

# Translanguaging in Chinese as a Second Language writing Classroom

Dr. Karen Cheung Ching Ching

Corresponding author: Cheung K.C.C.

E-mail: [junecheung@hkbu.edu.hk](mailto:junecheung@hkbu.edu.hk)

Early Childhood and Elementary Education, Hong Kong Baptist University.

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**Abstract:** Translanguaging as a new way of understanding language and communication, it has value at all levels of multilingual education, particularly for minority students. However, it has been insufficiently studied in Chinese as a second language context, where translanguaging is practiced to facilitate knowledge co-constructing by the Chinese teacher and culturally diversity students. This qualitative study draws on a theoretical framework of translanguaging and seeks to shed light on the question of the problems of culturally diversity students learning Chinese with translanguaging in writing classroom. This study focuses on 5 students who were part of an ethnographic study, which includes groups interview, individual interviews, as well as audio-recordings of classroom discussions that were transcribed and analysed using thematic analysis. The finding provides implications for CSL teachers leading spontaneous translanguaging to develop student's writing skills in the multilingual classroom. Both the pedagogical and theoretical implications for teaching Chinese using translanguaging are discussed..

**Keywords:** Translanguaging, scaffolding, Chinese as a second language, cultural diversity

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## 1. INTRODUCTION

Over the years, the rapid growth in population of culturally diversity students caught many schools unprepared to provide a well-structured multilingual or Chinese as a second language (CSL) curriculum to help these students prepare for mainstream Chinese schooling, and it has hindered their integration into Hong Kong society. Hence, research that focuses on policy and curriculum development to teach Chinese to culturally diversity students has become popular in recent years and developing an appropriate curriculum and effective teaching strategies for culturally diversity students is a pressing issue for education in Hong Kong.

Recently, the notion of translanguaging has appeared with growing frequency in research on the education of linguistic minority students. Numerous studies have acknowledged that language users, especially English as a second language (L2) speakers and learners, use all available linguistic resources freely and flexibly to transition and shuttle between, among, and beyond languages through multiple semiotic modes, codes, genres, and other (non)linguistic resources for advertent or sometimes inadvertent (non)academic engagement and communication in formal and informal settings (Dovchin, 2020; Nazari & Karimpour, 2023). However, the challenging task of establishing meaningful

translanguaging in multilingual classrooms necessitates negotiation between different stakeholders. Such negotiation requires investigation of the contexts and ways in which translanguaging may be implemented as a suitable teaching strategy. The aim of the current study was to elicit practical and pedagogical issues of translanguaging in Hong Kong secondary school. Since writing involves a complicated process of generating ideas and transferring them into written symbols, it is an essential and foundational skill for all language learners. Therefore, to contribute to the scope of research on CSL composition writing, this study aims to: (1) analyse the problems of CSL students learning Chinese with translanguaging in writing classroom, (2) explore the role translanguaging plays in students writing development in the CSL writing classroom.

## 2. Literature Review

### 2.1 Translanguaging in multilingual classrooms

In multilingual pedagogy, the students' L1 is the greatest asset any human being brings to the task of

L2 learning (García & Otheguy, 2019); the use of L1 is “instrument[al] to the emotional and academic well-being’ of the students” (Swain 1986, p.101). It has become a theoretical grounding for translanguaging as a multilingual pedagogy. A translanguaging pedagogy views multilingual learners’ language as complete at every stage of their learning and focuses on “building the agency of the learner to language in order to act and mean” (García & Otheguy, 2019, p.12).

Multilingual learners are encouraged to use all available linguistic resources and repertoires in their conversation with peers depending on the events and topics and depending on with whom they are communicating (Poza, 2018). As Garcia (2019) argued, language classrooms in the 21<sup>st</sup> century are moving from monolingualism towards translanguaging and are encouraging flexible concurrent language use rather than continuing to keep students’ linguistic knowledge separate or treating prior languages as non-existent or purely negative influences. García and Li (2014) explain that pedagogical translanguaging can help teachers accomplish seven goals in their classrooms:

- (1) To differentiate and adapt instruction to meet the needs of diverse students in the classroom (such as through translation)
- (2) To build background knowledge so that students can derive meaning from the lesson content (such as through collaborative dialogue, collaborative grouping, reading multilingual texts, and multilingual listening/visual resources)
- (3) To deepen understanding, extend knowledge, and develop critical thinking and socio-political engagement (such as through multilingual writing and inner speech)
- (4) To enable cross-linguistic transfer and metalinguistic awareness to help students fulfil their communicative needs (such as through word walls, sentence starters, multilingual vocabulary inquiry, and comparison of multilingual texts)
- (5) To build cross-linguistic flexibility so that students can use language practices competently (such as through alternating languages and media and translanguaging in writing and speaking)
- (6) To engage students through identity investment and positionality (such as through multilingual writing)
- (7) To interrogate linguistic inequality and disrupt existing linguistic hierarchies and social structures (such as through project learning, thematic units, and research) (p. 120–121).

As Garcia (2019) indicates, translanguaging has precisely emerged to disrupt the idea of bilingualism as simply being the addition of two codes giving space to the dynamic practises of multilingual people worldwide that had been previously overlooked in scholarship.

For the purpose of this research, I drew on the conceptualizations of translanguaging as pedagogical strategies in a CSL classroom.

## 2.2 Translanguaging practises in writing classroom

Translanguaging pedagogy is aligned with a holistic vision of the writing process because of its focus on the learner’s agency within his or her contexts (García & Sylvan, 2011). Translanguaging practises in writing have been used to support and scaffold learning, expand understanding, enhance knowledge, problem solve, and develop metalinguistic awareness (García & Kano, 2014). García & Li (2014) assert that “translanguaging is the web that supports the students’ literacy development” (pp. 86).

As Velasco and García (2014) point out, writing is a highly complex and demanding task. The writer must negotiate the rules and mechanics of writing while maintaining a focus on factors such as organisation, form, features, purposes, and goals in addition to audience needs and perspectives. Self-regulation of the writing process is critical (Velasco & García, 2014). The writer must be goal-oriented, resourceful, and reflective. Skilled writers are able to use powerful strategies to support them in accomplishing specific writing goals. Undoubtedly, learners make deliberate efforts to set strategies in motion by having goals in mind as to what they want to achieve and the way in which to achieve it. Translanguaging can be considered a strategy to achieve a goal. Translanguaging is, in itself, a process that draws from all of the semiotic tools at hand. Such activities, known as self-regulation, encompass self-efficacy mechanisms that enable personal agency (Velasco & García, 2014). Nevertheless, self-regulation has not been analysed in great depth in the acquisition and development of students’ language and learning, especially in their writing or in the CSL writing classroom.

In this study, translanguaging can be considered as a strategy to achieve a goal, because it is, in itself, a process that draws from all of the semiotic tools at hand. Such activities, known as self-regulation, encompass self-efficacy mechanisms that enable personal agency (Velasco & García, 2014). Nevertheless, self-regulation has not been analysed in great depth in the acquisition and development of students’ language and learning, especially in their writing or in the CSL writing classroom. In order to fill this gap, this study will examine the patterns of translanguaging practices in CSL writing classrooms and its role on culturally diversity students’ writing competency. It will also analyse the role of translanguaging in facilitating learners’ transition from semantic to syntactic modes of cognitive processing as well as negotiating and producing comprehensible output which had not been investigated in the context of CSL writing classroom of Hong Kong.

## 2.3 Translanguaging Pedagogies: ‘Spontaneous Translanguaging’ and ‘Planned Translanguaging’

Recently researchers working on developing

translanguaging pedagogies to scaffold bi-/multilingual development in bi-/multilingual education have started to differentiate between ‘spontaneous translanguaging’ pedagogies and ‘planned translanguaging’ pedagogies (Cenoz, forthcoming). Spontaneous translanguaging pedagogies take place without planning or design as the bi-/multilingual teacher spontaneously translanguages (or allows students to spontaneously translanguate or both) to scaffold students’ learning in the ongoing dynamic interaction. This is the more familiar type of translanguaging pedagogy analysed in the research literature (Creese & Blackledge, 2010; Lin & Lo, 2016; Lin & Wu, 2015). On the other hand, planned or design translanguaging takes systematic planning on the part of the teacher (and curriculum designers) and requires an intimate knowledge of the students’ multilingual linguistic resources. According to Lin (2020), translanguaging pedagogies need to be carefully designed and adapted to suit the different needs and demands of diverse educational settings and contexts. In that sense, there is no one translanguaging pedagogy that can be taken as universally applicable; this is true with any other pedagogy. However, the principles and spirit of translanguaging pedagogies can provide useful ideas for teachers and curriculum planners to adapt or innovate these pedagogies for their own unique contexts.

### 3. Methodology

#### 3.1 Research Questions

This research examines the function of scaffoldings of translanguaging as an emerging pedagogy for NCS students in CSL classrooms. Specifically, we will mainly answer the following two questions:

1. What are the problems of CSL students learning Chinese in multilingual writing classroom?
2. What is the role of translanguaging plays in transferring language from oral to written form?

Table 1: Participants’ background information

Student	Gender	Age	Ethnicity/ Nationality	Home Language	Usual Language
A	F	16	Indian	Indonesian	English
B	F	16	Pakistani	Urdu	English
H	F	16	Indian	English	English
I	M	17	Pakistani	Urdu	English
S	M	19	Pakistani	Urdu	English
K	M	16	Pakistani	Urdu	English
O	F	16	Indian	English	English
H	M	17	Pakistani	Urdu	English
N	M	16	Nepal	English	English
D	M	16	Filipino	English	English
C	F	16	Filipino	English	English
U	M	16	Filipino	Cantonese	English
C	M	16	Indian	English	English

### 3.2 Research Design

The dataset in this study was derived from three sources: interviews record, students’ group discussion and collaborative writing tasks. This ethnographic research included observation of the classroom interactions. Rather than one-shot classroom video/audiotaping studies, the ethnographic data collection was carried out from a focus group in the classroom for three years. One of the authors for this report was also the teacher in the class under study.

To develop a holistic approach to examining the L2 classroom language use, the study collected descriptive data through classroom observations of language use patterns and explanatory data through semi-structured interviews after each writing lesson, which had been recorded. Following the methodological principles of ethnographic research, the study used a qualitative-interpretative methodology. Triangulation of data analyses was employed to gain a comprehensive view of the NCS students’ oral behaviours, verified themes and patterns, and cross-validated regularities in the data.

#### 3.3. Participants

Participants included one teacher and 13 NCS students who studied in the secondary school. The NCS students who participated in this research were largely Pakistanis, Nepalese, Indians, and Filipinos whose dominant language in ~~sto~~ was English. Historically, English has been an important lingua franca and a distinguishing feature of Hong Kong NCS groups, and many NCS students in Hong Kong are more comfortable speaking in English. This preference and the status of English as the *lingua franca* have supported the presumption within schools that most of the NCS students are adept English speakers. As one of the researchers in this study was the teacher of the class, close collaboration between the class teacher and the researchers was ensured.

### 3.4. Data collection

Throughout the three years of the research, student's interaction had been observed in order to investigate NCS students' classroom language patterns and, after the observation, the researcher conducted semi-structured interviews with the focus group to obtain further information about their reasoning and perceptions of the language practices in the CSL classroom. In addition to group interviews, the researcher invited three students with high, intermediate, and low levels of proficiency to participate in individual interviews. Through these interviews, my goal was to determine why the need for translanguaging emerges in the classroom. This provided a deeper understanding of their learning process while moving from the interactive session to the writing session.

A total of four semi-structured interviews were carried out. The interviewer and interviewees are free in semi-structured interviews to deviate from the questions and engage in topics that are raised in the course of the interaction. The semi-structured interviews were scheduled in advance with the focus group before collecting classroom interaction data. The interviews used a pre-prepared interview schedule which aimed to (1) elicit factual information related to the students' language use and (2) gain information about the student' beliefs and attitudes, such as the students' understanding of the rationale of implementing translanguaging, their perception of the pedagogy and their attitudes towards using multiple languages in the classrooms, which encourages a more open response.

### 3.5 Data analysis

All video-audio recordings were first transcribed and then carefully selected as the excerpts for further analysis according to participants' discourse with translanguaging. Those participants give comment on the writing related discussion that were represented in the writing classes after each writing lesson. Furthermore, all participants had completed three phenomenological interviews, in order to gain insight into the students' opinion about translanguaging as well as their language choices in prior educational settings before entering the CSL writing class.

## 4. Results

### 4.1 Finding related to the first research question

The first research question addresses the issue of the problems of CSL students learning Chinese in multilingual classroom. To enrich and triangulate the data, the students' perceptions of the problems they faced in the CSL classrooms were elicited. The data in this section were obtained from two sources: interviews and field notes. According to the students' comments in the

interviews, despite their positive attitudes toward translanguaging practice, the data identified certain problems of using different languages in the CSL classroom, which are listed below.

#### *Negative transfer*

Firstly, the bilingual practice in the conversations was caused negative transfer, as the following student's perspective shows:

I think the biggest disadvantages is our grammar practice is not improved since the grammar between English and Chinese is different, sometimes the English will cause grammatical mistakes in Chinese writing (data#4A).

#### *Character Learning*

According to the interview, CSL students felt that using different languages in the multilingual classroom did not facilitate opportunities to learn characters:

To me, it will be better to learn the character in Chinese, because it will be easier for me to remember the meaning of that character, and if I know the Chinese meaning well it will be helpful to my reading ability of Chinese, however if I learn (characters) in English I will easily forget the Chinese character (data#4A).

It is hard for us to remember the Chinese word in English, because it is two different kinds of language. For example, there are some words you don't know how to speak in Chinese, but because you can speak in English you don't have to know how to write them, then you still don't know how to write them down in Chinese (data#4A).

If we only rely on our English, then it would be hard for us to remember the Chinese as if we talk in English only, and it will be hard for us to remember the exact meaning of those Chinese word (data#4A).

Further, the students' commented that, those who relied on code-switching in the classroom faced certain problems in writing. Nevertheless, they insisted that it is beneficial in learning the vocabulary and speaking fluently:

I think code-switching would be helpful for Chinese speaking, but for the reading and writing, code-switching may cause you more problem, because if I use too much English, then I just resort to English structure rather than Chinese, it would make problem (data#16E).

Overall, the data above revealed the student participants' perceptions of their experience using different languages in the CSL classroom. Although some of their perceptions were positive, there were some problems in the learning process and results by a variety of reasons and the different languages used in the classroom in the teaching and learning are somewhat

problematic. This kind of issues are discussed in the following section.

### **Problems CSL students faced in writing Chinese**

According to the students' comments in the interviews, although they had studied Chinese for some years, all of them still encountered difficulties when writing in Chinese. Many factors contributed to their inability to write well, such as lack of adequate vocabulary, poor knowledge of grammar, negative first or other language transfer, and so on. To explore translanguaging's varied functions in their learning, the interviews had investigated the problems students face in writing Chinese.

### ***Differences between spoken and written languages***

One of the greatest problems the students raised in the interview regarding the problem they faced is that they did not know the way to transfer the spoken language into written language. This was expressed as follows:

Mostly, the difficulty of writing Chinese is that, Cantonese has difference form in spoken language and written language that confused us, as we don't know the character and words (data#12B).

Besides, it was found that both of them were feel confused by the difference between spoken language and written language: 'Yeah, as the 書面語 and 口語 is different' (data#13B).

These opinions demonstrated that the students had difficulty discerning the differences in characters and words between the spoken and written language, as Chinese has many homonyms. In addition to the problems that pronunciation caused, they also faced difficulties transferring the spoken language into written language. This is exemplified in the following interview excerpts:

When we are talking, we can say anything we want to say, but when it is necessary to write it down, it's hard for us to transfer the spoken form into the written form. Sometimes I know how to say it, but I don't know how to write it in Chinese (data#4A).

With respect to these views, it was found that the students had difficulty transferring the spoken language into written language because of the differences between speaking and writing. A further example demonstrates this point in more detail:

### ***Grammatical mistakes***

According to the students' responses and their writing drafts one of their greatest problems was grammatical mistakes because of the different grammar constraints between English and Chinese. Hence, it is difficult for the students to discern the sentence patterns in the two languages. Firstly, the grammar practice in the target

language in group discussions was considered limited, as Chinese and English grammatical construction differs. The following comments show this point:

I think the disadvantage of using code-switching is our grammar practice.

Sometime[s] the English, I used to lead to some grammatical mistakes in Chinese writing (data#4A).

I think if we spoke solely in Chinese, it would be more helpful to our grammar learning (data#4A).

Secondly, there are different grammar constraints between the spoken and written language. Consider these students' perspectives:

Teacher: When you are sharing your ideas in Cantonese, it always tends to be spoken language. But when you try to integrate it into the written language, is there a large difference between these two forms of the same language?

Student A: It is very different, [and] that's why we basically have to make two different sets of sentences with the same meaning, with respect to written language and spoken language[s] (data 13#B).

Chinese grammar exhibits many different characteristics from English. The way students solve the grammatical problems in written Chinese with different translanguaging strategies is shown, including peer scaffolding and Google Translator. Consider student C's opinion:

Teacher: Did all of you do the mind map before your formal writing?

Student C: Yes, and after we have the mind map, we will combine [it] according to Chinese grammar including subject, verb, and object. Chinese and English have different rules of grammar, and we were just facilitated by Google. That's how we achieve perfect writing.

Teacher: Oh, it is interesting that you try to improve your writing and solve the problems of grammatical mistakes by google  
Can you explain how you do it?

Student C: Usually, we use Google Translator—that is such a helpful tool to learn Chinese and English. Mostly, I just use my own knowledge to help my classmates to achieve perfect writing, as my Chinese grammar is better than my classmates'.

Teacher: Thanks for your insightful points, so do you think Google Translator is an useful tool for helping your classmates?

Student C: Well, in my opinion, it is not the best option available; to me, the best tool is the textbook given to us

since that provides the Chinese phrase and Chinese grammar alongside the English translation (data#4A).

The data above show the way the students used different strategies to solve grammatical mistakes in written Chinese at the lexical levels, on the one hand, and at the syntactic levels on the other hand. With reference to the data from the interviews and classroom observations, it is obvious that, to a certain extent, the students were able to solve their writing problems, including those with Chinese homonyms, and the difference between the spoken and written languages effectively with the help of translanguaging.

#### 4.2 Finding related to the second research question

The second research question aimed to explore the role of translanguaging plays in students writing development in the CSL writing classroom.

This study finds that the students benefited from translanguaging practice as they participated in spontaneous translanguaging and the construction of knowledge in the CSL writing classroom. Refer to the interview, spontaneous translanguaging served to provide the students with multiple repertoires by integrating their oral resources into written language as an unified system in different elements of the writing task. Because of the translanguaging space they created in the writing classroom, the students were able not only to negotiate by translating the languages from semantic to syntactic mode, but also by adding the meaning they had made by themselves to enrich their writing's content rather than rephrasing the wording in the Chinese textbook. Consequently, it is reasonable to claim that, to a certain extent, translanguaging can serve as a mediator for students' cognitive and writing development in the CSL writing classroom, and this facilitates students in integrating their inner speech with their written language.

According to the students' responses in this study, it was difficult for culturally diversity students to transform their spoken language into writing because the written and spoken languages differ in many ways. Some forms of words in writing are more similar to speech than others, while some differ significantly in Cantonese which is one of dialects of Chinese and Hong Kong is mainly a Cantonese speech community. This caused the students difficulties in transferring these two forms of vocabulary to their Chinese writing. In this sense, translanguaging can play a role as an agent to integrate spoken and written Chinese in the learning process for CSL students due to the following reasons:

Firstly, as speech is usually transient unless recorded, and speakers can correct themselves and change their utterances as they go along, speech is used typically for immediate interactions, while writers receive no

immediate feedback from their readers. Therefore, students cannot rely on the context to clarify anything with writers, so it is more necessary to explain things clearly and unambiguously in writing than in speech.

Translanguaging can address this problem, as it serves both referential functions during a student's writing process. According to the students' responses in the interviews, which are analysed in the last chapter, when students speak a target language to discuss concepts, or words with which they are not familiar, checking and confirming by translanguaging, may help them be more semantically accurate.

Secondly, spoken language tends to include many repetitions, incomplete sentences, corrections, and interruptions, while written language tends to be more complex and intricate. Longer sentences and many subordinate clauses are found that are used to emphasise and reinforce the knowledge of relevant lexical items, as well as build and expand students' lexicon. The punctuation and layout of written texts also have no spoken equivalent.

According to a student's response in an interview, it was difficult for him to transfer a term such as 'investment' to the written language without a complete explanation in the target language. An explanation on the teacher's part with translanguaging can solve this problem.

As noted earlier, one of the students' greatest problems was their confusion of Chinese homonyms during group discussion. In this issue, translanguaging can function as an agent, which is a situation in which messages are elaborated, clarified or confirmed where the message has already been transmitted in one language, but not understood, in this case, students may repeat the message in English, either because they may not transfer the meaning exactly in the target language or because it is more appropriate to practice translanguaging to show their peers that they understood the content clearly. In this way, they can avoid many typographical errors their confusion of Chinese homonyms in spoken language causes.

In addition, certain grammatical constructions are used only in writing, as are certain types of vocabulary, such as some complex medical and legal terms, while some types of vocabulary are used only or primarily in speech. These include slang and expressions, for example. This is one of the reasons that students found it difficult to transform their ideas in spoken language into writing accurately. To address this issue, translanguaging can serve as a means to modify grammar, as one of the useful functions it served in CSL students' Chinese writing process was grammar-related negotiation. According to interview data, the highly proficient students tended to modify their grammar with translanguaging, which facilitated the grammatical accuracy of their Chinese composition clearly.

## Discussion and Implication

With respect to the need for learning diversity in writing classroom, it is recommended that teacher can conduct planned translanguaging in CSL classroom; engage all students by combining the four language skills of reading, writing, listening, and speaking in each lesson. In this way, teacher can foster constructive learning by merging writing sessions with exploratory talk, which allows us to help more students with their learning mode and language competency than a traditional writing lesson. To help students merge these four skills with their multiple language resources and acquire Chinese writing skills ultimately, we can create a multi-modal teaching space with translanguaging by combining listening, writing, speaking, and reading activities in each lesson.

For example, in order to enhance students' comprehensible input of Chinese vocabulary during the reading session, I may highlight certain functional words, particular clauses, and sentence structures in given texts supported by English translation, and encourage my students to place them in their own work. The students could be shown a number of Chinese words and compare Chinese and English syntax in a selected text to read. During the reading part, I would provide certain Chinese sentence patterns with added varieties and couple that with English translation in writing classes so the students could learn with them. In essence, these strategies serve to reinforce students' comprehension and comparative understanding of Chinese and English linguistic features.

On the other hand, after the reading section, I would guide the students to do the exploratory talk; by doing this, we can facilitate students' understanding of the L2 input in a personal meaningful way by employing different speech acts. Moreover, to address difficulties that arise when students switch between spoken and written language during speaking tasks, it is necessary for students to engage in the cognitive process of shifting the semantic analysis to syntactic analysis with the help of translanguaging. In this way, they can integrate all of their unfamiliar knowledge of the target language into the familiar knowledge in the meaning-making process, but they must participate in a process of the new L2 knowledge to produce comprehensible output in L2, which plays a role in forcing a syntactic rather than a solely semantic analysis of language.

### Creating the “Translanguaging space” by culturally responsive teaching

There are multiple dimensions of translanguaging pedagogy for students. However, CSL teachers must make a conscious decision about when and how to conduct pedagogy with translanguaging. As translanguaging is something that students do almost automatically, they can benefit from being taught how and when to use it more consciously under the teacher's guidance.

Based on the findings of this study, there are several roles translanguaging can play in developing student as self-regulatory writer in CSL classroom:

(1) Deepens understanding, extends knowledge, and develops critical thinking through heuristic such as exploratory talk (Student-led) and co-thinking practice (Teacher-led) in CSL classroom by both planned and spontaneous translanguaging.

(2) Develops metalinguistic awareness by comparing their two ways of using language (e.g., Reading with comparative analysis).

(3) Builds cross-linguistic flexibility so that students can use language practices competently by alternating languages and media by planned translanguaging (e.g., watching bilingual movies, and discuss the theme with translanguaging before the writing tasks).

As Garcia claim that, supporting our students' linguistic and cultural flexibility will prepare them for success in the world (Garcia, 2009). It is suggesting that CSL teachers teaching culturally diversity students to show cultural artifacts in illustrations, as their entire linguistic repertoire and encourage their use of translanguaging in reading. For example, asking them where translanguaging occurs in the textbooks they read. How might they apply translanguaging when they are writing? On the other hand, teacher can encourage students express meaning across languages in writing after reading the text which may give them confidence. By this way, students approach writing tasks with more flexibility, knowing that they can use a broader language repertoire that is much more congruent with their lives outside school. They are more careful readers, not only do they pay attention to instances of translanguaging in books they read, but also other instances of author's and illustrator's craft, such as deliberate use of fonts or layout or cultural symbols in the illustrations, or use of metaphors and cultural references in writing. They will become more joyful learners because of the bridges we are creating between home and school.

## Conclusion

This study found that translanguaging as a learning strategy can help culturally diversity students writing Chinese effectively and develop their writing skill. However, teachers must make a conscious decision about when and how to use translanguaging in the classroom because it can only benefit the students if it is used skilfully, such as leading exploratory talk in writing lesson and helping them transfer the spoken language to written language. Hence, it is advisable for teachers in CSL writing classes to integrate planned translanguaging in their lesson plan for composition writing. With respect to the need for learning diversity in CSL writing classes, teachers are recommended to integrate the four language skills—reading, writing, listening, and speaking. In this way, they can foster constructive learning by merging writing sessions with

group discussions, which will be more beneficial than reading and writing exercises alone..

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