

**THE ROLE OF ENGLISH IN
TRANSLANGUAGING: AN ANALYSIS OF
PAKISTANI CFL CLASSROOM**

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**The Role of English in Translanguaging: An Analysis of
Pakistani CFL Classroom**

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ABSTRACT

Title: The Role of English in Translanguaging: An Analysis of Pakistani CFL Classroom

The present study explores the role of English in Translanguaging in Chinese Foreign Language classrooms in Pakistan. CFL classroom is a typical translanguaging group, where the Chinese teachers and the Pakistani students communicate with one another in the target language-Chinese and the medium language-English by utilizing all their linguistic repertoires to achieve the pedagogical goals. This research detects the varied factors that affect Chinese teachers' and Pakistani students' attitudes toward using English in CFL classrooms. The internal factors include teachers' perceptions of L1 and L2 learning, teachers' English proficiency, worry about over-relying on English in the learning of Chinese, students' Chinese language proficiency, and the course content itself, whereas the external factor is mainly from the educational body. Regarding the types of translanguaging used in CFL classrooms, the researcher has applied the pre-described themes in data analysis including interpretative function, managerial function and interactive function. The researcher has incorporated a mixed method design in methodology; semi-structured interviews, classroom observations and questionnaires are used as the data collection tools. The qualitative data addresses the research questions from the Chinese teachers' perspective, whereas the quantitative data answers the research questions from the Pakistani students' perspective. The findings reveal that both the Chinese teachers and the Pakistani students believe that overall English plays a positive role in Pakistani CFL classrooms. However, there is certain complexity in using English as the medium of instruction in Pakistani CFL classrooms; its interpretative function is the primary one among all the three translanguaging functions, interpretative, managerial and interactive function in foreign language classrooms. The study contributes globally and the findings may be incorporated into the pedagogical schemes of CFL teaching in Pakistan.

TABLE OF CONTENTS

Chapter	Page
THESIS AND DEFENSE APPROVAL FORM	ii
AUTHOR’S DECLARATION	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
LIST OF ABBREVIATIONS.....	x
ACKNOWLEDGEMENTS.....	xi
DEDICATION	xii
1. INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Significance of the Study	3
1.4 Research Objectives	4
1.5 Research Questions	4
1.6 Write-Up Distribution	5
2. LITERATURE REVIEW.....	6
2.1 The Origin of the Term “Translanguaging”	6
2.1.1 The Emergence of Languaging	6
2.1.2 Languaging Being Part of Sociolinguistics and Psycholinguistics	7
2.1.3 Flexible Languaging in Teaching.....	8
2.2 Birth of Translanguaging Theory	8
2.2.1 Definition.....	8
2.2.2 Four fields of Translanguaging	8
2.2.3 Translanguaging Space.....	10
2.3 Translanguaging and Code Switching	10
2.3.1 Definition of translanguaging	10
2.3.2 Code Switching.....	11
2.3.3 The Difference Between Translanguaging and Code Switching	12

2.4 Translanguaging and CFL.....	12
2.4.1 The Background and the General Issues	12
2.4.2 Pakistani English Confronts Chinese English-Complexity of English in Translanguaging in Pakistan	14
2.4.3 Previous Work Done in Translanguaging in CFL Classrooms	15
2.5 How do students and Teachers Use Translanguaging	19
2.5.1 Students' Use of Translanguaging	19
2.5.2 Applying translanguaging in Writing and Reading.....	21
2.5.3 Teachers' Use of Translanguaging.....	21
2.6 The Principles, Implications, and Challenges of Translanguaging in Education	23
2.6.1 The principles	23
2.6.2 The Implications	24
2.6.3 The Challenges.....	24
3. RESEARCH METHODOLOGY	26
3.1 The Research Design	26
3.2 Research Tools – Methods of Data Collection	27
3.2.1 Semi-structured Interview	28
3.2.2 Classroom Observation	29
3.2.3 Data Collection Tool – Questionnaire.....	31
3.3 Data Analysis Tool - Thematic Analysis	31
3.4 Participants.....	34
3.4.1 The Population.....	34
3.4.2 Sampling.....	34
3.5 Conceptual and Theoretical Framework	35
3.5.1 Translanguaging Theory.....	35
3.5.2 Macaro's (1997) Continuum of Perspective.....	37
3.5.3 The link between the Theoretical Framework and the Research Topic	38
4. DATA COLLECTION AND DATA ANALYSIS.....	40
4.1 Research Tool-Interview	40
4.1.1 Interview Data Collection.....	40
4.1.2 Interview Data Analysis	42
4.1.3 Conclusions- Factors affecting teachers' stances	60

4.2 Research tool - Classroom Observation.....	64
4.2.1 Classroom Observation Data Collection	64
4.2.2 A General Summary of the Data from Class Observation.....	64
4.2.3 Translanguaging According to the Functions	69
4.2.4 Examples about Translanguaging Functions	69
4.2.5 Other Areas of Translanguaging Observed in the Class.....	72
4.3 Research Tool –Questionnaire.....	76
4.3.1 A General Introduction on the Questionnaire	76
4.3.2 Analysis Based on Questionnaire Questions	77
4.4 A Summary on the Collected Data.....	82
5. CONCLUSION	83
5.1 A Summary of the Present Research.....	83
5.2 Findings	84
5.2.1 Answer to Research Question One.....	85
5.2.2 Answer to Research Question Two.....	84
5.2.3 Answer to Research Question Three.....	86
5.2.4 Findings in Comparison with Other Research of Similar Area	86
5.2.5 Generalization of the Findings/ Implications of the Study	87
5.3 Limitations	87
5.4 Suggestions and Recommendations.....	88
5.4.1 Suggestions	88
5.4.2 Pedagogical Recommendations	88
5.5 Conclusions.....	89
REFERENCE	90
ANNEX A.....	102
ANNEX B.....	103
ANNEX C.....	105
ANNEX D.....	106
ANNEX E.....	110

LIST OF TABLES

Table 1 Definitions of Translanguaging.....	11
Table 2 Information about the Teacher Participants with Class Course Titles	30
Table 3 Types of Translanguaging in this study	32
Table 4 Research Question with keywords.....	33
Table 5 Demographics of Teacher Participants	42
Table 6 Proportion of Teacher Participants' General Attitude toward using English in Translanguaging in CFL Classrooms.....	43
Table 7 Factors Contributing to Virtual Position.....	43
Table 8 Factors Contributing to Maximal and Optimal Position	45
Table 9 Language Utterances Counts (calculated according to the transcribed section/part of the recording)	66
Table 10 Translanguaging utterance according to the three functions	69

LIST OF FIGURES

Figure 1 Macaro’s Continuum Perspective (2001b)	37
Figure 2 Slide from the class.....	72
Figure 3 Slide from the class.....	72
Figure 4 Slide from the class.....	73
Figure 5 Slide from the class.....	73
Figure 6 Slide from the class.....	74
Figure 7 Textbook Page Footage.....	74
Figure 8 Textbook Page Footage.....	75
Figure 9 Whiteboard Notes Footage.....	75
Figure 10 Questionnaire Question 1	76
Figure 11 Questionnaire Question 2	76
Figure 12 Questionnaire Question 3	77
Figure 13 Questionnaire Question 5	77
Figure 14 Questionnaire Question 6	78
Figure 15 Questionnaire Question 7	78
Figure 16 Questionnaire Question 8	79
Figure 17 Questionnaire Question 9	79
Figure 18 Questionnaire Question 10	79
Figure 19 Questionnaire Question 11	80
Figure 20 Questionnaire Question 12	80
Figure 21 Questionnaire Question 13	81
Figure 22 Questionnaire Question 14	81
Figure 23 Questionnaire Question 15	82

LIST OF ABBREVIATIONS

CFL	Chinese as a Foreign Language
HSK	Hanyu Shuiping Kaoshi
MOI	Medium of Instruction
MTSOL	Masters of Chinese Teachers to Speakers of Other Languages
NUML	National University of Modern Languages

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DEDICATION

I dedicate this thesis to my grandmother, my parents, and my husband for their love, care, and support for me.

CHAPTER 1

INTRODUCTION

Over the last two decades, many scholars of various language backgrounds have contributed to the field of language teaching, other than English language teaching, such as Japanese (Mori & Mori, 2011), German (Eckerth, Schramm & Tschirner, 2009), Spanish (Anton, 2011), Italian (Macaro, 2010), etc. With the growth of Chinese economic strength, there rises the increasing need to communicate with Chinese people therefore teaching Chinese as a foreign language has gained popularity in this context (Scrimgeour, 2014). Since the past many years, teaching Mandarin Chinese as a foreign language (CFL) has been present in many countries. As China and Pakistan have close ties at various levels such as business, education, diplomacy and public, teaching Chinese in Pakistan possesses practical implications.

1.1 Background to the Study

In recent years, specifically after the commencement of China-Pakistan Economic Corridor, there has been an unprecedented surge in the number of students wanting to learn Chinese. According to Xinhua News Agency, reported by Ahmad Kamal on 11 March 2021, there had been five Confucius Institutes and two Confucius Classrooms across Pakistan by that time and in accordance to the data provided by Pakistani Think-tank Pakistan-China Institute, there were between 26, 000 and 30, 000 students studying Mandarin Chinese at different levels from schools to universities all over Pakistan in 2021.

A substantial number of students have been taught by both native Chinese speakers and Pakistani Mandarin teachers. Among the native Chinese teachers, some were dispatched by China National Office for Teaching Chinese as a Foreign Language, known as Hanban by the Mandarin Community and internationally familiarized by the name of Confucius Institutes. And some others are locally hired overseas Chinese nationals. As Zhang, Osborne, Shao & Lin (2020) mentioned, because of the surging demand for Chinese language study worldwide, overseas CFL teachers' training has been conducted in recent

years. One of the training areas is about the requirement of the medium of instruction, primarily the international languages such as English, French, and so on. In the context of the present study, English has been used as the language for translanguaging or medium of instruction as English is the official language in Pakistan. The native Chinese teachers have a good level of English proficiency to be qualified to teach Chinese to Pakistani students. Regarding English's status in China, the country has one of the largest students' pools of English and a history of more than 70 years in teaching and learning English as a foreign language. China invests hugely in English teaching and learning and at the same time promotes its national language-Mandarin Chinese globally. The reasons for investing in English are internationalizing its teachers and students, so that teachers may enhance their English proficiency to meet the requirements of teaching Chinese to foreign students.

In regards to the requirement of native Chinese teachers' English language competence, in the new version of New Standards for Teachers of Chinese to Speakers of Other Languages published by Hanban (2012), it was briefly mentioned that CFL teachers should be able to employ the language of the country in which they are teaching in to communicate and teach under the section of 'Chinese culture and cross-cultural communication' (Hou 2016, 103). However, in the old version of the document published in 2007, there had been specific requirements stated regarding the knowledge (phonetics, vocabulary, grammar, etc.) and skills (listening, reading, speaking and writing) of the particular foreign language. With the new version blurring the specific requirements of English language skills, it shifted the focus onto the target language hence the policy might impact teachers' attitude and effort in incorporating the foreign language in CFL classrooms, as "classrooms under national or institutional policies supporting the use of L2 often use L1 much less frequently, and vice versa" (Wongrak, 2017, pp.643-654). There are two approaches toward the language code in CFL classrooms adopted by these teachers. The first one is the monolingual approach, as many teachers believed that maximizing the exposure to the target language preserves a precious linguistic context for the learners while many other educators held different views. The second approach is the multilingual approach, which is reflected by a translanguaging approach in the Chinese language classroom. As Garcia stated, "Trans-languaging groups are a powerful mechanism to construct understandings across language groups." (Garcia, 2009, pp. 307-308)

Translanguaging refers to the process of using one's full linguistic repertoire to 'gain knowledge, to make sense, to articulate thoughts, and to communicate about language' (Li 2011, Garcia and Li 2014). It has redefined the communicative approaches that multilingual speakers presented in social and classroom settings. The term was initially invented in Wales to balance the minority language status, however, it can also be connected to foreign language teaching to interpret the diversity and creativity of language use in language classrooms as a practical and powerful framework.

In the Pakistani context, students in CFL classrooms have varied English language proficiencies ranging from basic to proficient due to their prior educational backgrounds. How does English perform the role of translanguaging between the native Chinese teachers and local students? It exerts a certain degree of complication. On the other hand, the teacher's attitude towards using English in translanguaging is also the main area of this study.

1.2 Statement of the Problem

Although English has been incorporated to perform the role of translanguaging in CFL classrooms in Pakistan, its functions in teaching Chinese to Pakistani students have not been reviewed by the experts and researchers of the relevant field. Pakistani universities' demographic status is a mini melting pot in which students come from various linguistic backgrounds with varied English levels. This study explores how English is working as the medium of instruction and what types of translanguaging are occurring in CFL classrooms in Pakistani universities. Addressing this area may add theoretical support to CFL teaching in the Pakistani context and the research contribution may impact the policy making regarding medium of instruction in CFL teaching.

1.3 Significance of the Study

Native Chinese teachers usually receive plenty of training before going to different countries to teach Chinese; however instructions on classroom language code have not been discussed in abundance. Research has been done in the social and linguistic context of the UK (Li, 2017) and (Zhang, et al., 2020) and New Zealand (Wang, 2017). This study

will be a contribution to the research work of teaching Chinese as a foreign language based on the Pakistani context.

The current study is significant, firstly, for detecting the recurring features of English in translanguaging in CFL classrooms in Pakistani universities and exploring the native Chinese teachers and Pakistani students' attitudes towards using English in translanguaging. Furthermore, it will establish a connection between the teachers' attitudes and the implementation of the language codes. Secondly, in line with the growing interest of learning Chinese, there have been plenty of literatures in CFL written in Chinese language; however, the literatures in English language are still limited, therefore, this study will be a humble effort to present the results to international readers in English language to fill that gap as well.

1.4 Research Objectives

1. To identify the types of translanguaging taking place in Pakistani CFL classrooms.
2. To detect native Chinese teachers and the Pakistani students' views towards the role of English in facilitating teaching and learning Chinese in Pakistani CFL classrooms.
3. To explore the factors that influence the native Chinese teachers' attitudes towards using English in translanguaging to facilitate teaching CFL in Pakistan.

1.5 Research Questions

1. Which specific types of translanguaging do the native Chinese teachers use in Pakistani CFL classrooms?
2. How do the native Chinese teachers and Pakistani students view the role of English in facilitating teaching and learning Chinese in CFL classrooms in Pakistan?
3. Which factors influence the native Chinese teachers' attitudes towards using English in translanguaging in Pakistani CFL classrooms?

1.6 Write-Up Distribution

This section introduces the present paper's organization chapter-wise. The current thesis is composed of five chapters. The major content of every chapter is explained below.

Chapter One is the opening chapter in which it introduced the background of the thesis, statement of the problem, significance of the study, researcher objectives, research questions, and so on. This chapter was the departure point of the research which explained why the researcher had chosen the topic.

Chapter Two is the Literature Review of the relevant literature of the similar research area. It started with the origin of translanguaging in applied linguistics. It goes onto the development of the application of translanguaging in education, specifically, in foreign language teaching. It elaborated on the major theoretical underpinning of the translanguaging pioneers, such as Ofelia Garcia and Li Wei's contribution to translanguaging theory. Furthermore, it connected translanguaging with CFL teaching and it cited the works of other researchers in recent years about translanguaging in CFL classrooms in other contexts.

Chapter Three explains the methodology of the present study. The content included the theoretical and conceptual framework of the chosen study, the sampling method, the research design, and so on. This section provided theoretical support to the present study and explained how the research was done.

Chapter Four is about data collection and data analysis. This section connects with Chapter Three. It directly addressed the procedures of data collection and researcher's analysis of the content to answer the research questions, based on the data collected. The major content includes the application of the research design, using three research tools; semi-structured interview, class observation and questionnaire to elicit the data. This section explained what had been done by the researcher and is the main body of the thesis.

Chapter Five is the Conclusion of the thesis. It summarized the major findings of the research work by addressing the research questions. It objectively stated the limitations of the present study and rendered some recommendations and suggestions for future researchers.

CHAPTER 2

LITERATURE REVIEW

In this section, the researcher will review relevant research works related to the theory of translanguaging and translanguaging in education and foreign/second language teaching.

2.1 The Origin of the Term “Translanguaging”

2.1.1 The Emergence of Linguaging

To trace the emergence of languaging, Li Wei (2014a) quoted Mikhail Bakhtin’s concept of heteroglossia, which was developed in the early 20th century and posited that language is inextricably connected with the context of its use. Li Wei (2014b) commented that this conceptualization is a direct challenge to Saussure’s Structuralism and Chomsky’s mentalist theory.

Valentin Nikolaevic Volosinov (1929/1973) supported Bakhtin’s position on language by saying that language acquires life ‘in concrete verbal communication, not in the abstract linguistic system or the mind of the speakers.’ This paved the way for the coining of the term ‘languaging’.

Chilean biologists Humberto Maturana and Francisco Varela (1973) proposed the theory of Autopoiesis, which discusses that the biological and social history of actions are connected to the ways that we perceive the world. In other words, it postulates that our experiences mold the structures that formulate in our brains. Maturana and Varela (1998:26) stated that our experience is the foundation of our actions and practices and vice versa, which further produces experience. In their original words, “all doing is knowing and all-knowing is doing”, therefore, in their view, language is not simply a system of structures that is independent on human actions and interactions. The term languaging refers to a continuous process of language practices as we interact with others to build meaning in the world (Ofelia & Li, 2015a).

2.1.2 Linguaging Being Part of Sociolinguistics and Psycholinguistics

Since the last decade of the 20th century, globalization has taken the shape of intensive international interaction among the people through importing and exporting of goods. Moreover, rapidly evolving technology in new liberal markets played a significant role in reshaping the way language is used in the modern world. This set the foundation for what Mary Louise Pratt (1991) called a “contact zone”, a virtual space where speakers of different origins and experiences interact with one another. In this context, language has become less or merely the structure of signs (Saussure, 1916) or a sole mental grammar, free of context (Chomsky, 1957); instead, language in this era is in a new world with other spaces, which is in a heterotopia, a term proposed by a post-structuralist, Foucault (1986). In fact, in the post- modern era, the conceptualization of language has been integrated with social and cognitive relations.

Pennycook (2010, p2) added, “to look at language as a practice is to view language as an activity rather than a structure, as something we do rather than something we draw on, and as a material part of social and cultural life rather than an abstract entity.”

A.L. Becker (1995) contributed to the interpretation of languaging with the concept of languaging shaping our experiences by storing them, retrieving them, and communicating them in an open-ended process. Therefore, languaging taking the old language and experience into new contexts and the process repeating itself.

According to Argentinian semiotician Walter Mignolo (2000), languaging is not a system of phonetic, morphologic, syntactic, and semantic rules, instead, it is thinking and writing between languages.

Sociolinguists are more concerned about the cognitive part of language practices. Post-structural psycholinguists have interpreted languaging as “the process of using language to gain knowledge, make sense, articulate one's thought and to communicate about using language” (Li Wei, 2011a:1224). This emphasizes the creative and critical use of linguistic resources by the speakers instead of putting barriers between language and the cognitive process.

The contrastive perspectives between the post-structural sociolinguists and psycholinguists are that the former focuses on the context of language use, whereas the latter emphasizes languaging as the property of individuals. Regardless, their emphasis on languaging today has transformed our traditional understanding of languages.

2.1.3 Flexible Languaging in Teaching

Globalization has shattered the conventional target-language-only or strict language separation practice in the real context of bilingual education. Many scholars started to promote a more dynamic and flexible languaging practice in teaching bilingual children.

Fu (2003) uses a bilingual process approach in English language teaching to develop students' writing abilities. She emphasized that the writing ability can't be trained without honing the thinking ability, which is based on reasoning and imagination and is well connected with comprehension. Therefore, it takes time to shift the thinking process from the first language to the target language hence sufficient time should be given to the students.

2.2 Birth of Translanguaging Theory

2.2.1 Definition

Canagarajah (2011a) proposed a definition of translanguaging as 'the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system' (401). He further argued that the translanguaging ability is part of the multi-competence of bilingual speakers, a term proposed by Cook in 2008. He mentioned that bilingual speakers' minds are different from monolingual speakers' as two languages co- exist in their minds as an inter-connected whole. According to Garcia (2009a), "translanguaging are multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds."

2.2.2 Four fields of Translanguaging

According to Li Wei (2021), the conceptualization of translanguaging derived from four related but different fields of inquiry: minority language revitalization, bilingual education, second language acquisition, and distributed cognition and language.

Firstly, in minority language revitalization, Cen Williams was the leading figure. He was a trainer in the Welsh revitalization program and he was directed not to use English in his class in the 1990s, however, he found out that initially, the students tended to respond in English a lot, despite the teachers making efforts in teaching Welsh. Rather than seeing the reality of using English negatively, Williams argued against the stated policy that English could be used to the benefit of both the students and the teachers. Williams used the term "trawsieithu" to describe a language practice that incorporates a systematic use of two languages in the same class. Further, Williams (2002) referred to translanguaging in education as using one language to reinforce the other language to enhance the understanding of both languages. The term "trawsieithu" was translated into English as "translanguifying" later. Baker (2011) who coined the word "translanguaging" in English commented that one of the main advantages of translanguaging in an educational setting is that it leads to a better understanding of the subject matter. Translanguaging has been practiced in many educational systems in the world, e.g. Paulsrud et al., (2017) reported on the existence of translanguaging in Scandinavian institutions and Krause and Prinsloo (2016) analysed translanguaging in the South African educational setting, etc.

Secondly, in bilingual education, Ofelia Garcia made the term "translanguaging" well-known in the world. The context of developing this dimension of translanguaging conceptualization was in English classrooms of Hispanic communities. Garcia argued that the linguistic and educational ideologies that favoured one language only were insufficient. Garcia defined translanguaging as "multiple discursive practices that bilinguals engage to make sense of their bilingual worlds (2009b)". According to Garcia, bilingual speakers have one linguistic repertoire from which they select the features strategically to meet their communication needs. The starting point of this approach is treating bilingual language practices as the norm instead of monolingual ones.

Thirdly, when translanguaging pedagogy is connected with foreign language teaching, it re-examines the long-existing question of the role of L1 in second or foreign language teaching and learning. Despite the recognition of L1's supportive role in teaching and learning L2 in recent years, the target-language-only monolingual ideology still dominates the language classrooms. According to Li Wei (2014c), adopting

translanguaging as a pedagogy in foreign or second language teaching is conducive to developing new understandings and establishing new language practices.

Fourthly, from the perspective of distributed cognition, which has been known as “ecological psychology”, languaging refers to an assembly of rich materials, biological, semiotic, and cognitive properties, and competence that language users manipulate in a particular situational context (Thibault, 2017: 82). Thibault (2017: 76) argued that human languaging activities are highly dynamic and involve different scales like neural, body, situation, society, and culture, etc.

2.2.3 Translanguaging Space

Li Wei (2011b) referred to translanguaging space as the interaction among multilingual individuals when they shackled the artificial boundaries between society and the individual, the social and the psycho in the studies of bilingualism. In translanguaging space, bilingual speakers go between and beyond different linguistic structures, systems, and modalities. Li Wei (2011c) also claimed that in ‘translanguaging space’, multilingual users bring together various personal stories, presenting different attitude, belief, and ideology in an integrated manner.

According to Li Wei (2011d), “translanguaging space” exists in an on-going fashion, in which new identities, values and practices are formed in an endless process. A translanguaging space resembles the concept of ‘Thirdspace’, which was proposed by Soja (1996:2). As Soja stated that a Thirdspace is “a space of extraordinary openness, a place that encompasses a multiplicity of perspectives”. In this sense, Li Wei (2011e) added that a translanguaging space acts as a Thirdspace which is not a simple hybridity of multiple languages but a upgrading of language behaviours based on practicality and creativity.

2.3 Translanguaging and Code Switching

2.3.1 Definition of translanguaging

The following definitions have been compiled by Zheng & An (2020) and published in Foreign Language Education.

Table 1 Definitions of Translanguaging

Garcia (2009)	"The act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" (p. 140).
Creese & Blackledge (2015)	An approach that raises the standards of pedagogy. It refers to a (2010) pedagogy that allows a multilingual individual to engage in multilingual and multicultural communication to match their identity positioning.
Canagarajah (2011)	A natural phenomenon that multilingual students engage in when using multiple language practices. In a multilingual context, students (and teachers) strategically use their full linguistic repertoire in the classroom.
Garcia (2011)	"The ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" (p. 401).
Li (2011)	A translanguaging space "breaks down the artificial dichotomies between the macro and the micro, the societal and the individual, and the social and the psycho in studies of bilingualism and multilingualism" (p. 1234).
Garcia & Li (2014)	The process when the speaker uses their entire linguistic repertoire to gain knowledge, make meaning, express thinking, and discuss how to use language.
Mazak (2016)	Translanguaging is a language ideology, a theory of bilingualism, a pedagogical stance, a set of practices, and it is a transformational practice that is changing people's perception and use of languages.
Garcia et al. (2017)	"A space built collaboratively by the teacher and bilingual students as they use their different language practices to teach and learn in deeply creative and critical ways" (p. 2).

2.3.2 Code Switching

Code Switching refers to 'the alternating use of two languages in the same stretch of discourse by a bilingual speaker' (Bullock and Toribio 2009: xii). It is similar to Code Mixing, which is about inserting one or two words here or there from a second language into the predominant language. Code Switching and Code Mixing are considered as

illegitimate use of language. This type of switching can be sentential level or inter-sentential level, which includes words or phrases. Code Switching is done for some deliberate purposes, like emphasizing something.

2.3.3 The Difference between Translanguaging and Code Switching

The major difference is about the perspective of treating the language resources either as a unity or as separate parts. Translanguaging is a purposeful Code Switching, however it treats the speakers' whole linguistic repertoire as a unity, whereas Code Switching sees the boundaries among the named languages.

2.4 Translanguaging and CFL

2.4.1 The Background and the General Issues

With the rise of China's economy, teaching Chinese as a foreign language has prospered. Chinese teachers use English to translanguage when teaching Chinese as a foreign language (CFL) and they usually encounter not only the native English speakers, but also English speakers who speak English as a second or foreign language.

According to Kachru (1985a), there are three circles of English speakers, the inner circle for the native speakers, the outer circle for English speakers who speak English as a second language (ESL), and the expanding circle for English speakers who speak English as a foreign language (EFL). Wang (2013) reported in her article that in CFL classes, Chinese teachers use English to assist in the teaching of the Chinese language, to introduce Chinese culture, and to communicate with students who came from different language backgrounds. Zhang (2010) considered that her limited English proficiency hindered her control of students' interruptive behaviours and discussions with the students. Similarly, Liu (2012) felt low self- efficacy due to her limited English language proficiency. Pavlenko (2003) observed that teachers lack confidence in classroom communication due to their English language incompetency and he also added that bilingual teachers who have multilingual competence possessed advantages in foreign language classrooms. For Wang (2019), "It is unrealistic to adopt a monolingual approach in a multilingual classroom," hence she advocates the use of translanguaging strategies. The act of translanguaging enabled bilingual people to optimize their linguistic competence in an integrated way, which is not limited to proficiency in any language, but the interweaving of two or more

languages (Li, 2018). According to Lewis, Jones, and Baker (2012), trans-languaging emphasizes the heteroglossic input and output to encourage the bilingual process in language learning.

In CFL classes, Chinese teachers use English as translanguaging to assist the teaching of the Chinese language, to introduce Chinese culture, and to interact with students from different countries of the world. Zhang Qi, Osborne Caitriona, Shao Lijie, and Lin Mei (2020) elaborated on the functions of English in CFL classrooms in providing cognitive or metalinguistic scaffolding, such as explaining grammar rules, lexicon items, and translation. Another function of the English language in CFL classrooms is to elicit registers and cultural concepts. According to Gibbons (2008), Marin and Schleppegrell, (2011), within any particular language, there are many distinct registers, including everyday conversation, mathematics, statistics, and so on.

To fulfill the demand for qualified CFL teachers, the Master of Chinese Teachers to Speakers of Other Languages (MTC SOL) has been established in about 200 universities in China since 2007. This master's program states that half the core curriculum should be taught in a foreign language (mainly English) and by the end of the 2-year master's program, the graduates are expected to teach and communicate fluently in English. Furthermore, the qualification test for CFL teachers also demands a high English proficiency. This shows that the policy-makers highlighted the importance of English as translanguaging for the native Chinese CFL teachers.

On the other hand, there had been tension between the Chinese-only pedagogy and the English translanguaging pedagogy of teaching CFL pedagogy. Supporters of Chinese only pedagogy have argued that Chinese is best taught in Chinese only and the use of English will result in negative transfers to hinder the acquisition of Chinese, whereas the proponents of using English as translanguaging in CFL teaching stated that the native Chinese CFL teachers have practically applied using English as translanguaging in a pedagogical manner in various degrees. Wang Danping (2010) suggested that CFL teachers need to be proficient in both Chinese and English in dynamic global teaching contexts.

2.4.2 Pakistani English Confronts Chinese English-Complexity of English in Translanguaging in Pakistan

Mahboob (2009a) stated that the English language has been an integral part of Pakistani official, economic, educational and social life (to some extent) since Pakistan's creation in 1947.

Initially English language struggled to maintain its social status, as on the one hand the leadership supported it as the official language, while on the other hand the religious parties attempted to devalue it. However, for several reasons, English was unable to be removed from its position. The reasons include that the native language Urdu cannot provide rich literature materials in all types and levels of education quarters, esp. in medicine, science and technology and no language can replace English as the neutral political language of the country.

Government policy between 1970 and 1990 also impacted English's status in the country. In 1977, General Haq made English role de-centralised by promoting Islamization and Urduization. Until 1990, General Musharaf greatly advocated English as a significant tool to develop Pakistan's economy to participate in the global market and English was implemented as a compulsory course to be taught and assessed from primary level in all schools across Pakistan. This policy is still continued till today (Mahboob, 2009b).

The particular history and experience of English language in Pakistan and in British India before the partition counted for two centuries with a result of a phenomenon- "nativization" or "indigenisation", which is part of English spread in the second circle according to Kachru's Three Circles Model (Kachru, 1985). This natural process of indigenization brought linguistic variations in Pakistani English. In another word, Pakistani English is different from British or American Englishes in almost all the linguistic aspects, such as phonology, syntax, semantics, and pragmatics (Mahboob, 2009c).

This explains the complexity when Chinese teachers deal with Pakistani students who speak typical Pakistani English. It takes some time for the Chinese teachers and Pakistani students to understand each other's English version.

2.4.3 Previous Work Done in Translanguaging in CFL Classrooms

2.4.3.1 Medium of Instruction in CFL Classrooms

Wang Danping (2018a) raised in her book "Multilingualism and Translanguaging in Chinese Language Classrooms" the question about the Medium of Instruction in CFL/CSL (teaching Chinese as a foreign/second language). According to Wang (2018b), Medium of Instruction (MoI) is an explicit or implicit regulation of language use in the process of language teaching or learning, and MoI matters, as it is one of the most fundamental educational tools to guarantee social equality, human rights, and fair economic participation for the teachers and students. However, many teachers have taken it for granted and they believe that the more the target language is used, the better it will be for students' language skills enhancement and monolingual pedagogy is the norm. According to Wang (2019a), the rationale for a monolingual approach in CFL classrooms is based on Krashen's Input Hypothesis, esp. the Comprehensible Input (1985), which stated that the input in the second language classroom should be one level up to the learners' present level in the language development continuum and the more the target language is given in the language class, the better for learning that language. However, the reality does not always stick to this hypothesis. CFL classroom observations have reflected three major principles (Wang, 2019b), when teachers choose a medium of instruction, namely:

1. Comprehension

Chinese language teachers agreed that it is more comprehensible for teachers to explain the abstract grammatical and syntactical rules in English to students in CFL classrooms, so that students may absorb the explicit linguistic knowledge. The translation is a shortcut in comprehension and linguistic comparison. Besides, the cultural concepts should be introduced in English to achieve a thorough understanding. These exert a demand on Chinese language teachers' reasonable English language competence.

2. Efficiency

As Wang (2019c) elaborated, in a real situation of a CFL classroom a teacher has to complete the teaching tasks in limited credit hours and the strength of the class ranges from a single number to 30 plus students. To achieve the academic goals and to make CFL

teaching effective, many teachers commented that a monolingual approach, in reality, is inefficient and even discouraging.

3. Motivation

For many, Chinese is perceived as one of the most difficult languages in the world. Motivation, as a psychological factor of foreign language acquisition, is considered a crucial part to be taken care of (Gardner & Lambert, 1972a) and it is influenced by the learner's attitude toward the target language. The teacher's MoI strategy may affect learners' motivation in the way that teachers interact more with learners by MoI to establish a harmonious relationship with the students (Gardner & Lambert, 1972b).

2.4.3.2 The Conventional Monolingual MoI Approach in CFL Classrooms

The translation of Medium of Instruction into Chinese as “meijieyu” posits MoI itself as another language rather than the target language. In the context of CFL classrooms, MoI can be L1 of the students, L2 of the teachers or a common language for both the teachers and the students, observed by Wang (2011a). This term is often confused with the concept of interlanguage, a linguistic system developed to describe the L2 of students when they are not proficient in L2 (Selinker, 1972). MoI in this context is not the inter-language, instead, it is the common language of the teachers and the students, which is English.

Documented instructions about the use of MoI in CFL context mostly advocate a monolingual approach, no matter “the Chinese-Only Norm” or “the Immersion Approach”. Basically, both believed in “Chinese is best taught in Chinese” (Liu 2006:118). To achieve comprehension, the teachers are advised to use simple Chinese to conduct the lesson. Rather than language itself, teachers can take support from body language/ facial expression and using flashcards/ pictures, etc. English is very carefully used by the teachers for explaining grammar and vocabulary and doing translation only. Although the departure point for the immersion programme is to create a Chinese learning atmosphere, it is hard to image how the multilingual reality matches with the monolingual theory in CFL classrooms.

2.4.3.3 Adopting a Translanguaging Approach in MoI in CFL Classrooms

Wang (2018c) criticized that very little research has been done on utilizing all available language resources to achieve the best learning outcome. She added that there are good reasons for the experts of CFL to consider optimizing the functions of all linguistic resources. The reasons are stated as follows:

1. Blommaert and Rampton (2011) observed that globalization has brought diversity in educational contexts. The ecology of foreign language classrooms is often constructed by learners of various linguistic and cultural backgrounds.

2. The choice of MoI has a great impact on student's learning experiences and learning outcomes. A good mastery of knowledge of the first language is conducive to the learning of a second or a foreign language. Body language, signs, and images cannot replace the linguistic transfer of the known languages in the journey of learning a new one. On the other hand, monolingual approaches tend to make the classroom teacher-centered.

3. CFL teachers need research-based training to enhance their professional standards. As some teachers vote for the Chinese-only classroom approach and some other teachers agree with the translanguaging approach, choosing which language as the medium is like a personal decision. Teachers need updated theories to empower their classroom practices.

Wang (2018d) traced the history of language teaching methods developed in recent history and it is aligned with the changes in the MoI pedagogy of teaching CFL. For example, in the grammar-translation era, translanguaging was the classroom practice for the teachers and students, whereas, in the Direct Method and Audiolingual Method flourishing time, translanguaging was refrained from being the norm. Similarly, some other language teaching methods have been introduced to CFL classrooms and some stayed longer, and some others stayed for a short while. Over the decades, MoI policy has been adapted according to the change in CFL teaching approaches.

Wang (2018e) also summarized the multilingual practices in CFL classrooms in Hong Kong universities. She reported that the monolingual norm revealed a discrepancy with the multilingual reality. This has been a debate throughout the foreign language teaching and learning history; however, empirical evidence supports the multilingual approach (Wang and Kirkpatrick, 2012). Wang further added that as English is a lingua

franca and the most widely spoken international instructional language in CFL classrooms, guidance on how to use English to teach and learn Chinese is a pressing issue in MoI research.

2.4.3.4 Observations on Translanguaging Practices in CFL Classrooms

Wang Danping (2019d) described classroom research based on observations of 11 classes with 20 to 25 students and one native Chinese teacher in each classroom in Hong Kong. She recorded the audio of above 1000 minutes and transcribed as many as 25,000 words. Based on her field research, she summarized that English was the predominant language of instruction in these classes and English is used by the teachers to explain grammar points, elaborate vocabulary, and introduce Chinese cultures and customs. Whereas the students used English to ask questions and negotiate meanings with the teachers.

Furthermore, Wang Danping (2019e) categorized classroom translanguaging functions into three main aspects:

1. Interpretative function

This function covers most of the classroom translanguaging practices. It relates to teachers' using translanguaging as a pedagogy to introduce linguistic elements, which includes pronunciation, vocabulary, grammar, sentence patterns, cultures, and values, etc. This function has practical connections with foreign language teaching and learning, as the major language content is introduced through the medium of instruction, instead of other multi- models. Besides, teachers could always compare the language contents between two languages to develop students' metalinguistic awareness. Under this umbrella, Wang Danping added some specific functions of classroom translanguaging: comprehension check, quotation, translation, grammar instruction, reinforcement, clarification, reiteration, and example giving.

2. Managerial function

Managerial function refers to using classroom translanguaging to give activity instructions, make the transition from one topic to another, give feedback, praise, encourage, disapprove, plan assignment, and prepare tests, etc. These translanguaging practices are rather essential in a foreign or second language classroom to keep the class running smoothly to achieve the communication target between the teacher and the students. It has been observed that by adopting translanguaging in this fashion, teachers can engage the class better without causing anxiety to the students or missing out on any important information.

3. The interactive function

The interactive function by itself denotes the translanguaging practices between the teacher and the students to interact with one another to make foreign language teaching and learning more effective and more mutually beneficial. Students turn to use translanguaging to reflect on the language elements, communicate with each other, or extend support to peers.

2.4.3.5 Other Researchers' Works on CFL Classroom Translanguaging

Zhang Qi, Osborne Caitriona, Shao Lijie, and Lin Mei (2020) elaborated on the functions of English in CFL classrooms to provide cognitive or metalinguistic scaffolding, such as explaining grammar rules, lexicon items, and translation. Another function of the English language in CFL classroom is to elicit registers and cultural concepts, as Gibbons (2008), Marin and Schleppegrell (2011) observed that within any particular language, there are many distinct registers, including everyday conversation, mathematics, statistics, and so on.

2.5 How do students and Teachers Use Translanguaging

2.5.1 Students' Use of Translanguaging

Norton (2000) commented that students have the desire to participate in learning and make an investment in learning. The prerequisite of investing in learning new language practices is that the students feel secure in doing so, i.e., they feel beneficial, and they feel their linguistic behaviours are appreciated. On the other hand, it is not sufficient for the

students to just master the forms of the new languaging practices, more importantly, the students should engage in social interaction to achieve the meaning-making purpose.

Another term related to students' using translanguaging is "positioning", proposed by David and Harre (1990). It is a discursive process, in which the students themselves are observing the ongoing patterns of the conversation and subjectively adhere to the content. In this manner, the students position themselves in the social context. As Palmer (2008) addressed, translanguaging enabled the meaningful act of learning, in which the students create their academic identities.

According to Cummins' the Person of the Learner (2008), translanguaging is not only limited to acquiring a new language structure, but also integrates the new language practices into one linguistic repertoire, which is connected with the students' being, knowing, and doing. Further, the students reproduce the complex interactions of bilingual speakers. In other words, the students are not separately learning a new language, but they are involved in accommodating a new languaging practice to be added to their linguistic reserve.

Li Wei (2014h) commented that the development of new language practices is based on knowing and doing. Especially for the emergent level bilingual students, without the support of the familiar language, subject knowledge cannot be accessed. What is to be acquired is based on the known. Thus, translanguaging opens a window for the students to encode through language practices what the students know but cannot explain in the new language.

To summarize, translanguaging for students reflects the flexibility of bilingual learning, as the students pick the right time to adopt the translanguaging practice to achieve learning and communicative purposes. Thus, translanguaging strategies aim to achieve better self-efficacy. Williams (2012) termed this in the language classroom as "natural translanguaging", whereas Lewis, Jones, and Baker (2012) called it as "pupil-directed translanguaging".

2.5.2 Applying translanguaging in Writing and Reading

Literacy skill is one of the most important areas of education, esp. language learning. Meaning-making process of written resources is built upon multiple semiotic processes, namely visual, audio, multi-modal, and language practices as well. In the continuum of language learning, from the emergent level to the advanced level, translanguaging plays a vital role.

At the emergent level, students use translanguaging to support and expand the linguistic points and at this level, students present a dependent pattern of translanguaging. As Canagaraja (2011b) reported that the students of the emergent level use "code meshing" to align words and other semiotic features to achieve meaning-making purposes. In contrast, at the advanced level, the students use translanguaging to enhance language learning. Experienced bilinguals accommodate and sharpen what they know to move literacy skills to a new height, and they exert a more independent translanguaging pattern.

Li Wei (2014i) commented that much research evidence had reviewed that the general functions of translanguaging in supporting and enhancing literacy skills are building deeper thinking, providing richer content to the students, establishing subjectivities, and developing language literacy practice.

2.5.3 Teachers' Use of Translanguaging

The founding father of translanguaging theory Williams (2012) proposed translanguaging as a distinct pedagogical theory and practice that teachers use to achieve critical learning for the students. He also distinguished between natural translanguaging and official translanguaging, whereas the former refers to the students' part in translanguaging and the latter specifies the teachers' use of translanguaging in the classrooms to ensure a thorough understanding of the subject content.

The teachers conducted pedagogical translanguaging by taking more planned actions with the students. By doing so, teachers intend to deepen explanations to the class on the difficult part of the subject content and they also want to encourage the students to put forth the whole linguistic repertoire.

For teachers, translanguaging as pedagogy indicates building on students' language practices flexibly, so that new understandings and new language practices can be developed. Specifically, teachers adopt translanguaging as a toolkit in the language learning continuum.

They use translanguaging to scaffold the emergent level students, so that the students may relate to richer and more complicated content. On the other hand, translanguaging is also transformative in coaching bilingual students' subjectivities and performances.

Li Wei (2014j) reported a pedagogical translanguaging approach in an ESL primary classroom where the teacher, Christina, consciously used a balanced literacy approach in her English classroom with students from Spanish and Chinese backgrounds. She divided the students into groups with mixed English proficiency levels, however, she put students of the same mother tongue in the same group. Christina scaffolded the lessons by self-demonstration and then she provided the class with the time to have a group discussion. Although not all the students could recall the content appropriately, the students who had understood offered explanations to the other students of the group in their native tongue. Besides that, the students also involved pictures, drawings, and acting to reflect on the task. The teacher further regrouped the students by the homogeneous home language and English proficiency. She found out that students read in English and translanguaging in group discussions. Cristina firstly always delivered an introduction on the reading text along with the keywords to the students before the students started doing the reading tasks and she worked with a different reading group every day. In her class, she also encouraged the students to use dictionaries for translations. Christina's class was principled to be conducted in "English" only, however, the multilingual realities triggered translanguaging performances in her classroom, so that the students can make sense of what is being taught.

Li Wei (2014k) also developed a "co-learning" concept in translanguaging by examining the translanguaging behaviours in Complementary schools for British Chinese children. He claimed that both the teachers and the students try to adapt to one another's behaviours to establish a rapport in the classroom. This required the teachers' permission for students' equitable participation in all the class discussions and teachers' tolerance of

students' cultural behaviours. In other words, it empowered the learners, but it challenged the traditional authoritative and dominant roles of the schools and teachers. According to Brantmeier (n.d.) the characteristics of a co-learning relationship include valuing all the knowledge, mutual respect among the knowledge sharers, caring for each other as co-learners, having trust, and learning from each other. In this manner, the advantage of co-learning is to achieve teaching-learning efficacy and maintain a harmonious and conductive relationship between the teachers and the students.

2.6 The Principles, Implications, and Challenges of Translanguaging in Education

2.6.1 The principles

Garcia and Kano (2014) proposed a classical definition for translanguaging as a process by which students and teachers engage in complex discursive practices that include all the language practices of all the students in a class to develop new language practices and sustain old ones, communicate and appropriate knowledge and give voice to new socio-political realities by interrogating linguistic inequalities.

This definition is aligned with the goals of applying translanguaging in education, summarized by Li Wei (2014l). These goals include:

1. To differentiate students' levels and adapt the linguistic strategies accordingly. E.g. For beginners, the teachers use translanguaging more for the instructions, whereas, for the higher-level teaching, the teacher tends to use translanguaging to expand the content, which is beyond the basic classroom instructions.
2. To explain the background knowledge to the students, so that the students can make sense of the subject.
3. To have a thorough understanding of the content. To extend the new knowledge based on the old one, so that the learners may develop critical thinking in the learning process.
4. To develop cross-linguistic metalinguistic awareness, so that the students may compare and contrast the linguistic similarities and differences.

5. To enhance cross-linguistic flexibility and linguistic competence.
6. To engage learners in class discussions.
7. To break linguistic inequalities.

Li Wei (2014m) added strategies to meet these goals, which include:

1. Teachers consciously adopt translanguaging in the meaning-making process and encourage students to carry on an inner speech by translanguaging.
2. Teachers utilize classroom resources for translanguaging, such as multilingual, multimodal texts, gadgets, multimedia, cognate walls, etc.
3. Teachers incorporate translanguaging in the curriculum design and design translanguaging activities, e.g. projects and tasks involving multilingual and multimodal content, research tasks, peer grouping based on the same home language, etc.

2.6.2 The Implications

Adelina, Reyes, and Kleyn (2010) stated that every teacher in the 21st century needs to be ready to be a bilingual teacher. Garcia (2009d) contributed to a similar observation. These reflect that adopting translanguaging in education and language teaching has practical implications in the present time. In other words, teachers need to be aware of the language diversity of the class and see the students as whole people, and not just as numbers (Helot and Young, 2006).

Li Wei (2014m) summarized that the potential of a translanguaging pedagogy lies in developing more advanced discourses, a more thorough and deep comprehension of the texts, production of more complex texts and authentically and meaningfully evaluating students' voices and opinions. Li Wei (2014n) also added that bilingual development is not linear or static, instead, it is always becoming, continuous, and ongoing shaped and reshaped by multiple layers of relationships with people, texts, and real-life situations.

2.6.3 The Challenges

Canagaraja (2011c) pointed out that the pedagogical side of translanguaging is underdeveloped in general and teachers and educators have not figured out how to develop

translanguaging proficiency among students in the classroom. On the other hand, incorporating translanguaging in assessment is an epistemological change, which goes beyond the limits of most schools and teachers today (Li Wei, 2014o).

CHAPTER 3

RESEARCH METHODOLOGY

The present study is an exploratory one in nature. Exploratory research is a study either to investigate a problem that has yet to be clearly defined or to examine an established topic in depth or from a new dimension (George, 2023). The current study falls in the second category.

The researcher follows a mixed-method design: the qualitative research is conducted through semi-structured interview and class observation, whereas the quantitative research is conducted through questionnaire. The primary data is to describe the types of translanguaging used in the Chinese classrooms in Pakistan, to gain more understanding about the phenomenon and to establish a cause and effect relationship between teachers' beliefs on their approach of using translanguaging in CFL classrooms in Pakistan.

3.1 The Research Design

The research design of the present study follows the five guiding principles for researchers in framing a research project on translanguaging in foreign language classrooms (Wang, 2011). These five principles are summarized as follows:

1. Classroom translanguaging research is more descriptive than prescriptive, as the study aims to capture the fluid nature of classroom language practices (Li, 2017).
2. Classroom translanguaging research is more educational than linguistic. Sayer (2013) argues that translanguaging is less focused on the language itself; instead, it emphasizes meaning-making. This resonates with the principles of Applied Linguistics, which is to apply linguistic theory in a particular field, such as teaching, to exemplify the practicality of linguistics.
3. Classroom translanguaging research encourages students' participation in class discussions. Therefore, it balances the teacher and students' weightage.

4. Classroom translanguaging analysis adopts both etic and emic perspectives. The etic perspective posits the studies on cross-cultural differences, whereas the emic perspective focuses on the full study of one culture. Translanguaging respects and motivates the learners to use the full linguistic repertoire to achieve communication and learning objectives.
5. Classroom translanguaging research requires a holistic design to reflect a true dynamic data collection. Therefore, multiple data collection tools should be incorporated.

3.2 Research Tools – Methods of Data Collection

The researcher adopted a mixed method to explore the recurring patterns of translanguaging practices in CFL classrooms in Pakistani universities, with semi-structured interview and classroom observation as the qualitative research tools and questionnaire as the quantitative research tool. A mixed method was used to identify patterns and themes from a variety of data and establish relationships and linkages across the multiple types of data collected.

As the numbers of teachers were much smaller as compared to the numbers of students, besides that the teachers directed the language choice in the CFL classrooms, hence the qualitative method was applied for the collection of data from the concerned teachers.

In order to develop a holistic approach to examining English in translanguaging in CFL classrooms, this study got descriptive data through classroom observation of language use patterns; explanatory data was obtained through semi-structured interviews to elicit teachers' perspectives and a questionnaire was used to survey students' language attitudes respectively.

3.2.1 Semi-structured Interview

3.2.1.1 Achieving the reliability and validity of the interview

After reviewing the literature on CFL teaching, the researcher has come to conclude that interview has already been adopted as a major qualitative research tool in this research area. For example, Zhang, Osborne, Shao and Lin's (2020) study, entitled "A Translanguaging Perspective on Medium of Instruction in the CFL Classroom" involved interview and classroom observation in five universities in China. Dr. Wang Danping's (2019f) study, entitled "Translanguaging as Pedagogy: Practices and Perceptions" also incorporated interview and classroom observation as research tools.

The researcher conducted semi-structured interviews with 14 teachers (Annex C). According to Smith (1975), Abrahamson (1983), and Mann (1985), the objective of using a semi-structured interview is to standardize the stimulus, as in a semi-structured interview, where the respondents share a common vocabulary and each word has the same meaning. In this way, White (1994) argues that the equivalence of meaning helps to standardize the interview and facilitate comparability with high validity and reliability.

Reliability of the interview as a qualitative research tool refers to the stability of the responses of the data from the interview. On the one hand, validity is equal to "trustworthiness" according to Lincoln and Guba (1985). Trustworthiness incorporates the concepts of credibility, authenticity, transferability, dependability, and conformability in qualitative research. On the other hand, Wittemore, Chase and Mandle (2001) summarized 4 primary criteria of validation, which include: credibility (correct interpretation of the participants' meaning), authenticity (different voices being recorded), criticality (critical appraisal of all the aspects), and integrity. To fulfil these concepts in the best possible way according to the researcher's resources, the researcher has contacted the maximum numbers of teachers available in the Chinese Department and the Confucius Institute at that time. The researcher has recorded the complete session of the interview and the researcher has also transcribed the complete set of the audio recordings. Besides, Creswell and Poth (2013) defined validity as trying to access the accuracy of the results. They emphasized validation as a process with detailed description and a close relationship

between the researcher and the participants. The following steps have been taken to achieve the validity of the interview data.

3.2.1.2 Steps of completing the semi-structured interview

The following steps were followed while conducting the interviews:

1. Chinese teachers in NUML were contacted via WeChat, a multifunctional social media, messaging, and mobile payment software widely used by Chinese nationals and foreigners with connections with Chinese communities globally.
2. A draft of interview questions and protocol was made for piloting whereby the pilot research was done three months prior to the main steps of data collection.
3. The researcher made a schedule by making an appointment with these teachers in advance. The researcher read the interview questions aloud and in sequence during the interview for the teacher participants. The researcher also made rough notes according to the teachers' statements.
4. The interview was recorded via Voice Memo and transcribed by the researcher by replaying the audio word for word. All the recordings were saved and ready for verification. All the transcripts were also saved in a word file which were analysed through Thematic Analysis. Two CFL teachers in the Chinese Department of NUML were invited to participate in data transcription to maintain the accuracy of the manual work at a high standard.

3.2.2 Classroom Observation

Classroom observation permits researchers to study the educational content in a naturalistic setting, with more detailed and precise data evidence than other data sources. It monitors the change in a dynamic situation (Zaare, 2012). Moreover, class observation bridges the worlds of theory and practice (Reed & Bergemann, 2011), as observation discovers if certain theories work or do not work in a particular setting. In this study, the researcher has requested the teacher participants to sign a consent form before conducting class observation sessions. The researcher got the timetables and informed the teachers about the observation schedule. The researcher prepared an observation sheet (Annex B),

as it facilitates data collection to stay focused, as stated by Wajnryb (1992) and Wallace (1991).

The researcher observed 9 classes from 5 native Chinese teachers. The data source was the Chinese Department of the National University of Modern Languages (NUML) and the Confucius Institute in the National University of Modern Languages (NUML). The researcher visited four teachers' Chinese classrooms in the Chinese Department of NUML for class observation. The total periods of classes were six. The researcher also observed one teacher's 2 online classes for the duration of one hour each time.

The Teachers' names and the course titles for observation are tabulated below:

Table 2 Information about the Teacher Participants with Class Course Titles

Serial Number	Teacher's Name	Subject title
1	Liu	Scientific Translation (Advanced)-1st
	Jing	Oral Chinese (Intermediate)-2 nd
2	Zheng Lifang	Essay Writing (Advanced)-3 rd
		Reading Comprehension (Intermediate)-4th
3	Wei Jinghua	Reading Comprehension (Advanced)-5 th
4	Jiao Tiantian	Oral Chinese (Basic)-6th
5	Shan Jintao	Comprehensive Chinese Course (Intermediate)-7th, 8th and 9th

The data were categorized according to the main functions of translanguaging: interpretative, managerial, and interactive (Wang, 2014p). The researcher recorded the whole session and randomly selected a clip for transcription. Then she counted the utterances of the teacher during that clip duration. She separated the utterance of the target language from the translanguaging expressions. She gave both a count and a calculation of the target language out of the total utterance and the translanguaging expressions out of the total utterance, respectively. The researcher followed the data collection method of utterance counts from an English language classroom (Nagy & Robertson, 2004). In their research article about a Hungarian primary school English language classroom, both

researchers focused on teachers' language choices to understand the factors affecting teachers' language choices. The research setting of the Hungarian primary foreign language classroom resembled the present study's setting in the sense that the target language is a foreign language, and the language classroom is an exclusive environment to learn and speak that target language.

In the research on 'Target Language Use in English Classes in Hungarian Primary Schools', the researchers conducted 12 class observation sessions from Year 3 to Year 6 English language of a primary school and audio-recorded the sessions. The researchers counted the frequency of words from the audio transcripts of both the first and target languages. The researchers drew one implication from the study mentioned above, i.e., keeping the use of the first language a routine and in a fixed pattern may help maximize the use of the target language. The present study used utterance counts for the calculation of the percentage of the target language and the translanguaging expressions instead of the word counts.

3.2.3 Data Collection Tool – Questionnaire

A questionnaire is a research tool that usually consists of questions aiming to collect information from a targeted group of respondents. It can contain both close-ended questions and open-ended questions (Bhat, n.d.). The questionnaire of the present study started with questions about the respondents' demographic information. As stated by Patten (2014), questionnaire questions usually include the following content: demographic information, measuring attitudes, describing relationships, reflecting statistical results, evaluating certain behaviours, and so on. The questionnaire was shared with the Chinese Department of NUML students through the teachers' WeChat group. The questionnaire contributed to the quantitative data because close-ended questions were designed, and more than 100 students returned the filled questionnaire.

3.3 Data Analysis Tool - Thematic Analysis

The researcher used Thematic Analysis for data analysis. Thematic Analysis was initially developed in the 20th century across disciplines and Virginia Braun and Victoria Clarke initiated a set of procedures for completing Thematic Analysis in 2006. It is a method of analysing qualitative data by identifying common themes such as topics, ideas,

and patterns of meaning. It is also an active process to reflect on the researchers' subjective experience.

The inductive approach of Thematic Analysis follows the following six steps: "1. becoming familiar with the data, 2. generating codes, 3. generating themes, 4. reviewing themes, 5. defining and naming themes, and 6. locating exemplars" (Mihas, 2019). On the contrary, the deductive approach follows the reversed procedure. The present study adopted the deductive approach of Thematic Analysis as the researcher applied the pre-defined themes set by previous researchers.

These preconceived themes are based on the theoretical framework and existing knowledge. In this study, the researcher has referred to the three functions of classroom translanguaging, namely the interpretative function, the managerial function, and the interactive function (Wang, 2019f) as the pre-determined themes for data analysis of the classroom observation materials, where the translanguaging practices stated below in the table are the sub-themes.

Table 3 Types of Translanguaging in this study

Functions/Themes	Translanguaging Practices/Sub-themes/codes
Interpretative	Comprehension check
	Quotation
	Translation
	Grammar Instruction
	Reinforcement
	Clarification
	Reiteration
Managerial	Giving Examples
	Activity Instruction
	Transition
	Feedback
	Guiding students to practice

	Praising
	Advice on learning
	Arranging Homework
Interactive	Translation for peers and teachers
	Asking questions/confirmation
	Free Translanguaging

For the data collected from the interviews, the researcher has used the three positions from Macaro's Continuum of Perspective (2001) as the themes. These themes being Virtual Position, Maximal Position, and Optimal Position, which directly describe teachers' classroom language behaviours and address the factors affecting teachers' attitudes toward language choices. Refer to the Theoretical Framework for more details on the researcher's answers of the research questions by categorizing teacher participants according to the three positions and the pre-determined themes of translanguaging (Wang, 2014).

Table 4 Research Question with keywords

Interview Questions	Keywords
Briefly tell about your work experience as a Chinese language teacher.	Demographic Information
Your opinion on using English in CFL classrooms	Position in Macaro's Model
Your English learning experience and English language proficiency	Factor affecting language approach
Does the English language play a positive role in facilitating teaching CFL in Pakistan?	Position in Macaro's Model

When do you use English in your classroom?	Category/translanguaging function
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3.4 Participants

The researcher has summarized the interview data according to the three positions by tabulating the interview data result. Further, the researcher has described the interview data according to the sequence of Virtual Position, Maximal Position, and Optimal Position. In this section, the researcher has made comments on every teacher participant's statement representing their opinions, and the researcher has also attached the excerpts from the interview transcription as the supporting evidence. Under each position, the researcher adds the analysis of the factors contributing to every position. Afterward, the researcher makes a collective conclusion based on the interview data to address the research questions on the factors affecting teachers' stances on classroom language approach.

3.4.1 The Population

The population of the study is the native Chinese teachers who have been teaching or have taught in Pakistani universities and Pakistani students who study the Chinese language in NUML.

3.4.2 Sampling

The sampling method is non-probability and convenience sampling, in which individuals are selected not based on random criteria but on the ease of accessibility (Nikolopoulou, 2023). The researcher has ever taught in the Chinese Department of NUML, and she has requested her former colleagues and the present Chinese teachers who are working at NUML (both the Chinese Department of NUML and Confucius Institute) to participate in the research work.

According to Nikolopoulou (2023), the researcher may take the following steps to reduce the bias of convenience sampling:

1. Describe how the samples were obtained in the methodology section to make the sampling process more logical.

2. Maintain the sampling size reasonable, as big as the researcher could achieve.
3. Use multiple research tools for data collection.
4. Use appropriate descriptive analysis methods.

3.5 Conceptual and Theoretical Framework

3.5.1 Translanguaging Theory

This study follows the theoretical framework of the theory of translanguaging, which is rooted in the principle that language practices are dynamic and fluid; it assumes that bilingual speakers have one integrated language system from which they strategically select features to communicate effectively (Canagarajah, 2011b; García, 2009).

Translanguaging went beyond the boundaries of structuralist-only and mentalist-only definitions. It positioned a person's semiotic repertoire, primarily the linguistic one, as a meaning-making process. In practice, bilingual speakers select the features and signs to achieve a meaning-making target. This process usually involves creativity and criticality (Li, 2014).

From the word "trans-language-ing" itself, the readers are told that it is about the act of using more than one language, and this act is going on constantly. In this sense, translanguaging is transformative, and its origin is languages' interaction and contact. Translanguaging is revolutionary as it encourages the users to break the conventional academic and disciplinary structures to gain a new understanding of human behaviours. In the similar fashion, Argentinean semiotician Walter Mignolo (2000) promoted "Border Thinking," which is about "thinking between and beyond languages and modes and their historical relations" (Li, 2014). Translanguaging came into existence to meet the demand of the complex language interactions of the 21st century.

Li Wei (2014) suggested that translanguaging can be applied in education, particularly in bilingual education, to establish a trans-space for interdisciplinary knowledge sharing, even though it is challenging to implement the translanguaging strategy in the context of monolingual policy in schools worldwide.

As bilingualism and multilingualism are the reality in foreign language classrooms, heteroglossic conception is the base of understanding foreign language classrooms' multilingual phenomenon. According to Garcia (2009), heteroglossia refers to the ability to operate between languages available to students. The design of using translanguaging in the language classroom is to promote a deeper understanding of the subject matter, besides it helps to improve the written and oral communication skills because of the deeper understanding of the linguistic content.

Cenoz and Gorter (2017) suggested two types of translanguaging: spontaneous and pedagogical. The former refers to the flow of bilingual or multilingual discourse in natural settings, including the classroom. In contrast, the latter refers to the intentionally planned usage of the whole linguistic bank of both the teacher and the student. In this thesis, the researcher has further applied Wang Danping (2019)'s three functions of English in translanguaging in CFL classrooms, namely, interpretative function, managerial function and interactive function as the sub-types of pedagogical function of translanguaging.

There is a wider spectrum of functions of the English language in translanguaging in teaching Chinese as a foreign language, and there are some specific aspects of the wider spectrum. These aspects include giving directions and instructions in the language classrooms, translation, comprehension, communication, and so on. Wang (2019) also highlighted the three main principles by which translanguaging has been adopted in various CFL classrooms, "for comprehension of the lessons; for efficiency in the classroom; and to motivate learners." The study explores Pakistani universities, where English is the official language (for the majority, not the first language); how English performs the role of translanguaging. It intends to detect how pedagogical translanguaging and spontaneous translanguaging work in CFL classrooms.

Although translanguaging was initially developed in Wales to moderate the monolingual language practice in bilingual language classrooms, it can be borrowed as a practical and supportive framework to interpret the creative and mixed language use in foreign language classrooms in the world, where the diverse language and cultural backgrounds of the students and the teachers formed a rich database of linguistic resources (Canagaraja, 2011). As Garcia (2011) argued that language practice in foreign language

classrooms experienced a shift from monolingual approach to multilingual approach in the 21st century.

3.5.2 Macaro's (1997) Continuum of Perspective

According to Macaro (1997a), there are three teachers' positions regarding the attitude toward using L1 in teaching L2.

1. The Virtual position is for the teachers who have a negative opinion of L1's usefulness in teaching L2, so these teachers try to avoid using L1 in teaching. According to this belief, L2 teaching should all be conducted in L2. The Virtual Position exists due to the fear of L1 interference, and teachers who follow this belief do not differentiate L2 teaching from L1 teaching.
2. The second position is Maximal Position. Macaro (1997b) explains that teachers who are worried about disconnection in communication in the class between teachers and students adopt L1 in teaching L2 in a restricted fashion. For some teachers, it happens only when they have no other options. However, many may feel guilty after doing so (Macaro. 2001a).
3. Unlike the first two, the third position, called Optimal Position, reveals that some teachers have realized that using L1 can offer pedagogical contributions in teaching L2, so they incorporate L1 in teaching L2 in a theoretically guided manner. They believe that L2 teaching is always different from L1 teaching.

Figure 1 Macaro's Continuum Perspective (2001b)



The above graph represents Macaro's three positions in his Continuum Perspective. In this research, Macaro's Continuum Perspective is quoted to gauge native Chinese teachers' beliefs and attitudes toward incorporating English in translanguaging in teaching

Chinese to Pakistani students. Interview questions have been aligned with the three positions and the teacher's attitude has determined as one of the three positions.

This model has also addressed the research questions by collecting data on native Chinese teachers' attitudes towards the role of English in translanguaging and respectively which factors affect their attitudes.

Macaro's (2001c) three positions have been researched and cited in Second Language Acquisition (SLA) literature, positioning teachers' attitudes towards using L1 in L2 teaching. Hlas (2016) explored in the context of Spanish language classrooms in the USA, where English was the L1, and Spanish was the L2. The result showed that most participants held an optimal position. In contrast, Koylu (2018) reported research in the context of a foreign language classroom with Turkish as the L1, and the result showed that most of the participants held a virtual position (Algazo, 2022). Therefore, Macaro's three positions described the categories of teachers' attitudes, but practically teachers do not constantly hold one static attitude. Instead, teachers' attitudes were affected by several internal and external factors.

Two objectives of this thesis are to detect Chinese teachers and Pakistani students' attitudes toward the role of English in facilitating teaching and learning Chinese in CFL classrooms in Pakistan and to explore the factors that influence the native Chinese teachers' attitudes. The main argument of the research is on English's role in translanguaging in CFL classrooms in Pakistan. The logical connection among the objectives, the main argument and Macaro's framework is that teachers who believe in the positive roles of English in translanguaging in CFL classrooms will adopt English positively in teaching Chinese. According to Macaro's model, they are in Optimal Position. Teachers who hold the opposite attitude are in Virtual or Maximal Position.

3.5.3 The link between the Theoretical Framework and the Research Topic

Translanguaging as a theory and an approach encourages the language speakers to utilize the full linguistic repertoire to achieve the meaning-making process. In the case of foreign language teaching, translanguaging came into existence to meet the complex language behaviours due to language contacts in the 21 century. It informs the teachers that they should choose the most suitable medium of instruction in their language classrooms

according to the specific situations flexibly instead of following the conventional monolingual language policy abruptly.

In the present study, translanguaging theory has been borrowed to address to Research Question 1, related to teachers' and students' use of translanguaging in CFL classrooms and the types of translanguaging, whereas, Macaro's Continuum Perspective is quoted to gauge native Chinese teachers' beliefs and attitudes toward incorporating English in translanguaging in teaching Chinese to Pakistani students. Interview questions have been aligned with the three positions and the teacher's attitudes have been determined as one of the three positions.

Macaro's model has been utilized to address Research Question 2 and Research Question 3, by collecting data on native the Chinese teachers' attitudes towards the role of English in translanguaging and the factors affect their attitudes.

Chapter 4 of the current study will explore Chinese language teachers' attitudes toward using English in CFL classrooms in Pakistan by aligning to Macaro's three positions to verify what are the internal and external factors affecting their attitudes. All the research questions are also addressed in Chapter 4 by collecting and analysing the data practically.

CHAPTER 4

DATA COLLECTION AND DATA ANALYSIS

Exploratory research investigates research questions that have not been investigated previously or from a new perspective or dimension (George, 2021). This study identifies the patterns and themes of teachers' use of English in translanguaging in CFL classrooms in Pakistan and establishes relationships among the codes and themes. These themes include three classroom translanguaging functions, namely the interpretative, managerial, and interactive functions, as summarized by Danping Wang in 2014.

To conduct this classroom exploratory research, the researcher had collected multi-dimensional qualitative and quantitative data. The mixed method research combined data collection methods like interview, class observation, and questionnaire. The researcher invited all the participants on a voluntary basis. The study has collected data from the fieldwork in 12 months, from July 2022 to June 2023. Semi-structured interviews were conducted with 14 native Chinese teachers. The researcher has observed 8 classes from 5 teachers. One hundred and two students filled out the questionnaire, entitled “The Role of English in CFL (Chinese as a Foreign Language) classrooms in NUML”.

4.1 Research Tool-Interview

4.1.1 Interview Data Collection

Semi-structured interviews were carried out with 14 teachers over a period stretched from July 2022 to June 2023. Interview protocols were designed according to the research questions. Following the interview protocols, teachers were invited through the WeChat app online. The researcher sent them the interview protocols and booked a time slot with them a few days before. All the interviews were conducted online via the WeChat app. The interviews were recorded via Voice Memo and transcribed and translated by the researcher by replaying the audio. The researcher ensured that all the said and relevant information had been translated from Chinese to English. To maintain the reliability and validity of the data, the researcher invited two Chinese and English language experts from

the Chinese Department of NUML in the data screening process; Ms. Zheng Lifang, a lecturer in Chinese Language who has been teaching CFL for the last ten years. Professor Misba, a Pakistani Chinese language teacher in the Chinese Department, is a Pakistani pioneer in teaching CFL in Pakistan. The duration of every interview session was around 15 to 25 minutes. During the interview, the Chinese language was used for discussion, considering the varied English language proficiency of the Chinese teachers. Data analysis was performed using a thematic analysis approach, which focuses on describing and identifying the teachers' implicit and explicit points of view.

During the interviews, the teachers were invited to (1) describe their educational background and teaching experience as a CFL teacher; (2) define their attitude toward using English in translanguaging in CFL classrooms in Pakistan; (3) connect with real context to explain when they used English in translanguaging in CFL classrooms in Pakistan; (4) to exemplify their observations about functions of English language in CFL classrooms in Pakistan.

The interview questions were aligned with the research questions and the theoretical framework to keep the theoretical framework operational. Teachers' attitude towards using English for translanguaging in CFL classrooms in Pakistan had been analysed according to Macaro's (1997, 2001) three positions in the Continuum of Perspective in second/foreign language acquisition. In contrast, the functions of English in translanguaging had been described according to the three core functions of translanguaging in foreign language classrooms by Wang (2014).

The five interview questions are enlisted below:

1. Please briefly tell something about yourself and describe your work experience as a Chinese language teacher. (How long have you been teaching CFL? Which course have you been teaching?)
2. What is your opinion on using English in CFL classrooms with Pakistani students? Do you think teachers should only speak Chinese in CFL classrooms? Or do you need to maximize speaking Chinese in teaching CFL to Pakistani students, but you must refrain from using English? Or would you like to incorporate English in teaching CFL to Pakistani students whenever you feel necessary?

3. What is your experience in English learning and what is your English language proficiency?
4. Does the English language play a positive role in facilitating teaching CFL in Pakistan? To what extent do you speak English in your classroom?
5. When do you use English in your classroom? If you do not use English, how do you teach in CFL classrooms in Pakistan?

4.1.2 Interview Data Analysis

Table 4 (see Table 4 below) summarized the fourteen native Chinese's demographic information. Among all the teachers, seven teachers were male, and seven teachers were female. The teaching experience ranged from one year to more than ten years. The English levels of the teachers varied from undefined to advanced.

Table 5 Demographics of Teacher Participants

Gender	Qualification	Qualified Areas	Teaching Experience	English proficiency
Male: 7	M.A.: 12	Chinese:6	1-5 years:8	Advanced:7
Female:7	PHD:2	English:5	5-10 years:4	Intermediate:5
		Other: 3	10 -20 years:2	Basic: Two teachers did not share

Table 5 (see Table 5 below) included the teacher participants' attitude toward using English in CFL classrooms in Pakistani categorized by Macaro's Three Positions (Macaro, 1997).

Table 6 Proportion of Teacher Participants' General Attitude toward using English in Translanguaging in CFL Classrooms

Macaro's Three Positions	Responses (in fractions)	Participants (T1-T14)
Virtual Position	1/14	T2
Maximal Position	3/14	T1, T5, T8, T14
Optimal Position	9/14	T3,T4,T6,T7,T9, T10, T11,T12,T13

4.1.2.1 A General Summary of the Result

According to the data collected (refer to Table 2), only one teachers-T2, upheld the "Chinese Only" language policy strictly in the classroom. Thus, he was described as supporting the Virtual Position, whereas 3 teachers out of 14 stated that they preferred to adopt the Chinese language policy in their class. However, they could not refrain from using English in teaching. Therefore, these 3 teachers were categorized into Maximal Positions. 9 teachers out of the 14 teachers stated in their interview that they adopted a flexible language policy in the CFL classroom. Thus, they were grouped into Optimal Position.

4.1.2.2 Excerpts from the interviews with teachers supporting Virtual Position

Teacher 2 stated in his interview that he followed the language policy from Beijing Language University regarding teaching CFL. The policy emphasized that "Chinese is taught the best in Chinese." He was even worried about the negative transfers while teaching Chinese in English because of the English proficiency of both the teachers and the students (See Table 6).

Table 7 Factors Contributing to Virtual Position

Themes	Teacher
1. English language proficiency constraint	T2
2. Perception about L2 acquisition being equal to L1 acquisition	T2
3. Language policy from the body -Supporting Immersion language programs	T2
4. Perceived issues of learning Chinese depending on English and negative transfer	T2

Table 6 extracted the sub-themes of Virtual Position from T2's statement. Out of these sub-themes, he emphasized the factors of language policy from the training body and the perceived negative transfer.

Teacher 2 pointed out that their university promoted the exclusive use of target language in CFL classrooms. Teachers have to be role models for their students by abiding by the monolingual policy.

4.1.2.3 Assumptions and Perceived Danger

Exposure and educational convention in Chinese universities have affected teachers' beliefs in language policy in CFL classrooms. The "Immersion Program" has been popular in most universities in China, as it was believed that rigorous language teaching can be achieved by exposing students to a pure and Chinese-only language zone; however, according to Wang Danping and Andy Kirkpatrick (2012), the "Immersion Program" is more suitable for those who have at least some prior language experience, familiar with basic expressions and instructions, able to comprehend alternative expressions, and so on. On the other hand, studies about the "Immersion Program" found that it is only effective for those with at least one to two years of learning experience in Chinese (Kubler, 1997).

The issue is that Teacher 2 did not consider the students' differences in linguistic backgrounds, language aptitude, and learning purpose. Instead, he followed the training bodies' instructions and rigidly applied the theories.

Teacher 2 reported that English could not work continuously, as some Pakistani students' English language proficiency is not good enough, and according to him that teaching in Chinese instead of English renders equality in the class regardless of students' English levels, which is not a concern in the Chinese class. However, he should have considered his students' opinions, whether they feel it is more comprehensible to have teachers' explanations in English at the beginning. He should have resorted to any means to overcome students' English level's hindrance to Chinese language learning. According to Wang Danping (2012), equality is not maintained by depriving students of language resources and implementing a Chinese-only policy rigidly.

4.1.2.4 Excerpts from the interviews supporting Maximal Position

Four teachers adopted the maximal position by agreeing to use English in their classroom instead of using Chinese exclusively. However, they agreed to use Chinese as much as they could. The researcher summarized the factors contributing to the multilingual approach in Table 7 (See Table 7) below.

Table 8 Factors Contributing to Maximal and Optimal Position

Themes	Teachers
1. Treat English as a threshold for CFL teaching, which is suitable for beginners with no or little knowledge of Chinese	T 1, T 5, T3, T4, T6, T7, T8 T9, T10, T11, T12, T13
2. Three core functions of English in CFL classrooms:	T1, T5, T3, T4, T6, T7, T8, T9, T10, T11, T12, T13
• Interpretative	
• Managerial	T3 T8
• Interactive	T1, T3, T8
3. Positive attitudes toward the Role of English in CFL Classrooms	T1, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14
4. Alternative ways of teaching cannot take place of English language	T3, T4, T5, T6, T7, T8, T9, T10, T11, T12

As what has been discussed in the literature review section regarding the three core functions of a foreign language to facilitate CFL teaching, the interpretative function also called the explanatory function includes using English to explain, translate and teach any metalinguistic content related to the Chinese language or Chinese culture (Levine, 2011). The managerial function is to use English to give routine instructions and feedback to students' work (Macaro & Mutton, 2002), while and interactive function is a collaboration between the teacher and the students to discuss on language points and communicate on paralinguistic topics (Mcmillan & Rivers, 2011).

Teacher 1 used English in CFL classes to make instructions, elaborate language points, and to make interactions with her students. However, she was very reserved in using English in her class. She modifies her language strategies according to the levels of the students. She also purposely introduced classroom expressions to her student at the beginning of the course.

Teacher 1 stated in this regard:

“To teach beginners, using English to instruct the students and introduce some classroom expressions is all right. I usually use English to explain something for parts of the lesson, and when I can avoid it, I do so. For intermediate and advanced levels, I try to avoid English more. To check if the students have thoroughly understood the content, I speak in Chinese, ‘Now I will ask you some questions in Chinese, and you will answer in English.’ In this situation, the purpose of asking them to speak in English is to test their reading comprehension. Besides, when I teach some grammar points, I provide a linguistic context in English to students, and I ask them to select the appropriate grammar content. Therefore, the purpose of using English in my class is to induce and manipulate language points, grammar, sentences, and so on.”

Teacher 5 shared her language strategy for adapting to students' Chinese language levels and course content. For her, English is to serve the teaching purpose of Chinese as a foreign language for Pakistani students. She is cautious in using English; for her, English is the last option. She avails other linguistic resources of the class, such as students' known languages, and teaching resources such as images and multimedia.

Teacher 5 stated:

“To elaborate on my point, I will discuss it from two perspectives. Firstly, according to the Chinese linguistic levels of the learners, teachers may use English as the medium of instruction accordingly. Secondly, it depends on the course content to decide how to use English as a medium of instruction and how much English should be used in CFL classrooms. To be more specific, firstly, for beginners, teachers often use English to explain, and it strengthens students' memories of particular linguistic content. I would use English to teach new linguistic input, but not the old one; instead, we should use Chinese to repeat the linguistic elements that have already been taught. In this way, students will

only depend on English sometimes. For the immediate and advanced levels, teachers should use as much Chinese as they can. For different course content, teachers cannot rigidly follow one language policy in teaching. For instance, when we teach grammar and comprehensive linguistic courses, we'd better use English so that the students can understand quickly."

"According to my experience in my classes in the Chinese Department, English can't be avoided as the medium of instruction in the beginner class to make classroom instructions and to explain the content."

Although Teacher 8 mentioned in his interview that he believes English is necessary sometimes, he reiterated his opinions that teachers should avoid English if they can. Instead, he offered some alternative ways to teach, like "presenting props" and "different language teaching methods." According to him, teachers may use English as the last weapon to resort to.

Teacher 8 said:

"When I was teaching in Pakistan, I felt I had to use English outside the classroom to establish a good and close relationship with the students. In CFL class, teachers should use as much target language as possible. We don't need to rigidly conclude if we should use English or when we should use English in CFL class. For example, when we teach beginners to explain new words, we'd better use English. I could explain nouns by presenting some props.

For adjectives and adverbs, it is more effective to use English translation to explain the meanings, as they have abstract meanings. Once again, when we need to use English, we can use English, but when we do not need it, we should try to teach in Chinese only so that students' listening and speaking skills can be enhanced. Therefore, CFL teachers should work on updating their teaching methods. As teachers, if we have no other methods to resort to, we can use English; however, if we can achieve the teaching target by any other teaching method, we should avoid using English. On the other hand, teachers may have different language strategies to cater to the linguistic levels of the students. For the total beginners, the teachers can use English. The teachers can speak maximum Chinese for students with a Chinese language foundation. "

Teacher 14 stated that her English level is intermediate, but she can use Urdu as the medium of instruction. She preferred to use Chinese as much as possible in her CFL class, as she believed that her English level and students' English level both were not good enough to support Chinese language learning. She used both Urdu and English to facilitate teaching in beginner class and she used simple Chinese to explain new language input in advanced Chinese class.

4.1.2.5 Elaboration of the factors supporting Optimal Position based on interview transcription

1. Scope and Logic of EFL Pedagogy

Six teacher participants (T3, T4, T5, T6, T7, T9) argued that English as a lingua franca in CFL classrooms in Pakistan is vital to teaching beginner classes. As Wang Danping (2012) stated that if the students are from the same backgrounds, definitely their L1 is the best option for learning Chinese; however, in the context of the Chinese Department in NUML, the native Chinese teachers usually have no or very little Urdu language exposure, and it is not possible for them to adopt Urdu as a mediating language to teach Chinese in Pakistan, instead, English is a foreign language for those Chinese teachers. It is the second language for Pakistani students.

2. The Three Core Functions of EFL Pedagogy

All the teachers related their use of English in translanguaging in CFL classrooms in Pakistan to the core functions of EFL, namely interpretative function (comprehension), managerial function, and interactive function. In other words, firstly, the teachers use English to explain the language points and for comprehension purposes in the language class; secondly, the teachers use English to control the flow of the language classroom, to give any instructions, and so on; thirdly, the teachers use English to communicate with their students in the class.

According to the interview data, 12 teachers clearly stated the use of English is fundamentally important for explaining language points, such as introducing a new word, elaborating a grammar element, and comparing sentence structures between Chinese and English. By highlighting the differences, students remember better.

3. Why Translanguaging and How Much Translanguaging

Teacher 3 adapted his multilingual/translanguaging approach flexibly to teaching CFL in Pakistani classrooms according to the different levels of the class. He delineated the unrealistic perspective of the monolingual approach by saying that rigidly using Chinese only might scare the students away. He affirmed the interpretative, managerial, and interactive roles of English in translanguaging in CFL classrooms. At the same time, Teacher 3 added that how much translanguaging is appropriate as subject to the teaching needs. There is no fixed measurement for the amount of translanguaging in CFL classrooms.

Excerpt from the interview with Teacher 3,

“It is necessary to incorporate English language in teaching Chinese to Pakistani students in Pakistan. The reasons are as follows: firstly, language is the bridge of communication. Although in mainland China, it is recommended to native Chinese teachers to teach Chinese in Chinese while teaching to international students, however, we should tailor the students' situations instead of rigidly following the convention. We might scare our students away if we unthinkingly follow the monolingual strategy. English as a medium of instruction plays a positive role in teaching Chinese to international students. I have observed that if the Chinese teacher's English proficiency is high, it is helpful for him to teach Chinese to Pakistani students, from organizing an event to carrying on the pedagogical activity.

On the other hand, Chinese teachers should customize the medium of instruction in teaching Chinese to international students according to the actual demand, e.g., to teach beginners; it is mandatory to use English from the beginning of the term to the end of the term. Chinese cannot be the teaching language at this stage, but it is only the teaching content. To teach intermediate to advanced levels, I make an appraisal of the students' Chinese proficiency levels in the first class by asking simple questions, such as 'When do we start the class and when do we end the class?' When I realize that they can easily follow me, I decide to change the pattern of the class, and I start speaking to my students in simple Chinese. However, I realize that for grammar points and certain language content, I still need to convert to English for in-depth elaboration.”

Teacher 4 presented her multilingual stance by sharing the course content. It was a transformative process for Chinese majors from the beginner to the intermediate level. During this process, the amount of English drops, but English still acts as the facilitator in CFL classes in Pakistan. English translation delivered a more precise meaning, and it saves time. This mode of using English is always to adjust to the teaching purpose.

Excerpt from interview with Teacher 4,

“For this question, I will relate to my courses to explain. When teaching Chinese Character Writing, I usually spoke in English more to my students in the first half of the term. Gradually when we complete the mid-term exam, I will discuss with my students on my teaching plan, and I will inform them that I will start speaking Chinese more as a transformation of our Chinese class. For the intermediate level, I mostly conduct my lesson and chat with my students in Chinese. Of course, sometimes I switch to English when I find that they cannot understand me. For the advanced level, I resort more to Chinese in the oral classes to give my students a lot of speaking exercises. It means that I adopt different mediums of instruction strategies according to the levels of my students. Therefore, according to my teaching experience, a Chinese teacher has to use the medium of instruction whenever it is necessary, as students might be stuck in the text, and English can make comprehension easy. Besides, an English translation may strengthen the memory of a particular linguistic point. ”

Teacher 6 adopted a translanguaging approach by using English as a classroom teaching code, that is appropriate and flexible amount of English may be used according to the actual needs of the students. She emphasized that although Chinese is the target language, there should be no rigidity in following just one language strategy in different classes.

Excerpt from interview with Teacher 6

“According to my experience, it is subject to the courses and levels of the learners to decide which approach the language teacher should adopt. Just like when I taught beginners, I understood that the learners felt very remote from this new language, let alone talk about their language abilities. For oral lessons, I taught them in Chinese only. Yes, they could not understand me, so I used body language and other resources like pictures to create

a Chinese language learning environment for them so that they may adapt to the learning pattern. However, for abstract content, such as intermediate-level grammar lessons and Chinese Character Writing for beginners, we need to use Chinese to teach to achieve the teaching goal.

To sum up, it depends on the course's content, and the learners' levels to decide which approach the teacher should go for. The history course took a lot of work for the learners, as it covered the backgrounds of different dynasties and the authors' attitudes and writing styles, so I mainly used English to teach. ”

Teacher 7 shared a similar view to Teacher 6. He explained that a language approach catered to the actual needs of the students is the right one. He stressed the absolute connection between cultural study and language learning, and he pinpointed the moral responsibility of Chinese teachers in introducing Chinese culture to the rest of the world positively and objectively. Teacher 7's statement clapped with some other research findings of Macaro's Three Positions, i.e. teachers feel difficult to enrol themselves into one particular position by an absolute benchmark (Algazo, 2022). The target language is Chinese, and the purpose is to develop students' Chinese language skills, however English is borrowed as a tool in this context. There are certain situations that without English, it is not possible to achieve meaning-making, however, there are also situations that meanings can be conveyed without English.

Excerpt from interview with Teacher 7,

“To some extent, I cannot directly choose a type among these three categories because I have summarized that teachers should adopt a medium of instruction or approach according to the course content and level of the students. According to these criteria, I will answer differently about my approach to using English in translanguaging in CFL classrooms. For example, I would use half Chinese and half English for the beginner or even more English in these classes. To give a more specific example, when we taught the initials and finals (consonants and vowels in English) to the students, we would directly tell students these are initials and those are finals. We would not use the terms in Chinese, 'Shenmu and Yunmu', as it was unnecessary to make students remember the terms, and they only need to know the concept. The oral exercise is important here, not the terms. For

the next stage, I would use English to teach abstract grammar content and cross-cultural concepts. English is important, but its role in CFL classrooms should be adapted according to the teaching content. Secondly, I can elaborate on my point by aligning the role of English in CFL classrooms with different types of classes.

For the activity classes, we had adult learners who learned Chinese for job requirements, like CIPEC-connected projects and government officer training. Practically speaking, only a few learners have an actual passion for the Chinese language, and social factors drive the rest of the majority, so leaving the Chinese classrooms means complete segregation from the Chinese language in just less than 6 months. I would rather focus more on introducing the Chinese culture to beginner students than simply stressing the standard Chinese phonetic pronunciation. A funny and bitter cross-cultural example is wearing a green cap. If students studied the cultural connotation of "wearing a green cap" in Chinese, they would not ask their Chinese friends to wear green caps. It's more practical for Chinese teachers to teach Chinese culture to foreign students than the language itself, as it is more supportive of their future development. For the students who study Chinese as their major, we need to create an optimal Chinese learning atmosphere in CFL classrooms through maximum Chinese language input, which is also an essential process for Chinese language acquisition. It's a gradual process for the students to study Chinese consciously and unconsciously. For those students, who study Chinese as a training program, like the special police team that I taught, I observed that it's very efficient to use English in the class to achieve the teaching and communication targets. Therefore, deciding whether to use English or not and how much English to use is subject to the students' situations. To sum up, using English in CFL classrooms is very efficient when we teach cross-cultural communication topics, which is an integral part of language learning."

Teacher 9 recounted her opinions on classroom language code and believes she follows the optimal position. However, she added that the amount of English used in each class varies with the students' Chinese linguistic levels. Teachers should also reflect on the English input in the class and whether what they explained to the students in English is comprehensible.

Excerpt from interview with Teacher 9,

“I prefer the third category of language choice, the optimal one. We should not argue whether we should use English in CFL classrooms; instead, we should be careful about the amount and degree of using English in CFL classrooms. For example, when I was teaching in Area Studies Department, the students were beginners in Chinese. In that situation, it would be easier for the teachers to conduct lessons with using English. I want to add here that I believe teachers should decide if they can use English appropriately in CFL class regarding how much English is to be incorporated. Teachers should avoid confusing the students if they use English, but they cannot elaborate on the linguistic elements in English.”

Teacher 10 elaborated on her views on using English in CFL classrooms by sharing her experience teaching different courses. She shared her observation transparently on the multilingual reality of CFL classes in Pakistan and that monolingual teaching needs to be more eligible. She also shared her experience teaching a cultural course in which English was essential to convey ideas most efficiently and effectively.

Excerpt from interview with Teacher 10,

“It is difficult for me to categorize myself absolutely in any of the three types, as I use different language strategies according to different courses. I will take Oral Expression as an example. I preferred to teach Oral Expression in Chinese. However, I knew to teach beginners, it was not possible to use Chinese to explain the linguistic elements to the students most of the time, so what I did was that I would speak Chinese and then use English to elaborate my point. In the advanced level classes, I tried to use Chinese in CFL classes most of the time, but sometimes I would also use English to teach very difficult words. Since they could not understand the content, I used English to explain it to them. It is up to the levels of the students, and there is no absolute rule of using English or not using English in my class. I also want to share another experience of Oral Expression class with the beginner level in this regard. At first, I planned to deliver the lesson only in Chinese, but later I observed that the students needed help to follow me. In this situation, I realized I was not eligible to teach in Chinese only.

Further, I would discuss the culture study course. English in such courses is important to facilitate comprehension, so it is only sometimes necessary to use Chinese to

elaborate on these cultural elements. On the other hand, it is again up to the levels of the students. Sometimes the students' Chinese language proficiency needs to be better to understand the cultural elements and the abstract content of culture, history, and geography. Cultural learning is to facilitate language learning, so a thorough understanding of the culture is helpful. How can I make the students practice the Chinese language from such cultural courses? I would ask them to summarize what they have learned into a paragraph in Chinese, or I would ask them to recap the content in Chinese in the next lesson. The ppt I designed for the cultural courses was initially written in Chinese only; later on, I realized that it needed to be more comprehensible for the students. Therefore, I changed the slides to both Chinese and English. In the class, I would read the content in Chinese and then explain it in English. ”

Excerpt from interview with Teacher 11,

“According to my experience in my classes in the Chinese Department, English cannot be avoided as the medium of instruction in the beginner class to make classroom instructions and to explain the content. Another side of the picture is that English is not the best medium of instruction, as some students are also weak in English; however, as a native Chinese teacher, I only know English, so I would use English to teach CFL classes and when some students get confused in the English explanation, their peers will help them out with Urdu translation. ”

Excerpt from interview with Teacher 12,

"I believe I adopted the optimal position when teaching CFL in the Chinese Department in NUML. I analysed my approach based on the nature and characteristics of the students and the courses. I will elaborate on my point by sharing my teaching experience in the Chinese character course. Chinese character writing contains very abstract content regarding the characters' structures. Besides, there is Chinese cultural background information to be discussed with the students. It seems impossible to adopt a monolingual approach to using Chinese to teach this content when we teach beginners. Instead, English plays a supportive role in laying the foundation of the Chinese character system for the students. It deserves mentioning that English was used pedagogically, as I always reflected on how to achieve my academic target by using English in

translanguaging. In this way, I designed the teaching material for the present lesson and established a connection with the next lesson English, indeed made my teaching effective.

Regarding Oral Expression, I first thought it would be better to teach the course in Chinese, but my students were of intermediate level. They were at such a stage that they knew the basic Chinese grammar and vocabulary, yet they still faced the limit in their linguistic competence, so again, English was incorporated. Of course, for Oral Expression, I tried to speak more Chinese."

Excerpt from interview with Teacher 13,

"I am part of the third group of teachers who use English and other languages in teaching Chinese to Pakistani students. The straightforward reason behind this is that we have to teach, and the basis of teaching is comprehension. Even if I taught my students by other paralinguistic means, such as body language, students would need help comprehending, as well as when I explain to them incomprehensible language. "

In the interview sessions, most teachers focused on relating their English translanguaging experience in the CFL classrooms in Pakistan from the perspective of interpretative functions. However, data from the class observation reflected all the functions, interpretative, managerial, and interactive, from different classes."

4.1.2.6 Teachers' Attitudes towards Using English in CFL Classrooms in Pakistan

Teachers who follow Maximal and Optimal Positions acknowledged the positive role of English in CFL classrooms in Pakistan. However, many teachers confessed that the conclusion could not be summarized in one sentence, as English's role in translanguaging in CFL classrooms depends on some variables, such as students' Chinese language proficiency levels and the course content. The extracts from the interview session are as follows:

Teacher 3 said, "It is necessary to incorporate English language in teaching Chinese to Pakistani students in Pakistan."

Teacher 4 stated, "Firstly, I believe that English has played a positive role in teaching Chinese by the native Chinese teachers to Pakistani students in Pakistan. For

beginner CFL learners, if Chinese teachers use Chinese as the medium of instruction at the right beginning, the students would feel that they need clarification all the time. They might need to comprehend more things at the beginning. Therefore, English is unavoidable to be used to explain language points and to arouse students' interest. Secondly, for the intermediate and advanced levels, English works as a scaffolding tool in teaching, and Chinese is mostly used throughout the language course. ”

For example, when I was teaching Character Writing to the students, I explained to the students about Hanzi's evolution history and Hanzi's system in English at the initial stage of the course, such as Hanzi has different types of structures, top-bottom, left-right, radical- component, etc. I had to explain to them how to write single-component characters and combine the single components to form a compound Hanzi. All of these had to be elaborated in English."

Teacher 5 mentioned, “I do not believe that English has an irreplaceable role in teaching CFL, but sometimes we indeed have to use it in teaching. Still, it is subject to the level of the students and the course content to align the function and use of English as a medium of instruction in CFL classrooms. I often observe students' responses in class, and I would use English to teach new words. My students are of intermediate and advanced levels in Chinese. Therefore, I use English sparingly in my class. Let us take Essay Writing as an example; when I teach the writing format of Leave Application, I would first teach the terminologies in English, then translate these terms into Chinese. When students understand the content, I would repeat the same terms in the coming few days so that the terms will be internalized. In this way, students may dismantle English from Chinese language acquisition. Regarding ‘how to create a Chinese language atmosphere in CFL classrooms’, I would like to take poetry as an example. After providing the English translations of the new words to the students, I would use simple Chinese sentences along with body language and images to achieve meaning-making. PowerPoint presentations and online resources can also be utilized in teaching.”

Teacher 6 added, “First of all, I believe that the medium of instruction does play a role in foreign language teaching, as the purpose of learning a new language is to comprehend, communicate, and pass information, and so on. The main function of the

medium of instruction here is to facilitate meaning-making and communication. I would use English to a big extent to teach difficult courses like literature and cultural studies."

Teacher 7 contributed, "English plays a positive role in CFL classrooms when native Chinese teachers teach local students in Pakistan. In language courses, English is important, but it is only necessary some of the time. For culturally related courses, it is important and necessary all the time.

In CFL classes in Pakistan, it is necessary to use English as a medium of instruction; otherwise, it is energy-consuming for the teachers. For example, when we taught "ba" sentence structure and "bei" sentence structure, we can assimilate this grammar input with the active and passive voices in English. It is very efficient for teachers to explain this grammar point in this way."

Teacher 9 briefed, "whether to use English or not depends on the learners' Chinese linguistic levels. For the beginner class, as I mentioned before, I had to use English, and later on, students would experience a transitional period from English as the classroom language to Chinese when their Chinese language proficiency is improved to a certain extent. This is a gradual process. In other words, to access Chinese-only mode in CFL classes, English plays a role in introducing the Chinese language and Chinese culture."

Teacher 10 commented, "I would say that in the Chinese Department, English plays a positive role in learning Chinese, as Chinese is very difficult for the students and English is a language that is familiar to most of them, so when we explain to the students about linguistic elements in English, they get the point easily. However, I disagree with the approach to using English to a large extent in language courses, such as oral and listening classes, as in these language courses, the content is language-based. If we constantly teach Chinese in English, students would develop an attachment to English for learning Chinese, so the teachers should manage the classroom language input appropriately."

Teacher 11 mentioned, "I believe that English plays a positive role in CFL classrooms in Pakistan. Most of the students' English competence is good enough to support them in learning Chinese. For me, I would decide how much English to use in my class according to the levels of the students. For beginners, I use English more."

Teacher 12 affirmed, “English plays a comparatively important role. Although some students had poor English proficiency, the majority of the students benefited from this approach of using English in translanguaging. When I compared the courses that I had ever taught, I think English played a role of facilitation in Oral Expression and Listening Comprehension, and it played a leading role in Chinese Character Writing. To sum up, English in translanguaging acted differently in different courses.”

Teacher 13 agreed, “For me, making students understand what I was teaching in the class is imperative. If I don't use the medium of instruction of English or Urdu, it is not possible to achieve my academic goals.”

4.1.2.7 Alternative Ways of Teaching CFL Rather Than Using English

When the question was asked about any alternative ways of teaching CFL in Pakistan rather than using English, teachers contributed insightful opinions based on their teaching experiences in CFL classrooms in Pakistan. Methods, such as using multi-media, multi-modal or images, situational stimuli, language games, native language/L1 of the students, and so on are used according to the teacher participants. However, many teachers were informed that these alternative ways are different from using English in translanguaging in teaching CFL in Pakistan.

Teacher 3: "As I mentioned that when I taught Chinese in Thailand, I faced difficulties in teaching at the beginning. My students could not understand whatever I taught them. The school assigned a teacher-assistant who knows Chinese and Thai. However, I could not completely rely on my assistant, as it seemed that my students started treating my assistant as their teacher instead of me. I struggled to study the Thai language as much as I could. I could almost deal with the class communication and complete the teaching task, but my students often laugh at my Thai accent and pronunciation. If I don't use English to teach Chinese in Pakistan, I think I have to study Urdu to fulfil the teaching purpose."

Teacher 4: "When I felt that the students were able to utilize the old knowledge on learning the new ones. For instance, to learn a new character, I asked the students to dissect the character and use the parts they had learned before to study the new one. It works most of the time."

Teacher 5: “Although I emphasize the importance of maximizing the input of Chinese in CFL classrooms, personally speaking, I think not using English in CFL classrooms in Pakistan requires a unitary and collaborative action. Students would feel odd if only one teacher persists in a monolingual approach and that struggle is not effective or meaningful. If we avoid using English in CFL classrooms, we will use pictures, PPT, and other materials to facilitate teaching.”

Teacher 6: “First, I will take the IP class of the Area Studies Department as an example. The teaching content was mainly about Chinese literature. It connected cultural backgrounds and the comprehension of Chinese characters. For example, a willow is commonly quoted in Chinese classic poetry, and the image of a willow is a motif that symbolizes 'farewell.' Another commonly quoted image is the moon, which symbolizes 'homesickness' I have been using English in translanguaging in teaching these courses to enhance students' understanding and memory. Secondly, I want to mention my teaching pattern in beginner's Oral Expression classes, where I rarely used English. Instead, I would use role play to cover many topics, and the target language is revealed prominently.”

Teacher 8: “Also, it's suggested that teachers should be more innovative and creative in teaching CFL. For instance, situational teaching can be applied.”

Teacher 9: “To answer this question, I think it is up to the linguistic content to decide if we should use English to teach. For instance, for the verbs like "zou" (walk), "xiao" (laugh), and "ku" (cry), I think it is achievable by facial expressions without the use of English, especially for child learners, they enjoy learning like this.”

Teacher 10: “I would say that it is difficult to teach Chinese in our department without incorporating English, but to some extent, it is possible to make it in the class with students of advanced levels, e.g., to teach a word "chained," I can use a simple word "buhao" to explain it. We learned a word last week, which was "hanxu." To explain it, I can tell students that this adjective means "not telling everything." I tried every means to explain it to the students in Chinese. But if at last I still feel the students are not clear enough, I will explain to them in English.”

Teacher 11: “If I don't use English in my class, I have to take many other measures. I will take "using chopsticks" as an example. I would directly speak Chinese to my students

by demonstrating how to use "kuaizi". In another word, props, games, and different teaching methods can all be utilized. ”

Teacher 12: “I will explain my point of view by connecting it to the course content again. For Chinese Character Writing, I explained Chinese character formation and evolution at the beginning of the term. The notions and techniques were gradually introduced to the students. When I felt that the students had mastered the patterns, I started using the established knowledge to explain the new knowledge, and it often worked. To maintain an effective learning atmosphere, I started speaking Chinese step by step.”

4.1.3 Conclusions- Factors affecting teachers' stances

This section has described CFL teachers' stances regarding using English in translanguaging in CFL classrooms in Pakistan and has analysed the factors affecting their stances as well as the complexities of using English in translanguaging in CFL classrooms in Pakistan so that the teachers and students may overcome the complexities in teaching and learning. Despite the complex situations, English has been used as a de facto classroom language for teaching Chinese to Pakistani students in Pakistan.

This is also supported by some previous research in a similar area. Swain and Lapkin (2000:258) and Polio and Duff (1994:317) have both proposed the functional use of multiple codes in CFL classrooms. Specifically, Polio and Duff (2994:320) and Levine (2011) have contributed to the explanatory function of EFL in their research, which includes interpretation, translation, and explanation of metalinguistic content; Chambers (1992) and Macaron and Mutton (2002) have elaborated the managerial functions, which include giving routine instructions and feedback on students' performance and assignments, and so on. McMillan and Rivers (2001) and Anton and DeCamilla (1998) concluded in their research that ELF plays a role of promoting collaboration in language classrooms.

This study suggests that in CFL language classrooms in Pakistan, students' English levels varied, so did their Chinese language aptitude.

4.1.3.1 Teacher participants' perceptions of L1 and L2 Learning

Teacher 5 raised the question about how to learn L1 and Learning of L2. She said, “We have learned our mother tongue through the same language instead of another language. How have we studied Chinese? Why can our students not study Chinese in the same way?”

Teacher 10 referred to the immersion program of learning a foreign language: “Since most native Chinese teachers cannot speak Urdu, English is important as the classroom language of teaching. However, our target language is Chinese as an international language. Therefore, I still advocate that we as teachers should teach Chinese in Chinese to the maximum extent we can realize. I want to quote the example in China for English language teaching under the Immersion Programme. English language as the classroom code is the policy and pedagogy, so I propose teaching Chinese in Chinese in CFL classrooms, but I admit that sometimes we, as teachers, cannot find alternative ways to take the place of English language use in CFL classrooms.” Ramirez (1992, p 1-62) states, “The Immersion program is a monolingual approach to second language teaching, originated in Canada.” As Wang (2014) analysed that those committed to the notion of Immersion denied the potential use of L1 in L2 acquisition; therefore, they are the followers of monolingual approaches in foreign language teaching.

4.1.3.2 Teacher Participants' English Proficiency

Teacher 8 mentioned that due to English language restraint, he preferred to use something other than English to explain the linguistic elements that he could not elaborate on in English. He stated, “as I was not an English major, my English proficiency is limited. I prefer to teach Chinese in Chinese by adopting different simple Chinese expressions. When I feel that the students still need English translation, I will do that for them. However, I was afraid that I had not achieved the goal by my explanation in English, as I was unable to manoeuvre English expressions sometimes, and I might have misled the students. I feel that the CFL teachers whose English proficiency is high often tend to use English more in CFL classes, but I don't think that is good. Anyway, Chinese is our target language in CFL classes, and it is better to provide students with more opportunities to practice, no matter whether the opportunity is to speak or to listen.”

Teacher 9 stated her opinion regarding using appropriate English to facilitate the teaching of Chinese as a foreign language, “This is my understanding about this topic. I would like to add here that, I believe, teachers should decide if they can use English appropriately in CFL class regarding how much English is to be incorporated. Teachers should avoid confusing the students if they use English, but they are not able to elaborate the linguistic elements in English.”

4.1.3.3 Worry about over-relying on English language in CFL classroom

Teacher 10 said, “If we do not control and monitor the use of English in CFL classrooms, students may develop a dependence on English in learning Chinese. In this way, we cannot fulfil our Chinese language teaching goal.”

4.1.3.4 Students' Chinese language levels and course content

According to the data reflected from the interview, the role of English in Chinese language classes and cultural studies is distinctively different. Teacher 6, Teacher 7, and Teacher 10 all have the experience of teaching cultural courses in which cultural content can be best shared in English so that the students may have a thorough understanding of the topic.

Teacher 6 said, “First, I will take the IP (the advanced level) class of Area Study as an example. The teaching content was mainly about Chinese literature. It connected cultural backgrounds and the comprehension of Chinese characters. For example, a willow is commonly quoted in Chinese classic poetry, and the image of a willow is a motif that symbolizes 'farewell.' Another commonly quoted image is the moon, which symbolizes 'homesickness' I have been using English in translanguaging in teaching these courses to enhance students' understanding and memory.”

Teacher 7 said, “The main reason is that using English may enable the students to efficiently understand the classroom instructions and the teaching content, especially the Chinese culture. As I firmly believe that language is the carrier of culture, and teaching a language cannot be isolated from teaching about the culture of that language. On the other hand, interests are the best teachers in language studies. If the students can quickly absorb Chinese culture, it will be conducive to their language studies. To sum up, using English in

CFL classrooms is very efficient when we teach cross-cultural communication topics, which is an important part of language learning.”

Teacher 10 said, “Further, I would discuss the culture study course. English in such courses is important to facilitate comprehension, so using Chinese to elaborate on these cultural elements is only sometimes necessary. On the other hand, it is again up to the levels of the students. Sometimes the students' Chinese language proficiency needs to understand better the cultural elements and the abstract content of culture, history, and geography. Cultural learning facilitates language learning, so a thorough understanding of the culture is helpful. So how can I make the students practice the Chinese language from such cultural courses? I would ask them to summarize what they have learned into a paragraph in Chinese, or I would ask them to recap the content in Chinese in the next lesson. The PPT I designed for the cultural courses was initially written in Chinese only; later on, I realized that it needed to be more comprehensible for the students. Therefore, I changed the slides to both Chinese and English. In the class, I would read the content in Chinese and then explain it in English. On the other hand, it is the opposite relationship when we connect using English with the Chinese linguistic levels of the students. Usually, teachers speak more English to basic-level students than students with a higher level of proficiency in Chinese.”

Teacher 1, Teacher 3, Teacher 4, Teacher 5, Teacher 7, Teacher 9, Teacher 10, Teacher 11, and Teacher 12 all shared a similar experience.

4.1.3.5 Experiences from the training bodies

Although Teacher 11 was an English major in BS and MA stages and she can use fluent English to handle CFL in her class, her training experience set her in a maximal position. She uses English in CFL classrooms but always tries to avoid it, and she prefers to explore other teaching methods to achieve her pedagogical target.

“If I don't use English in my class, I must take many other measures. I will take ‘using chopsticks’ as an example. I would directly speak Chinese to my students by demonstrating ‘kuaizi’. In other words, props, games, and different teaching methods can all be utilized.”

4.1.3.6 Using English in translanguaging in CFL classrooms exerts certain complexities- implications for CFL teachers

Although English is the second language for Pakistani students, students from different educational systems have acquired different levels of English language competence. Some students are advanced at the English language level while some need help to speak English fluently, which exerts a certain complexity in using English in translanguaging in CFL classrooms in Pakistan. Most of the teachers reported that they would teach in English, and students whose English levels are good may understand the content instantly, and they would explain to their peers whose English is weaker in Urdu for comprehension.

4.2 Research tool - Classroom Observation

4.2.1 Classroom Observation Data Collection

Classroom observation was conducted to capture the most naturalist language behaviours in the classrooms. The classroom utterances made by the teachers and students were audio-recorded and categorized according to the functions of language teaching.

The present study has included class observation from 5 CFL teachers' classes (one of them being online). Every class had 10 to 20 students. A total of 9 classes had been observed. Each of these classes lasted 1 hour. Among these nine classes, one was an oral class, one was a reading class, one was a translation class, three were a comprehensive course, and one was a writing class. The students' Chinese language proficiency ranged from basic to advance.

4.2.2 A General Summary of the Data from Class Observation

The length of the recording, in total, exceeded 225 minutes. The total amount of transcripts in word counts exceeded 5000 words. The features detected about classroom language are as follows:

1. Similarly, like what the teachers stated in the interviews, most teachers tended to use English in translanguaging more in the beginner to intermediate class than in the advanced class.

2. Teachers use English to check students' understanding, explain grammar points and vocabulary elements, and introduce culturally related concepts.
3. Most students asked questions in English, and teachers addressed them in Chinese and English.
4. Teachers spoke Chinese and English to maintain a Chinese language learning atmosphere and smoothly interacted with students.

The analysis adopted a taxonomic approach based on the proposed classroom translanguaging functions by Danping Wang in 2014, in which she mentioned that she had taken into consideration the works of Cook (2001), Polio and Duff (1994), and Swain and Lapkin (2001) in support of using L1 in L2 classes with categorized functions.

In addition, it is known to all language practitioners that classroom activities follow typical patterns and are highly repetitive. A single utterance may perform more than one function; however, in this study, double counting is avoided, with any utterance contributing to one primary function judged by the researcher.

4.2.2.1 Language Utterances Calculation

Table 9 Language Utterances Counts (calculated according to the transcribed section/part of the recording)

Course Title	Teacher	Chinese (TL)	TL (%)	English Translanguaging	Translanguaging (%)	Duration of the course/s elected section	Total Utterances
1. Reading	Zheng	29	87.8 %	4	12%	12/12 minutes	33
2. Reading	Zheng	20	36%	35	64%	42 /20minutes	55
3. Translation	Liu	2	8%	22	92%	38 /15minutes	24
4. Oral	Liu	10	50%	10	50%	20/10minutes	20
5. Comprehensive	Shan	6	23%	20	77%	40/20minutes	26
6. Comprehensive	Shan	10	45%	12	55%	34/15minutes	22
7. Comprehensive	Jiao	10	28%	26	72%	19/12 minutes	36
8. Reading	Wei	25	93%	2	7%	30/12	27

4.2.2.2 Analysis

In the first class, the researcher detected only 4 prominent translanguaging practices in 12 minutes of audio. The level of the students was advanced, and according to the interview with the teacher, she explained that she tried to create a Chinese-only language atmosphere for her students as much as she could. She also designed her class with the support of online resources, YouTube video, and so on. However, she needed help to avoid

English completely, as poetry in Chinese literature has a special sentence pattern, and she resorted to English translation for a thorough understanding of her students. Her classroom language approach was in accordance with what she stated in her interview, and she was categorized as "Maximal Position" according to Macaro's Continuum Perspective (Macaro, 1997).

The teacher had used other multi-model resource materials rather than relying on the text to teach the students the selected poems. She made the students watch a video about the recitation of the verses with background sceneries representing the context.

In the second class, there were 36 translanguaging practices in this transcript. Most of them were for grammar and vocabulary explanation, performing the interpretative function according to the framework of Danping Wang (2014). The language practice of this class was almost sentence-to-sentence translation to ensure thorough comprehension of the text by the students.

The same teacher taught two courses as those mentioned earlier by performing different translanguaging practices; in the first class, she made limited English utterances, yet in the second lesson, she made more English utterances than Chinese ones. In line with what the teacher had stated in her interview, this was due to the students' language levels and the course content. With English language scaffolding in the second lesson, she explained herself.

The third class was an advanced translation course. The teacher used English in this lesson to explain the scientific text translation rules and tips. She only quoted words in Chinese to give examples under specific categories of translation. The information reflected in class observation data matched with the interview data, as the teacher explained in her interview that to make students understand the content in translation class, she could not execute the lesson in Chinese, as students could not technically decipher the information in Chinese.

The fourth lesson was an oral Chinese lesson led by Chinese with English occasionally inserted to explain some words. The teacher spent 10 minutes leading the students to the new words and texts related to Chinese food. She also spent some time correcting students' pronunciation. She instructed her Chinese students to read the text five

times after the class. She tried to elaborate on her point by using simple Chinese expressions. She intended to provide a Chinese language environment for her students to practice listening and oral skills. She inserted English when she believed that English explanation is more effective, e.g., she taught "zhoudao" with sentence examples and English translation.

The fifth and sixth lessons were online classes. The pattern of online classes was to stick to the content in the teacher's PowerPoint slides. According to the features of the HSK textbook and tests, the teacher focused on building student's language skills through vocabulary enhancement and grammar reinforcement. The students listened to him to practice listening comprehension. While answering the teacher's questions verbally, they practiced oral skills in Chinese. The text was written in a dialogue format to provide a linguistic context related to a particular topic. The teacher purposely used the names of places, names of languages, and food in English spelling to connect language learning with students' daily life situations and to improve the teaching-learning efficiency by using proper English nouns at this stage. Translating a place name into Chinese for this level is strenuous, and it is also inconvenient to translate local food into Chinese.

In the seventh lesson, students in this class had limited Chinese language exposure. They were not Chinese majors but rather were students of Economics. They only took one Chinese lesson a day. The teacher used translanguaging frequently in her class, and English was the classroom language for teaching. Chinese remained the course content. She used English to conduct and process her lesson. She used English to translate the text, explain new words and sentence structures, elicit new sentences, and so on. She also used English to communicate with her students on various levels. The lesson observed by the researcher was partially on the text and partially on cultural activity, making dumplings. The teacher and her students interacted mainly in English during the activity session.

The eighth lesson was an advanced level reading class; the teacher tried to speak Chinese to her students as much as she could, and unless she felt that the students could not understand her or they had misunderstood her, she would speak English to clarify the meaning. Although she shared in her interview that she used Urdu as a class language for an explanation, the researcher needed help detecting Urdu usage in this lesson. Several

times, her students also inquired in English. The students should have spoken to her in Urdu. Instead, they discussed with one another in Urdu during the class.

The students and the teacher read four paragraphs aloud in this particular lesson. The teacher corrected her students' pronunciation whenever she felt it necessary.

4.2.3 Translanguaging According to the Functions

Table 10 Translanguaging utterance according to the three functions

Functions of Translanguaging	Interpretative (no. of utterances) % out of total translanguaging utterances	Managerial (no. of utterances) % out of total translanguaging utterances	Interactive (no. of utterances) % out of total translanguaging utterances
Class One	4/4	0	0
Class Two	34/35	1/35	0
Class Three	22/22	0	0
Class Four	10/10	0	0
Class Five	12/20	6/20	2/20
Class Six	8/12	3/12	1/12
Class Seven	18/26	8/26	0
Class Eight	2/2	0/2	0/2

4.2.4 Examples about Translanguaging Functions

1 The Interpretative Function

The interpretative function is the most commonly categorized function in this study. Teachers used translanguaging to introduce a new language element, such as pronunciation, vocabulary, syntax, cultural information and so on. Students used translanguaging to negotiate the meanings to achieve the academic target. All the teachers in this study are bilingual speakers of Chinese and English. The exposure of English language enabled the teachers to develop a metalinguistic awareness and further this awareness facilitated them to teach foreign students.

Translation is just a tool to study Chinese as a foreign language in the context of a CFL classroom. It is always used to test the students' comprehension. Translation comes under the interpretative function in translanguaging functions. Here, the role of English in facilitating teaching and learning Chinese is the focal point. It has been observed that even two of the observed classes are Scientific Translation, where the teacher spoke English to explain the method and principle of translation and the formation of the words and sentences, etc.

Excerpt from Teacher 3-Mr. Shan's class observation

Teacher 3: 你吃过中国菜吗? (Have you ever eaten Chinese food?) Student : 我没吃过中国菜。(I have never eaten Chinese food.)

Teacher3 : I need you to use these two sentences in your daily speaking. If you have never done or you have never experienced something, you may use this form “没+V+过”.Someone always use “不”in front of the verb in this form. You should use “没”.

Teacher 3: 我从来没看过这本书。 For example, there is a store beside your home. I would like to ask you, ‘have you been to that store?’ If you haven't been to that store ever before, how will you answer my question? “从来不”or “从来没”?

Pause

Student: Laoshi, network problem.

Teacher 3: Now I have changed internet. I will repeat my question. Your answer should be “我从来没去过那个商店。” (I have never been to that store.)

2. The Managerial Function

Teachers use English to give instructions in CFL classrooms to make the class run smoothly. Managerial functions are about regulating the classes by instructions, giving feedback, encouraging and motivating, arranging assignments or quizzes. It is the second mostly categorized function after interpretative function.

Excerpt from Teacher 3's class reflecting managerial functions

Teacher 3: Now I give you two minutes to write down this form on your notebook.

Then copy the explanation about “*过*” on your notebook.

Teacher 3: Yesterday we have studied these sentences. Let's translate them quickly.

Sentence One- I haven't been to that store to buy anything. How do you say it?

Student: 我没去过那个商店买东西。

Teacher 3: Very good.

It was observed that translanguaging was practiced through the lesson to give information and instructions. Translanguaging served as a good method to spare teachers from the anxiety of missing important linguistic information or making students misunderstand. It maintained a rapport between teachers and students. The use of students' more familiar language may create a more comfortable bilingual space for the students. Translanguaging as a pedagogy, in this manner, keeps the language class in a more communicative and flowing condition, instead of being teacher-centered.

The first two functions of translanguaging mentioned above are teacher initiated, whereas the third one is more student initiated. Students often ask course-related questions to teachers in their familiar language to catch the flow of the class.

3. The Interactive Function

Students could use translanguaging to communicate to teachers and peers in CFL classrooms. Sometimes students' English language proficiency is higher than the Chinese teachers'. In that case, the students converted teachers' points into more concise and precise English to explain the linguistic information in the class.

4.2.5 Other Areas of Translanguaging Observed in the Class

1. Teachers' PowerPoint slides showing translanguaging.

Figure 2 Slide from the class

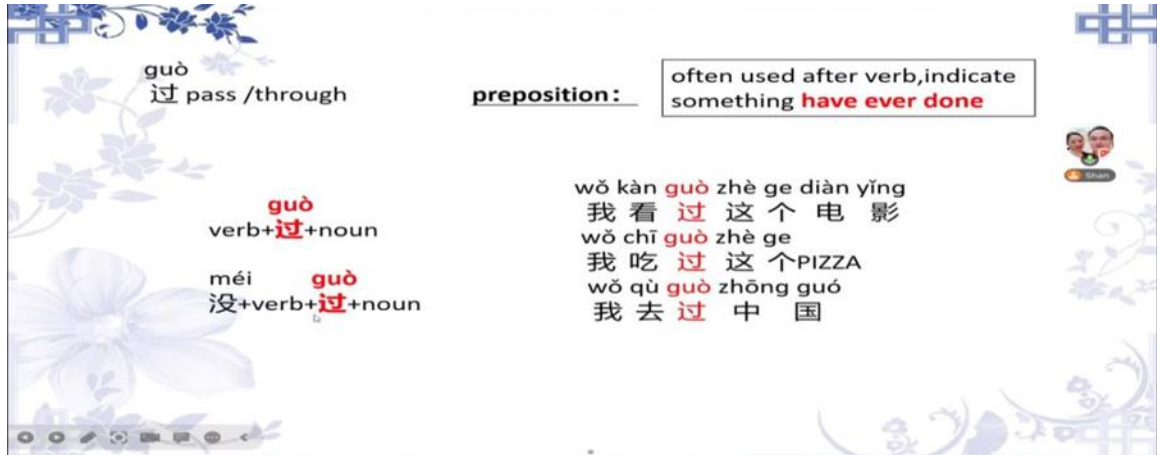


Figure 3 Slide from the class



Figure 4 Slide from the class

de shí hòu
(verb) + noun 的时候 when do something

de shí hòu
noun+ 的时候

suì de shí hou 8岁 的时候 huí jiā de shí hou 回家 的时候	qù de shí hou 去NUML 的时候 zài shāng diàn mǎi dōng xi de shí hou 在商店买东西 的时候
--	---

Figure 5 Slide from the class

kuài 快 fast/quick (adj)	kuài 快 almost/nearly/ be about to (adv)
tā kāi chē tài kuài le 他开车太快了 tā shuō huà tài kuài le 他说话太快了	wǒ lái kuài nián le 我来Islamabad快3年了 wǒ zài xué xí hàn yǔ kuài nián le 我在NUML学习汉语快3年了

Figure 6 Slide from the class

Translation exercise:

1. My elder brother has worked in Karachi for nearly three years
wǒ gē ge zài Kārachī gōng zuò kuài nián le
我哥哥在Karachi工作快3年了
2. He eats too fast
tā chī fàn tài kuài le
他吃饭太快了
3. Our class is almost finished
wǒ mén kuài xià kè le
我们快下课了
4. My elder brother has been in China for almost two years
wǒ gē ge zài zhōng guó kuài liǎng nián le
我哥哥在中国快两年了
5. The movie is about to start
zhè ge diàn yǐng kuài kāi shǐ le
这个电影快开始了

2. Textbooks' content showing translanguaging

Figure 7 Textbook Page Footage

课文 4 03-4
Texts

面试的时候，经理对我印象不错，还通知我明天就可以上班了。真没想到找工作这么顺利。你想知道面试需要注意什么吗？首先，要穿正式的衣服，这会给面试官留下一个好的印象，让他觉得你是一个认真的人。其次，应聘时不要紧张。回答问题时，说得不要太快，声音也不要太小，要相信自己有能力做好。当然，最重要的是回答问题要诚实。

shēng yīn
shùn
dān
dao
chuan
yin
ci
sheng yin
xiang xin
zhong yao
cheng shi

生词

19. 首先	shǒuxiān pron. first
20. 正式	zhèngshì adj. formal
21. 留	liú v. to leave
22. 其次	qícì pron. second, next
23. 诚实	chéngshí adj. honest

经理对我印象不错

Figure 8 Textbook Page Footage

5 03-5

第一印象就是在第一次见面时给别人留下的印象。虽然第一印象不总是对的，但如果想改变却很困难。你给别人的第一印象会影响他们以后对你的感觉和判断。所以，给第一次见面的同事留下好的印象，以后的工作可能会更顺利；给第一次见面的顾客留下好的印象，你可能会卖出更多的东西。但是，如果第一次见面给别人留下像不按时这样的坏印象，那么以后就很难让别人相信你。所以不管是上课、上班，还是与别人约会，准时都非常重要。

生词

24. 改变	gǎibiàn v. to change
25. 感觉	gǎnjué n. feeling
26. 判断	pànduàn v. to judge, to decide
27. 顾客	gùkè n. customer, client
28. 准时	zhǔnshí adj. punctual, on time
29. 不管	bùguǎn conj. no matter (what, how, etc.)
30. 与	yǔ prep. with
31. 约会	yuēhuì v. to date, to go to an appointment

3. Teachers' white board notes showing translanguaging

Figure 9 Whiteboard Notes Footage

5. 餐厅在哪儿
cān tīng zài nǎr
餐厅在哪儿

5. 宿舍在哪儿
sù shè zài nǎr
宿舍在哪儿

你在哪儿?
nǐ zài nǎr
你在哪儿?

4. 我可以问你一个问题吗?
wǒ kě yǐ wèn nǐ yí gè wèn tí ma
May I ask you a question?

5. 宿舍在哪儿?
sù shè zài nǎr?
宿舍在哪儿?

Group A
Group B

1+1+1	1+1+1+1
2+1+1	1+1+1+1+1

4-1+1+1+1

4

4.3 Research Tool –Questionnaire

4.3.1 A General Introduction on the Questionnaire

The students' questionnaire reflected their demographic information. One hundred and two students filled out the questionnaires. As for gender, 67.6% of the participants were male, and 32.4% were female. Regarding age, 82.7% of the participants were aged 18 to 30, 12.5% were aged 30 to 40, and the rest were above 40. Refer to Figure 10 and Figure 11.

Figure 10 Questionnaire Question 1

1. What is your gender?

(105 条回复)

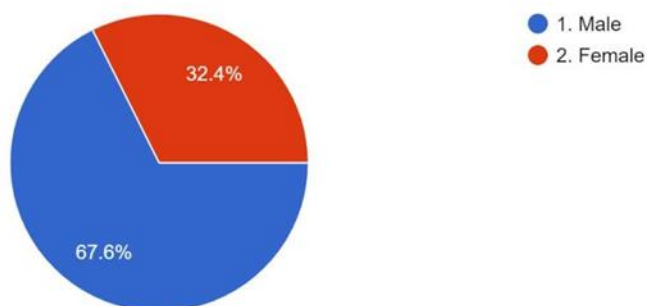
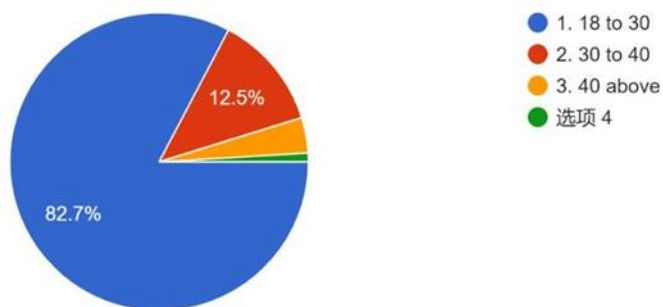


Figure 11 Questionnaire Question 2

2. What is your age?

(104 条回复)

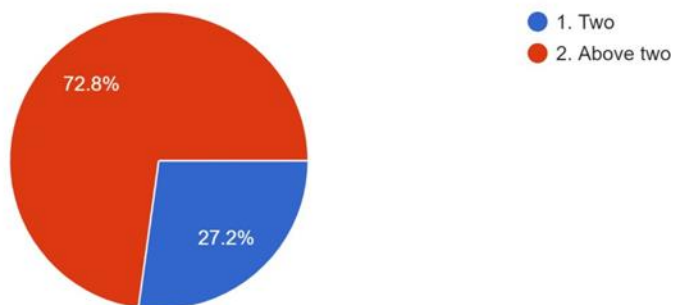


One hundred students reported their language background in which 27% of them were bilingual, and 73% were multilingual. Regarding Chinese language levels, 38.6% were from a basic level, 42.6% were from the intermediate level, 15.8% were from the advanced level, and the rest were from other departments rather than Chinese department.

Figure 12 Questionnaire Question 3

3. How many languages do you speak?

(103 条回复)



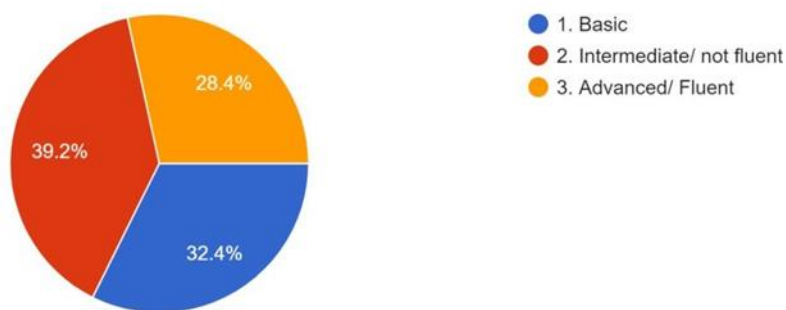
4.3.2 Analysis Based on Questionnaire Questions

Regarding level of proficiency in English language, 32.4% were at a basic level, 39.2% at an intermediate level, and the rest were at an advanced level.

Figure 13 Questionnaire Question 5

5. What is your English language proficiency?

(102 条回复)

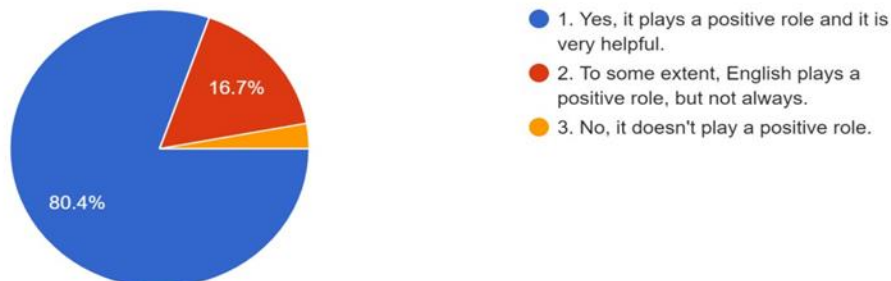


Regarding whether English plays a positive role in CFL classrooms in Pakistan, 80.4% out of 102 students answered yes, which was a prominent majority of the total number. This result matched the data from the interview and classroom observation. Most of the teachers grouped themselves into optimal positions in the interviews, and except for Teacher 2, the rest of the teachers believed that English played a positive role in teaching Mandarin Chinese in Pakistan.

Figure 14 Questionnaire Question 6

6. Do you think English plays a positive role in facilitating you to learn Chinese as a foreign language in Pakistan?

(102 条回复)



Question 7 to Question 10 of the questionnaire were designed to detect the functions of the English language in facilitating Pakistani students' learning Chinese as a foreign language. The researcher had used pre-determined sub-themes, such as understanding new words, mastering grammar rules, classifying language input, and developing cross-linguistic and cross-cultural communication competence. The survey response reflected that most participants agreed that English played such a role in learning Chinese as a foreign language in Pakistan.

Figure 15 Questionnaire Question 7

7. Do you think English helps you in understanding new words?

(101 条回复)

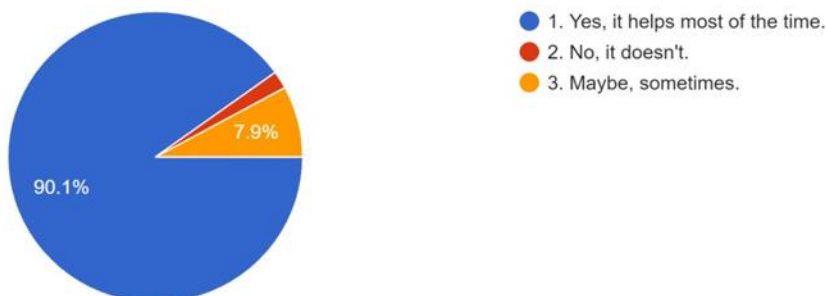


Figure 16 Questionnaire Question 8

8. Do you think English helps you in mastering grammar rules?

(102 条回复)

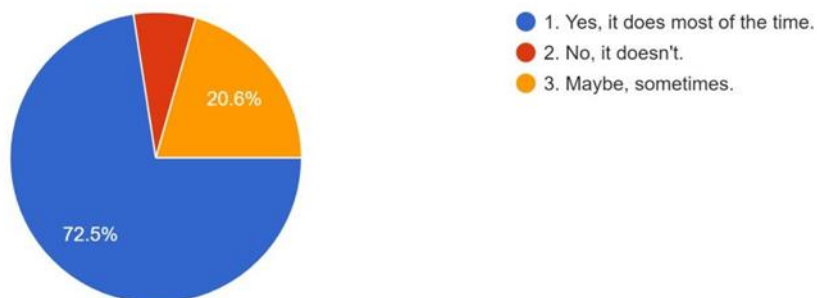


Figure 17 Questionnaire Question 9

9. Do think English helps you in differentiation and classification of the language input?

(101 条回复)

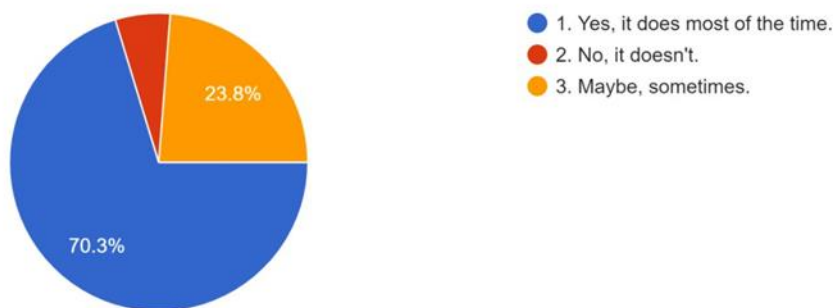
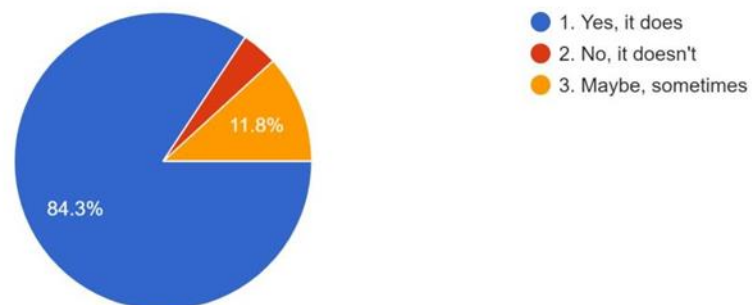


Figure 18 Questionnaire Question 10

10. Do you think English helps you develop cross-linguistic and cross-cultural competence? (English helps you obtain more knowledge about language and culture.)

(102 条回复)



Question 11 and Question 12 of the survey corresponded to the actual classroom situation. According to the classroom observation data, students indeed asked questions

from the teacher in English most of the time. Some of them (basic and intermediate level) were unable to ask accurate questions in Chinese.

Figure 19 Questionnaire Question 11

11. Do you ask a question to your teacher in English?

(102 条回复)

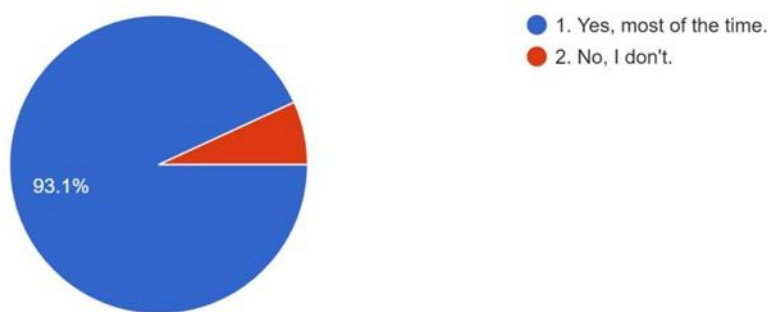
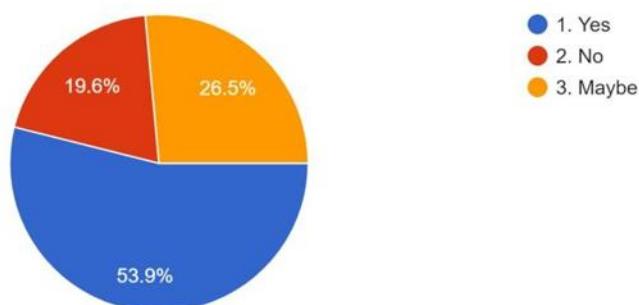


Figure 20 Questionnaire Question 12

12. Do you use English to ask a question from your classmates in CFL classrooms?

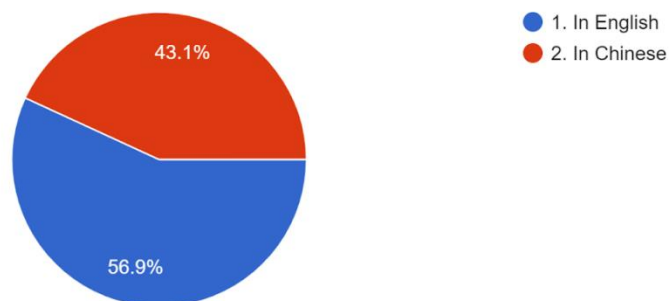
(102 条回复)



Question 13 revealed that students preferred teachers to explain in English to them rather than in Chinese. According to the teachers' interviews data, students should be given as much Chinese as possible in a Chinese language class. Wang Danping also observed this discrepancy in her research article "Translanguaging as Pedagogy, Practices and Perceptions" (Wang, 2018). In her survey, 38.9% of students were native English speakers, and the rest spoke English as a second or foreign language. The findings of her survey showed that 76.7% of students felt the class should be given in English, which reflected the significant role of English in learning Chinese as a foreign language.

Figure 21 Questionnaire Question 13

13. Do you like your teachers to explain the language elements in English or in Chinese?
(102 条回复)



Questions 14 and 15 are additional questions to assess students' attitudes toward using English in learning Chinese as a foreign language. Again, most participants believed that they positively used English to learn Chinese.

Figure 22 Questionnaire Question 14

14. Do you think it is possible to study Chinese in Chinese only in Pakistan?
(102 条回复)

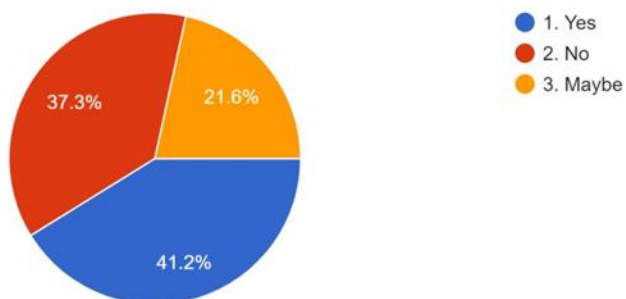
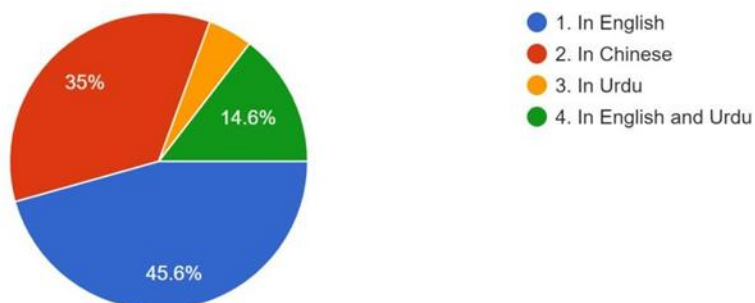


Figure 23 Questionnaire Question 15

15. When you study Chinese on your own, do you study it in English or Chinese?

(103 条回复)



To summarize, students showed a positive attitude towards using English in translanguaging as a language approach in CFL classrooms in Pakistan. Data reflected that the translanguaging approach is the reality rather than the monolingual approach. English has become a lingua franca for Chinese teachers and Pakistani students to build a bridge in Chinese language classrooms to achieve communication and comprehension (Wang, 2018).

4.4 A Summary on the Collected Data

Based on the data presentation and analysis, both the teachers and students acknowledged the multilingual reality in CFL classrooms in Pakistan, and they had a typical attitude towards using English in translanguaging in teaching and learning, especially in the beginner's classrooms. Translanguaging is always there with a varied degree according to the Chinese language levels of the students and course content. Translanguaging can assist the students in understanding the learning content and make the learning process smooth. Both parties agreed on the positive roles of English in translanguaging in CFL classrooms in Pakistan; simultaneously, both admitted that there existed certain complexity in using translanguaging in CFL classrooms in Pakistan.

CHAPTER 5

CONCLUSION

This chapter begins with a brief recall on the research area and topic with an alignment to the translanguaging theory and a re-statement of the sampling. It further answers the research questions by critically analysing the collected data with the application of methodology. Ultimately, it states the limitations and renders recommendations and suggestions for future research in a similar area.

5.1 A Summary of the Present Research

The current study assessed the English language's role in translanguaging in CFL classrooms in Pakistan. In this context, the Chinese language was the target language, and the English language was the medium of instruction that the Chinese teachers employed to teach and communicate with Pakistani students. The research comes in the domain of foreign language teaching. The core issue is whether a monolingual or multilingual approach is ideal for foreign language teaching.

Translanguaging is a theory, a pedagogy, and an approach. A translanguaging approach calls the language users to utilize all the linguistic repertoires to achieve meaning-making purposes (Garcia, 2004). The translanguaging theory has been applied in several fields, esp. in bilingual education, in indigenized language rejuvenation, and in the context of the present study, it was applied in foreign language teaching and learning. English is the second language in Pakistan and a foreign language in China. According to Kachru's Three Circles Model, Chinese teachers adopted English as the first choice of medium of instruction in CFL classrooms in Pakistan because beginners of the Chinese language cannot understand Chinese language and Chinese teachers almost have no prior knowledge about Urdu, the native language of the Pakistani students. To communicate with the students and complete the teaching target, Chinese teachers had to resort to using English in translanguaging. The functions of English in CFL classrooms can be categorized into

interpretative, managerial, and interactive subject to Wang Danping's previous research on a similar topic in the background of Chinese language classrooms in New Zealand in 2017.

The sample of the current research is from the Chinese Department and the Confucius Institute located in the National University of Modern Languages, Islamabad, Pakistan, where 14 teachers participated in semi-structured online interviews, and more than 100 students participated in the questionnaire. The researcher also observed 8 classes from 5 teachers' Chinese language classes of different course titles.

5.2 Findings

5.2.1 Answer to Research Question One

To address Research Question One, the specific type of translanguaging that the native Chinese teachers use in Pakistani CFL classrooms, the researcher referred to thematic analysis as the data analysis tool. The themes were cited from the research work of Wang Danping, a Chinese researcher who has contributed her research on translanguaging in Chinese as a second or foreign language classroom in the context of Hong Kong, China and New Zealand. She is currently a professor in Auckland University in New Zealand. These themes were the identified themes of English in translanguaging, termed as interpretative functions, managerial functions and interactive functions. In the present thesis, the researcher applied these themes in the classroom observation. To some extent, teacher participants also covered this area in their interview discussions, as they mentioned how and when they used English in translanguaging during teaching. The data from both tools reflected the matching results, i.e., the majority of the teachers reported that interpretative function is primary among all the three functions. The teachers used English to introduce new course content and to explain new grammar, syntax rules, and abstract elements. After the interpretative function, the more used function was the managerial function, as teachers used English to give instructions in the class. The interactive function was the least used, comparatively. The reasons being time constraints and adult learners' self-motivation.

Meanwhile, data from the survey reported that between 70% and 90% of the student participants believed that the English language helped them understand new words, master grammar rules, differentiate language inputs, and develop cross-linguistic competence.

Therefore, both the Chinese teachers and Pakistani students applied English in translanguaging in teaching and learning Chinese in CFL classrooms in Pakistan and English plays a significant role of interpreting the language elements. Besides, English also supported the teachers to organize the class and communicate with the students in the CFL classes.

5.2.2 Answer to Research Question Two

Address to Research Question Two, how do the native Chinese teachers and Pakistani students view the role of English in facilitating teaching and learning Chinese in CFL classrooms in Pakistan, the researcher utilized semi-structured interview as the tool to elicit the data about teachers' attitudes and questionnaire to get the data about students' attitudes. 9 out of 14 teachers, which was 64% of the teachers actively incorporated English in their CFL teaching in Pakistan. 80.4% of the students reflected a positive attitude towards English's role in CFL classrooms in Pakistan.

This thesis adopted Macaro's Three Positions Model to interpret the data about teachers' attitudes towards using English in translanguaging and the factors affecting their attitudes. Although several external and internal factors influenced teachers' attitudes and reflect certain inconsistencies, in the present study, teachers reported that whether using English or not or how much English to be used depended on some variables, such as students' Chinese language proficiency and the course content. The summary is that more complex and abstract the course content is, the more English should be used. The better the students' Chinese language proficiency, the less English should be used.

Teachers were categorized into three positions according to Macaro's Model (Macaro, 2009).

1 out of 14 teachers supported Virtual Position, a monolingual stance. 4 out of 14 teachers reported going with the Maximal position, which was a restricted multilingual stance. The rest of the 9 teachers supported the Optimal Position, a flexible multilingual stance.

Therefore, data contributed to the conclusion that most teachers and students held a positive attitude toward English's role in translanguaging in CFL classrooms in Pakistan.

5.2.3 Answer to Research Question Three

To address the third research question, which factors influence the native Chinese teachers' attitudes toward using English in CFL classrooms in Pakistan, the following feedback was collected: both external and internal factors influenced teachers' and students' attitudes toward using English in translanguaging. The external factor was mainly from the educational body. The internal factors were several, which included teachers' perceptions of L1 and L2 learning, teachers' English proficiency, worry about over-relying on English in Chinese learning, students' Chinese language proficiency, and course content.

Teachers, who adopted a positive attitude towards the role of English in translanguaging in CFL classrooms in Pakistan, believed that L 2 acquisition is different from L 1 acquisition, whereas teachers who adopted a negative attitude held the contrary belief. Teachers who had proficient English levels preferred using English more in Translanguaging in CFL classrooms, vice versa, teachers with limited English proficiency tended to avoid using more English. Teachers who believed on the perceived dangers and the negative transfer of using English in translanguaging were more reserved in using English. All these factors are considered as the internal factors affecting teachers' beliefs and attitudes.

5.2.4 Findings in Comparison with Other Research of Similar Area

Conclusions from other research work of the similar area include:

1. Translanguaging strategies aim to achieve better self-efficacy.
2. Translanguaging opens a window for the students to encode through language practices what the students know but cannot express in the target language.
3. Learning a new language is not only about learning the form, rather, it is connected with the students' being, knowing and doing.

This matches the conclusion from the present study that most of the teachers and students believe that translanguaging (English) plays a positive role in learning L2 (Chinese).

In a research article entitled "Teachers' Perspectives on the Role of L1 in Jordan EFL Classes", the author conducted qualitative research through class observation and

interview to detect the role of L1 in L2 learning. In that context, Arabic is the L1 and English is the L2. The author had also adopted Macaro's Three Positions' Framework and the findings drawn were that teacher-participants' stance toward L1's role depends on two main factors: their students' proficiency level and the type of lesson they are teaching. Specifically speaking, teachers hold an optimal view towards L1 use with the low level students in contrast with a maximal view with the high level students. As regard to the lesson type, teachers hold an optimal position in grammar lesson, a maximal position in reading lesson and a virtual position in listening and speaking lesson.

These two findings match with the findings from the present study- both external and internal factors influenced teachers' and students' attitudes toward using English in translanguaging. The external factor is mainly from the educational body. The internal factors are several which include teachers' perceptions of L1 and L2 learning, teachers' English proficiency, worry about over-relying on English in Chinese learning, students' Chinese language proficiency, and course content.

5.2.5 Implications of the Study

This is a theoretically informed and empirically grounded study, which has provided a holistic research design for investigating CFL classroom translanguaging practices and teachers and students' attitudes towards multilingualism in CFL classrooms in Pakistani universities.

Theoretically, the study has framed English in translanguaging as a way of enacting creative multilingualism to facilitate learning of Chinese as a foreign language. Practically, it has offered pedagogical implication to CFL teachers in teaching multilingual classrooms. Furthermore, it can help teachers in developing strategies to encourage a guilt-free multilingual approach in teaching Chinese as a foreign language.

5.3 Limitations

It is essential to state several limitations of the present study. Although fourteen teachers participated in the semi-structured interviews, the teachers were mostly out of Pakistan, and all the interviews were conducted online. Face-to-face interviews would have been more effective and productive. Besides, no group interview was conducted. Teachers

could contribute more relevant data in group discussions. Only eight class observations were included due to time constraint and the limited number of teachers. Chinese native teachers at the Confucius Institutes were called back by the Chinese government due to security concerns after May 2022, and only four to five native Chinese teachers had worked in the Chinese Department of NUML over the last year, which was a very tiny number as compared to a few years back, prior to the Covid-19 era.

5.4 Suggestions and Recommendations

5.4.1 Suggestions

The following suggestions may be taken into consideration for future research in a similar area:

1. The study can be replicated based on the primary and middle school context of CFL classrooms in Pakistan, and results can be compared.
2. A replication of the study can be considered based on another country's context, with English as the second language of the country and Chinese as the target language. In that context, how do Chinese teachers teach those students who speak English as a second language? The context can be any country in the Second Circle according to Kachru's Three Circles Model (Kachru, 1997)

5.4.2 Pedagogical Recommendations

English in translanguageing in CFL teaching has been implemented globally, although some of the training bodies promote these strategies some others hesitate and even intend to block this strategy. In practice, it is always an essential part of the teaching-learning process. Through the present study, the researcher had the observation that the following two pedagogical conducts can be immediately implemented in CFL teaching and learning by the teachers and educational institutes:

1. Translanguageing can be incorporated in students' language projects with quite effective and noticeable achievements. For example, beginners of Chinese learners can be encouraged to include English words in their oral presentation, so long as the flow of the speech is maintained, and the meaning has been conveyed. The

students are encouraged to develop their longer speech at the beginning stage of language learning.

2. Translanguaging can be incorporated into assessments, so that it may open spaces for meaningful communication by motivating students to be more interested in completing the tasks. For example, translanguaging in writing assessment may make the students connect the new linguistic form with the existing linguistic repertoire (Wang & East, 2023).

5.5 Conclusions

As Wang (2018) stated, a learner's first language should be used as the linguistic capital for learning a new language. The translanguaging approach is undoubtedly a linguistic paradigm shift, as the monolingual approach has dominated foreign language teaching for decades. Translanguaging exemplifies the contrast between Conventional Linguistics and Applied Linguistics and the difference in the definition of Semiotics between Ferdinand de Saussure in the 20th century and Walter Mignolo in the 21st century. Today's world has become a highly dynamic and daily-changing global village with all the languages contact happening. The present study reported that translanguaging encouraged the learners to activate their cognitive functions in language learning, which is the ultimate purpose of learning. The present study also implied that CFL course design and programs need theoretical guidance and practical connection to make teaching Chinese as a foreign language more effective for decades ahead.

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ANNEX A

Informed Consent Form

The purpose of this study is to explore the role of English language in facilitating the native Chinese teachers in teaching Chinese to Pakistani students in Pakistan. The study will record and identify both of the spontaneous and pedagogical translanguaging. It is hoped that the present study will add new data to Mandarin teaching as a foreign language research field and it will benefit the present and future Mandarin teachers in Pakistan by flexibly incorporating translanguaging in teaching Chinese as a foreign language.

Your identities will be kept confidential, and your statement will never influence your present or future life. The benefit of participating in this research work is to deliver a moral service to the profession of Chinese Language Teaching as a Foreign Language or Second Language (CFL/CSL). If you agree to participate in the interview, or if you agree to allow the researcher to observe your classes , (Please tick whichever you agree to.) please sign this informed consent form.

Signed By: _____

Dated: _____

ANNEX B

Classroom Observation Sheet

Name of the Observer:	Name of the teacher:
Date:	Place:
Course Title:	Course Book Title:
Level of the Students:	Topic Related to the Course Work:

Observation of the interpretative function of translanguaging among teachers

Categories	Examples
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Giving Command terms

Maintaining discipline

Introducing an item

Elaboration of a point

Correction of pronunciation

Observation of managerial and interactive function of translanguaging among teachers

Categories

Examples

Asking a question from the teacher

Answering a question to the teacher

Asking a question from the peers

Answering a question to the peers

ANNEX C

Interview Protocol

Interviewer:	Data:
Interviewee:	Place:

1. Please briefly tell something about yourself and describe your work experience as a Chinese language teacher. (How long have you been teaching CFL? Which course have you been teaching?)
2. What is your opinion on using English in CFL classrooms with Pakistani students? Do you think you should only speak Chinese in CFL classroom? Or you need to maximising speaking Chinese in teaching CFL to Pakistani students, but you cannot avoid using English? Or you would like to incorporate English in teaching CFL to Pakistani students whenever you feel necessary?
3. What is your English learning experience and English language proficiency?
4. Do you think English language plays a positive role in facilitating teaching CFL in Pakistan? To what extent do you speak English in your classroom?
5. When do you use English in your classroom? If you don't use English, how do you teach in CFL classrooms in Pakistan?

ANNEX D

Selected Transcription of Class Observation

Class observation transcription 1

Date: 19 May 2022

Level and Section: Advance Level (IP)

Course Title: Reading Class 12 minutes transcription

Topic: Chinese Classic Poems

Teacher's name: Ms. Zheng Lifang

From the teacher, in Chinese: “There are many types of poems in Chinese history.¹ One of the famous ones is ‘Song Bie Shi’,² which is ‘farewell themed poem’.³ When you see off your friends, or your family members, the feelings were recorded in such poems.⁴ The second one, I'm going to share is ‘war poems’.¹” A student interrupted the teacher and asked, “What is ‘song bie’?” (Comprehensive-interpretative).^{2e} The teacher answered that it means “bid farewell”.⁵ The teacher further asked if the students understood “Zhanzheng”⁶, which means war in English. A student answered, “war?” (translation-interpretative).² The teacher answered in Chinese, “Dui”, which means “yes”.⁷ The reason behind writing such poems is that people died on the battlefields and their families feel pain for them.⁸ Some poets wrote the war-themed poems to express their thinking on war and sympathy to the public.⁹ (silence from the students) The third type is ‘Si Xiang Shi’,¹⁰ which is ‘Homesickness’ themed poems.¹¹ For example, you went to a place very far from home and you could not go home for a long time,¹² you would miss your home.¹³ In this context, the poets wrote such poems to show their love and homesickness.¹⁴ “We have the fourth one, which is ‘Jie-Jing-Shu-

Qing”¹⁵, the teacher stretched her speech, as the words are difficult and novel for the students. It is to express the poets’ mood through describing some scenery.¹⁶ The teacher added in English, “the poets express their emotion”. “Biao Da” means “to express”

(comprehension-interpretative).^{3e} “The fifth one is ‘Lun Dao Shuo Li’¹⁷, in which “Lun” is ‘Tan Lun Guan Dian’- to state point of views.¹⁸ We have a poem of this type today.¹⁹The poets emphasized on “reasoning and commenting”.²⁰ The 6th one is ‘Shan Shui Tian Yuan’ Poem, ²¹which is describing mountain and water, agricultural fields, etc. ²²‘Tian Yuan’ is the place where the farmers work on.²³ The 7th one, which is the last one that I am sharing with you today is ‘Si Fu Gui Qing’ Poem, ²⁴which is when the husband travelled afar, the affection the wife has toward her husband.²⁵ Do you understand me? ” “Yes”, answered a student.

“You just need to study this topic in a simple fashion, ²⁶ as there are many types of poems.”²⁷

Now it comes to the selected poems:²⁸

The teacher asked a student to translate the first line of the poem and she kept explaining in Chinese. The student translated the first line in English as “Two Huangli birds stood on willow branch.” “Bai Lu”, induced the teacher.²⁹ A female student added in English “eaglet” to confirm her comprehension.(Translation-Interpretative) ^{4e}

Note: The researcher has detected only four prominent translanguaging practices in this 12 minutes audio. The level of the students advanced and according to the interview with the teacher, she explained that she tried to create a Chinese-only language atmosphere for her students as much as she can. Her classroom language approach is in accordance with what she stated in her interview and she was categorized as “Optimal Position” according to Macaro’s Continuun Perspective.

The teacher has used other multimodal resource material rather than relying on the text in teaching the selected poems to the students. She made the students watch a video about recitation of the verses with background sceneries representing the context.

Class observation transcript 6***Date: 16 December 2022******Level/Section: Intermediate******Course Title: HSK 2******Teacher's name: Shan Jintao******Length of the recording: 34 minutes***

The teacher started his lesson from a grammar point about differentiation of two words which apparently are very similar, “cong lai bu” and “cong lai mei”. Firstly he explained the differences with examples, then he asked the students to decide which word is correct in a particular linguistic context. The explanation in English clarified confusion since both of the words are very similar by themselves. E.g. To say, “I have never been to that store”, 1e we should use “cong lao mei.” 2e To say, “I never ate in that restaurant” , 3e we should use “cong lai bu”. 4e

The next grammar point is “feichang”, 5e which is interchangeable to another adverb that the students are very familiar with, “hen”. 6e The teacher provided a few sentences with “hen” and he asked the students to replace “hen” by “feichang” to practice using the new word in a familiar context. 7e

“Before ‘duojiu’ you can add any subject and verb to indicate for how long someone has been doing something? 8e In Chinese there are two words to indicate a period of time. 9e The other one is ‘duo chang shi jian’. 10e These two can be interchanged”, 11e said the teacher. Then he presented some sentences to the students and he asked them to use “duojiu” and “duo chang shi jian” interchangeably. 12e

The pattern of on-line classes is sticking to the content in the teacher’s power point slides. According to the features of HSK textbook and tests, the teacher focused on building the students language skills through vocabulary enhancement and grammar reinforcement. The students listen to him to practice listening comprehension. While answering to the teacher’s questions verbally, they practice oral skill in Chinese. The text is written in a dialogue format to provide a linguistic context related to a particular topic. The teacher purposely used the names of places, languages, and food in English spelling to connect

language learning with students' daily life situations and improve the teaching-learning efficiency by using English proper nouns at this stage. It is strenuous to translate a place name into Chinese for this level and it is also inconvenient to translate a local food to Chinese.

ANNEX E

Interview transcription after translating to English

Interview One

Interviewee: Ms. Maichu Qiao

Question 1:

My name is Qiao Maichu. I have taught Chinese as a foreign language at the Confucius Institute of Romania and Cuba. It was my third tenure of oversea Chinese teaching in Pakistan. I have been teaching in Romania for two years. I have been teaching in Cuba for 6 years. I have only been teaching Chinese in Pakistan for 5 months. My students are second-semester students of Area Studies. The textbook is HSK 2 standard book. The students have completed HSK 1. I have observed that the students are not good at Chinese pronunciation from the perspective of tones and syllables. Mostly there are 7 or 8 students in the class. I feel the students are very relaxed and not disciplined enough.

Question 2:

There is not any particular document stating the requirement for oversea Chinese language teachers' English language proficiency, however, Hanban, the oversea office for teaching Chinese as a foreign language does not encourage using a foreign language as the medium of instruction. To teach beginners, it is all right to use English to instruct the students and introduce some classroom expressions. I usually use English to explain something for part of the lesson and when I can avoid it, I do so. For intermediate and advanced levels, I try to avoid English more. To check if the students have thoroughly understood the content, I spoke in Chinese "Now I will ask

you some questions in Chinese and you will answer in English." The purpose of asking them to speak English in this situation is to test their reading comprehension. Besides, when I teach some grammar points, I provide a linguistic context in English to students and I ask them to select the appropriate grammar content. Therefore, for me, the purpose of using English in my class is to induce and manipulate language points, grammar, sentences, etc.

Question 4:

English plays a positive role in establishing a harmonious relationship between the local students and the native Chinese teachers.

(Conclusion: Virtual Position)