher explained the word procrastination in Chinese because the students might not have fully understood the term. By providing the phrase “put off” and the Chinese equivalent in context, the teacher facilitated the students’ vocabulary learning through translanguaging.

Comprehension check

Another key function of translanguaging is to either check the students’ comprehension of class instructions or provide them with instructions.

Excerpt 6

T1: 有沒有問題? (Do you have any other questions?)

Students: No.

T1: So, everybody is clear? 上一頁的藍標詞呢? (What about the vocabulary on the last page in blue?)

Students: [Shaking heads]

Excerpt 7

T3: Please discuss these questions about in-text citations with your group members. I'll give you about eight minutes. You need to focus on why we do in-text citations and how to do that. 我們重點要看文內引用的重要性和目的。清楚嗎？

Students: Okay.

T3: Please go ahead and discuss this with each other.

In these two excerpts, T1 and T3, in two contexts, used translanguaging in a comprehension check. In excerpt 6, T1 asked whether the students had questions related to vocabulary learning. In excerpt 7, T3 checked to see whether the students understood his instruction. Both teachers used translanguaging in a natural manner.

Creating Class Rapport

Excerpt 8

T4: How to deal with stress or anxiety? What would you do?

S2: Sleeping. Eating. Have a dream.

T4: Sleeping? 睡飽了是嗎 (Have enough sleep, right?)

Students: [Laughing]

In this excerpt, the teacher switched to Chinese and paraphrased it in a humorous way to create class rapport by asking the students whether they had enough sleep. The teacher made a joke in Chinese to both draw the students' attention and reduce their learning anxiety.

Excerpt 9

T2: As university students, you are facing various competitions and opportunities. Anyway, you should good good study, day day up. Take a break.

Students: [Laughing]

Here, the teacher used an expression, “good good study, day day up”, which was translated directly from the Chinese expression “好好學習，天天向上”，which means “to make progress every day.” This expression is so popular that every student knew it. Using the direct English translation in this way created class rapport because this expression may be regarded as Chinglish, which is used in some informal situations (Fang, 2008). The teacher used this expression to

be closer to the students, on one hand pointing out the need to work hard because of the competitiveness in society and on the other hand to avoid putting too much pressure on the students.

Interview Findings

The findings of the interview data analysis revealed teachers' diverse attitudes toward translanguaging. Although translanguaging was believed to be a tool for class management and building rapport, the overuse of translanguaging may demotivate students to speak English in class. The four teachers who were interviewed demonstrated ambivalent attitudes toward translanguaging. On one hand, they believed that translanguaging was useful in class management and building rapport. On the other hand, the teachers expressed the concern that the use of translanguaging could demotivate the students' English learning and that the teachers' authority might be challenged if they used translanguaging too often.

Translanguaging for class management and rapport

All four teachers who participated in this study expressed that translanguaging was helpful in class management because by using only EMI, students with a lower level of language proficiency were unable to understand all the instructions. The most frequently used translanguaging practices were as follows: indicating the content of PowerPoint presentations with multimodal assistance, such as images, or using the students' L1 to emphasize the teachers' instructions. For example, T1 said:

Excerpt 10

Switching between Chinese and English helps establish rapport with the students, enhances the vividness of classroom teaching, sets an environment favorable for students to learn, and gets the students more actively involved. (T1)

In this excerpt, T1 recognized the need for translanguaging in ELT classroom discourse. According to T1, the use of translanguaging facilitated a closer and more open relationship between the teacher and the students and created solidarity between them (Fang & Liu, 2020; Wang & Curdt-Christiansen, 2019). Some other teachers also expressed that using translanguaging could help build class rapport.

Excerpt 11

I sometimes used translanguaging on purpose by sharing my personal story or telling a joke, especially when the students felt sleepy. This is a good teaching strategy to capture students' attention. (T3)

Excerpt 12

In most cases, I will do the translanguaging on purpose by showing images or using various intonations to capture my students' attention. Sometimes I also use Chinese unconsciously because it is a natural process of language use. (T2)

In these excerpts, the two teachers also indicated the use of planned translanguaging either to scaffold or to capture the students' attention. For example, it was difficult to share a personal anecdote or a joke only using English, so T3 switched to the shared L1. T2 believed that translanguaging was a natural process of language use. T2 would also practice translanguaging for class management purposes. In addition, T2 underwent an attitudinal shift after being exposed to studies on translanguaging.

Excerpt 13

Before knowing about this concept, I tried not to use Chinese during my class lectures although I still included multimodal resources. I felt guilty in switching to Chinese during class. Although we do not have an English-only policy in Macau, EMI is one of the important features of English learning here. Now I seem to be more open-minded, although I would not explicitly state that students should use translanguaging during class. However, I would provide the Chinese translations on my PowerPoint when explaining some terms or difficult words. It's also more natural for me to use multiple languages as resources during a class lecture, and I see that students are using their linguistic resources to facilitate learning, too (T2).

In this excerpt, T2 stated that she felt "less guilty" when she used translanguaging during class. She mentioned that she had been very reluctant to use translanguaging pedagogy, but she now tried to incorporate multimodalities and multilingualism during class instruction. In terms of class policy, she would not make explicit the

use of translanguaging, but her class seemed to flow better because her students also incorporated translanguaging strategies for learning purposes. T2 also followed up by stating, "After reading more on GE and ELF, I tell my students that you do not need to feel inferior because of your accent because it is also one of your cultural identities, especially if it is intelligible by your interlocutors." T2 was the only teacher who had undergone an attitudinal shift, as the other three teachers were neutral to positive in their attitudes toward the use of translanguaging. Among the reasons that her attitude toward translanguaging became positive was her exposure to GE and ELF.

Translanguaging as both Motivation and Demotivation of English Learning

Although they noted various benefits of translanguaging, the teachers also expressed some concerns about using translanguaging in their classroom teaching practices. For instance, T4 shared the following belief about the use of translanguaging:

Excerpt 14

I believe that an English-only environment would improve the students' English proficiency, particularly by motivating students to maximize their potential. (T4)

As an advocate of using English only in teaching, T2 also discussed some contradictory student attitudes: "I asked students before whether they expect me to use English only, and they would prefer me to use English." She considers the use of only English by teachers as a means of motivating students to be engaged in their learning, even though some might sometimes switch to their L1s. T2 also believed that teachers could include some multimodal and semiotic resources in their PowerPoint presentations to facilitate learning.

Excerpt 15

I think teachers, while using English during class, could provide some multimodal resources in their PowerPoint presentations. Some of my students really lost their motivation because they studied with a teacher who adopted translanguaging quite a lot last semester. Because I use English only, they find it very difficult to adapt to my class, and gradually they lose motivation because they feel that it is not necessary to design such difficult courses

for them (T2).

In this excerpt, the teacher struggled with the issue of whether the use of translanguaging would motivate or demotivate the students' language learning. As expressed in excerpt 14, T2 believed that the use of English only would motivate students, while in excerpt 15, she also said that the use of English only had demotivated her students' language learning. Although adhering to English only in classroom instruction, she saw the need to sometimes adhere to a translanguaging pedagogy, such as including multimodal resources in her PowerPoint presentations to facilitate learning. The same dilemma was expressed by T1, a teacher in Macau of students with low English proficiency.

Excerpt 16

I encourage my students to use English during class. Having a choice decreases students' anxiety and nervousness in classroom learning, and it saves students' face when a question is raised when they do not have an answer in English. However, the more I use Chinese, the less that students will try. I actually do not use Chinese very often because I worry that the overuse of Chinese will demotivate students to listen attentively or even to stop listening to English at all, gradually becoming lazy because they expect that you will switch to Chinese afterwards. (T1)

Although T1 applied various translanguaging strategies, she expressed the concern that she was not certain that translanguaging practices should be allowed because their overuse could demotivate students to learn English.

DISCUSSION AND IMPLICATIONS

The findings of this study indicated the complexity of using translanguaging in ELT classrooms. The analysis of data collected in class observations and interviews with teachers showed that while GE played an implicit role, the teachers adopted translanguaging practices to facilitate learning and classroom management. The findings showed that multimodal and semiotic resources played a pivotal role in facilitating learning, which should be further researched and understood in TESOL. Previous studies have noted the importance of expanding teachers' usage of multimodal and

semiotic resources in their own teaching contexts in facilitating language and content learning (Fang & Liu, 2020; Liu et al., 2020). However, translanguaging was not considered a panacea in classroom teaching because the teachers also noted that the overuse of translanguaging might hinder students' language learning (Fang & Liu, 2020). Although this concern may reflect the native and English-only ideology in TESOL established by EMI policy (Deroo & Ponzio, 2019; Holliday, 2006), it is necessary to further understand translanguaging practices in ELT classroom discourse.

Regarding the study's first research question, the findings showed that multimodality and semiotic resources played a key role in ELT classroom discourse. The teachers in both Macau and the Chinese mainland consciously or unconsciously adopted similar translanguaging practices, including protecting students' self-esteem, terminology and concept explanation, comprehension check, and creating class rapport. Similarly, in both contexts, the teachers used a variety of translanguaging strategies, including shared language strategies and multimodalities such as images in their PowerPoint presentations. The various translanguaging strategies adopted in the ELT classroom discourse indicated that the key function of translanguaging pedagogy is related to the prior linguistic resources and knowledge of multilingual speakers, which could be utilized in linguistic and multimodal innovation (Cenoz, 2019; Cenoz & Gorter, 2020; Li, 2020; Yuan & Yang, 2020). However, the English language is still assumed to be the predominant medium of instruction although the four teachers in the present study showed resistance to the unwritten EMI policy. The observation findings showed that T2 had seldom used translanguaging in her classroom instruction, even though she realized that her students would lose motivation.

The results were also similar to the findings of Fang and Liu (2020). Translanguaging practices had various functions although classroom management and classroom rapport were the most frequently observed in the present study compared with Fang and Liu's (2020) study. As the students' level of English language proficiency in the EFL classes ranged between intermediate and higher intermediate, the teachers in this study adopted multimodal and semiotic strategies to facilitate learning for various purposes. However, as English was predominantly used as the medium of instruction in both Macau and the Chinese mainland (Fang, 2018), even though certain dialects (e.g., Teochew and Cantonese) played a key function in daily communication. Furthermore, because the lingua franca of all teachers and students in this study was Mandarin, the findings did not indicate that other languages and dialects were

adopted by the teachers and their students. To a large extent, the symbolic power of language was observed through the choice of language, such as discourse shifts and class translanguaging interactions (Kramsch, 2021).

Regarding the second research question, the findings showed positive, albeit mixed, attitudes toward the adoption of translanguaging in ELT classroom discourse. The positive aspect of translanguaging, as observed in the classrooms and expressed during the interviews, led to the use of shared linguistic and cultural resources to facilitate class solidarity. Interestingly, the findings showed that the teacher participants struggled to recognize the need to use translanguaging strategies and to understand the function of translanguaging pedagogy. On one hand, the functions of translanguaging have been recognized, and teachers have used translanguaging to varying extents (Fang & Liu, 2020; Liu et al., 2020; Wang & Curdt-Christiansen, 2019). On the other hand, it might be misunderstood that using translanguaging indicates a lack of English proficiency, but that attitude confirmed the “conflicts between the monolingual ideology in traditional TESOL discourses and the recent translanguaging pedagogical principles” (Liu, Lo & Lin, 2020, p. 1). This concern indicates that GE awareness and multilingual perspectives are currently not well recognized in mainstream TESOL and that a monolingual English-only ideology is still advocated by some stakeholders. The findings showed that the teachers’ prior linguistic resources and knowledge may have affected their translanguaging practices as well as their attitudes toward translanguaging. For instance, before taking part in this study, T2, who had not been exposed to translanguaging and who insisted on a monolingual ideology during her teaching, advocated the importance of using only English in her classroom instruction. She still believed that using English only would improve students’ English proficiency. However, she acknowledged the importance of incorporating multimodal resources in her class. The issue regarding how teachers’ prior linguistic resources and knowledge affect their translanguaging practices should be examined in future research.

The mixed attitudes toward the adoption of translanguaging found in the present study indicate the need to further investigate EMI in education. Furthermore, additional research on the effectiveness of translanguaging is needed because the teacher participants in the present study expressed that the adoption of translanguaging might lead to both motivation and demotivation of the students’ language learning. This finding aligns with Wang (2019), according to whom teachers should consider the students’ motivation for language

learning. Regardless of language use or multimodal/semiotic support, the desired outcomes of language learning cannot be achieved if students lack the motivation to learn the language they are being taught.

The findings of this study have implications for stakeholders to increase the awareness of GE and translanguaging as multimodal and semiotic resources in TESOL. First, the notions of GE and translanguaging should be better understood to challenge the monolingual language ideology in TESOL. The phrase TESOL in transition means that traditional teaching ideologies and methods related to native speakerism (Holliday, 2006; Houghton & Bouchard, 2020) should be challenged. If translanguaging were viewed as a component of GE (Galloway, 2017), it would challenge the unrealistic fixed native norm of language learning and use. The “E” in EMI should be further understood because classroom discourse follows the native English ideology in various settings where language contact is complex (Baker & Hüttner, 2019; Fang, 2018; Hu & Lei, 2014). A decolonizing TESOL should also embrace multilingualism and critical applied linguistics in order “to transform our understandings of language in the world” (Pennycook & Makoni, 2020, p. 137), and thus challenge the native speakerism ideology and the hegemonic power of English through fixed EMI education (Holliday, 2006; Kumaravadivelu, 2016). Using translanguaging to challenge the “named languages” in TESOL is an important way of promoting linguistic equality. From this perspective, the predominance of English-only monolingual ideology in traditional EMI policy should also be readdressed to recognize stakeholders’ linguistic, cultural, and multimodal resources through education (Liu et al., 2020; Yu et al., 2020).

Second, further research is needed on teacher–researcher collaboration in planned translanguaging practices for classroom learning (Liu et al., 2020; Tian & Shepard-Carey, 2020). Some teachers perceive neutral attitudes toward translanguaging, and they want to know if their students welcome this practice. Tian and Shepard-Carey (2020) advocated “building a TESOL field that wholly embraces and builds upon the dynamic cultural and linguistic repertoires of our students across contexts” (p. 1141). Planned translanguaging practices through teacher–researcher–student collaborations should be conducted to address concerns that translanguaging leads to a lack of linguistic proficiency, such as whether translanguaging practices should be made explicit to students (Liu et al., 2020) to further manage the effectiveness of translanguaging practices. Contrasting beliefs regarding the adoption

of a translanguaging pedagogy should also be further researched, such as whether the use of translanguaging would demotivate students' learning and the use of translanguaging to motivate students and maximize their learning potential in EMI courses. Moreover, regarding translanguaging pedagogy, teachers and researchers should collaborate in reexamining the future development of a decolonized TESOL, particularly in the Global South (Pennycook & Makoni, 2020). Because of similarities in the nature of ELT, some findings from our study of HE contexts in Macau and the Chinese mainland might have implications for TESOL in similar contexts.

Third, from a GE and translanguaging perspective, TESOL should be contextually understood to further examine the challenges regarding the adoption of translanguaging pedagogy. In addition to teacher–researcher collaboration, policymakers and teacher-researchers should collaborate in breaking from the traditional monolingual ideology in English medium education. We advocate that GE and translanguaging should be better understood from the relationship between language and geopolitical and sociocultural perspectives (Fang, 2018; Fang & Widodo, 2019; Pennycook, 2017). For instance, it would be worth researching the circumstances in which and by whom GE and translanguaging could be adopted to facilitate learning. GE and translanguaging should be researched from a language policy perspective (Fang & Widodo, 2019; Jenkins, 2014; Menken & Sánchez, 2019) to determine stakeholders' struggles from both top-down and bottom-up approaches to ensure that more voices and viewpoints are heard to ensure context-oriented EMI policy and practice, which would eliminate both inconsistency and the unplanned use of translanguaging in language education.

CONCLUSION

This study explored translanguaging pedagogy in EFL classroom discourse at two universities, one of which was in Macau and the other in the Chinese mainland. The findings indicated the complexity of translanguaging pedagogy and that a certain level of multimodal and semiotic resources play key roles in classroom discourse. The GE perspective was also reflected because the teachers that participated in this study adopted various translanguaging strategies for different functions. Although translanguaging was adopted in ELT courses for classroom teaching purposes, the teachers experienced struggles and dilemmas because the adoption of translanguaging pedagogy could

be regarded as a strategy and not considered from the perspective of challenging linguistic inequality and discrimination. From another perspective, native ideology still played a primary role, while English was used predominantly as a de facto language of instruction. Mandarin was used to facilitate classroom instruction and management, but other languages and dialects were marginalized or even erased from classroom settings.

Caution should be used in generalizing the findings from this small-scale study. However, our findings on the role of translanguaging pedagogy could be applied to similar settings (Lincoln & Guba, 1985). Based on our findings in the present study, we call for further research on teacher–researcher collaborations to determine the effectiveness of translanguaging pedagogy and compare it with EMI pedagogy. It is necessary to explore the possibility of including multimodal and semiotic resources in TESOL to reform native-oriented language policies and demystify native norms. If curricula emphasized GE and translanguaging in ELT designs, the focus of TESOL pedagogy would naturally shift from native ideology. Thus, the epistemology of language could be readdressed to decolonize TESOL by incorporating multimodal and semiotic resources with multilingualism, thus replacing the norm of monolingualism (Pennycook & Makoni, 2020; Rose & Galloway, 2019).

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CORRESPONDENCE

Yanling Cai, University International College, Macau University of Science and Technology, Macau S.A.R., China
Email address: ylcai@must.edu.mo

Fan Fang, College of Liberal Arts, Shantou University, Shantou, China
Email address: ffang@stu.edu.cn

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