

Translanguaging as a Pedagogical Practice in a Chinese EFL Classroom

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Tai and Li (2020, 2021a, 2021b) combine Multimodal Conversation Analysis (MCA) and Interpretative Phenomenological Analysis (IPA) in a series of studies to look into pedagogical translanguaging practices. This study intends to contribute to translanguaging research by replicating this method in a different context, i.e., English classrooms at Chinese secondary schools. The data were collected through classroom observation and semi-structured interviews and were then analyzed by combining MCA and IPA. Representative extracts of translanguaging for instruction were presented and analyzed. It is found that the teacher achieves multiple pedagogical goals through translanguaging practices, including language point emphasis, comprehension reinforcement, and phonetic distinction. Comparisons are also made between the findings of this study and that of Tai and Li (2020, 2021a, 2021b). This paper concludes that the combination of MCA and IPA can be an effective approach to exploring the complexities of the translanguaging process. The conflict that the teacher encountered between monolingual ideology and multilingual reality is also analyzed.