

ABSTRACT

Title of dissertation: EXAMINING ENGLISH-AS-A-FOREIGN-
LANGUAGE TEACHERS' AND STUDENTS'
LANGUAGE PRACTICES AND LANGUAGE
ATTITUDES THROUGH THE LENS OF
TRANSLANGUAGING AND HUMANIZING
PEDAGOGY – A QUALITATIVE STUDY ON AN
INTERNATIONAL HIGH SCHOOL IN CHINA

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Research on translanguaging and humanizing pedagogy has primarily focused on English-as-a-second-language (ESL) contexts, while little attention has been given to the examination and these practices in English-as-a-foreign-language (EFL) settings. This qualitative case study aims to address this gap by employing empirical evidence from various sources, including classroom observations, student surveys, student and teacher interviews, and quantitative data analysis of student surveys. The study examines teachers' understanding of and practices with translanguaging and humanizing pedagogy, as well as students' perceptions and experiences with these pedagogical movements. In light of humanizing pedagogy studies involving pedagogical codeswitching and translanguaging practices, this research is informed and guided by the combined theoretical framework of translanguaging and humanizing pedagogy, derived from the literature review. The research design consists of four main phases: pilot studies and

purposeful sampling, QUALITATIVE data collection and analysis, quantitative data collection and analysis, and qualitative data analysis and triangulation. Through thematic analysis, this study reveals three major findings: (1) teachers' and students' strong needs and teachers' self-debate of translanguaging practices, (2) the enactment of humanizing pedagogy through translanguaging practices by teachers, and (3) the enhancement of multilingual and multicultural awareness through translanguaging and humanizing pedagogy practices. Also, the study identifies two additional findings of importance, including the lack of a healthy professional development community for teachers and the entrenched privileges associated with native speakerism and the native speaker fallacy. These findings demonstrate the importance of language teachers being cognizant of the benefits of using students' first language while acknowledging the criticality of balance in its use. Furthermore, the adherence to an English-only policy may lead to ineffective English language educational experiences, as demonstrated in one of the cases in this study. In addition, the incorporation of students' first language by educators promotes the implementation of humanizing pedagogy practices, such as drawing on students' background knowledge, making class content accessible to all students, and enhancing critical consciousness towards different languages and cultures. Moreover, engaging in translanguaging practices fosters a safe and dynamic space for both multilingual students and their teachers to co-construct their understanding of language and its role in conceptual development. By using multiple languages as mediational instruments, these practices enhance metalinguistic awareness and encourage critical reflection on linguistic and cultural differences. Finally, the study offers potential implications and recommendations relevant to teacher preparation programs and language educators.

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THE LENS OF TRANSLANGUAGING AND HUMANIZING PEDAGOGY
– A QUALITATIVE STUDY ON AN INTERNATIONAL HIGH SCHOOL IN CHINA

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Chapter 1: Introduction

Bartolome (1994) articulated the historically and institutionally biased assumption towards teachers' authority, institutional equity, and learning ability of culturally and linguistically diverse students. For a significant period of time, the predominant mode of instruction in language classrooms has been teacher-centered, with this approach still prevalent in many educational institutions worldwide, particularly within the context of China. To fight against the dehumanized way of education, the concept and action of humanizing pedagogy in multilingual classrooms holds the potential and hope to alter the traditional power dynamic between teachers and students, creating a more equitable and balanced dynamic within the classroom (Salazar, 2013). Similarly, translanguaging and pedagogical codeswitching practices in multilingual settings, including both English-as-a-Second-Language (ESL) and English-as-a-Foreign-Language (EFL) classes, manifest and reflect the essence and tenet of enacting humanizing pedagogy addressing multilingual youths' full linguistic resources.

In language educational settings, teachers' pedagogical codeswitching and translanguaging practices are a way of delivering humanizing pedagogy by empowering students' home language use. This functionally pedagogical approach underscores the fluidity of language and its ability to transcend cultural barriers and promote educational equity in a multicultural classroom (Wang & Mansouri, 2017). In an EFL classroom, translanguaging encompasses students' and teachers' mixed use of both languages in their linguistic repertoire (Chinese and English in the current study), thereby embodying a fluid languaging behavior. These practices are an inevitable part of an EFL setting and can facilitate engagement with the language-learning process by using multiple languages

as mediational tools for analyzing linguistic features and improving conceptual comprehension (Martin-Beltrán, 2009; Martin-Beltrán 2010).

Translanguaging is an approach that reflects the remarkable fluidity and versatility of language, enriching the language and academic learning experience of multilingual learners. The theory of translanguaging and its related practices hold great promise in fostering a humanizing way of thinking and teaching multilingual students, one that respects and values students' full linguistic and cultural resources. In this sense, EFL teachers who embrace this approach demonstrate a genuine commitment to promoting social justice in language education. Therefore, investigating the extent to which a language instructor's pedagogy and teaching practices involving translanguaging align with humanizing teaching praxis is intriguing and essential. Such an investigation can provide valuable insights into what this process entails and how it can be optimized to enhance the learning experience of multilingual learners.

Purpose of the Study and Research Questions

The prominent aim of the study is to investigate and illustrate specific teaching and learning experience, which involves classroom participants' translanguaging practices and language attitudes, through the lens of translanguaging and humanizing pedagogy, at an international high school in China. Given my research interest, my educational trajectory and linguistic background, I posed three research questions for the current study:

1. What do teachers' and students' classroom experiences look like in an international high school for Chinese students through the lens of humanizing pedagogy and translanguaging as theoretical frameworks?

2. How do teachers' language attitudes and understanding of translanguaging practices and humanizing pedagogy influence their English teaching practices and relevant student-teacher interactions?

3. How do students' language attitudes and understanding of translanguaging practices and experiencing of humanizing pedagogy practices influence their English learning experiences and relevant student-teacher interactions?

Rationale

As I mentioned above, the main focus and purpose of this study is to investigate if there are some specific teaching and learning experiences (involving translanguaging and pedagogical codeswitching) aligning with humanizing pedagogical practices and how the process looks like. Also, by incorporating students' attitudes of such praxis (translanguaging and humanizing pedagogy theory and practices), I will display a more comprehensive illustration of the effects of dynamic language learning and teaching interactions and further draw some implications on how to augment the merits of being engaged in humanizing pedagogy and translanguaging practices.

Prior to delving into the details of my research rationale, it is imperative to emphasize the reasoning behind using the terminology of “native English-speaking teachers (NESTs)” and “non-native English-speaking teachers (NNESTs)” in this study. The present study employs the expression of native/non-native dichotomy as it is generally used by the research participants and within the embedded language education context to distinguish between two groups of educators in that school. While alternative, less dichotomic terms, such as “multilingual teachers of Chinese origin”, could be utilized to describe these teachers, the use of NEST/NNESTs offers a more transparent

approach to delineating the differing status of these two groups of teachers observed within the research site.

Despite the potential negative connotations associated with the use of this terminology, I contend that acknowledging its possible drawbacks while simultaneously committing to transforming views of multilingual educators is crucial in deconstructing the deficit notion of the affordances of these terms. In this study, I will critically engage with this dichotomy by presenting effective languaging educational practices between multilingual users that challenge the historical biases against non-native English language teachers. Ultimately, dismantling the deeply ingrained negative perceptions towards NNESTs necessitates more than a mere terminological substitution; a paradigm shift in individuals' cognitive frameworks and attitudes towards multilingualism is necessary. Cultivating a profound understanding and appreciation of the diverse linguistic and cultural backgrounds that NNESTs bring to the classroom is vital to disrupt the historical biases against these educators. By redefining the discourse on NNESTs, this study advocates for creating an inclusive language environment and adopting an asset-based perspective towards all multilingual teachers and learners.

Initially, my study purpose and research questions emerged from my observations in that international high school when I observed for one of my course final projects. The teachers and students presented translanguaging practices within the school during my stay, which resonated with my underlying research interests. Specifically, both NESTs and NNESTs allowed their students to speak their home language (Chinese) in and out of classrooms for academic and non-academic purposes. However, students preferred speaking English with NESTs as much as they could even though acknowledging those

NESTs were able to communicate with them in Chinese or at least understood their Chinese. In contrast, students mostly spoke Chinese with NNESTs even those teachers encouraged them to practice English as much as they could. Thereafter, I kept asking if students prefer NESTs as their ESL instructor instead of NNESTs, or if they preferred English-only interactions rather than current translanguaging practices. Through my classroom observations, I discovered that students displayed different performances, expectations, and evaluations of their NNESTs and ESL classes. It was intriguing to investigate how students' diverse perspectives and ideologies toward language learning and teaching processes and other individual factors were related to corresponding classroom behavior. In turn, their translanguaging practices might reinforce and shape their existing perspective and ideologies. After analyzing two instructors' classes in that project, I found that two NNESTs presented very different pedagogical and languaging practices reflecting the traditional and non-traditional Chinese educational methods respectively; while they both incorporated translanguaging practices and delivered genuine care in different manners.

Inspired by the aforementioned small-scale study, I conducted a pilot study for my other course in Fall 2021, TLPL 790 (Seminar in Mixed Methods Research in Education) to investigate the rationale and effect of translanguaging and to briefly illustrate what such learning and teaching experiences look like at that international high school. The pilot study used the exploratory sequential design (Creswell, 2015) to launch a mixed method study, and it integrated the quantitative and qualitative data analysis through joint display (Lee & Greene, 2007) of the results to examine how students' attitudes of language use in ESL course (which is labeled as ESL course, but is in an EFL

setting) influenced their preferences of language instructors (which indicated their preferred way of ESL instruction in terms of language choice); as well as to investigate their teachers' perspectives on languaging practices and the relationship between students and teachers' perceptions on EFL instruction. Preliminary findings indicate that (1) EFL instructors embrace divergent perceptions of language use and languaging practices, which may cause different language interactions and student engagement; (2) many students prefer non-native English-speaking teachers (NNESTs) as their English instructor when acknowledging the positive effects of incorporating Chinese during classroom interaction; and (3) most students prefer English-only materials, which is significantly dissonant with their teachers' instructional practices. Those findings motivate me to further investigate intricate language educational interactions at that setting.

In essence, it is essential to understand students' and teachers' perspectives on translanguaging along with investigating their corresponding classroom interactions, to probe a potential optimal language teaching and learning environment for ELLs (English language learners) in an EFL setting. Thus, I launch this qualitative study on investigating student and teacher's translanguaging practices and teachers' humanizing way of teaching in an EFL classroom, to comprehensively understand the effects of dynamic language learning and teaching interactions and further discuss ways to enhance the benefits of engaging in fluid languaging practices that utilize classroom participants' full linguistic repertoire and being immersed in a humanizing way of education.

Researcher Positionality

As a second English language learner, a former English instructor at an institution teaching prospective college international students in China, an international student in a master's TESOL (Teaching English to Speakers of Other Languages) program, and now a doctoral student interested in language education; I have always lingered on how multilingual teachers can provide effective language teaching and learning practices for multilingual students. I have learned English as a second language since I was five years old. Before coming to the U.S. for my master's degree in TESOL, I went through the traditional way of learning English in China, which basically involves memorizing, reciting, and standardized testing. Even though I had some experience in presentations in English during my high school since my high school was specializing in foreign languages, I would memorize the whole transcript for those presentations without real-time communicational English skills. In my college English course in China, I did a presentation for completing part of my final score requirements in a similar way: memorizing the whole transcript, in order to get a higher score. At that time, English was just a subject to me, instead of a language with its own history and life. Indeed, this notion reflected a non-humanizing way of thinking and learning a new language.

Learning and teaching experiences from my master's program in the U.S. expanded my way of looking at English and language education. I picked new vocabulary words and different sentence structures in authentic ways by interacting with surroundings and different groups of people. I had a lot of experiences presenting my demo lessons and ideas for almost every course. Different from the presentations that I did in China before, I tried to convey my thoughts and perspectives in real-time

conversations and interactions with others without memorizing every word. I was not afraid of speaking English as I had been used to, because I felt safe and comfortable when I made some grammar mistakes, used Chinese words, or carried a strong accent at that time. Thinking back on my English learning processes, my experience of learning it through the Chinese educational system set up my linguistic foundation for further learning and provided me with a counter example of how to better learn a new language.

It is important to mention that my student teaching experience in a public school in Queens, New York, inspired me to perceive English learning and teaching interactions from a different angle. The ESL program that I was engaged in served mostly newcomers and beginning-level ELLs from Bengali speaking countries. My mentor teacher was a monolingual, white, middle-class female with no background knowledge of Bangladesh culture and language. However, she utilized various methods of teaching them English, including rich visual support with students' home language translation, fun activities, learning opportunities beyond classrooms, asking for learning some new Bangladesh words from her students, and including their parents in after school events. Through those interactions, she helped me better understand how to effectively teach English as a second language to multilingual students. Back then, I did not know the concept of “codeswitching”, “translanguaging”, and “humanizing pedagogy”; and my mentor teacher never mentioned those words during my stay in that school. However, when I look back to her teaching practices and their class interactions, those concepts are clearly manifested in many instances. I believe my learning and teaching experience in that setting have inspired me in an implicit way, and gradually guided and shaped my research interests till now.

Given the experience that I have gone through with particular English learning and teaching practices as a prospective international student, as well as the experience of helping that student group in one of my internships, I have equipped myself with a special lens as both an insider and outsider positionality in investigating my research questions. The utilization of an insider role status enabled the collection of more nuanced data through the establishment of trust and rapport with the participants. Also, the adoption of an outsider role facilitated the minimization of interruptions to the core activities in the classrooms (Dwyer & Buckle, 2009). Specifically, when I observed the learning and teaching interactions in classes, I leaned towards an outsider's point of view in order to focus on learning activities and classroom support which involve translanguaging practices and teacher's humanizing pedagogical movements. To be more specific, I did not participate in their classroom activities or interrupt instructors' teaching processes. However, I took a more insider's tendency during my conversations with the instructors to better understand their pedagogical reasoning and corresponding teaching practices that they elaborated on.

Since I have particular assumptions on effective language instructions, especially on language using and classroom dialogic interactions, I might be more prompt to capture such instances during classroom observations. However, it could lead to my oversight of some non-verbal cues during the classroom observations. I tried to get the instructors and students' permission to audio-record or video-record their classes as much as I could to mitigate such limitations of my perceived data collection. Also, whether the instructors' perspective and attitude on incorporating students' home language in class aligned with my language teaching ideology and understanding might influence the conversations and

interactions between them and me. I tried to be reflexive and critical of my researcher dispositions during data collection and data analysis through memoing alongside the entire study. In addition, due to my language educational ideology with favor on incorporating students' home language in language teaching and learning interactions, I might overlook and fail to interrogate the potential drawbacks of inappropriate use of students' home language in their development of language capacities. Through constant reflections and interrogations of my own language educational disposition, I tried my best to limit such researcher bias for the study.

Significance of the Study

The current study responds to the favored and hegemonic English-only policy, which reflects White Supremacy and the privilege of “standardized English” among international schools in China (Lee, 2012). Enforcing such a policy could potentially make EFL teachers feel guilty if they are unable to provide instruction solely in English. Meanwhile, multilingual students in EFL settings may experience increasing lack of confidence in terms of their English language proficiency and skills exposed to English-only policy. Therefore, it is meaningful to investigate the effectiveness and validity of such policy in EFL settings.

Also, based on the literature review of humanizing and translanguaging studies, the study fills a gap where there is no article focusing on EFL classroom experiences through the lens of humanizing pedagogy and translanguaging; whereby it displays empirical evidence of EFL teachers' and students' translanguaging practices and discusses the effectiveness of these language interactions on students' English language

acquisition. Further, findings from this study informs teacher preparation programs in China and the U.S. regarding EFL/ESL teachers' efficacy.

In addition, I intend to leverage qualitative and mixed method research methodology in educational research through this study. To be more specific, from my perspective, qualitative research methods have a particular power regarding tapping into hidden issues and critical aspects in educational settings which quantitative methods may not be able to capture. It provides the researcher with an opportunity to look closely into the targeted population and contextualized elements. The rich interactions between the researcher, as the data collection instrument, and the data, create a space that sparks deep understanding and compelling analytical results. Besides, the study incorporates the essence of mixed method research methodology, through incorporating quantitative analysis of student survey data in the qualitative research design. In so doing, it generates a comprehensive way of interrogating the interactions between students' language attitudes, learning experiences, and understanding of translanguaging practices, through integrating two data strands (student survey and student interview).

Lastly, the dissertation study offers potential generalizability to enlighten educational research in EFL settings with respect to theoretical frameworks. To note, there is only one study from Hopewell and Abril-Gonzalez's (2019) focusing on ESL settings using the combined theoretical framework of translanguaging and humanizing pedagogy. The study promises the validity of the combination of those two frameworks in studies on language education in EFL settings. In that sense, it contributes to language education literature through innovating the theoretical grounds for EFL language studies,

while presenting empirical evidence of the effectiveness of intersecting translanguaging and humanizing pedagogy frameworks.

Chapter 2: Review of the Literature

Culturally and linguistically diverse students are institutionally and traditionally viewed as inferior compared to their teachers and contemporary peers considering language proficiency and learning ability, which is derived from the biased assumption that teachers own classroom authority and have the power to control students' learning development (Bartolome, 1994). It induces in-service and prospective teachers to believe that there should be a "one size fits all" solution and method to "fix" those groups of students. Consequently, many pre-service teachers come into teacher preparation programs desiring to learn such teaching techniques in order to "rescue" their future underachieved or minoritized students. Subsequently, method fetish¹ and banking model² have become prevalent within educational settings in terms of enhancing students' academic achievement and language performance. Traditional and current Chinese educational systems endorse the similar educational ideology and philosophy, viewing teachers as the authoritative figure with advanced knowledge that is ready to impart their "empty-vessel" students (Ke-Qin & Yu, 2016; Lin & Oxford, 2008). Such a dehumanizing way of teaching has been pervasive in the U.S. urban schools towards minority students and Chinese educational settings towards all students.

Educators and authorities need to interrogate the real and embedded sociopolitical and cultural rationales that account for the "failure" of culturally diverse students in the U.S. context. Also, it is vital for teachers to critically take those social and political

¹ Method fetish encapsulates the desire to find the right and only way of enhancing students' academic achievement while ignoring the hidden reasons and other influential factors that impede marginalized students' learning improvement (Bartolome, 1994).

² Banking model is used to describe the way that a teacher treats his students as knowing nothing and waiting for the teacher to infuse new knowledge into their mind, which is similar to how people deposit money in the bank (Freire, 1970).

influences into account and reconsider how dehumanized ways of teaching affect their students' learning experiences and outcomes. Thus, a transformative way of education – humanizing pedagogy – which is derived from the perception of humanization and concept of learning, has become one of the most effective ways to deconstruct and resist the dehumanized educational practices embedded in the current educational system within and beyond U.S. context (Salazar, 2013).

Endorsing the notion of translanguaging and practicing translanguaging in multilingual classrooms reflects the essence of enacting humanizing pedagogy whereby valuing and incorporating multilingual youths' full linguistic resources. In a multilingual classroom, favoring and applying functionally pedagogical codeswitching practices signal educators' stance of language as fluid, advocating for educational equity (Wang & Mansouri, 2017). Similarly, translanguaging theory and practice underpin the effective teaching and learning activities that promote multilingual students' academic progress in a humanizing way (Torpsten, 2018). In that sense, translanguaging studies align with humanizing studies in terms of advocating for multilingual students and enhancing social justice in educational settings. Thus, it is critical to dissect the potential of combining translanguaging and codeswitching theory and humanizing pedagogy as the theoretical framework in more studies on translanguaging and codeswitching, especially studies focusing on EFL contexts which lack comparable interrogations in respect to ESL settings. To do so, I answer the following questions:

1. How has previous research examining humanizing pedagogy identified key theoretical constructs supported (or not) by empirical evidence?
2. How is this relevant to language instruction in an EFL setting?

To answer these literature review questions, I first elaborate on important theoretical components of translanguaging and humanizing pedagogy respectively, to lay the foundation of incorporating humanizing pedagogy as a theoretical framework in analyzing translanguaging studies. Then, I demonstrate the potential and significance of combining humanizing pedagogy and translanguaging theory as a joint theoretical framework to examine teaching and learning interactions in multilingual classrooms. Through reviewing relevant empirical research on humanizing pedagogy and translanguaging praxis, I further display evidence on how combining the two theoretical lenses transforms and compensates the traditional postpositivism lens of looking at the functions of translanguaging in multilingual classroom settings.

Part I Translanguaging

Translanguaging has developed into both a practice and theoretical framework in language education. The understanding of translanguaging has evolved through different stages since its emergence in the literature, from describing language switching in bilingual classrooms in Wales to including dynamic ways of incorporating multilingual language users' diverse linguistic resources embedded in the interactional context; and further developed into a theoretical framework to examine students and teachers' languaging performances and the effects of translanguaging practices. Translanguaging stresses the ongoing language behavior among multilingual users, instead of focusing on the end product of such a process, the translanguaged or switched codes (Smith & Murillo, 2015). Using translanguaging as a theoretical lens to understand students and teachers' translanguaging practices, through critically interrogating the rationale, meaning, and function of such dynamic languaging behavior and then informing back to

translanguaging theory, contributes to the formation of translanguaging praxis that encapsulates translanguaging practices and its theoretical affordance.

Translanguaging used to be an umbrella concept which includes codeswitching as a focus on the bilingual and multilingual practices in verbal communication (García, 2011). Later, such connotation was further developed in MacSwan's (2017) interpretation of the multilingual perspective of translanguaging. More recently, MacSwan (2022) discusses the influences of deconstructivism regarding Otheguy et al.'s (2015) intention of overturning the validity of codeswitching. Their way of using deconstructivism to empower the concept of translanguaging is to obtrusively abandon the theoretical and empirical foundation of it, different language communities and codeswitching as their legitimate language use. Different languages can and do exist, but the hierarchy of power of different languages should be deconstructed or overturned. That is, the deconstructivism of translanguaging should focus on breaking the power structure of languages (dominant and minority languages) which controls and impacts people's life, rather than trying to obliterate the existence of languages, linguistic differences between languages, and various language communities. Echoing Auer (2022), García and her colleagues (García & Otheguy, 2014; García & Reid, 2015; Otheguy et al., 2015; Otheguy et al., 2018) have great intention of promoting translanguaging, but their understanding of this concept is misleading and limited.

The definition of translanguaging can be expanded to include different communication modes, highlighting language users' perspective, initiative, and creativity in selecting and enacting dynamic language practices (see examples in Appendix G2). In doing so, it is effective to advocate for multilingual youth in exploring and displaying

their full linguistic repertoire, resulting in legitimizing their languaging practices and empowering their particular identity and metalingual awareness. Addressing the inclusive characteristic of translanguaging concept, this paper draws upon the definition of translanguaging from Baynham and Lee's (2019) interpretation shown below:

Translanguaging is the creative selection and combination of communication modes (verbal, visual, gestural, and embodied) available in a speaker's repertoire. Translanguaging practices are locally occasioned, thus influenced and shaped by context but also by the affordances of the particular communication modes or combinations thereof in context. Translanguaging practices are typically language from below and are liable to be seen as infringing purist monolingual or regulated bilingual language ideologies and hence can be understood as speaking back, explicitly or implicitly, to these ideologies. (pp. 24-25)

Also, the study leans towards the conceptualization of codeswitching from Martínez and Martinez's (2020) elaboration shown below:

In our work, we have framed codeswitching as a specific form of translanguaging, using the former term not to reify Spanish and English as distinct codes, but rather to highlight the ways in which students disrupt the supposed boundaries between the two languages. As a term, codeswitching allows us a degree of precision that we feel helps to highlight the specific contours and details of students' everyday translanguaging. (pp. 241)

Although the definition of translanguaging and explanation of codeswitching above denotes the periphery and affordance of the two theories, it is critical to discuss the interrelationship between pedagogical codeswitching and translanguaging to inform the

field and future researchers including myself to better understand the linguistic foundations of translanguaging theory and practice before using it as the theoretical framework for empirical studies. To note, I highlight the theoretical complementarity of a multilingual perspective and the emic position of translanguaging theory. In the following sections, I first elaborate on the theoretical and historical foundation of codeswitching, the “conceptual predecessor” of translanguaging (Hamman, 2018, p. 24). Then, I explain the concepts of a multilingual perspective and the emic position of translanguaging theory. Also, I shed light on the commonalities and differences between pedagogical codeswitching and translanguaging, through illustrating how they entail the same heteroglossia language theory and holistic perspective toward bilinguals and multilinguals. Doing so helps to lay a solid theoretical ground for translanguaging practice and theory thereafter, enabling the use of translanguaging as a theoretical framework to better dissect multilingual students and teachers’ languaging practices in a convincing and compelling way.

Research Foundations and Theoretical Explanations for Translanguaging Practices

Historical Foundations of Codeswitching

Before delving into the discussion of the concept of codeswitching and translanguaging, it is helpful to give an example of how students and their language teacher navigate among different languages in class. As shown in excerpt 1 on the following page, the instructor asked the meaning of the phrase “shape shifting” in English, and one student answered it in his first language (lines 03, 05, 07). Instead of forcing the student to switch to English based on the school English-only policy, the instructor provided English interpretation (lines 08, 09, 10) of that student’s Chinese

answer without interrupting the fluidity of content transmission. As a language learning community, they conducted translanguaging practices or intersentential codeswitching in a broader sense (cf. lines 01-11). In excerpt 2, the instructor codeswitched from English to Chinese to translate the name of the story, *The Boy Who Cried Wolf* (line 16), to ensure all students understood the key content. That is, the instructor conducted intrasentential codeswitching or translanguaging to facilitate class conversations.

Excerpt 1³

- 01 Teacher (T): ...Okay, so what is sh...shape shifting?
- 02 Student (S): Shape shifting
- 03 Student 1(S1): Oh! 可以自己变换形状的 [*It can transform its own shape*].
- 04 T: Very good. Do we have...
- 05 ::S1: 变换形态[*transforming its shape*]::
- 06 T: Very good, so...because...
- 07 ::S1: 变身[*transform*]::
- 08 T: we mentioned he has magical fish hook, right?
- 09: As long as Māui has this special magical fishhook, he can make changes
- 10: about what he is, what shape he is, right?
- 11 S: 对[*Yes*].

Excerpt 2

- 12 T: This is a very famous Chinese story, and you guess what is the Chinese
- 13: meaning of this story, Okay? It's called *The Boy Who Cried Wolf*.
- 14 S2: Oh! I know this one! Cried wolf...
- 15 ::S: Oh!::
- 16 T: Cry here means shout, 应该是狼来了 [*It should be The Boy Who Cried*
- 17: *Wolf*], right? You all know that story, right?
- 18 S: Yes.

The study of codeswitching can be traced back to the 1950s. Before 1950, researchers focused on “phonetic influence and lexical loans” or “so-called problems of bilingualism” regarding the effects on the mixed languages, which was neglected by specialists of bilingualism (Benson, 2001, p. 27). The consequence of language in contact

³ In the excerpt 1 and following ones, italic English words and sentences in square brackets are direct translation of classroom participants' Chinese interpretations.

was not widely examined by researchers even though the phenomenon of codeswitching seemed obvious and ubiquitous within bilingual communities. Then, early codeswitching analyses emerged from the investigation of bilingual children's language use and bilingual communities from an anthropological-linguistic perspective (Benson, 2001). The practice of switching linguistic codes in terms of sound systems was first examined by Jakobson, Fant, and Halle in 1952 through the lens of informational theory (Faltis, 2020). This early work mainly focused on the cognitive portrayal of codeswitching by dissecting the discrepancy between two phonemic systems (see detailed summary in MacSwan, 2020 and MacSwan, 2022). As Faltis (2020) stated, language users conduct codeswitching to produce certain forms of language to fulfill communicational goals with other interlocutors and participating in speech communities.

Meanwhile, sociolinguists approached codeswitching through a social and community-based path (Faltis, 2020). Implementing the Markedness Model of social motivations, Myers-Scotton (1993) illustrated the social functions of codeswitching in negotiating interpersonal relationships and community-involved positions. Similarly, Auer (1995) and Li (2005) argued that bilingual speakers present their language choices involving codeswitching based on their perceived level of choices and necessities within the concurrent communicational context. In the community-based level of codeswitching, language users convey their meanings according to contextual clues and boundaries through switching among multiple named languages (Faltis, 2020). It reifies language that individuals participate in the process of meaning-making of a word, a sentence and a conversation within a speech community. That is, whether focusing on individuals or speech communities does not change the fact that languages are invented to serve a

communication, and translanguaging aims to legitimate multilinguals' fluid language practices and systematic use of different language systems (Auer, 2022).

Lastly, classroom codeswitching occurs for multiple reasons besides communicational functions and socially embedded motivations within a school context. Since the 1970s, early studies have mainly focused on the second language context (e.g., ESL classrooms) and bilingual education classrooms. Within those contexts, codeswitching can be used by teachers as a pedagogical strategy for classroom management (Legarreta, 1977), humor creation (Milk, 1981), facilitating understanding (Guthrie, 1984), and other educational purposes (solidarity, clarification, informative, etc.) (Lin, 2013). It is worth noting that Jacobson's (1981, 1990) studies on New Concurrent Approach demonstrate how bilingual teachers use codeswitching in delivering classroom instructions, directing classroom activities, and managing classroom behavior to develop strong biliteracy capacities. Similarly, Cook (2001) demonstrates the positive effects of using students' first language for teachers to convey linguistic and grammar explanations, build connections with second language learners, and maintain classroom organizations.

Related Research Strand on Codeswitching — Language Use

Codeswitching is understood to be a rule-governed and nonintentional language mixing practice, which entails *intrasentential* (within sentences) and *intersentential* (between sentences) aspects (MacSwan, 2020). Studies on codeswitching underpin Grosjean's (1989) view of holistic bilingualism, which highlights that bilinguals are integrated language presenters following particular linguistic rules during language mixing; instead of being seen as two separate monolinguals or two semilinguals who

poorly performed at both languages. Grosjean's "Hurdlers" analogy ("hurdlers blend high jumping and sprinting" vs. bilinguals mix two named languages) explicitly illustrates the integrated and unique language competence of bilinguals (MacSwan, 2020, p. 4).

Refuting the deficit orientation of semilingualism, empirical evidence illustrates that language users' codeswitching is nonintentional and systematic by following tacit rules (MacSwan, 2017).

There are two major research strands on codeswitching: research on the grammatical structure of language alternation, which focuses on the underlying mechanism of bilinguals' internalized linguistic system; and research on codeswitching as language use, which focuses on the social functions and communicative motivations of codeswitching through discourse and conversational analysis (MacSwan, 2020). To concentrate on the theoretical relationship between codeswitching and translanguaging, it is essential to enunciate the latter research strand, codeswitching as language use.

Noteworthy, Bhatt and Bolonyai (2022) illustrate how translanguaging fails to provide innovative theoretical explanations of bilinguals' language practices through analyzing empirical evidence from García and Li's (2014) study. In that sense, in the aspect of language use, translanguaging is just another term for codeswitching, using the same analytical methods and theoretical foundations (Bhatt & Bolonyai, 2022).

Linguists study how languages are used and understood through certain social communications and information exchange processes. Codeswitching as language use is studied within discourse analysis and conversational analysis, which depicts and uncovers the social and communicational function of codeswitching (MacSwan, 2020). Gumperz (1982) initiated the study of codeswitching as discourse strategy, outlining six

functions of codeswitching: “quotation, addressee specification, interjection, reiteration, message qualification, and personification vs. objectification” through micro sociolinguistic analysis on naturally empirical data, which aimed to demonstrate the value of codeswitching (Gardner-Chloros, 2009). MacSwan (2020) outlines three major proposals of codeswitching as language use: discourse strategic functions of codeswitching, Markedness Theory (social motivation of codeswitching), and conversation contribution of codeswitching. Meanwhile, “Myers-Scotton’s (1993) Markedness Model sought to provide a predictive theory of language choice in a bilingual exchange” (MacSwan, 2020, p. 8). Alternatively, Auer (1995) posed Sequential Approach to investigate how speakers convey meaning through codeswitching practices by analyzing the “turn-by-turn” language choice (MacSwan, 2020).

According to Gumperz’s (1982) descriptions of situational codeswitching and metaphorical codeswitching, the former “was governed by parameters such as participant constellation, topic, mode of interaction...and other extralinguistic factors and language choice, while the latter [metaphorical codeswitching] was governed by speaker-internal factors” (MacSwan, 2020, p. 6). Subsequently, the research on situational codeswitching shifted to focus on language choice in certain social contexts, while studies on metaphorical codeswitching was narrowed down to *codeswitching*, which was used to be defined as conversational codeswitching (Myers-Scotton, 1993; MacSwan, 2020).

A Multilingual Perspective and the Emic Position of Translanguaging Theory

Since 1994, “translanguaging” has developed from addressing language switching in bilingual classrooms in Wales to describing inclusive educational language practices and language environment establishment in such context (Wang, 2019). Unarguably, the

in-depth research base of codeswitching, especially research focusing on language use, has provided a solid empirical and theoretical foundation for translanguaging studies. Also, the congruent research purpose, similar research method and pedagogical function of the empirical studies on codeswitching and translanguaging highlight the commonalities over theoretical differences regarding their contributions to legitimizing minority language use and creating an inclusive language environment for both minority and majority students (Faltis, 2020). Specifically, according to Paulsrud, Rosén, Straszer, and Wedin (2017), Lin (2013), and MacSwan (2017), the use of translanguaging and codeswitching in education can serve a number of pedagogical functions. These include helping students achieve a more comprehensive understanding of subject matter than may be possible through an English-only policy approach, promoting the development of both their first language and the target language, serving as a means of social control in the classroom, facilitating task shifting during classroom interactions, implementing as an interpersonal strategy for language teachers to motivate and engage students to learn, and creating a more welcoming language environment that enhances communication and learning.

According to Baynham & Lee (2019), as the field evolved and many meaningful conversations interacted, the interrelationship between codeswitching and translanguaging has been delineated in clearer ways. Specifically, codeswitching theoretically highlighted language codes and systems from an etic position, whereas translanguaging theory is epistemologically derived from a language-user standpoint. However, the essence of the debate of differences between codeswitching and translanguaging is whether language, language community, and individual bilingualism

exist. Scholars who uphold the notion that language and codeswitching does not exist diverge the translanguaging discourse through the emic perspective of individuals, which indicates that those insiders of translanguaging practices are not aware of their multilingualism and different linguistic features (Auer, 2022; Bhatt & Bolonyai, 2022). In contrast, multilingual perspective of translanguaging (MacSwan, 2017; MacSwan, 2022) highlights multilingual users' awareness and control of their fluid language practices, which underpins their integrated and systemic linguistic repertoire.

In particular, Otheguy, García, and Reid (2015) claimed that multilinguals have a unitary linguistic repertoire whereby it emphasizes the nonexistence of languages and different mental grammar systems. As contesting such perception of translanguaging, MacSwan (2017) proposed a multilingual perspective on translanguaging which entails the ubiquitous existence of individual multilingualism endorsing the existence of different languages, grammar systems, and codeswitching practices. The pedagogical perspective of this theory accepted codeswitching and language mixing as an effective teaching strategy for bilingual learners (Henderson & Sayer, 2020). Empirically, Henderson and Sayer (2020) investigated the relationship between teacher's identity and their "critical language awareness" regarding the learning context, and the implementation of translanguaging pedagogies in two elementary bilingual classrooms (p. 209). In one of their observed classrooms, a third-grade classroom, the bilingual teacher purposefully drew on his full linguistic repertoire which included Spanish and English to deliver pedagogical practices. Also, the bilingual teacher in the other classroom seized teachable moments to defend minority students by using translanguaging linguistic features (Henderson & Sayer, 2020).

In addition, Tigert, Groff, Martin-Beltrán, Peercy, and Silverman (2020) provided an empirical study on students' unprompted use of multiple languages in cross-age peer learning interactions in K-12 schools, which highlighted the pedagogical functions of translanguaging in multicultural classroom settings. Their study showcased the potential pedagogical functions of incorporating translanguaging perspective and practices in student-lead learning activities, which extended the translanguaging space from teacher-lead praxis to the entire classroom interactions. Thus, translanguaging spaces support multilingual students to engage in a meaningful classroom environment by drawing on available language resources to enhance academic development and social opportunities (Tigert et al., 2020).

Both García (2011) and Li (2011) highlighted the essence of *repertoire* in bilingual and multilingual language use in and out of classroom settings. Their conceptualization of *repertoire* endorses an emic position of translanguaging theory, which focuses on language users' individual capacity of enacting translanguaging practices from an insider's view. However, the emic perspective of translanguaging is only rational if it accepts the existence of language and language community, acknowledges evidence of codeswitching, and recognizes multilingual user's awareness of their integrated language system. In that sense, translanguaging from both theoretically etic and emic point of view embraces that bilingual and multilingual users have a linguistic repertoire that integrates different language grammar systems and perform languaging behavior in a legitimate and systematic way.

Commonalities and Differences between Pedagogical Codeswitching and Translanguaging

Language ideology reflects people's understanding, explanation, and perspective of language itself and how it is conceived in different social and political contexts (Irvine, 1989). Ideologies of language can also be manifested through institutionalized materials and discourses, which transmits and perpetuates the understanding of a language and how language users should be perceived (Woolard, 2021). "Language ideologies affect attitudes toward languages, dialects, registers, languaging and translanguaging practices", which can expand to influence educational language use and empower different language users in a classroom (Jonsson, 2017, p. 25). For example, English-only policy (Proposition 227) and bilingual programs reflect different language ideologies, by which the former endorses the notion that immersion of English would be best to improve students' English proficiency and the latter advocates for an intercultural and multilingual way of learning a second language without jeopardizing students' first language development. Codeswitching and translanguaging scholars (Otheguy et al., 2015; MacSwan, 2017) embraced a similar language ideology of empowering minority language use and legitimizing students' diverse languaging behaviors, which is for the multilingual and multicultural way of learning a second language.

Pedagogical codeswitching and translanguaging have intrinsic and subtle interrelationships in terms of the goal of legitimizing minority language use and promoting translanguaging practices in language classrooms. As Faltis (2020) stated, "[T]he commonalities, in terms of what each contributes to promoting bilingualism, far outweigh their theoretical difference" (p. 57). The embrace of codeswitching and

multilingualism ensures translanguaging studies the rich theoretical foundation and empirical evidence in order to better enhance the awareness of bilinguals and multilinguals' meaningful and dynamic day-to-day language practices. In multilingual language classrooms, teachers and students practice codeswitching, translating, and language borrowing on a regular basis. In that situation, the term “translanguaging” provides a way to describe such a dynamic language environment.

Researchers who try to overturn the use of codeswitching should understand that licensing codeswitching theory and practice does not mean endorsing a monolingual perspective towards bilinguals and multilinguals. Similarly, accepting the existence of discrete languages and grammar systems does not mean viewing bilinguals as a sum of two monolinguals. Instead, codeswitching researchers hold a wholistic view of bilinguals and multilinguals by acknowledging that they possess a collection of discrete, dynamic, and interacting grammar systems (MacSwan, 2017). In that way, translanguaging researchers can explain many strategically linguistic selections (codeswitching) in a meaningful way, instead of describing and labeling bilinguals' systematic language practices as random linguistic instances.

Transforming Language Learning with Translanguaging Practices

Translanguaging represents a dynamic and expansive approach to language use that enables multilingual learners to comprehend contextualized information, engage in meaningful exchanges with others, and express their evolving perceptions of the knowledge they are acquiring, thus epitomizing the core and essence of the concept of languaging (Swain, 2006). Through their participation in translanguaging interactions, multilingual language learners are empowered to generate and draw upon multiple

linguistic resources, thereby transforming the very nature of languaging in the context of a multilingual classroom (Swain & Deters, 2007; Li, 2011). By leveraging the linguistic repertoires of students within the classroom, the use of two or more languages fosters a community where learners can mutually ignite learning opportunities and engage in the interactive exploration of linguistic resources (Martin-Beltrán, 2009; Martin-Beltrán, 2010).

Pedagogical codeswitching and translanguaging practices offer a fertile space for multilingual learners and educators to fully communicate their grasp of course content, and to use different languages to scrutinize and analyze their understanding of new learning processes, both linguistically and academically (Martin-Beltrán, 2010; Martin-Beltrán, 2014). In the context of these multilingual interactions, whether among peers or between students and teachers, individuals are apt to develop metalinguistic awareness as language users, while also gaining access to abstract concepts and refining their comprehension of complex notions or linguistic features through the use of language as mediational tools (Martin-Beltrán, 2009; Martin-Beltrán, 2010). Furthermore, by encouraging and supporting students' translanguaging interactions during classroom exchanges, educators can create a realm where learners are able to effectively connect their linguistic and academic background knowledge with new concepts and content, thus facilitating the emergence and development of a "zone of relevance" for their growth (Martin-Beltrán et al., 2017).

Conclusion

Codeswitching is a natural and structural instance among bilingual and multilingual communities. Research on codeswitching has usefully informed a holistic

perspective on bilingualism and multilingualism. The empirical evidence on codeswitching underscores the repudiation of a deficit perspective on language mixing of bilinguals. Similarly, the intention of endorsing translanguaging as a theory and practice in multilinguals' language education is to empower their languaging behaviors and enhance multilingual awareness within language classrooms. Both the multilingual perspective of translanguaging and the so-called emic position of translanguaging theory emphasize multilingual users' rich linguistic resources and their capacity of using their fluid and full linguistic repertoire. "*The theoretical complementarity*" (emphases in original) allows linguistic and educational scholars to tap into and draw upon comprehensive empirical and theoretical evidence of translanguaging and codeswitching studies, which unleashes the huge potential of augmenting the benefits of practicing translanguaging in multilingual educational settings (Baynham & Lee, 2019).

The multilingual perspective on translanguaging embraces the understanding of individual multilingualism and multilinguals' integrated grammar systems; and also develops the initial intention of translanguaging theory that aims to legitimize culturally diverse students' language behaviors in language classrooms (MacSwan, 2017). Moreover, pedagogical codeswitching and translanguaging theory emphasize the strategic and interactive use of multiple linguistic features to enhance students' academic achievements and social opportunities, which fulfills an asset-based pedagogical perspective and practice. In that sense, translanguaging theory can and should draw upon codeswitching studies that endorse a holistic perspective on bilingualism and multilingualism to substantiate its conceptual affordance. In that way, translanguaging

theory and practice have the biggest chance to legitimize minority language use and empower bilingual and multilingual students' language practices.

More importantly, translanguaging practices not only enable multilingual users in the classroom, including teachers and students, to expand and utilize their linguistic resources to engage in deep understanding of new learning interactions, but also foster a safe space for their linguistic and academic development. Through active participation in such an environment, multilingual learners can transform their language and academic learning experience, as well as exercise ownership and agency in their languaging practices. In particular, the fluid use of different languages as a mediational instrument to analyze the content at hand enhances multilingual students' metalinguistic awareness and their ability to comprehend and critically examine complex concepts (Martin-Beltrán, 2010). Therefore, it is imperative to acknowledge and consider the ways in which translanguaging practices can transform multilingual students' learning experience and recognize and value their fluid, yet never inferior, languaging practices in different educational settings.

Part II Humanizing Pedagogy

Based on Salazar's (2013) interpretation on principles and practices of humanizing pedagogy, it centers students' *funds of knowledge* (Moll et al., 1989; Moje et al., 2004), calls for culturally responsive teaching (CRT) practices (Shevalier & McKenzie, 2012; de Jong et al., 2013; Lucas & Villegas, 2013; Gay, 2014), demands mutual and genuine care and trust in educational settings, and cultivates teachers and students' critical consciousness/subjectivity. Theoretically and practically, humanizing pedagogy practices empower students' "different but never inferior" languaging and

cultural resources which requires respect from their teachers and the school (Graman, 1988, p. 438). Also, humanizing pedagogy prioritizes both teacher and students' perceptions, feelings, and attitudes toward ongoing language educational practices in multilingual settings, and views students' full linguistic repertoire and their cultural backgrounds as assets that can be employed into students' new learning processes (Zisselsberger, 2016).

Historically, culturally diverse students have been marginalized regarding their languaging performance and academic achievement due to the historically biased assumptions toward teachers' authority, institutional equity, and those students' learning abilities in multilingual classrooms (Bartolome, 1994). However, as Freire (2005) indicated, humanizing pedagogy empowers human capacity to challenge and resist schools' oppressive systems, which in turn establishes a more equitable educational environment for all students. Particularly, teachers who endorse and practice humanizing pedagogy value and utilize their students' cultural and linguistic resources, enhance students' critical consciousness and critical thinking skills by centering their voices and perspectives, and establish a mutually trusting rapport with their students (Salazar, 2010). Eventually, by transforming towards a humanizing pedagogy, teachers and students will become co-learners in a class, and they co-construct class content which benefits them all in a mutual manner (Bartolome, 1994). It is also worth noting that the power of humanizing pedagogy and the resistance from the marginalized groups may simply lead working class children to working class jobs without broader economic and societal transformation (Willis, 1977). That is, humanizing pedagogy practitioners create a

humanized educational environment to varying degrees, corresponding to their understanding and interpretation of humanizing pedagogy.

Educators who engage in humanizing education understand and appreciate their students' sociocultural and linguistic differences, acknowledging the impacts of such differences on students' academic and socio-emotional development in the current educational system. Teachers with the lens of humanizing pedagogy believe that "marginalized students (due to race, economic class, culture, or experience) differ in how they learn, but not in their ability to learn" (Huerta, 2011, p. 39). That is, these teachers respect the diverse ways that their students learn without impugning how "deflective" they are from the *standard* learning processes. In so doing, they challenge the deficit orientation of how schools and themselves view their culturally diverse students, by which recognizes those students as "knowers" with valuable existing knowledge and particular ways of learning in their individual development (Huerta, 2011, p. 49). In addition, teachers who engage in humanizing pedagogy practices not only help their students learn to draw from background language and knowledge, but also cultivate students' particular identity derived from their heritage culture that they can take pride in (Huerta, 2011).

In this section, I will elaborate on the conceptual roots of humanizing pedagogy, including Freire's conceptualization of humanization, pedagogy, and humanizing pedagogy, and Salazar's interpretation of humanizing pedagogy praxis. Then, I will discuss some of the most influential concepts that guide empirical inquiry of humanizing pedagogy in multilingual classrooms within the literature, *funds of knowledge*, culturally responsive teaching, and critical consciousness/subjectivity. Lastly, I will propose a

potential framework of humanizing pedagogy praxis for language learning which is derived from the related literature.

Conceptual Roots of Humanizing Pedagogy

Freire's Conceptualization of Humanization, Pedagogy, and Humanizing Pedagogy

Humanization in education calls upon educators to unleash and cultivate their humanity, which allows them to learn and relearn the world with their students in an equal way (Freire, 1985). In addition, the process of humanization is both an individual and collective endeavor to attain an authentic human experience with an inclusive mindset and a strong commitment involving teachers and students in the realm of learning. Love is another prominent virtue that a humanizing teacher needs to have, which underpins a responsive and reliable way of teaching (Freire, 1985). Teachers who teach with love are able to show genuine care to their students, as well as to build mutual trust with them. Teachers who advocate for humanization in education will not dictate their students to blindly follow the lead, rather, they will help them find their goals and facilitate their way to achieve individual successes (Freire, 1985).

Freire's interpretation of "pedagogy" encapsulates his educational philosophy, which requires educators to situate students' learning in a given social context that is bound to change through meaningful educational practices. Only in that way, students can be connected to potential social change, and further be encouraged to transform the world into a humanizing space (Salazar, 2013). In other words, pedagogy that fails to help students and teachers to build such connections with the existing social world, the banking methods, impedes the process of social changes toward an equal world.

Freire (2005) emphasized that his humanizing pedagogy cannot be designed to one magic method that fits in different educational contexts. The tenets of humanizing pedagogy can be applied in different processes when educators acknowledge the uniqueness of their situations and try to create contextualized educational philosophy and practices. Only in a way that relinquishes the demand of scripted handbooks of humanizing pedagogy, can educators fulfill the goal of moving toward a humanized educational territory, which highlights their students and their own humanity.

Salazar's Interpretation of Humanizing Pedagogy Praxis

Similar to Freire's (2005) contestation of the use of humanizing pedagogy, Salazar (2013) stressed that humanizing pedagogy is a philosophical approach that can be implemented across contexts not in a superficial manner, but to provide a critical lens and consciousness for educators to examine their current teaching methods and reinvent their particular humanizing pedagogical practices. In that sense, educators need to combine their understanding of humanization, pedagogy, and humanizing pedagogy with their way of teaching and learning in the classroom. The transformative power of humanizing pedagogy is the key to communicate through the cycle of "theory and practice" (Salazar, 2013, p. 137).

In theory, humanizing pedagogy ultimately changes how students and teachers regard and treat each other, which inevitably influences the dynamic "student-teacher relationship" and the ecology of the corresponding learning community (Salazar, 2013, p. 129). Such changes are critical in constructing a healthy and warm developmental environment for both students and teachers in terms of academic growth, social-emotional wellbeing, and language identity formation. The processes of establishing a

caring and culturally trusted entity in both individual and collective ways foster students and teachers' critical consciousness towards student-teacher power structure in the classroom settings, even towards the social structure and power relations in the society. By so doing, THEY (student and teacher) become active subjects in learning and teaching interactions. Their subjectivity transforms themselves, the educational activities, and the context they are engaged in. Furthermore, humanizing pedagogy denotes that the boundary between the role of teacher and student is permeable, and they are immersed in a reciprocal learning and developmental process (Salazar, 2013).

Key Terms Derived from Humanizing Pedagogy Studies

Funds of Knowledge

Students are not empty vessels when they come to school, instead, they bring their rich and unique background knowledge and life experiences walking in the classroom every time. Their understanding of the world and the surroundings implicitly influence learning and teaching interactions in and out of school. In addition, students' ways of interacting and communicating with their parents and friends in the community shape how they participate in the classroom settings. All those different "funds" including social, cultural, emotional, and linguistic resources that students embrace should be at the forefront in educational processes (Moje et al., 2004). In particular, Moll (2014) addresses that educators need to look at "how people 'live culturally'", rather than reinforcing the bounded and static cultural norms; whereby understanding students' and their family's social-cultural diversity in real world situations (p. 120). Teachers who endorse a humanizing perspective of teaching try to learn about, respect, and build upon their students' day-to-day *funds of knowledge*.

Culturally Responsive Teaching

Culturally responsive teaching (CRT) is derived from “a care-based education model”, which reifies educators’ moral obligation of delivering effective teaching and learning activities considering their students’ needs and catering to their comfortable way of learning (Shevalier & McKenzie, 2012). Also, CRT requires educators to learn and respect their students’ background knowledge, understand and value the asset of students’ previous knowledge and life experiences, and effectively tap into and build upon those *funds of knowledge* to facilitate their students’ learning development (de Jong et al., 2013; Lucas & Villegas, 2013). That is, CRT is both a pedagogical stance and educational philosophy that aims to make class content accessible to diverse students through meaningful and high-quality teaching (Gay, 2014).

Critical Consciousness / Subjectivity

As Salazar (2013) stated, humanizing pedagogy is one of the most effective ways to deconstruct and resist the dehumanized educational practices (technical teaching mechanism, high-stakes testing, banking model, etc.) embedded in our current schooling system. It is significant to note that “the journey for humanization is an individual and collective endeavor toward critical consciousness” (Salazar, 2013, p. 131). In the process, individual educators and students will make critical reflections on their self-consciousness through humanization teaching and learning practices. Particularly, teachers’ frank discussions and conversations around cultural issues and language codes in a multilingual classroom help their students to raise and maintain pride in their heritage culture and language while fostering a particular critical consciousness towards permeated monolingual bias embedded in the current system. This further bolsters the

rationale for implementing critical pedagogy, which centers on the deconstruction of unjust perpetuation of the privileges linked to specific social and racial groups and the confrontation of imposed oppressions from such groups, as posited by McLaren (1998).

Such critical consciousness fosters a form of subjectivity that transforms classroom participants from *the object* (students are the object of learning, and teachers are the objects of school systems) toward an *active subject* who controls their own learning and teaching interactions (Dantas-Whitney & Waldschmidt, 2009). Here, the subjectivity of humanizing educators is reified when they choose to reveal their biases, interrogate how social-political factors influence their class decisions, understand their educational goals for all students, and realize their power in pushing against unjust situations. In multilingual classrooms, teacher-initiated conversations on the value and essentiality of being bilingual enhance students' awareness of acknowledging and identifying different language status and the historical and political reasons behind them (Hopewell & Abril-Gonzalez, 2019). Teachers who emanate their own subjectivity towards education, power, and language ideology invite, encourage, and model their students to become critical thinkers and owners of knowledge and learning processes. Meanwhile, the dynamic and active interactions between educators and students through humanization pedagogy will create opportunities for them to co-construct a new form of teaching and learning environment, which incorporates their existing cultural, social, historical identities, and humanities.

A Framework of Humanizing Pedagogy Praxis

Derived from Salazar's (2013) Freirean principles and practices of humanizing pedagogy, I propose a particular humanizing pedagogy framework that aims to

understand and examine the ecology of a potential humanized learning environment in multilingual EFL settings as shown in figure 1. In Salazar's (2013) statement of humanizing pedagogy principles and practices, she stressed the essentiality of students' *funds of knowledge*. Specifically, she mentioned "[t]he reality of learner is crucial, [s]tudent's sociocultural resources are valued and extended, and [s]tudents' prior knowledge is linked to new learning" (p. 138).

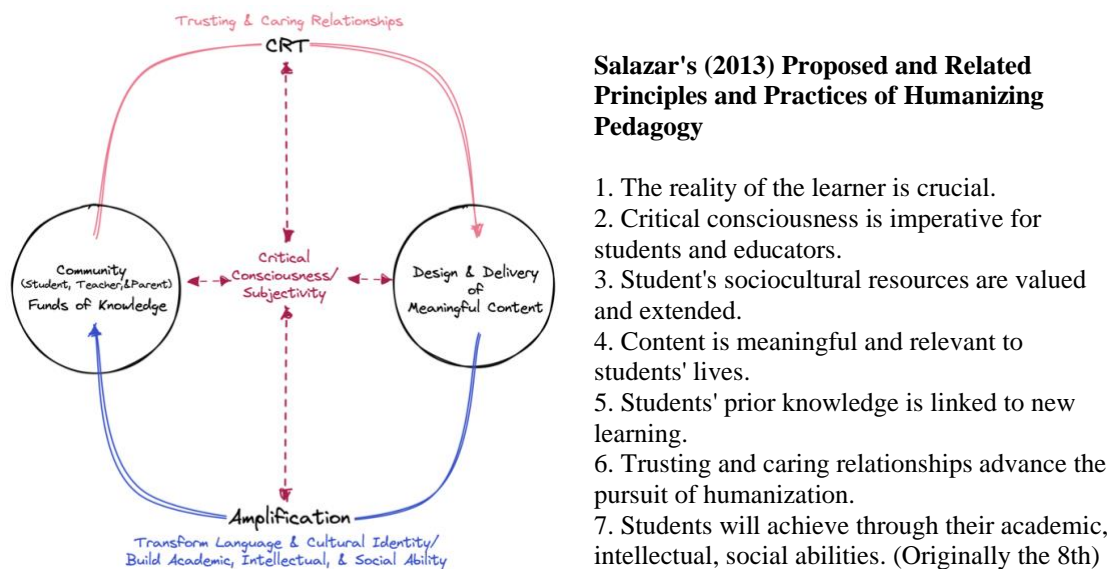


Figure 1 A Framework of Humanizing Pedagogy Praxis⁴

Whereas the framework on which I elaborate reinforces such *funds of knowledge* to include teacher and parents' *funds of knowledge* since teachers are interactive partners in students' learning environment, and parents' prior knowledge and understanding of the new content implicitly and indirectly influences students' learning process. It echoes Moll's (2014) conceptualization of students' *funds of knowledge* which is directly related to parents' *funds of knowledge*, representing their family heritage. Therefore, the

⁴ The framework presented in this paper is based on the concept of humanizing pedagogy introduced by Salazar (2013) in the article "A humanizing pedagogy: Reinventing the principles and practices of education as a journey toward liberation" published in the *Review of Research in Education*.

recognition and use of a collective and individual form of *funds of knowledge* in the developmental community that comprises student, teacher, and parent establish the foundation to enact humanizing pedagogy in educational settings.

Drawn upon the *community funds of knowledge*, educators of humanizing pedagogy dedicatedly make the new learning accessible to students through culturally responsive teaching (CRT) practices. For instance, teachers of multilingual youths will accept students' dynamic languaging use including pedagogical codeswitching and translanguaging to create opportunities for them to fully express their thoughts, to extract students' deeper learning and discussions on the new content (Salazar, 2013). In so doing, according to Salazar's theory, multilingual educators who endorse humanizing pedagogy will promote their students' language development and content learning in an effective and meaningful way, and the new learning and content become accessible and perceptible to all students. In addition, as Salazar (2013) highlighted, a trusting and caring teacher-student relationship can be seen as a catalyst in the process of delivering CRT practices, which advances the transformation towards a humanized learning environment.

Through delivering meaningful content to the students, humanizing pedagogy educators and the engaged students successfully amplify their previous *funds of knowledge*. The enriched *community funds of knowledge* will serve as a new base of succeeding humanizing pedagogy practices, which consolidates the original *community funds of knowledge* and creates interactions between the precious and new *funds of knowledge*. Noteworthy, as Salazar (2013) argued, the amplification of *community funds of knowledge* actively triggers the transformation of participants' language and cultural

identity resulting in building a new academic, intellectual, and social ability; which resonates with the essence of Community Cultural Wealth (Yosso, 2005).

Lastly, within the framework, critical consciousness/subjectivity is in the central position in light of every stage of humanizing pedagogy praxis. First, teachers and parents need to understand and realize that students are the expert of their background knowledge and previous life experience, while learning to incorporate those *funds of knowledge* in new learning interactions. Such realization and understanding require educators to challenge the traditional teaching philosophy that legitimizes teachers' authority, and educational mode that puts teachers at the center of educational interactions. To participate in this transformative way of teaching and learning interactions and humanizing education, educators need to cultivate critical consciousness/subjectivity to challenge the conventional way of teaching as well as bravely overturn teacher-centered educational philosophy. In so doing, it will foster a mutual trust between teachers and students in believing that students know what they need and how they would like to learn.

Furthermore, educators need critical consciousness/subjectivity to question prevailing but inappropriate values, norms, and ideologies in educational settings, to successfully design and deliver academic content through CRT practices. For instance, teachers of multilingual students and second language learners need to critically interrogate native speakerism⁵ (Davies, 2003; Holliday, 2003) and the native speaker

⁵ Native speakerism is a construct that centers on the belief that being a native speaker of a particular language, such as English, confers inherent superiority over non-native, multilingual teachers in terms of perceived qualifications and competency to teach that language (Davies, 2003; Holliday, 2003).

fallacy⁶ (Phillipson, 1992; Holliday, 2005) before and during language teaching interactions. Subsequently, humanizing pedagogy educators transform their students' and their own language and cultural identities through critical consciousness in the amplification of the existing *community funds of knowledge*. In a reciprocal manner, educators and students who are engaged in exerting critical consciousness/subjectivity in humanizing pedagogy practices including identifying and using *community funds of knowledge*, participating in CRT activities, and interacting with meaningful new content will enhance the awareness of critical consciousness/subjectivity and accumulate the competency of utilizing it in potential humanized educational settings.

In essence, the proposed framework of humanizing pedagogy praxis delineates how some principles and practices of humanizing pedagogy would operate in multilingual educational settings, derived from Salazar's interpretation. Humanizing pedagogy encompasses more than just catering to students' previous knowledge, cultural background, and linguistic resources, however, those are the paramount facets within the proposed framework of humanizing pedagogy praxis. Only by attending to *community funds of knowledge* and constructing meaningful new learning through CRT with trust and care, while exerting and accumulating critical consciousness/subjectivity, can participants in the learning and teaching interactions transform their language and cultural identity, build new academic, intellectual, and social competence, and become fully human with the hope for making prospective social changes. It is important to note

⁶ The native speaker fallacy, as a problematic view, supports that simply being a native speaker of English imbues one with the qualities and skills to become a good teacher and speaker of English. This assumption leads to the limitation of non-native speaking teachers' professional development, inequalities for those multilingual teachers within the educational system, and the perpetuation of a narrowly-defined standard of English (Phillipson, 1992; Holliday, 2005).

that this emphasis on becoming “fully human” is an intentional effort to confront the dehumanizing nature of traditional educational settings and interactions.

Part III The Potential of Employing Humanizing Pedagogy as a Theoretical Framework in Translanguaging Studies — Review of Empirical Research

The electronic databases searched in this review are Education Source and ERIC. An initial search included the terms “humanizing pedagogy” in conjunction with terms for multilingual classrooms and translanguaging. Specifically, I used the search term as “humanizing pedagogy” AND (“multilingual classrooms” OR “language classrooms” OR “multilingual language classrooms”) AND (“translanguaging” OR “codeswitching”). This initial search only yielded one source, and then I expanded the search by decoupling humanizing pedagogy and translanguaging in the search term. The final search term that I used was “humanizing pedagogy” AND (“multilingual classrooms” OR “language classrooms” OR “multilingual language classrooms”). This search yielded 27 sources.

I only included the articles that reported on empirical cases of humanizing pedagogy practices in language classrooms. Also, I only included research focused on teacher-student interactions in educational settings. In addition, I only selected articles that involved translanguaging or pedagogical codeswitching practices among classroom participants. I excluded 19 sources based on the exclusion criteria:

1. Source were not empirical cases of humanizing pedagogy practices in language classrooms (Excluded six sources)
2. Source did not directly examine teacher-student interactions in educational settings (Excluded 11 sources)

3. Source did not involve translanguaging or pedagogical codeswitching practices among classroom participants (Excluded two sources)

Based on the inclusion and exclusion criteria, I selected eight empirical studies from the database search. To find additional sources, I perused the references of those articles and found four additional sources. Also, to ensure the review included all relevant sources, I consulted Dr. Martin-Beltrán and she recommended another article for my research criteria which I added into my final review dataset. To sum, I included 13 sources for the first category of my literature review, which is empirical studies using or including humanizing pedagogy as their theoretical framework or conceptual foundations. Furthermore, as for the second category, I reviewed seven articles that focus on pedagogical codeswitching and translanguaging practice in an EFL setting through a postpositivist lens or qualitative research methods, which lacks the theoretical framework of humanizing pedagogy. In total, my final review included 20 sources in order to launch a comparative analysis for my literature-review questions: *how has previous research examining humanizing pedagogy identified key theoretical constructs supported (or not) by empirical evidence?* and *how is this relevant to language instruction in an EFL setting?*

Characterization of the Literature

Research Context

Within the first reviewed category of literature, humanizing studies involving translanguaging practices, it can be divided into four different groups based on their research site as figure 2 shown on the following page: (1) five empirical research (Hopewell & Abril-Gonzalez, 2019; Huerta, 2011; Osorio, 2018; Wilder & Axelrod,

2019; Zisselsberger, 2016) focus on elementary school students; (2) four studies (Fránquiz & Salazar, 2004; Salazar, 2008; Salazar, 2010; Watson et al., 2016) examine high schoolers, (3) three articles (Bartolome, 1994; Graman, 1988; Schwab, 2019) address adult English language learners, and (4) one article (Kidwell et al., 2021) researches both elementary and secondary school students.

Using a similar feature, across studies in the second category of my literature review, translanguaging studies without a framework of humanizing pedagogy, it can be divided into five groups as figure 3 shown on the following page: (1) one study (Littlewood & Yu, 2011) focuses on middle school students, (2) one article (Li, 2018) examines high school English classrooms, (3) one study (Greggio & Gil, 2007) focuses on university courses, (4) two articles (Lin & Wu, 2015; Zhu & Vanek, 2017) address secondary school context, and (5) two studies (Meyer, 2008; Neokleous, 2017) without clearly describing the school level of research site.

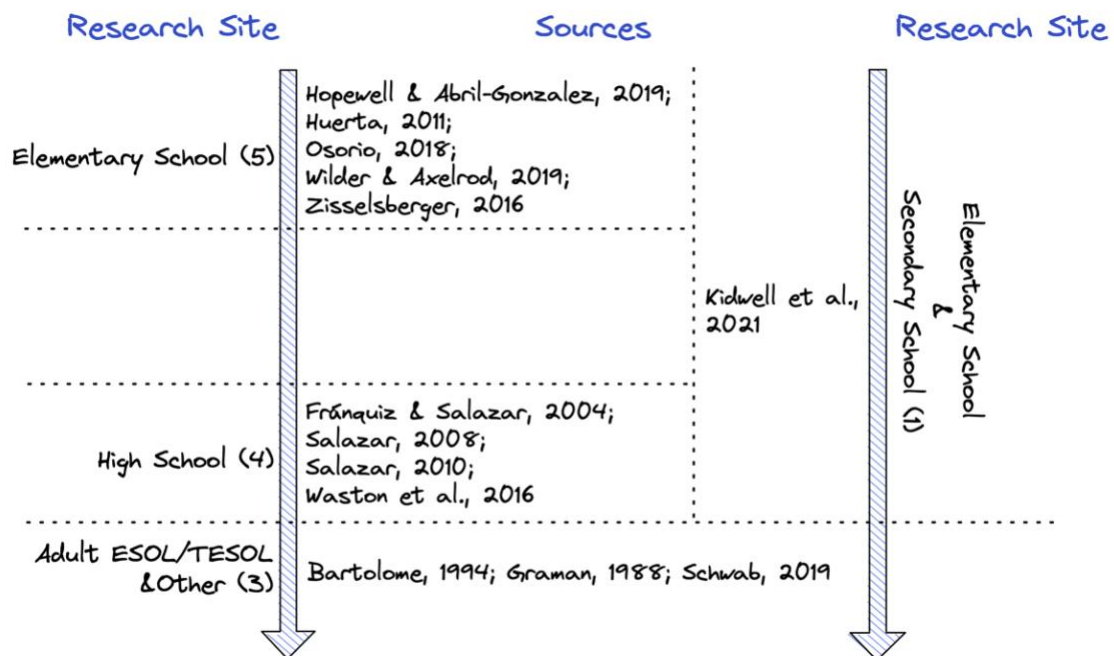


Figure 2 Research Context of Humanizing Studies Involving Translanguaging Practices

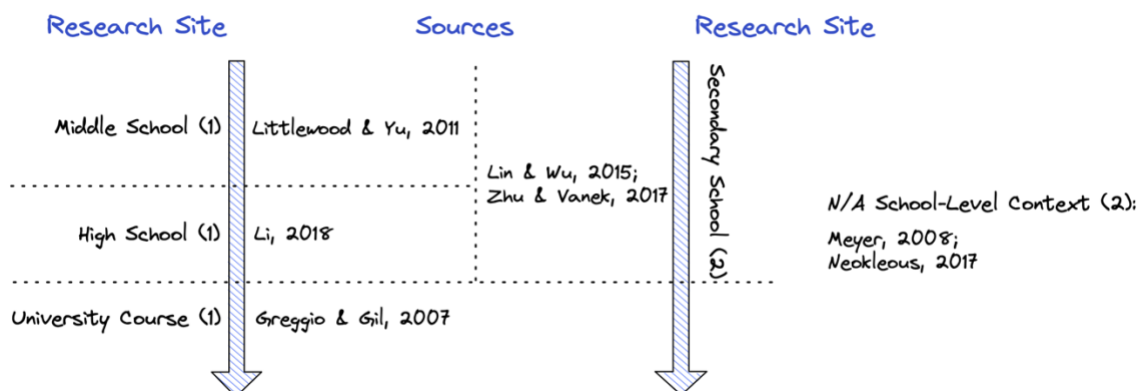


Figure 3 Research Context of Translanguaging Studies without Humanizing Pedagogy Framework

Almost all the humanizing studies (Bartolome, 1994; Fránquiz & Salazar, 2004; Graman, 1988; Hopewell & Abril-Gonzalez, 2019; Huerta, 2011; Kidwell et al., 2021; Osorio, 2018; Salazar, 2008; Salazar, 2010; Schwab, 2019; Watson et al., 2016; Zisselsberger, 2016) in current review examine multilingual students' language learning and teaching practices in English as a second language (ESL) classes in the U.S. context, and most research (Fránquiz & Salazar, 2004; Hopewell & Abril-Gonzalez, 2019; Huerta, 2011; Kidwell et al., 2021; Osorio, 2018; Salazar, 2008; Salazar, 2010; Schwab, 2019; Watson et al., 2016) specifically focus on Chicano, Latina/o students of Mexican origin. There is one study (Wilder & Axelrod, 2019) targets Dinka refugee children without specifying a particular research site.

In contrast, all translanguaging studies without humanizing pedagogy theoretical framework are conducted in the context of English as a foreign language (EFL) setting, including classrooms in Brazil (Greggio & Gil, 2007), Cyprus (Neokleous, 2017), Japan (Meyer, 2008), Hong Kong (Lin & Wu, 2015), and Mainland China (Li, 2018; Littlewood & Yu, 2011; Zhu & Vanek, 2017). Several studies (Li, 2018; Lin & Wu, 2015; Littlewood & Yu, 2011; Meyer, 2008; Zhu & Vanek, 2017) highlight their research participants (English language learners and their non-native English-speaking teachers)

share the same linguistic and cultural background, and the students' English proficiency are at pre-intermediate and intermediate level where the facilitation of students' first language exerts prominent effects in their language development. Notably, one study (Neokleous, 2017) draws specific attention to students' attitudes towards language use and policy in their EFL classrooms, in contrast to the common research focus on teacher-initiated translanguaging practices and their positionalities.

Theoretical Frameworks

All humanizing pedagogy studies embrace and explicitly articulate particular theoretical frameworks that guide their studies. However, most studies on translanguaging without a framework of humanizing pedagogy lack a clear interpretation of their theoretical framework, and only one study summarizes the conceptual framework for codeswitching studies and analysis in general.

Theoretical Framework of Humanizing Studies Involving Translanguaging Practice. Humanizing pedagogy studies in the current review can be categorized as three groups according to their theoretical frameworks as shown in figure 4: (1) theoretical framework is built on concepts of humanizing pedagogy (Graman, 1988; Watson et al., 2016), (2) theoretical framework as humanizing pedagogy (Huerta, 2011; Osorio, 2018; Salazar, 2008; Schwab, 2019), and (3) humanizing pedagogy as part of the theoretical framework (Bartolome, 1994; Fránquiz & Salazar, 2004; Hopewell & Abril-Gonzalez, 2019; Kidwell et al., 2021; Salazar, 2010; Wilder & Axelrod, 2019; Zisselsberger, 2016). It is worth mentioning that studies that incorporate humanizing pedagogy as part of their theoretical framework tend to include teacher's revolutionary and resistant thinking, and pedagogical language knowledge.

In addition, there is only one study (Hopewell & Abril-Gonzalez, 2019) that is underlined in the figure on the previous page, combining a multilingual perspective on translanguaging and humanizing pedagogy as its theoretical framework; which strongly aligns with my dissertation research interest. It presents empirical evidence on how incorporating humanizing pedagogy and translanguaging theory as the theoretical framework benefit the analysis of translanguaging and codeswitching practices in a multilingual setting. Also, it promises the possibility of combining translanguaging theory and humanizing pedagogy as a theoretical lens in analyzing multilinguals' practices in and beyond ESL settings.

Build on Concepts of Humanizing Pedagogy	
Graman, 1988	The critical pedagogy of Paulo Freire
Watson et al., 2016	<ol style="list-style-type: none"> 1) Culturally relevant pedagogy 2) Care 3) Culturally relevant care [CRC] 4) CRC as a practice of freedom
Humanizing Pedagogy	
Huerta, 2011; Osorio, 2018; Salazar, 2008; Schwab, 2019	
Humanizing Pedagogy and More	
Bartolome, 1994	<ol style="list-style-type: none"> 1) "[A]nti-methods pedagogy" 2) Humanizing pedagogy (culturally responsive instruction & strategic teaching) 3) Teacher political clarity
Fránquiz & Salazar, 2004	<ol style="list-style-type: none"> 1) Revolutionary teachers 2) The principle of humanizing pedagogy
<u>Hopewell & Abril-Gonzalez, 2019</u>	<ol style="list-style-type: none"> 1) [A] multilingual perspective on translanguaging 2) Learning theory and humanizing pedagogy
Kidwell et al., 2021	<ol style="list-style-type: none"> 1) PLK (pedagogical language knowledge) 2) Core practices 3) Humanizing pedagogy
Salazar, 2010	<ol style="list-style-type: none"> 1) Humanizing and dehumanizing pedagogy 2) Resistance theory
Wilder & Axelrod, 2019	<ol style="list-style-type: none"> 1) The role of play in learning 2) Humanizing pedagogy
Zisselsberger, 2016	<ol style="list-style-type: none"> 1) PLK 2) Systemic functional linguistics 3) Humanizing pedagogy

Figure 4 Theoretical Framework of Humanizing Studies Involving Translanguaging Practices

Theoretical Framework of Translanguaging Studies. Six translanguaging studies (Greggio & Gil, 2007; Li, 2018; Lin & Wu, 2015; Littlewood & Yu, 2011; Meyer, 2008; Neokleous, 2017) do not contain an explicit interpretation of their theoretical framework guiding the research. It is worth noting that one of the six aforementioned research (Littlewood & Yu, 2011) articulates a framework to support language teachers on how and when to use students' first language, but it is not the theoretical framework of the study itself. In addition, one article (Zhu & Vanek, 2017) discusses the conceptual framework for codeswitching analysis, including “*contextualization cues, input hypothesis, optimal use of L1, and pedagogical functions of CS*” (emphases in original); however, they are not cohesively related to the subsequent analysis within the study.

Methodology and Methods

Methodology. Shown in figure 5 on the following page, in the body of humanizing pedagogy studies in the current review, 10 articles (Fránquíz & Salazar, 2004; Graman, 1988; Hopewell & Abril-Gonzalez, 2019; Huerta, 2011; Kidwell et al., 2021; Osorio, 2018; Salazar, 2008; Salazar, 2010; Watson et al., 2016; Zisselsberger, 2016) use a qualitative research method (QUAL): (1) two studies (Fránquíz & Salazar, 2004; Hopewell & Abril-Gonzalez, 2019;) incorporate ethnography/ethnographic inquiry (Merriam & Tisdell, 2016) as their specific QUAL methodology, (2) three studies (Graman, 1988; Salazar, 2010; Zisselsberger, 2016) use case study (Merriam, 1998), (3) one research (Watson et al., 2016) applies phenomenological QUAL methodology (Merriam & Tisdell, 2016), (4) four studies (Huerta, 2011; Kidwell et al., 2021; Osorio, 2018; Salazar, 2008) utilize a general QUAL methodology. Also, there are three articles

(Bartolome, 1994; Schwab, 2019; Wilder & Axelrod, 2019) that use literature review and their analysis of related practices and inquiries.

Methodology		Source	Methods
Qualitative Research Method (QUAL)	Ethnography/ Ethnographic Inquiry	Fránquiz & Salazar, 2004	Constant Comparison Method
		Hopewell & Abril-Gonzalez, 2019	Thematic Analysis (open coding & axial coding)
	Case Study	Graman, 1988	Discourse Analysis
		Salazar, 2010	Constant Comparison Method
		Zisselsberger, 2016	Thematic Analysis (open coding & axial coding)
	Phenomenological QUAL & Constructivist Grounded Theory	Watson et al., 2016	Thematic Analysis (open coding & axial coding)
	General QUAL	Huerta, 2011	Constant Comparative Method
		Kidwell et al., 2021	Constant Comparative Method
		Osorio, 2018	Action Research Model
		Salazar, 2008	Constant Comparison Method
Literature Review (LR) and/or more	LR	Wilder & Axelrod, 2019	N/A
	LR and the Author's Own Teaching Practice	Bartolome, 1994	N/A
	LR from a Practitioner Inquiry Study	Schwab, 2019	An Iterative, Dialogic, and Reflexive Approach

Figure 5 Methodology and Methods of Humanizing Studies Involving Translanguaging Practices

Translanguaging studies in this review incorporate different methodologies, including quantitative research method, quantitative and qualitative research method, qualitative research method, and review of literature, as figure 6 shown on the following page. To be more specific, there are one study (Littlewood & Yu, 2011) that uses a quantitative research method (QUAN), one study (Zhu & Vanek, 2017) applies both quantitative and qualitative research method, four research (Greggio & Gil, 2007; Li, 2018; Lin & Wu, 2015; Neokleous, 2017) utilize a qualitative research method (QUAL), and one article (Meyer, 2008) incorporates literature review as a methodology to analyze

and discuss the purpose and effects of students and teachers' translanguaging practices in educational settings.

Methodology	Source	Methods
Quantitative Research Method (QUAN)	Littlewood & Yu, 2011	Survey & Descriptive Analysis
QUAN & QUAL	Zhu & Vanek, 2017	(QUAN) T-test, One-way ANOVA; (QUAL) Constant Comparative Method
Qualitative Research Method (QUAL)	Greggio & Gil, 2007	Discourse Analysis
	Li, 2018	Ethnomethodological Conversations Analysis (ECA)
	Lin & Wu, 2015	Discourse Analysis
	Neokleous, 2017	Constant Comparative Method
Literature Review (LR)	Meyer, 2008	N/A

Figure 6 Methodology and Methods of Translanguaging Studies

Methods. Among humanizing pedagogy studies applying a qualitative research method, five research (Fránquiz & Salazar, 2004; Huerta, 2011; Kidwell et al., 2021; Salazar, 2008; Salazar, 2010) choose Constant Comparative Method (Corbin & Strauss, 2014) or constant comparison method (Glaser & Strauss, 1967); three studies (Hopewell & Abril-Gonzalez, 2019; Watson et al., 2016; Zisselsberger, 2016) conduct thematic analysis (Charmaz, 2011) including open coding and axial coding processes, one research (Graman, 1988) uses discourse analysis (Gee, 2014), and one study (Osorio, 2018) uses an action research model as its method of analysis. Similarly, translanguaging studies that utilize a qualitative research method also implement a constant comparative method (Neokleous, 2017), discourse analysis (Greggio & Gil, 2007; Lin & Wu, 2015), and Ethnomethodological Conversations Analysis (Li, 2018). In a different vein, one translanguaging study (Littlewood & Yu, 2011) that incorporates a quantitative research method uses survey and descriptive analysis as its research method. In addition, there is

one translanguaging study (Zhu & Vanek, 2017) uses both QUAN (T-test and One-Way ANOVA) and QUAL (Constant Comparative Method) research methods.

Data Sources. Among humanizing studies, as shown in figure 7, ethnographic classroom observation and interview are two main data collection instruments. Data includes audio/video recordings and fieldnotes from classroom observations, teacher and student interviews, and other related data collected in the research site. Specifically, one study (Graman, 1988) uses data of fieldnotes from classroom observations; I study (Hopewell & Abril-Gonzalez, 2019) uses audio/video recordings and fieldnotes data; one research (Zisselsberger, 2016) gather data of fieldnotes and teacher interview and one research (Fránquiz & Salazar, 2004) includes student interview besides fieldnotes and teacher interview; two studies (Salazar, 2008; Salazar, 2010) include fieldnotes, teacher interview, and other documents; and three research use data of fieldnotes and other data sources, including student artifact (Osorio, 2018), author's reflection (Bartolome, 1994), and student written response (Schwab, 2019). Three studies (Huerta, 2011; Kidwell et al., 2021; Watson et al., 2016) gather focus group interview data besides teacher interviews and fieldnotes.

Across translanguaging studies in this review, the quantitative study (Littlewood & Yu, 2011) incorporates survey data; and one research (Zhu & Vanek, 2017) using both quantitative and qualitative data source from audio recordings and fieldnotes of classroom observation, and teacher interview. Similar to the qualitative research in the group of humanizing studies, two qualitative translanguaging studies (Li, 2018; Lin & Wu, 2015) include audio/video recordings and fieldnotes of classroom observation, one study (Neokleous, 2017) gathers data from student interview besides classroom

observation, and one research (Greggio & Gil, 2007) includes informal talks with participants along with observation data.

Category	Research Type	Source	Ethnographic Classroom Observation	Interview	Other Data Collection
Humanizing Studies	QUAL	Fránquiz & Salazar, 2004	Field notes (FN)	Teacher Interview (TI), Student Interview (SI)	
		Hopewell & Abril-Gonzalez, 2019	Audio/video recordings (A/VR), FN		
		Graman, 1988	FN		
		Salazar, 2010	FN	(TI)	Classroom Assignment & Rubric
		Zisselsberger, 2016	FN	TI	
		Watson et al., 2016	FN	TI, Focus Group Interview (Black & Latino Youth)	
		Huerta, 2011	FN	TI (pre- & post-observation), Focus Group Interview (Latino students & parents)	
		Kidwell et al., 2021	FN	TI, Post-lesson Debrief Interview, Focus Group Interview (Teachers)	
		Osorio, 2018	A/VR, FN		Student Artifact
		Salazar, 2008	FN	TI	Key District Document
	LR and/or more	Wilder & Axelrod, 2019			Literature
		Bartolome, 1994	FN		Author's Reflection
		Schwab, 2019	FN		Student Written Response
Translanguaging Studies	QUAN	Littlewood & Yu, 2011			Survey
	QUAN & QUAL	Zhu & Vanek, 2017	Audio recordings (AR), FN	TI	
	QUAL	Greggio & Gil, 2007	AR, FN		Informal Talks with Participants
		Li, 2018	A/VR, FN		
		Lin & Wu, 2015	AR, FN		
		Neokleous, 2017	AR, FN	SI	
	LR	Meyer, 2008			Literature

Figure 7 Data Source of Humanizing and Translanguaging Studies

Lastly, one study (Wilder & Axelrod, 2019) in the humanizing studies group and one study (Meyer, 2008) from the translanguaging studies category use a body of relevant literature and studies as their main data sources since they apply literature review methodology.

Findings of How Has Previous Research Examining Humanizing Pedagogy Identified Key Theoretical Constructs Supported (or not) by Empirical Evidence? And How is This Relevant to Language Instruction in an EFL Setting?

Across the studies (Bartolome, 1994; Fránquiz & Salazar, 2004; Graman, 1988; Hopewell & Abril-Gonzalez, 2019; Huerta, 2011; Kidwell et al., 2021; Osorio, 2018; Salazar, 2008; Salazar, 2010; Schwab, 2019; Watson et al., 2016; Wilder & Axelrod, 2019; Zisselsberger, 2016) that I have reviewed, there are five prominent themes emerging from research on humanizing pedagogy: (1) enhancing critical consciousness around language status and power relationships, (2) promoting culturally responsive instructions and other teaching techniques, (3) valuing and incorporating students' full linguistic competencies and resources in a multilingual setting, (4) repositioning the role of teacher and student in a co-constructed environment, and (5) establishing mutually caring and trusting relationships among class participants. While there are two major themes emerging from translanguaging and codeswitching studies without humanizing pedagogy as their theoretical framework (Greggio & Gil, 2007; Li, 2018; Lin & Wu, 2015; Littlewood & Yu, 2011; Meyer, 2008; Neokleous, 2017; Zhu & Vanek, 2017): (1) embracing students' first languages, and (2) encouraging students' participation and improving classroom atmosphere.

Humanizing Studies Involving Translanguaging Practices

Enhancing Critical Consciousness around Language Status and Power

Relations. Teachers' frank discussions and conversations around cultural issues and language codes in a multilingual classroom help their students to raise and maintain pride in their heritage culture and language while fostering a particular critical consciousness towards permeated monolingual bias embedded in the current system. Specifically, in Hopewell and Abril-Gonzalez's (2019) study, they display how bilingual teachers in a second-grade classroom claimed the value and essentiality of being bilingual through initiating conversations addressing such perspectives. Also, teachers in their study explicitly introduced their students to specific language choices ("abuela" or "grandma") according to different linguistic and cultural contexts by employing appropriate children's literature (p. 117). Through those discussions and conversations, teachers confirmed their stance with a multilingual perspective on translanguaging, and also enhanced their students' awareness of acknowledging and identifying different language status and the historical and political reasons behind them. Similarly, Osorio (2018) demonstrated that she chose culturally sensitive bilingual books reflecting her students' real life and experience to help them realize the right and choice they have to problematize some of the issues related to power and privilege. She allowed and encouraged her students to write "literature response" based on their views of those problematized issues, which constructed their own stories that were being valued (p. 8).

In a similar vein, teachers' creation of a permeable curriculum in Salazar's (2008) study was an implicit way to contradict the official discourse of ESL and challenge the existing privileged status of English language in this regard. Specifically, Mr. Bueno

accepted students' Spanish uses and spoke it himself when needed in class, because he believed that it is not meaningful to stick to the English-only policy at the cost of depriving students of the motivation to read and learn. Also, Ms. Corazón implicitly challenged the traditional classroom approaches including English-only policy after she understood the rationale of students' resistance: those "resistant" students were not motivated since the educational approaches did not acknowledge their cultural and linguistic background, and there were no connections between their previous knowledge and new learning. The two teachers in Salazar's (2008) study successfully navigated through school and district language policy in terms of enacting a permeable curriculum within their own classrooms, but they did not advocate for their inclusive language policy beyond classroom level. However, through reflecting on their pedagogical practices and critically examining current language policies, they unintentionally unleashed the potential to humanize their students, the educational environment, and themselves (Salazar, 2008).

Promoting Culturally Responsive Instructions and other Teaching

Techniques. As I mentioned in the above section, Osorio (2018) utilized culturally responsive materials for bilingual students to read, digest, and critically interrogate the embedded cultural and political issues, which supported the author's further claim on one of the pedagogical changes towards humanizing pedagogical practice: "including more literature that reflect [her] students' experiences and lives" (p. 19). In addition, through presenting four effective multilingual teachers' perspectives and teaching practices in bilingual classrooms with Latino students, Huerta (2011) argued that teachers who shared understandings and enactment of humanizing pedagogy were able and willing to draw on

students' prior knowledge while introducing them to new curriculum content in order to make such content more relevant and meaningful to the students. To be more specific, one of the teachers in Huerta's (2011) study, James asked some students to describe what a centipede looked like and even to make a sketch on the board to show others when he sensed some students might not know what *centipede* meant during a reading activity of "House on Mango Street" (p. 48).

Similarly, Fránquiz and Salazar (2004) described how a teacher used culturally relevant reading material, such as *Bless Me Ultima*, to create a space for students and teacher to interact and communicate their cultural knowledge in the Opportunity School in their study. One student, Lalo was infused with "English Only" and he advocated for a strict separation between English and Spanish (his heritage language) regarding language learning through his discussions towards *Bless Me Ultima*. He strongly challenged the validity and necessity of codeswitching between the two languages, expressing pride in his ability to speak full English. Through discussion with his classmates and teacher, all class participants learned to deal with tensions and different language ideologies, which simultaneously facilitated their individual and collective cultural and linguistic identity formation processes (Fránquiz & Salazar, 2004). Taking another case in their study as an illustration, teachers who were against the official ESL mind-set in the High Intensity Language Training (HILT) program incorporated culturally relevant historical stories and texts to teach their immigrant students. For example, those teachers introduced slavery and the speech of Martin Luther King (MLK), and they made connections between those materials with students' real-life experiences by eliciting their critical thinking about how MLK's speech helped Mexicans. Educators who embraced humanizing pedagogy chose

to teach what students were interested in and relevant content, instead of materials that were inscribed in the official curriculum.

Furthermore, through a comparative analysis on three multilingual teachers' teaching experience, Salazar (2010) emphasized that Ms. Corazón who incorporated a transformative approach, infused culturally responsive themes and topics in her classes to address the diversity of her ESL students. Ms. Corazón also allowed her students to “place a Mexican flag and a jersey of a Mexican soccer team on the walls of her ESL classroom” (p.121). In so doing, students in her class were more actively engaged in classroom discussions, even on tough social justice issues since they were allowed to use their heritage language and cultural background knowledge to explore new content. On a broader sense of educating multilinguals where learning and teaching occur outside traditional classrooms, Schwab (2019) illustrated how she created a shared writing space for her students to articulate their intimate life stories and language legacies, which enabled her to tap into students' perceptions of different languages and cultures while enhancing their critical consciousness of multilingualism. Particularly, the author asked her student, Aurora, the specific linguistic differences between Nahuatl and Spanish after knowing Aurora's life history related to Nahuatl in order to capture authentic information, which in turn raised this student's critical consciousness towards different languages and linguistic resources.

Valuing and Incorporating Student's Full Linguistic Competencies and Resources. Allowing students' use of their home language creates a free and open space for their language acquisition and academic access, which facilitates their explorations of their full linguistic and cultural resources. Specifically, Hopewell and Abril-Gonzalez

(2019) illustrated how second-grade teachers and their students exchanged knowledge and made meaning of each other's interpretations through translanguaging practices, especially for clarification of some key content vocabulary words and understanding of some abstract concepts. For instance, the teacher would ask her students “¿Qué es un conference? or ¿Qué es surfing? (What is a ‘conference’? or What is ‘surfing’?)”, which enhanced students' metalinguistic awareness while processing two linguistic codes and making sense of them at the same time.

As I mentioned in the previous section, the teacher used *Bless Me Ultima* in the Opportunity School not only to provide chances for students to negotiate cultural knowledge, but also to introduce codeswitching as a linguistic strategy in language learning and developmental processes. Similarly, within the same study (Fránquiz & Salazar, 2004), some teachers in HILT program used Spanish literature to teach English, and one teacher even argued the necessity and legitimacy to develop students' Spanish or English literacy, as he emphasized, “I think it's important to get them to read, no matter what language it is” (p. 47). Teachers in Kidwell, Peercy, Tigert, and Fredricks's (2021) study respected and used students' home language in their teaching and learning interactions, and they viewed such linguistic resources as legitimate and valuable assets for students' academic and language development. In particular, Wesley in their study explicitly stated that using students' language resources was effective to motivate them to actively interact with the new content, as well as to facilitate their language development.

Interpreting in the earlier section, Ms. Corazón in Salazar's (2010) study transformed her perceptions and teaching practices toward her multilingual youths in a way that accepted students' use of their home language to make connections between

their previous knowledge and new content. As Ms. Corazón indicated, this transformation helped her mitigate her students' resistance in language learning and academic development at the beginning of the course when she practiced the traditional educational approach: "An English-or-Nothing Approach" or "Language as a Problem" (p. 118-119). Taking one scenario as an illustration, Ms. Corazón responded to one of her students, David, by calling out "*huelga*" as "*huelga* and *la causa*". Using Spanish herself when interacting with her multilingual students showed her stance of advocating for, respecting, and valuing students' heritage language and culture, which affirmed their multilingual identity with pride and care.

Repositioning the Role of Teacher and Student in a Co-Constructed

Environment. Humanizing pedagogical practices urge educators to realize and reconsider the power structure inside a multilingual classroom. That is, "there had to be a blurring of lines between the teacher and students" for teachers to better perceive and practice a humanizing pedagogy (Osorio, 2018). As Osorio (2018) interpreted, during her enactment of culture circles, she went through a transformation from trying to direct discussions to learning "to be quiet, listen, and give students more time and space to discuss and share their own stories" (p. 19). In so doing, she critically interrogated her original assumptions of the classroom power structure, and then participated in a more horizontal way of interacting and established a mutually caring relationship with her students. In addition, through providing students opportunities to share their real-life experience and allowing them to make personal connections with children's literature in the classroom, she was able to constantly reflect upon the ongoing teacher-student

relationship in order to maintain a more equal and equitable learning and teaching environment.

In addition, students and teachers from United Class in Fránquiz and Salazar's (2004) study enjoyed a positive and equal environment in class. Although one of the teachers indicated that this promising scenario was not present outside the United Class, teachers who embraced a humanizing pedagogy mindset created a power-shared space for students to thrive and develop. In this case, students experienced "respect" from their teachers and peers by being allowed and encouraged to introduce individual stories and life experiences; as interpreted in student interviews, "before 'throwing a label', everyone got a chance — 'basically everyone got respeto (respect)'" (p. 41). That is, students in the United Class felt safe and comfortable to be themselves, since the power dynamic in that class shifted from teacher-centered structure to more equally shared power relations among students and the teacher.

Ms. B in Zisselsberger's (2016) study fostered student-centered discussions when negotiating the topics and social issues they preferred to write during persuasive writing classes. During their conversations, Ms. B served as a co-learner and co-constructor when discussing how to address certain social phenomena raised by the students. In turn, students were motivated and encouraged to think critically and decide which topic and social scenarios they felt strongly on to write about, which expanded the prescribed curriculum on persuasive writing skills. Therefore, empowering and legitimizing students' choices and voices in their learning process repositioned the role of teacher and students towards an equal and balanced power structure in multilingual classrooms.

Establishing Mutually Caring and Trusting Relationships among Class

Participants. Connecting with the example I discussed above from Ms. B's persuasive writing classes, Zisselsberger (2016) emphasized that Ms. B asked specific affective questions after students' writing processes, which showcased how a teacher not only cared about students' current academic development but also "invest[ed]...in their ownership over their own writing process" (p. 134). By so doing, Ms. B established a strong, caring, and trusting bond with her students which would cultivate more instances and chances for them to co-construct many meaningful lessons. In a similar vein, Hopewell and Abril-Gonzalez (2019) evidenced in their study that using Spanish (students' first language in that situation) to demonstrate "respect, sorrow, pride, and excitement" during a literacy activity was a way for the teacher to show care, understanding, and connectedness with students' heritage language and culture (p. 117). Thereby, "the teacher honored students' full humanity" and, in turn, students felt that their teacher value and legitimate their background and linguistic resources through translanguaging practices (p. 117). As a result, a caring relationship and close connection among all participants in the multilingual setting will be established through those social-emotional interactions within the community. Furthermore, within the Opportunity School in Fránquiz and Salazar's (2004) study, students had equal opportunities to speak up and express themselves, which made them feel included and valued. They developed close relationships since they had genuine conversations with each other. As Mexican origin students mentioned in their interviews, "People get along here. Everybody talks to one another, ... We're all part of something. We're a family" (p. 42). A humanizing way

of interacting will foster a sense of belonging, establish close bonding between educators and students, and help teachers to invite students to become co-constructors for their class.

In Watson et al.'s (2016) study, mentors in "Umoja Network for Young Men (UMOJA)" valued and appreciated their students' voices and individual life experience they brought with them into group sessions. Specifically, all participants in those sessions, including the mentor and students, expressed and exchanged their thoughts, perceptions, and some social-emotional feelings through "a free writing activity" at the beginning of group sessions (p. 990). Through such pedagogical practices, the mentor and students built a strong connection within the group which nurtured a particular sense of caring and trust among them in those sessions (Watson et al., 2016).

Furthermore, Schwab (2019) described how "dialogue journals" with her students opened up a space where she could support them as human beings rather than merely as second language learners in her class. She took the dialogue journals with one of her students, Rose, as an example to showcase the potential and power of building a mutually caring and trusting relationship in English-to-Speakers-of-Other Languages (ESOL) classrooms. Through their exchanged journals, Schwab expressed her concerns about the negative impacts from a destructive hurricane that happened in Rose's home country, especially showing genuine care for her family. Particularly, Schwab addressed the whole ESOL class, a caring community, could be a safe place for her to rely on, "to recover and rest in her worry". Specifically, Schwab wrote to her as "*How do you think we in English class can help? We can offer you any support you need, even if it's just someone to listen*" (p. 124). Such intention and gesture opened up a space for the multilingual community to perceive and process each other's thoughts and feelings together in a

mutually caring and humanizing way. Also, the relationship among participants in that community would be strong and trusting, which underpinned the healthy social-emotional growth for all of them.

Translanguaging Studies without a Theoretical Framework of Humanizing Pedagogy

Embracing Students' First Languages. The seven studies (Greggio & Gil, 2007; Li, 2018; Lin & Wu, 2015; Littlewood & Yu, 2011; Meyer, 2008; Neokleous, 2017; Zhu & Vanek, 2017) that I reviewed on translanguaging and codeswitching without a theoretical framework of humanizing pedagogy all display concrete examples of embracing student' first language (L1) as they explicitly dissect the pedagogical functions and educational implications of translanguaging and codeswitching practices. In Greggio and Gil's (2007) study, they explicitly examined different moments of teachers and students' codeswitching practices and the main purposes and effects of conducting them. They highlighted various pedagogical functions of using student first languaging in both beginning and intermediate level of EFL classrooms, for example, to facilitate understanding of grammar rules and key vocabulary words, to draw attention on pronunciation, and to manage the class. Similarly, Littlewood and Yu (2011) highlighted how using students' first language is beneficial to maintain meaningful communications and better understand the class content and grammar rules. As Zhu and Vanek (2017) demonstrated, in the codeswitching (CS) classroom, the teacher accelerated the intake of new L2 linguistic knowledge through L1 and fostered the development of metalinguistic awareness.

In addition, Li (2018) provided concrete examples of the positive pedagogical functions of L1 uses in Chinese EFL contexts, and how to use L1 to promote language

learning opportunities in different Initiation-Response-Feedback (IRF) cycles. Similarly, Lin and Wu (2015) demonstrated how a teacher used codeswitching within IRF exchanges to direct her students towards targeted content discourse from day-to-day topics. Furthermore, Meyer (2008) discussed two major pedagogical functions of codeswitching, to emphasize key concepts with comprehensive vocabulary input, and to fulfill different purposes of classroom management. Lastly, Neokleous (2017) highlighted that students embraced an overall positive attitude towards L1 use and teachers' codeswitching practices.

Encouraging Students' Participation and Improving Classroom Atmosphere.

Through a quantitative analysis, Zhu and Vanek (2017) indicated that students in CS classes were more willing to speak up in comparison to English-only classes, and also students were likely to reciprocate their teacher's language choices in responding to inquiries. In addition, teachers in CS class successfully motivated their students to participate in classroom discourses by using codeswitches. Through interview interrogation, the authors elaborated that the teachers' main motivations to use CS practices were "to enhance comprehension, increase student engagement, sensitively react to student response in L1/CS" (p.782). Similarly, Neokleous (2017) emphasized the positive effects of incorporating students' L1 on learning enhancement, instilling student confidence and security, and improving classroom atmosphere.

Greggio and Gil (2007) presented empirical evidence of how codeswitching helped to provide moments of laughs and interesting conversations in class. Also, in one of their examples, the teacher codeswitched from English to Portuguese to ease the tension after strongly correcting students' pronunciation problem with /θ/ sound. Also, in

Littlewood and Yu's (2011) study, they concluded that one of the common purposes of using students' first language was "establishing constructive social relationships" (p. 68). Further, they proposed a framework of strategic use of students' first language which included the goal of providing "[a]ffective and interpersonal support" (p. 69). That is, Littlewood and Yu (2011) argued that incorporating student's first language helped to establish a positive interpersonal relationship, which contributed to promoting classroom atmosphere in EFL settings. Lastly, Meyer (2008) mentioned that using students' first language helped to establish a mitigating space for second language learners to lower anxiety and uneasiness in a language learning environment, which enhanced their comprehensible input by lowering affective filters.

Discussion: The Potential of Employing Humanizing Pedagogy as a Theoretical Framework in Translanguaging Studies

Humanizing pedagogy portrays an effective way of teaching and learning practices in multilingual settings, and it also can be drawn upon as a theoretical framework that guides and explains particular educational instances and multilingual activities. As the first group of studies (Bartolome, 1994; Fránquiz & Salazar, 2004; Graman, 1988; Hopewell & Abril-Gonzalez, 2019; Huerta, 2011; Kidwell et al., 2021; Osorio, 2018; Salazar, 2008; Salazar, 2010; Schwab, 2019; Watson et al., 2016; Wilder & Axelrod, 2019; Zisselsberger, 2016) that I reviewed showed, they incorporated humanizing pedagogy as the main or part of their theoretical frameworks to investigate learning and teaching interactions that happened in multilingual settings. Through the lens of humanizing pedagogy, those studies demonstrate what humanizing pedagogy practices look like, how educators' perceptions of humanizing pedagogy interact with

their corresponding teaching practices, and how their critical understanding of humanizing pedagogy practices motivates them to provide humanizing facilitations for their multilingual students.

Particularly, studies using humanizing pedagogy as their theoretical framework tend to perceive educational interactions including culturally responsive teaching and translanguaging practices beyond dissecting their pedagogical functions, cognitive benefits, or language developmental affordance for their multilingual students as translanguaging studies without such framework do. Specifically, Hopewell and Abril-Gonzalez (2019) underscored the necessity of tapping into certain social-historical rationales behind language choice involving students' first language, in terms of its effects on raising students' critical consciousness of language status and historical and political influences. Also, Osorio (2018) demonstrated how students' real-life stories and their understanding of problematized issues can be and should be encouraged in multilingual classrooms in order to enhance their critical consciousness towards such phenomena. In addition, instead of merely discussing how translanguaging conversations provide chances for students to speak up and become centralized and powerful in those classroom interactions, studies with humanizing pedagogy as the theoretical framework delve into a deeper territory involving translanguaging practices where they consider and reconsider teacher and students' intersubjectivity and the dynamic power relations within multilingual classrooms.

In contrast, in Greggio and Gil's (2007) study, they obtained evidence of how the teacher made connections between their real-life experiences and the new content through codeswitching, but they only touched upon the direct effect of codeswitching: to

provide examples and facilitate understanding. They did not elaborate on how those connections reflected teachers' humanizing way of teaching by valuing and using students' *funds of knowledge*. Also, Gregg and Gil (2007) demonstrated how the teacher corrected students' accent and pronunciation. Without the humanizing lens, they failed to discuss the validity of criticizing students' unique accents, the relation between one's accent and language identity, and how such practices reinforced native speakerism as the dominant language ideology. It was possible that some English language learners preferred to gain native-like pronunciation through teachers' correction and drilling. However, some of them had no choice but to mimic a native-like accent because non-native pronunciations were not legitimized or appreciated in their situations. By doing so, it deprived students of choosing their preferred way of speaking and learning the second language, which was against language-as-right in humanizing pedagogical thinking. Furthermore, in their example of a beginner group, Gregg and Gil (2007) described how the teacher used codeswitching to keep the conversation flow when she sensed that students were having difficulties in expressing themselves. If the authors examined the case through a humanizing pedagogy lens, they would seize the critical moment that the teacher paid attention to tapping into students' background knowledge and previous experiences through incorporating students' first language.

Also, humanizing pedagogy studies highlight how such pedagogical stance and practice (including translanguaging practices) can help multilingual teachers to establish a mutually caring and trusting relationship with their students, as opposed to translanguaging studies without humanizing pedagogy as the theoretical framework. Even though Neokleous (2017) emphasized that incorporating students' L1 in classroom

interactions could improve classroom atmosphere, he did not capture the deeper sense of the powerful influences of translanguaging practices on teacher-student relationship formation and transformation process. Taking the example from Greggio and Gil's (2007) study as an illustration, they examined and demonstrated how codeswitching as a communication strategy that promoted a sense of humor in class without further interrogating its potential to build close teacher-student relationships, to cater to students' social-emotional wellbeing, and to form a comfortable space for student to fully express themselves. By legitimizing students' fluid linguistic behavior and full linguistic resources and asking genuine questions with care, multilingual teachers will be able to develop a close relationship with their students, which illuminates the fact that teachers view their students as a full human rather than just a second language learner in the classroom, as evidenced in the study of Schwab (2019). Therefore, those teachers can build a safe zone with care and trust for multilingual students, which leads to a more equitable educational environment in a humanizing way.

Littlewood and Yu (2011) made specific suggestions on how to strategically use students' first language in EFL settings to enhance students' language learning achievement, such as "interview[ing] friends or family in the L1 and produce written portraits for a TL readership; or brainstorm[ing] ideas for a story in the security of the L1 and later write in the TL; or writ[ing] about their own lives first in the L1 and then in the TL" (p. 71). Those proposed translanguaging activities shed light on the strategic use of students' first language, however, they transcended the aim of learning the target language. To be more specific, allowing students to conduct interviews in their first languages with their friends and family would create opportunities to make connections

between students' real-life experiences and understanding of the world with the target language and content, from a humanizing pedagogical perspective. Also, this activity promoted family involvement, which would positively influence students' learning processes and cater to their social-emotional development. In addition, Littlewood and Yu (2011) argued that teachers tended to use students' first language when they communicated with their students about personal matters, which cultivated a sense of security and personal support. The authors stopped their interpretation within the class. However, these practices established a trusting space for the students to express their difficulties and confusions beyond classroom settings, which could be derived from a humanizing perspective.

In the analysis of IRF discourse in Lin and Wu's (2015) study, they mentioned that the science teacher failed to elicit student-initiated interpretations on "how one can probe that air takes up space and has mass" (p. 22). The authors shifted their discussion to stress the importance of "repetition with variation" (Lemke, 1990; Lin & Wu, 2015) without digging into the causes and potential solutions of the less effective way of teaching and learning. IRF framework as the traditional way of instruction has prevailed across different EFL settings, which reified and perpetuated a teacher-centered language learning environment and teacher-dominant power relations in the classroom. Humanizing educators critically interrogate their understanding and perceptions on student-teacher power dynamic, and then intend to challenge the underproductive way of instruction that commonly overlooks students' subjectivity and ability to pursue the knowledge they need. Similarly, Meyer (2008) stated the importance of considering students' preferences in learning a new language. However, without the lens of

humanizing pedagogy, he did not fully explain the rationale of such a claim, which missed the opportunity to tap into student-teacher power structure and its influence on the quality of language learning processes.

Through this literature review, it can be seen that studies using humanizing pedagogy as their theoretical framework tend to understand and display the deeper meanings behind the apparent evidence of culturally responsive teaching and translanguaging practices, and the conceptual underpinnings that drive and motivate these practices, while acknowledging their pedagogical functions and cognitive benefits. On the contrary, translanguaging and codeswitching studies without humanizing pedagogy as the theoretical framework stop at presenting evidence and elaborating the practical implications of embracing students' first language use. Although some authors may argue that it is not their main focus or intention to expand their findings to a deeper sense, it is still possible that examining their data, especially qualitative data sources, through a humanizing pedagogy lens may generate opportunities to seize critical moments when translanguaging practices reflect and offer more in terms of creating an equal, dynamic, and equitable learning environment for multilingual youths.

Limitations of the Literature Review

There are some prominent limitations of this review that could impact the analysis. First, the number of articles of the two categories of literature (humanizing studies involving translanguaging practices and translanguaging studies without a framework of humanizing pedagogy) is not equal, which may weaken the comparability between the two literature bodies. In addition, the accordingly narrowed lens of humanizing pedagogy theory downgrades its practical effects and limits its conceptual

and theoretical orientations. Lastly, this review is not exhaustive in terms of including all empirical research on humanizing pedagogy. Instead of delving into different aspects that humanizing pedagogy theory delineates, such as teachers' political clarity, particular language policy, and racism in language education, I choose to focus on studies that involve translanguaging and codeswitching practices to launch a comparative analysis with the translanguaging studies without a framework of humanizing pedagogy. It might be beneficial to dissect humanizing pedagogy studies in a more comprehensive way.

Conclusion

The current review of the literature shows that there is only one study (Hopewell & Abril-Gonzalez, 2019) that combines the theory of multilingual perspective on translanguaging and humanizing pedagogy as its theoretical framework to investigate and understand the functions of and reasons of multilingual translanguaging practices. As the authors emphasized, the utilizing of students' full linguistic resources through multilingual translanguaging raises students' *metalinguistic awareness*, enhances their critical consciousness towards language status and power relations, and strengthens the mutual trusting relationships between participants in a classroom, which manifests the essences and tenets of humanizing pedagogy. Therefore, I propose a potential that incorporates humanizing pedagogy as the theoretical framework in studies on codeswitching and translanguaging, which transforms and compensates the traditional postpositivism lens of looking at the functions of those languaging practices. That is, Hopewell and Abril-Gonzalez's (2019) study promises the feasibility and validity of combining humanizing pedagogy and translanguaging theory as a theoretical framework

to investigate bilingual and multilingual students and their teachers' translanguaging practices across different settings.

In addition, through the current literature review, I found that there is no article in the field investigating translanguaging and codeswitching practices in an EFL setting incorporating humanizing pedagogy as their theoretical framework, to understand how such fluid languaging behavior helps and facilitates multilingual students' language and academic learning processes, social-emotional development, and individual growth as a full human. Thus, it is critical and essential to interrogate what it means for a teacher to enact humanizing pedagogy and what a transformative humanizing learning environment looks like in an EFL setting to get a fuller image of the rationale and necessity of enacting translanguaging and codeswitching practice in a humanizing way.

In essence, humanizing pedagogy praxis provides researchers, educators, and students and parents a powerful and emancipatory view of looking at language learning and academic development in multilingual settings. Translanguaging practices are inevitable in multilingual classrooms (Erdin & Salı, 2020), and teachers and students' attitudes towards those practices are influential regarding the effects of translanguaging and codeswitching behavior. Looking through a combined theoretical lens of humanizing pedagogy and translanguaging theory would unleash the potential of more critically and comprehensively evaluating translanguaging practices of multilingual language users, including both teachers and students from not only the linguistic and academic benefits but also its effects on their social-emotional wellbeing and power dynamic within and beyond classroom settings.

Chapter 3: Methodology

The study aims to delineate how and why students and teachers in a multilingual language setting, an international high school in China, navigate within the realm of language choice and use, which form and are influenced by their language attitudes and language ideologies. Case study as a research design embraces advantages in answering interpretive research questions (Merriam, 1998; Yin, 2014) since it is helpful to comprehensively understand instances or processes within the bounded system-the international high school-the case (Sanders, 1981). Thus, this study will apply interpretive single-case-study research design to investigate and richly depict participants' translanguaging and codeswitching practices through the lens of humanizing pedagogy, as well as to interrogate their rationales of using such language practices to better understand their perspectives on translanguaging praxis. In addition, school culture and class climate are essential constructs that are embedded in the case impacting students and teachers' languaging practices, which underpins *ethnography* as the disciplinary orientation for this study (Merriam, 1998).

Within the case study design, this study uses a qualitative, *constant comparative research method* (Petrón & Greybeck, 2014, p. 143) to investigate and describe three non-native English-speaking teachers and their students' translanguaging practices and their understanding of those interactions in ESL classes through the lens of humanizing pedagogy and translanguaging framework. Classroom observations, fieldnotes, student and teacher interviews, student work, memoing, and other gathered information are the main data sources of the study. Also, deriving from the essence of mixed method research methodology, I have collected and numerically analyzed survey data of students'

attitudes toward language use and their preference for ESL instructors to better capture the relationship between teachers' and students' perspectives on translanguaging practices and its influences upon classroom interactions. The purposeful integration between qualitative data and the corresponding quantitative data is beneficial for dissecting the embedded reasons and possible effects of students' and their teachers' dynamic languaging practices. Through my dissertation research, I address the following questions:

1. What do teachers' and students' classroom experiences look like in an international high school for Chinese students through the lens of humanizing pedagogy and translanguaging as theoretical frameworks?
2. How do teachers' language attitudes and understanding of translanguaging practices and humanizing pedagogy influence their English teaching practices and relevant student-teacher interactions?
3. How do students' language attitudes and understanding of translanguaging practices and experiencing humanizing pedagogy practices influence their English learning experiences and relevant student-teacher interactions?

It is worth noting that my first research questions were informed by educational studies using humanizing pedagogy or translanguaging as their theoretical framework. Particularly, there is one study (Hopewell & Abril-Gonzalez, 2019) that combines the theory of multilingual perspective on translanguaging and humanizing pedagogy as its theoretical framework to investigate and understand the function of and reasons behind codeswitching and multilingual translanguaging practices. As the authors emphasized, through multilingual translanguaging, using students' full linguistic resources enhances

students' *metalinguistic awareness*, cultivates their critical consciousness of language status and power relations, and strengthens the mutual trust between classroom participants; which manifests the principles of humanizing pedagogy. Thus, to answer my first research question, I first proposed a potential of combining humanizing pedagogy and translanguaging theory as the theoretical framework for my dissertation study, concluded from the literature review. After defining the combined theoretical framework to guide my understanding and thinking about my dissertation study, I designed a qualitative case study to interrogate the effects and rationales of incorporating students' first language in English learning processes and how it relates to humanizing pedagogy practices at an EFL setting.

Research Design

The current study uses a qualitative case study interacting with quantitative analysis of study survey data, to investigate the interactions and relationship between students' and teachers' understanding, attitudes, and practices of translanguaging. Due to the sample size, this research is not designed as a mixed method study. However, it endorses the merits of combining qualitative data with numeric analysis to ensure a more comprehensive understanding of the case of translanguaging in an EFL setting. As shown in figure 8, there are four major sections within this design: (1) pilot studies and purposeful sampling, (2) QUALITATIVE data collection and analysis, (3) quantitative data collection and analysis, and (4) qualitative data analysis and triangulation. I use capital QUAL in the diagram to indicate that classroom observation and teacher interview data are the main sources of my analysis. In particular, I conduct a within-case and cross-case analysis on qualitative data sets. To be more specific, regarding translanguaging

practices as a single case, I code and analyze all the classroom observation data across different teacher participants and classes. In addition, viewing each teacher participant and their students as one case, I constantly compare quantitative and qualitative data sources between three different cases.

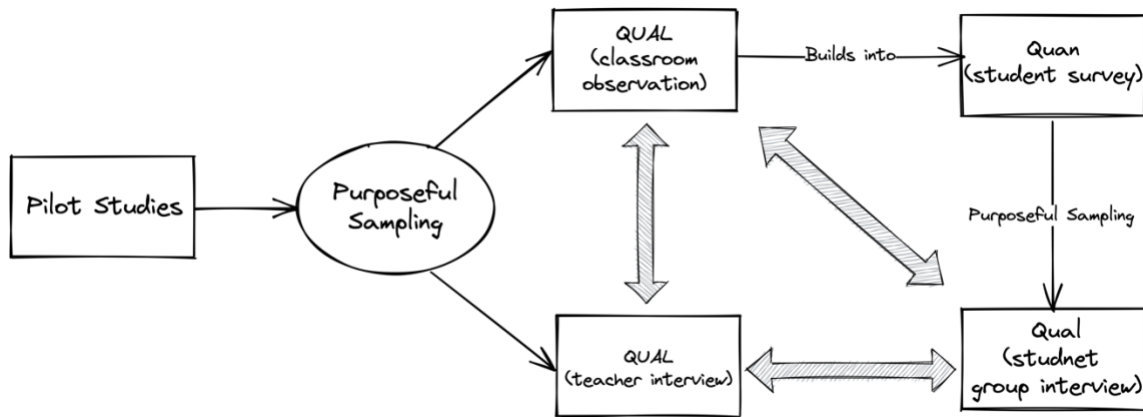


Figure 8 Qualitative Case Study Design

Based on the findings of pilot studies and over seven months' immersive fieldwork experience at the research site, I purposefully selected and recruited three EFL teachers as the targeted research participants and then included all the students in their ESL classes (the school labeled its EFL classes as "ESL course"). Subsequently, I started data collection and analysis of classroom observations since Summer 2022, and conducted the first formal teacher interview in the middle of the following fall semester. Derived from preliminary qualitative data analysis of those qualitative data, I conducted a student survey to investigate the factors that accounted for their perceptions of their language instructor's language use, which further led to an understanding of students' preference of language instructors, either NESTs or NNESTs. After collecting and analyzing student survey data, I purposefully selected one group of students whose preferred language instruction differed from what they are experiencing, labeled as the mismatch group, to participate in student group interviews. Specifically, it contained two

types of mismatches from this student group, more English instruction than they preferred and more Chinese instruction than they preferred. Furthermore, a second formal teacher interview with three EFL teachers was conducted to further understand their perceptions and attitudes of translanguaging practices in multilingual classrooms.

In the last section of the current research design, I closely analyzed the targeted EFL teachers and students' classroom interactions and discourses to validate their languaging practices with interview interpretations. There were three main stages of data triangulation, triangulating the data of student surveys and group interviews with teacher interviews through a joint display, triangulating the data of classroom observation and teacher interview data using a constant comparative method, and defining themes through thematic analysis across all data sources. Through the triangulation processes, I was able to detangle and understand the relationships and interactions between teachers' and students' language attitudes, understanding of translanguaging and humanizing pedagogy practices, and student-teacher interactions in an EFL setting.

A Combined Theoretical Framework: Humanizing Pedagogy and Translanguaging

In line with my literature review, I proposed a combined theoretical framework of humanizing pedagogy and translanguaging in researching on translanguaging practices within EFL settings. As figure 9 illustrated on the following page, students' and teacher's background knowledge involving Chinese language and culture serves as the basis and foundation of a new cycle of learning about English language and American culture. To note, in the current study, ESL courses use Reading A-Z as their main classroom materials, and the curriculum of that course is based on American ESL programs, encapsulating an illustration of American culture during classroom interactions. Through

practicing culturally responsive teaching (CRT) and translanguaging practices, EFL teachers can help their students get access to the new content, which further adds to their original *community funds of knowledge* through translanguaging practices and processes.

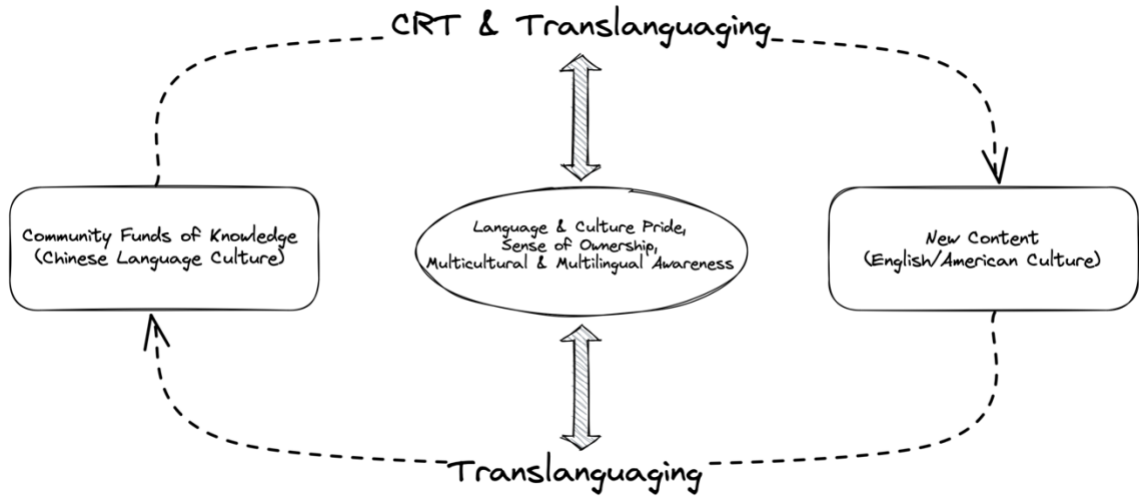


Figure 9 A Combined Theoretical Framework of Humanizing Pedagogy and Translanguaging

Also, the processes of getting access to the new content and amplifying it into the original *community funds of knowledge* through CRT and translanguaging enhance EFL teachers' and students' language and cultural pride of being Chinese, a sense of ownership of their own languaging practices, and generate multicultural and multilingual awareness through interacting with different sources of materials and among the learning community in the multilingual classroom. Engaging in CRT and translanguaging practices, EFL teachers demonstrate their stance of valuing student's full linguistic competencies and cultural background resources. Echoing the discussions in Hopewell & Abril-Gonzalez's (2019) study, incorporating students' first language in classroom instructions creates an inclusive space for their language acquisition and academic access, which contributes to the explorations of their full linguistic and cultural resources in multilingual settings.

Methods: Data Collection and Analysis

Research Site

The research site for this study, an international high school in Qingdao, Shandong Province, was chosen based on the focus of the study and my research questions. My research interests in this school were initially sparked by observations made during a previous course project. Subsequently, I was immersed in that school for more than seven months in 2021 for another course research project. During the time there, I was struck by the inclusivity and transnational nature of the school's environment, as depicted in figure 10. Furthermore, the school's educators actively encouraged students to use their first language (Chinese, in this case) while learning English as a second language to facilitate the interpretation and expression of their thoughts and opinions, as shown in figure 11. Especially on the left side within figure 11, the student has written "Worldview can help you understand others and learn cultures" with the Chinese interpretation of the definition of "worldview [世界观指人们对整个世界以及人与世界关系的总看法和根本观点 (*Worldview is what you look at the world and how you think things*))]", which reflects their comprehensive understanding of culture and embrace of linguistic diversity.

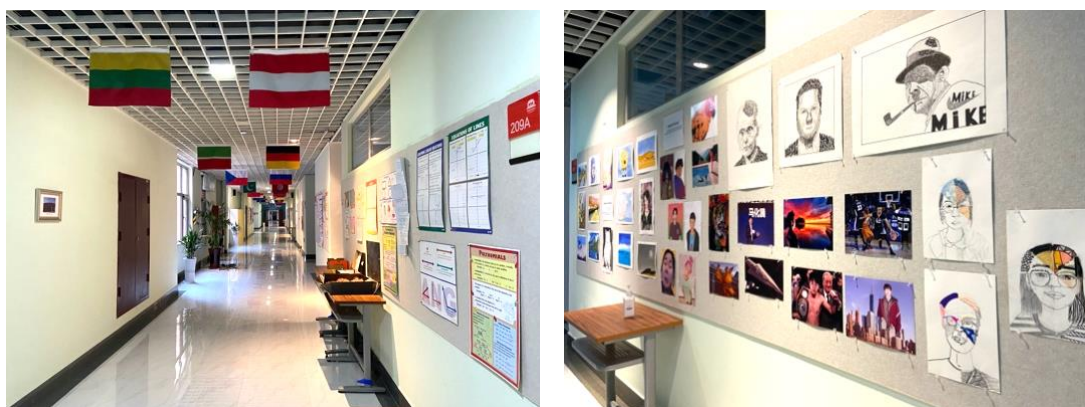


Figure 10 Hallway Decoration

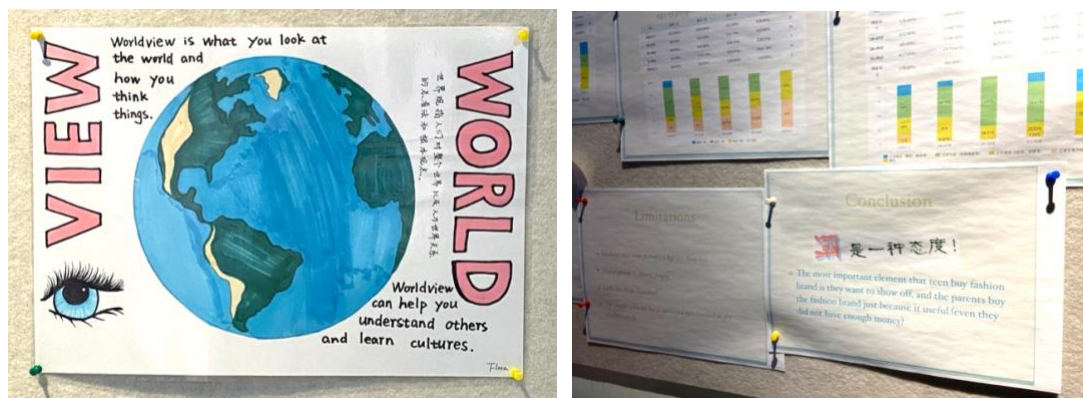


Figure 11 Student Work

The international high school in my study is affiliated with a U.S. high school, and is designed to prepare Chinese students for higher education in the U.S. More specifically, graduates from this school receive their high school diploma and transcript from the U.S. high school headquarter. It is worth noting that the curriculum of this school combines elements of the U.S. high school system with traditional Chinese high school education. At the time of my engagement with the school, there were approximately 150 students enrolled, with class sizes ranging from eight to twelve students. The school offers both required and elective courses and follows a traditional Chinese high school administrative system. In addition, the school operates a Student Development and College Counseling department to provide assistance with college applications. The school board also hires specialists in different areas of youth competition, such as Health Occupations Students of America (HOSA), racing car competition, and entrepreneurship competitions for high school students, to guide and support their students in developing strong academic and personal backgrounds.

Regarding English classes, students at the school receive regular English Language Arts (ELA) classes taught by NESTs, and additional ESL courses to support their English language development. Test-preparation courses, including those for the Test of English

as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS), are also offered by NNESTs. The school has two academic principals, a foreign principal who oversees most courses within the American curriculum and a Chinese bilingual principal who is responsible for ESL courses and other administrative affairs. Notably, the school only hires White teachers from the U.S., Canada, the U.K., and select European countries, since the parents and school boards hold the belief that White teachers are more capable of effectively educating students and presenting a positive image of the school's culture. Overall, the research site is a unique example of innovating bilingual education for Chinese students aspiring to attend college abroad, especially for the U.S. context.

My Relationship with and Understanding of the Research Site

I went back to China in June 2020 due to COVID-19. Since the following Fall semester, I have been in contact with the school in many ways. Through a personal connection with the bilingual Chinese principal, I observed one NNESTs' (May's) ESL classes and informally interviewed her for the final project of the Qualitative Research Method course in September 2020. Then, I started volunteering at that school occasionally throughout the semester and summer vacation, including being a translator for foreign teachers and principals during open house events and parent-teacher conferences, facilitating English summer camp, and helping with poster design for different student activities in and beyond the school setting. During the open house event, the foreign principal stated the three pillars of the teaching philosophy of the school, content, method, and rapport, and he highlighted the last aspect; which was really impressive to me since it manifested how the school valued students' feelings and

recognized the importance of student-teacher relationship. Within those processes where I interacted with different departments and teachers in the school, I gradually gained trust from and became familiar with most of the faculty members, teachers, and some of the students.

Then, in Spring 2021, I volunteered in the school on a daily basis driven by my research interests and a rapport with teachers and students. During the semester, I usually attended online classes for my PhD courses during night time and went to the high school in the morning or in the afternoon. After a few weeks staying in the school, I started to notice that teachers and students were using different languages to communicate, for example, a foreign art teacher said “Xiangji 相机[camera]” in perfect Mandarin during classroom instruction when students seemed confused about what their project was about. Some students immediately switched to English if the foreign principal stepped in the classroom when they spoke Chinese with NNESTs. Also, both NESTs and NNESTs used different languages in their communication. To illustrate, the gym teacher was multilingual in English, Mandarin, and Farsi. Once we had lunch together, he introduced us to his home cuisine and taught me some greeting sentences in Farsi, and those conversations were facilitated by English and Chinese. Such dynamic conversation flow happened frequently during the time I was immersed in that school. Consequently, some interesting questions regarding English language education started to come to me, *why and when EFL teachers and students used both Chinese and English in a class, how they felt when using the two languages to interpret thoughts and communicate, what were the effects of using both languages in terms of English learning, and how they believed and understood those effects.*

Subsequently, I was assigned a working space within the ESL department, which gave me opportunities to observe and get engaged in some of those EFL teachers' conversations and interactions regarding teaching practices and pedagogy. They had a weekly professional development (PD) conference on Wednesday afternoons, led by the bilingual academic principal. I was invited to attend the meetings from April to June, 2021. I tried not to interrupt their regular conversations back then, unless they directly asked for my suggestions and thoughts. For example, when they were brainstorming for summer camp activities, I offered them some examples from my teaching experience in the U.S. Also, the academic principal asked me to show her one demo lesson about how to better engage students, using their reading materials, at the end of the semester. The principal told me that her background was in test-preparation, and she did not know how to integrate different activities to engage students. Even though she did not need to teach in classes at this stage, she still wanted to see what I learned from the TESOL program in the U.S. After presenting her my demo lesson, the principal asked me to show other EFL teachers as well. However, I kindly refused her request since I was not sure if it would be beneficial for me in terms of continuing the good rapport with those teachers.

More importantly, I got permission from two ESL course teachers (May & Jane, which are included in my dissertation study) to observe their classes from April 19, 2021 till the end of that semester, and I observed five Grade 9 classes from May, and two Grade 11 classes from Jane. After each observation, May actively asked my feelings and thoughts about her teaching and class content. I often praised her great classroom management skills and her close relationship with the students at first, and then I would give her feedback if I captured some critical moments. I acknowledged that my help may

generate some changes in her teaching and decision-making processes, but I believed the interactions between me and May cultivated new understandings of education which was important for her as the teacher and as a full human. To be more specific, May and I always sat together on the school shuttle bus, chatting and discussing different topics, but mainly related English language teaching methods. I could feel her strong motivation and dedication to become a better and effective teacher. Also, she knew my background in TESOL and education in general, which I thought was the reason that she treated me as a resource and colleague. Overall, May was focusing more on discussing how to teach different learning strategies in an engaging manner, in order to enhance the students' English language abilities.

In contrast, Jane projected the power and role of a teacher, viewing me as a student teacher, during my observations for her classes. She never actively asked my opinions about her classes, and I tried as best as I could not to disturb her schedules and breaks. However, I had three opportunities talking with her in the office when she had a short break between classes and other affairs, within which we were engaging in one conversation with other ESL course teachers and two one-on-one short conversations. One awakening moment for me was when I asked her why she always hung out with foreign teachers instead of teachers in the same office. She told me that she preferred speaking as much as English within the school, which motivated and modeled the students on the right way to behave in an international high school. Also, she highlighted her study abroad and working experience in Australia, to highlight that she was more comfortable with western cultures. I felt that she self-identified as different from other NNESTs in the program. After that conversation, I felt intrigued to investigate how her

understanding of the “right way to behave” influenced her teaching activities in classes, and how it differed from other NNESTs.

Furthermore, it is worth mentioning that the school established a weekly peer-review process for all the teachers across different subjects and courses, to observe and give feedback on each other’s classroom instructions and teaching skills. In particular, teachers could volunteer in one of their classes to be peer-reviewed, and a class would be appointed by the principals if there were no volunteers for that week. I had opportunities to observe six classes during that semester, including one art class, one math class, three ESL classes, and one research seminar class. Among the three ESL classes that I observed, it was clear to me the instructors displayed different teaching practices and activities, even though the teacher-student relationship all seemed close and warm.

Teachers and students presented translanguaging practices within school during my stay, which was in accord with my research interests and suitable for my research questions. Both native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) allowed their students to speak Chinese in and out of the classroom. However, students preferred speaking English with NESTs as much as they could even though acknowledging they were able to communicate with them in Chinese or at least understood their Chinese. In contrast, students mostly spoke Chinese with NNESTs even though those teachers encouraged them to practice English as much as they could. As mentioned previously in the rationale section in Chapter 1, I first did a small-scale qualitative study on that school in Fall 2020 for my course project. I observed May’s classes and conducted an informal interview with her after the observations. Then, I conducted a pilot study on how two non-native English-speaking ESL course teachers

(May and Jane) and their students' understanding and attitude toward translanguaging influence their language learning and teaching interactions at that school in Fall 202, using the data (classroom observations and informal interviews with the teachers and conversations with their students) that I gathered in Spring 2021. Those two studies helped me to perceive their understanding and attitude of incorporating Chinese in their English language learning and teaching processes. The complex and fluid language uses and practices at that school, along with its inclusive environment exemplify the essence of humanizing pedagogy in language education, making it an ideal case for my study.

Participants

Based on my previous field experiences, classroom observations, interactions with teachers and students, and recruitment processes, I purposefully selected three EFL teachers, including Ella, May, and Jane, as my targeted participants. To be more specific, through observing all three teachers' peer-reviewed open classes, and some classes from May and Jane in my pilot study, I noticed that they displayed various teaching methods and demonstrated different language attitudes regarding using Chinese in class. Therefore, I was intrigued to examine how their understanding of language use and teaching methods influence the classroom interaction between themselves and their students in a more in-depth manner.

Referring to figure 12, the three targeted teachers have learned English as an additional language for almost two decades, since they were in middle school. They started learning English at the same grade, and the varieties of the time span of their English learning experience were due to their age differences. They went through traditional Chinese English learning and teaching methods, centering rote memory and

test-driven curriculum, according to participants' narratives. The similar English learning experience established a shared English learning background among the three teachers. Also, they had similar experience in teaching English to EFL students after getting their master's degree: nine-, ten-, and five-years' teaching experience for Ella, May, and Jane respectively. However, Ella and Jane had around three-years' study and living experience overseas, and May has not studied and lived in countries other than China. To be more specific, May got her master's degree in English from a local Chinese university with a traditional Chinese English educational system, whereas Jane and Ella experienced a different way of learning and teaching from western countries. In particular, Jane highlighted in the first interview that she learned how to engage students using different activities and teaching English through art and other disciplines, during her additional TESOL training programs. Also, she believed that western ways of teaching focused on how to gain meaningful knowledge and further apply that knowledge to real life, as compared to Chinese traditional educational form of getting scripted knowledge.

	Ella	May	Jane
First language	Chinese	Chinese	Chinese
Years of learning English	20	22	17
Years of study & living abroad	3	N/A	3.5
Major of master's degree	TESOL	English	Communication
Country of master's program	The U.S.	China	Australia
English learning experience before → after master's program	Traditional Teacher-Centered (T-C) → Western way of teaching (W-T)	T-C → T-C	T-C → W-T
Additional TESOL training	N/A	N/A	CELTA certificate in Bangkok; U.S. TESOL Workshop
Years of teaching English	9	10	5
Instructed Classes & Students	1-G8 Class	2-G9 Classes	1-G9, 1-G10, & 2-G11 Classes
	9 Students	17	35

Figure 12 EFL Instructors' Demographic Information

According to my previous informal conversations and the first formal interview with the three teachers, they expressed the common understanding of the obvious contrast between the “traditional teacher-centered way of teaching and learning English” (T-C in figure 12) and the “Western way of teaching” (W-T in figure 12), original quotes from the three teachers. Explicitly, Ella, May, and Jane emphasized that they were required to memorize a lot of vocabulary words, paragraphs, and dialogues before fully understanding the meaning and use of those sources, when they went through secondary schools. When May recalled her experience in learning English in college, she felt that her major mission was to pass different national English qualification exams, including English TEM-4 and TEM-8 examination. She believed that her teacher did not know how to design and implement different activities in class to engage the students, and the form of teacher-student interactions was teacher’s lecturing and students’ receptive learning. May identified this teaching and learning relationship as the traditional teacher-centered way of teaching and learning English, in which teachers were the authoritative figure in the classroom and commander of students’ learning processes. In contrast, Jane and Ella expressed how their learning experience overseas differed from that of the Chinese educational system. For instance, Ella told me that she still missed her learning experience from the U.S. university, where she was able to experience different forms of English learning, including “conversations, interactive discussions, and group projects”. Similarly, Jane highlighted such “Western way of teaching” provided her with more space and freedom to connect what she learned in class with real world settings. They believed that there were major differences between T-C and W-T in terms of educational interactions, meaningful curriculum and course content, and forms of assessment.

Date Sources and Methods of Data Collection

Classroom Observation

One of the major data sources for my study is classroom observations of the targeted non-native English-speaking ESL course teachers. Since I completed two pilot studies at that school, I have become familiar with the three targeted teachers, school leaders, and other staff. I have especially built a relatively close relationship with two targeted teachers, May and Jane, since they were the research participants in my pilot studies. Thus, for this study, I included these NNESTs for ESL courses and followed them from the summer program in 2022 the following fall semester, running from July 2022 to January 2023. I spent as much time as I could to be fully immersed in their classroom interactions, and observed at least 1-2 classes per week due to the time difference, until reaching the saturation status. I helped with some regular office work and teaching-related tasks that could be conducted remotely, gaining trust from and consolidating the good rapport with the school leaders, teachers, and students, to facilitate my data collection processes.

To be more specific, during the summer program from July 18th to August 19th, Jane and May were appointed to launch ESL classes for the prospective 9th and 10th graders respectively. I planned to observe both of their classes, but unfortunately their time schedules overlapped. Since I used to observe more classes from May in the field, I decided to observe more of Jane's classes during this summer program to get a deeper sense of her teaching practices. I started my first-class observation on July 27th, a week after I got my IRB approval and collected the signed consent forms from teachers, students, and their parents. Eventually, as the timeline shows in figure 13, I observed

three classes from Jane, and the final presentations from both Jane's and May's classes since the school scheduled the final presentations at different times. As for Jane's classes, I audiotaped the first class, but not the following two classes since the students were not comfortable to be audiotaped during their rehearsal and practice for their final performance of a drama play. Also, I did not get permission to video-/audio-tape the final drama performance of Jane's class. However, I got the permission to videotape May's students' presentations for further analysis.

Summer 2022

Observation Day	Date	Instructor	Grade	Video-/Audio-taped
Day 1	July 27, 2022	Jane	G8 (G9 in Fall)	Audiotaped
Day 2	Aug. 3, 2022	Jane	G8 (G9 in Fall)	Not Allowed
Day 3	Aug. 10, 2022	Jane	G8 (G9 in Fall)	Not Allowed
Day 4	Aug. 18, 2022	Jane	G8 (G9 in Fall)	Not Allowed
		May	G8 (G9a in Fall)	Videotaped

Fall 2022

Observation Day	Date	Instructor	Grade	Video-/Audio-taped
Day 1	Sept. 22, 2022	May	G9a (open class)	Not Allowed
Day 2	Sept. 29, 2022	May	G9b	Audiotaped
Day 3	Oct. 5, 2022	Jane	G11a	Not Allowed
Day 4	Oct. 6, 2022	May	G9b	Audiotaped
Day 5	Oct. 11, 2022	Jane	G10	Not Allowed
Day 6	Oct. 13, 2022	May	G9b	Audiotaped
Day 7	Oct. 18, 2022	Jane	G10	Not Allowed
Day 8	Oct. 20, 2022	May	G9b	Audiotaped
Day 9	Nov. 1, 2022	Jane	G11b	Audiotaped
Day 10	Nov. 10, 2022	May	G9b	Audiotaped
Day 11	Nov. 22, 2022	Jane	G10	Audiotaped
Day 12	Dec. 1, 2022	Ella	G8	Not Allowed
Day 13	Dec. 8, 2022	Ella	G8	Audiotaped
Day 14	Dec. 13, 2022	Jane	G10	Audiotaped
Day 15	Dec. 15, 2022	Ella	G8	Audiotaped
Day 16	Dec. 20, 2022	Jane	G10	Audiotaped
Day 17	Jan. 3, 2023	Jane	G9 (open class)	Not Allowed
Day 18	Jan. 10, 2023	Jane	G9	Audiotaped

Figure 13 Classroom Observation Timeline

On September 22nd, I started to observe their classes for Fall 2022. Based on the discussions and agreements with three targeted teachers, I observed six of May's Grade 9 classes (one Grade 9a class and five Grade 9b classes), two of Jane's Grade 9 classes, five Grade 10 classes, two Grade 11 classes (two different classes in Grade 11), and three of Ella's Grade 8 classes, as shown in figure 13. Among those classes, I observed two open classes, one taught by May and one by Jane. Also, I observed Ella's open class once during the time I was in the field in Spring 2021. It is important to note that due to school policy, open classes were not permitted to be video-/audio-recorded. For open classes, faculty members and teachers across different departments were invited to observe Ella's, May's, and Jane's classes and provide some feedback on pedagogical improvements and effective teaching practices.

Noteworthy, as seen from figure 13, May gave me permission to audiotape all her classes, except the open class. Jane and Ella refused my requests of video-/audiotaping their classes at the beginning of the classroom observation processes. Then, I tried my best to get connected with them, and consistently asked for their permission to audiotape classes every week. Gradually, they allowed me to audiotape some of their lessons. In addition, there are four weeks throughout the fall semester which I was not able to observe ESL classes, including midterm and final exam week, a week that the school was closed and moved to online classes due to COVID-19, and the week that I conducted the student survey (see the data collection timeline in Appendix B).

During classroom observations, I took ethnographical fieldnotes (Emerson et al., 2011) as detailed as I could addressing time periods, participants' actions, and researcher thoughts alongside the observation (please see the form of fieldnotes protocol in

Appendix C). I intended to videotape all classes, but it was not easy to get their permission to do that since Chinese teachers are commonly shy and wary toward their pedagogical practices. In the summer program, I did not get Jane's permission to videotape or audiotape her classes. However, I tried my best to take fieldwork notes as detailed as I could. As I mentioned earlier, I videotaped May's students' final presentation for the summer course. During the fall semester, I gradually gained all the teachers' trust to audiotape their classes after I became a dependable member in their learning community. Subsequently, I transcribed those lessons for further data analysis.

Teacher Interview

To address the research questions, I designed and conducted two semi-structured interviews with three non-native English-speaking ESL course teachers (see interview protocol in Appendix D). All interviews were conducted one-on-one via Zoom. The first formal interview was conducted during their midterm exam week, and I interviewed May, Jane, and Ella on November 15th, 16th, and 17th respectively. Each of these interviews lasted around 40 minutes. Additionally, I conducted the second formal interview at the end of fall semester (January 14th-15th), before their final exam week, and every interview lasted around one hour. For them, the option to use Mandarin Chinese or English were offered, and they all chose to use English as the medium. All of the interviews were recorded with the participants' permission, and then transcribed for subsequent data analysis.

Apart from two formal semi-structured interviews, I constantly communicated with the three teachers on a weekly basis. For example, May often actively asked for my feelings after observing her classes and sought advice on improving her lessons. Through

the informal conversations regarding English language teaching practices, we debriefed some of her classroom activities, discussed pedagogical decisions of the observed classes, and interrogated the effectiveness of her assignments. Similarly, Jane asked me to share some articles relevant to effective TESOL practices, and Ella sometimes shared her newly designed activities with me. These interactive informal conversations around effective English teaching practices facilitated my understanding of the targeted EFL teachers' teaching philosophies, language attitudes, and perceptions about translanguaging.

Student Surveys and Interviews

I conducted a student survey (see Appendix E) in the last week of December 2022 to comprehensively capture their attitudes toward translanguaging through the lens of humanizing pedagogy, and potential factors influencing their understanding of using L1 in classroom interactions and other aspects in their academic development. After the survey collection and analysis, I purposefully chose some students with teacher, parent, and student permission to conduct group interviews, addressing my research questions and the result of survey data analysis.

Specifically, I distributed and collected 61 students' surveys across 7 classes, and withdrew 56 effective questionnaires in total. In terms of the processes of student survey, I asked the teachers' permission to allow their students to bring an electronic device to class that day. After I was connected with the whole class via Zoom, I first asked the teachers to step out of the classroom since there were some questions related to EFL teachers' classroom instructions. Then, I provided a link to the Tencent Form for the students to get access to the survey questions. I facilitated and monitored students filling

out the survey, and made sure that they successfully submitted the survey. On average, it took each class around 15-20 minutes to finish the survey process. After that, I messaged the teachers to return to their classes, to continue their regular class procedures.

After analyzing the survey data, I selected the mismatched group of students whose preferred language instruction differed from what they were currently going through to participate in student group interviews, including 3 students from Ella's class, 6 out of 10 in the mismatched group from May's classes, and 12 out of 18 students from Jane's classes (21 students in total and three students per class across three EFL teachers' classes). Regarding the processes of group interviews, I gave EFL teachers a list of students' names for each class, and asked them to help me gather those targeted students during evening study. Then, I connected with the students via Zoom for group interviews, during which they were staying in the reading studio away from their teachers and other students. Specifically, the mismatched group of students in May's two classes were interviewed on January 11th in two separate sections, that of Jane's four classes were interviewed on January 12th in four separate sections, and Ella's mismatched students were interviewed on January 13th. Every student group interview lasted around 10-15 minutes to accommodate their busy schedules. Then, I messaged their teachers to bring them back to their night study classrooms. I audiotaped each group interview with students' and their parents' permissions. Also, I tried my best to elicit all participant's thoughts toward interview questions (see Appendix F) during the interview processes.

Class Material and Related Student Work

Translanguaging practices occur during verbal communication, as well as transmitting through other forms of interaction including written texts (Baynham & Lee,

2019). That is, class materials and various student work may contain valuable sources involving translanguaging thoughts and actions. Thus, I gathered two main categories of class materials, reading passages and classroom handouts (see examples in Appendix G1). In addition, I gathered students' written form of homework and project products to analyze their languaging behavior, which manifested their attitude and understanding of the performances of their language learning processes. In particular, I asked the teachers to mail the invitation card that the students made for me and their presentation posters to me (shown in Appendix G2), and I often asked the teachers to take photos of students' relevant homework assignments and send them to me through WeChat.

Fieldwork Journal and Research Memos

In addition to classroom observations, I wrote a detailed *fieldwork journal* (Merriam, 1998) during the time I stayed on campus and the time I was immersed in their classes and other activities via Zoom. For example, I kept a journal when I joined some student activities or other classes except ESL lessons aiming to get more familiar with targeted students and teachers. Spending quality time among other activities outside class observations helped me gather valuable information on school culture and class climate, which was embedded in and implicitly influenced the targeted classes that I observed. It was important to include these fieldwork journals to help me fully capture student and teacher languaging practices and attitudes in and out of classes.

I reviewed and organized my observation notes and fieldwork journals as frequently as possible. To illustrate, after I observed ESL classes during the nighttime (EDT), I revisited the observation notes within 24 hours to be able to recall fresh memories of the teacher's and students' interactions. In the process, I wrote

corresponding researcher memos to analyze the information I gathered and perceived the instances I encountered. In so doing, I was able to gain additional insights from the collected data, and presented serendipitous interpretations based on the data analysis (Spradley, 1979).

Data Analysis

All the aforementioned qualitative data sources-including fieldnotes of classroom observations, teacher and student interviews, fieldwork journals, and researcher memos-were transcribed and documented in digital format, and uploaded into NVivo files for subsequent data analysis. Class material and related student work were documented as digital files, and physical materials were scanned or photographed into PDF or image files. Student survey results were numerically analyzed through JASP.

The qualitative data analysis process was recursive, which included inductive and deductive coding processes. I used the In Vivo coding method to open code qualitative data sets including transcripts of audiotaped class observations, students' written responses on the survey, student group interviews, and teacher interviews. Then, through comparing and contrasting open codes and their references, I developed representative axial codes. Also, I triangulated various data sources to perceive emerging themes and patterns. Finally, through thematic analysis, I identified main themes emerging from the various data sources. The NVivo software was utilized as the primary tool for qualitative data analysis. Although my analysis was primarily bottom-up and emerged from my interaction with and understanding of the data, the whole process was informed by the theoretical perspectives of translanguaging and humanizing pedagogy, especially during

the analysis of classroom discourses involving translanguaging practices and the stages of data triangulation.

Quantitative Data Analysis

Student Surveys. As table 1 shows on the following page, the student demographics of the three instructors' classes are very similar in terms of year of learning English as a second language, age, and preference for ESL course instructors. Regarding the factor of "the year of being in an international school", Ella's students are less than that of the other two teachers since they are in a lower grade. Particularly, in Ella's and May's classes, students' preferred way of instruction would lie between English-led with Chinese and balanced English and Chinese (M=2.556, M=2.667 respectively). Meanwhile, in Jane's classes, students' preferred way of instruction would be more English led (M=2.344), since Jane teaches upper graders as compared to Ella and May. The result indicates that students in upper grades get used to an English immersion environment on campus, and they desire more English inputs to become prepared for study abroad in a short term. Regarding the current or actual instructions that students reported to experience, Ella's and Jane's classes tended to involve more Chinese (M=3.000 and M=2.938 respectively). Ella teaches the lowest grade, and those students may need more Chinese support as they have just started in the new school. As for the upper graders in Jane's classes, the content and focus of the lessons are more test-oriented (TOEFL/IELTS), which may give rise to more language support in Chinese. In contrast, students in May's classes reported to have experienced a more balanced way of teaching, which means students felt that May almost equally used Chinese and English during classroom instruction (M=2.533).

Table 1 Descriptive Statistics

	Year of Learning E			Year of Int			Preferred Instruction			Current Instruction			Ask for Suggestion			Ask about Feelings			NEST/NNEST			Grade			Age			Sex		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Valid	9	15	32	9	15	32	9	15	32	9	15	32	9	15	32	9	15	32	9	15	32	9	15	32	9	15	32	9	15	32
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	3.778	3.800	3.875	2.333	3.000	3.125	2.556	2.667	2.344	3.000	2.533	2.938	2.222	2.333	2.438	2.111	2.333	2.156	1.889	1.867	1.719	8.000	9.000	10.281	14.667	15.667	16.563	0.778	0.667	0.563
Std. Deviation	0.441	0.414	0.336	1.118	1.195	0.976	0.726	0.900	0.902	0.707	0.915	0.801	0.833	0.617	0.759	0.333	0.488	0.677	0.333	0.352	0.457	0.000	0.000	0.888	0.707	0.488	0.982	0.441	0.488	0.504
Minimum	3.000	3.000	3.000	1.000	1.000	1.000	2.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	2.000	2.000	1.000	1.000	1.000	8.000	9.000	9.000	14.000	15.000	15.000	0.000	0.000	0.000
Maximum	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	3.000	3.000	4.000	2.000	2.000	2.000	8.000	9.000	11.000	16.000	18.000	18.000	1.000	1.000	1.000

Variable: 1 represents Ella's Class; 2 represents May's Classes; 3 represents Jane's Classes

Year of Learning E represents "Year of Learning English as a Second Language"; Year of Int represents "Year of Being in an International School"; Preferred Instruction represents "Students' preferred Way of ESL Instruction"; "Current Instruction" represents "Students' Perceived Current Way of ESL Instruction"; "Ask for Suggestion" represents "How Often the Teacher Asks Students' Feeling and Suggestions about Class Content"; "Ask about Feelings" represents "How Often the Teacher Asks Students' Emotions beyond Classroom Settings"; "NEST/NNEST" represents "Students Preference for their ESL Course Instructor"

Using the linear regression model with preferred language instructor (NEST: Native English-Speaking Teacher or NNEST: Non-Native English-Speaking Teachers) as the dependent variable (1-NEST and 2-NNEST), seven covariates (Year of Being in an International School, Preferred Instruction, Current Instruction, Ask for Suggestion, Ask about feelings, grade, and age) and one factor (Class) was analyzed as table 2 shown below. Preferred Instruction ($t=2.640$, $p=0.011<.05$) is significant, which means students who prefer more Chinese than English in ESL instruction tend to choose NNESTs as their instructor; Current Instruction ($t=-2.116$, $p=0.040<.05$) is significant, which indicates that students who perceive current instruction as having more English than Chinese tend to prefer NESTs as their instructor. To better understand the influences of the two significant factors, it is important to examine how the disparity between students' preferred instruction and current instruction (Mismatch in the second linear regression model) accounts for their preference of language instructor.

Table 2 Linear Regression Coefficients

Model		Unstandardized	Standard Error	Standardized ^a	t	p
H ₀	(Intercept)	1.786	0.055		32.275	< .001
H ₁	(Intercept)	2.193	0.999		2.196	0.033
	Class (2)	-0.169	0.191		-0.883	0.382
	Class (3)	-0.267	0.251		-1.062	0.294
	Year of Int	0.016	0.057	0.042	0.288	0.775
	Preferred Instruction	0.180	0.068	0.380	2.640	0.011
	Current Instruction	-0.152	0.072	-0.303	-2.116	0.040
	Ask for Suggestion	0.003	0.088	0.005	0.031	0.975
	Ask about Feelings	0.069	0.105	0.097	0.651	0.518
	Grade	0.139	0.137	0.372	1.011	0.317
	Age	-0.110	0.103	-0.288	-1.060	0.295

^a Standardized coefficients can only be computed for continuous predictors.

Class (2) represents "May's Classes"; Class (3) represents "Jane's Classes"; Year of Int represents "Year of Being in an International School"; Preferred Instruction represents "Students' Preferred Way of ESL Instruction" (1- Full-English instruction, 2-English-led with Chinese, 3-Balanced English & Chinese, 4-Chinese-based with English); Current Instruction represents "Students' Perceived Current Way of ESL Instruction" (1- Full-English instruction, 2-English-led with Chinese, 3-Balanced English & Chinese, 4-Chinese-based with English); Ask for Suggestion represents "How Often the Teacher Asks Students' Feeling and Suggestions about Class Content"; "Ask about Feelings" represents "How Often the Teacher Asks Students' Emotions beyond Classroom Settings"

I converted the data of two significant factors in the previous model into the category of Mismatch, within which 0 represents students' preferred way of instruction match with their perceived current way of instruction, 1 represents students get more English than they prefer, and 2 represents students get more Chinese than they prefer. After running a linear regression model with Year of Being in an International School, Mismatch, Ask for Suggestion, Ask about Feelings, Grade, and Age as the covariates, Mismatch ($t=-2.572$, $p=0.013<.05$) is significant, which indicates that students who perceive more Chinese facilitation than they prefer tend to choose NESTs as their ESL instructors, as shown in table 3.

Table 3 Linear Regression Coefficients

Model		Unstandardized	Standard Error	Standardized ^a	t	p
H ₀	(Intercept)	1.786	0.055		32.275	< .001
H ₁	(Intercept)	2.159	1.007		2.145	0.037
	Class (2)	-0.039	0.191		-0.205	0.838
	Class (3)	-0.253	0.258		-0.980	0.332
	Year of Int	-0.018	0.056	-0.047	-0.321	0.749
	Mismatch	-0.162	0.063	-0.361	-2.572	0.013
	Ask for Suggestion	0.044	0.087	0.078	0.510	0.612
	Ask about Feelings	0.115	0.101	0.163	1.139	0.260
	Grade	0.161	0.140	0.432	1.154	0.254
	Age	-0.119	0.105	-0.313	-1.141	0.260

^a Standardized coefficients can only be computed for continuous predictors.

Class (2) represents "May's Classes"; Class (3) represents "Jane's Classes"; Year of Int represents "Year of Being in an International School"; Mismatch represents "the Disparity between Students' Preferred Way of ESL Instruction and Perceived Current Way of ESL Instruction" (0-no mismatch, 1-More English than they prefer, 2-More Chinese than they prefer); Ask for Suggestion represents "How Often the Teacher Asks Students' Feeling and Suggestions about Class Content"; "Ask about Feelings" represents "How Often the Teacher Asks Students' Emotions beyond Classroom Settings"

Apart from investigating the most salient factor of influencing students' preferences of ESL course instructors, I interrogated in which domain(s) of English learning students would like to have more Chinese instruction. As shown in table 4, out of the total number of participants in the survey, students reported that they need more Chinese support in the reading aspect of English language learning, as compared to the

other three aspects, writing, listening, and speaking. To note, the aspect of speaking is the area least reported by students as needing Chinese facilitation. In addition, the aspects of grammar, concept, and learning strategy are the top three areas that students reported in need of more Chinese facilitation among all the categories.

Table 4 Domains of English Learning that Students Need More Chinese Facilitation

Domains of English learning	Ella	May		Jane				% (Of 56)
	G8	G9a	G9b	G9	G10	G11a	G11b	
Listening	2	5	3	0	1	2	2	26.78
Speaking	0	2	2	1	1	0	0	10.71
Reading	2	3	4	4	3	1	2	33.93
Writing	2	2	4	4	1	2	1	28.57
Grammar	5	7	7	8	3	5	3	67.86
Learning Strategy	2	3	4	3	1	5	6	39.29
Concept	4	5	5	5	1	2	5	48.21
Vocabulary	3	5	4	0	0	4	4	35.71

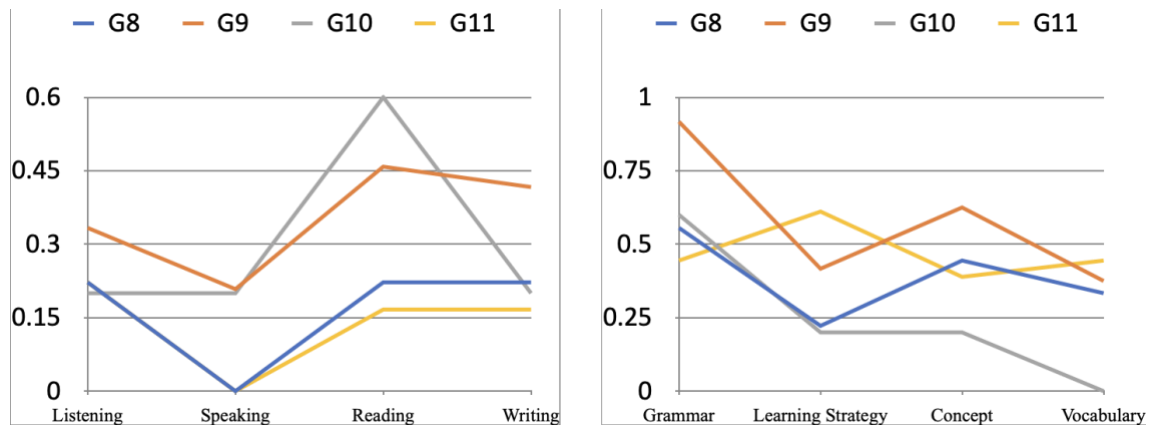
Looking closely at table 4, it is clear that the extent and areas that students need more Chinese support differ across different grades. Thus, I converted the data based on grade level, shown on table 5 on the following page. Within the data set, there are 9 students in Grade 8, 24 students in Grade 9, 5 students in Grade 10, and 18 students in Grade 11. As shown in figure 14, students in Grade 9 and 10 tend to have higher need for Chinese support, with the reading aspect as the most needed as compared to the aspect of writing, listening, and speaking. According to the figure on the right side of figure 14, with grammar as the most needed aspect across all grades, Grade 9 and 11 tend to need more Chinese facilitation than that of Grade 8 and 10. Also, Grade 11 needs more Chinese support in gaining learning strategies, and Grade 9 needs more support when understanding different concepts. It is worth noting that students in Grade 8 and 10

reported they do not need more Chinese support in the aspect of speaking. For Grade 11, it is easy to understand that they would like to get more exposure in an English-speaking environment since they are eager to become ready and prepared for study overseas.

However, this finding is a bit contradictory to what I have observed in their classes by this time point. Further qualitative analysis may help to detangle such confusing results.

**Table 5 Domains of English Learning that Students Need More Chinese Facilitation
-Illustrated by Grade Level**

Domains of English learning	G8	G9	G10	G11
Listening	2/9	8/24	1/5	4/18
Speaking	0	5/24	1/5	0
Reading	2/9	11/24	3/5	3/18
Writing	2/9	10/24	1/5	3/18
Grammar	5/9	22/24	3/5	8/18
Learning Strategy	2/9	10/24	1/5	11/18
Concept	4/9	15/24	1/5	7/18
Vocabulary	3/9	9/24	0	8/18



**Figure 14 Domains of English Learning that Students Need More Chinese Facilitation
-Illustrated by Grade Level**

Classroom Observation (Transcript Word Count). Across Summer and Fall 2022, I videotaped one class of May, audiotaped two, five, and six classes from Ella, May, and Jane respectively. After transcribing all those classes, I conducted a classroom-

discourse word count for two of Ella's classes, four of May's classes, and six of Jane's classes, as figure 15 shown on the following page. I excluded two of May's classes (one videotaped and one audiotaped) since they were final presentations which involved mostly students' performances instead of teacher-student interactions. Within these 12 included classes, only one of Jane's Grade 9 classes implemented English-only policy, and students were not allowed to speak Chinese during class with explicit instructions. For conducting a valid word count, I cleaned the class transcripts by deleting all the punctuation marks, indicated names and titles, and other elements that do not belong to participants' conversations.

As in figure 15, based on the average percentage of Chinese use by grade level, Ella spoke more Chinese than English with her Grade 8 students (65.03%), May spoke less Chinese than English in her Grade 9 classes (35.85%), and Jane spoke more Chinese with Grade 10 and 11 (77.26% and 77.60% respectively). Although Jane incorporated less Chinese according to the average percentage of Chinese use by grade level with her 9th graders (40.74%), she spoke 80.03% Chinese in her Grade 9 class without the English-only policy. It can be seen from the figure above that Grade 9 ESL classes are more English-led with Chinese facilitation; Grade 8, 10 and 11 ESL classes contain more Chinese than English. Using more Chinese in Grade 8 may be helpful for students' transitions from public schools to the international school. For the higher grades, students may need more Chinese support for abstract concepts, difficult content and key vocabulary words, and test-taking strategies for TOEFL/IELTS tests. In addition, May tends to speak more English than the other two instructors, and Jane spoke Chinese the most (80.10%) with her Grade 10 students across 12 class transcripts analyzed.

Instructor	Grade	English-Only Policy	Word Count		Percentage of Chinese Use (PCU)	Average PCU by Grade
			English	Chinese		
Ella	G8	No	1,500	3,488	69.93%	65.03%
		No	1,399	2,109	60.12%	
May	G9b	No	1,744	1,915	52.34%	35.85%
		No	2,695	967	26.41%	
		No	1,653	1,202	42.10%	
		No	3,059	890	22.54%	
Jane	G9	No	308	1,234	80.03%	40.74%
		Yes	1,775	26	1.44%	
	G10	No	520	2,093	80.10%	77.26%
		No	708	2,601	78.60%	
		No	666	1,808	73.08%	
	G11a	No	271	887	76.60%	76.60%

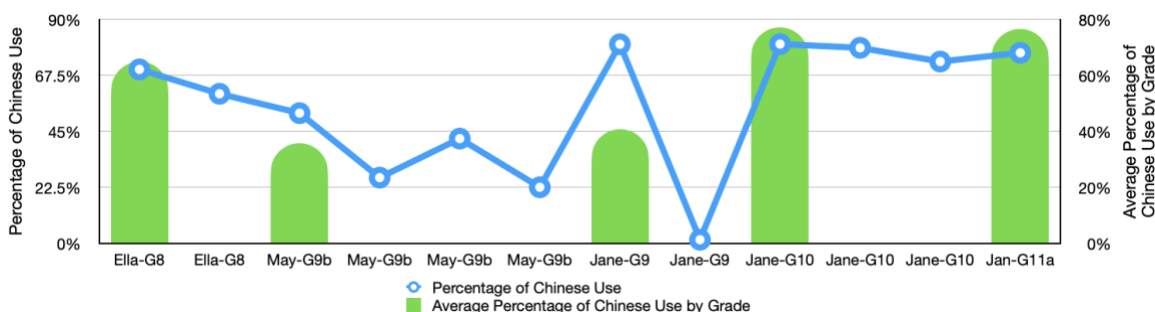


Figure 15 Language Use in Classroom Discourse

Qualitative Data Analyses

In this section, it is crucial to clarify the various methods of data representation to facilitate the comprehension of the result of qualitative data analysis. Within the realm of qualitative data analysis, there are two primary methods of presenting initial and axial codes. Direct quotes and words from the study participants are denoted with a normal font and enclosed in quotation marks. This approach is utilized to demonstrate the analysis of data collected from student written responses on the survey, as well as from student and teacher interviews. In addition, when discussing codes derived from data

analysis of classroom observations, an italic format is used. This is because these codes are not exact quotes from the participants, but rather are defined by the researcher based on the participants' interpretation and relevant concepts from existing literature. It is important to note that the representation of codes in each figure is not italicized or enclosed in quotation marks. Different formats of code representations are employed solely in the elaboration of data analysis.

Student Survey. To better understand in what areas students need Chinese support the most, I designed an item on the questionnaire to directly ask them to write about the question, *when do you feel the most that you need to use your home language during class?* Through an In Vivo coding process of their responses, 13 codes emerged from the data set, which are “anytime”, “concept”, “emergency”, “expressing personal thoughts”, “get emotional”, “grammar”, “key sentences”, “meet unknown word”, “Q&A”, “study of learning strategies”, “test”, “understanding others’ conversations”, and “unsolved problems”. Particularly, “meet unknown word”, “concept”, “expressing personal thoughts”, “understanding others’ conversations”, and “Q&A” are the five codes that contain more references as compared to the rest of the codes, as shown in figure 16.

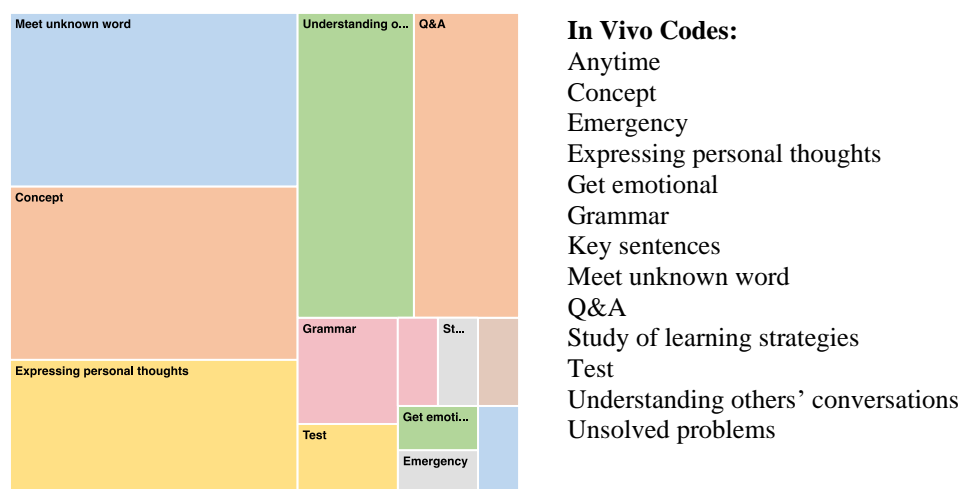


Figure 16 In Vivo Codes Compared by Number of Coding References

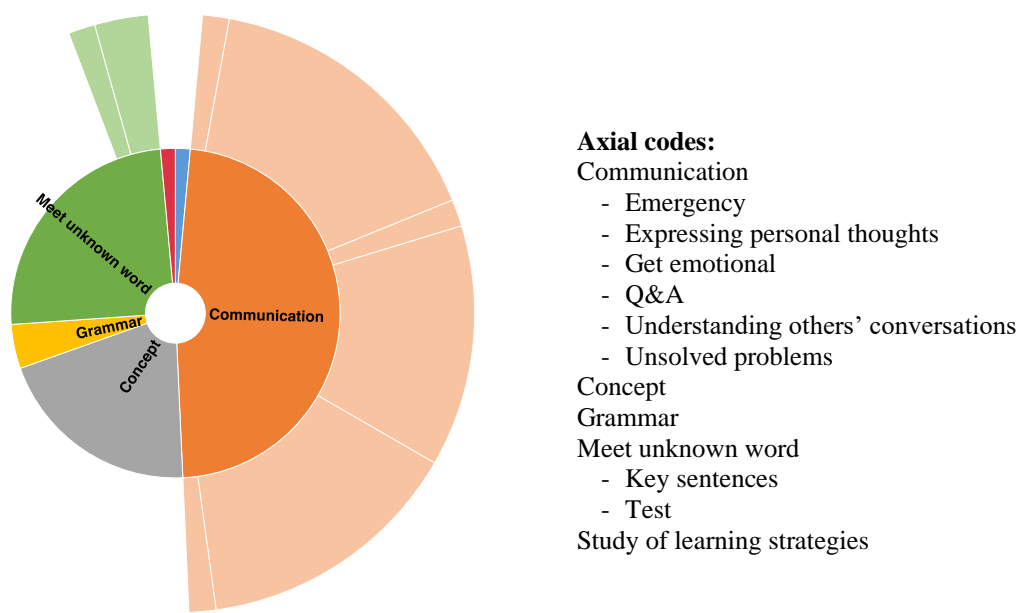


Figure 17 Axial Codes Compared by Number of Coding References

Then, through deductive coding processes, “communication”, “concept”, “grammar”, “meet unknown word”, and “study of learning strategies” are the five code clusters, within which “communication”, “meet unknown word”, “concept”, and “grammar” are the four prominent categories, as shown in figure 17. That is, students reported that they need Chinese support the most when they have difficulties in communicating with others, encounter unfamiliar words and concepts, and learn grammar points. First, this result of qualitative analysis confirms most of the previous quantitative analysis results on the domains of English learning students would like to have more Chinese instruction, including grammar, concept, and vocabulary. However, it contradicts the previous section’s result of students’ reporting that they do not need much Chinese facilitation in the speaking aspect. Lastly, learning strategy is the factor that students believe they need more Chinese facilitation, but not one of the most necessary aspects.

In addition, there is another set of qualitative data from the student survey consisting of students’ responses for explaining why they prefer NESTs or NNESTs as

their ESL course instructors. Students' rationales for their preferences indicate their perceptions of effective and meaningful ways of learning English and their language attitudes toward using Chinese in classroom interactions, which implicitly influences their English language learning processes in an implicit manner. First, I look at the data from two different categories, (1) students who prefer NESTs as their ESL course instructors, and (2) students who prefer NNESTs. Using In Vivo coding method for category (1), there are 10 initial codes emerged from the survey data, which are "beneficial for students with low English proficiency", "easy to communicate", "easy to learn concepts", "easy to learn grammar", "easy to understand", "English-led with Chinese", "feel close", "know student needs better", "teach some English learning strategies", and "understand me and help me", as figure 18 shown below. Through deductive coding processes, those initial codes cluster into four major axial codes as shown in figure 19, "know student needs better", "easy to communicate", "easy to understand", and "easy to learn grammar".

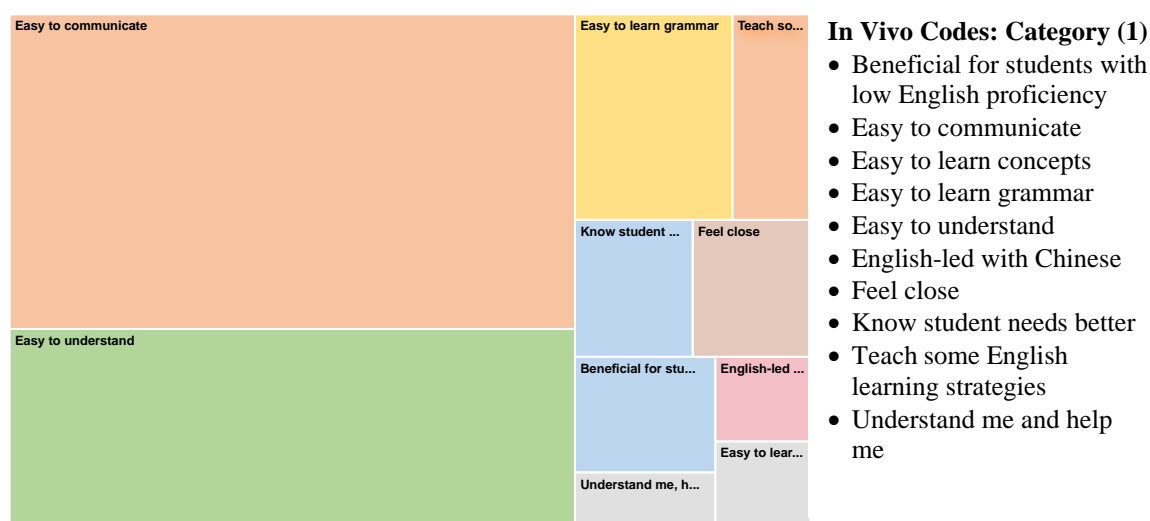


Figure 18 In Vivo Codes for Category (1) Compared by Number of Coding References

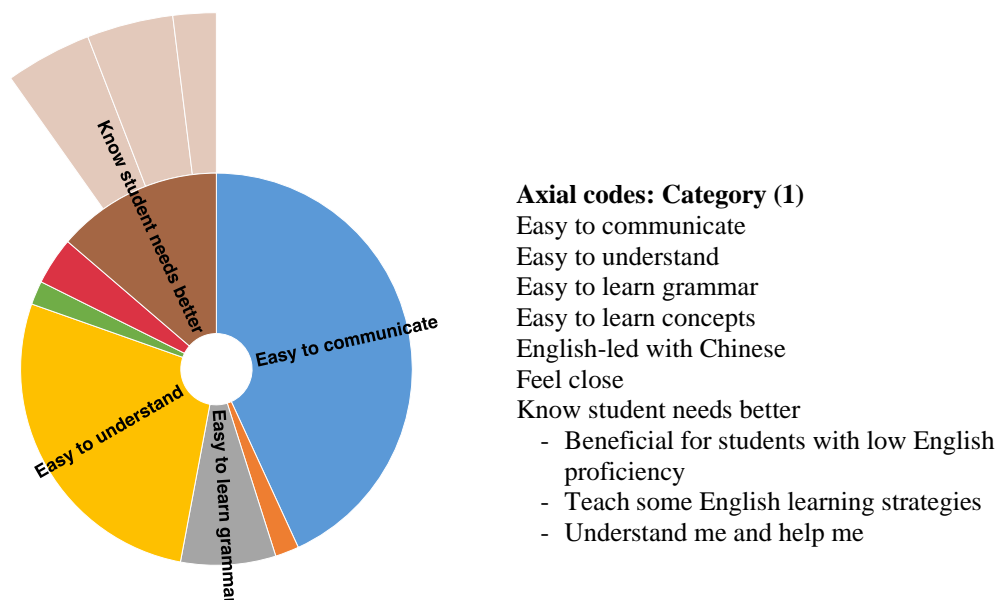


Figure 19 Axial Codes for Category (1) Compared by Number of Coding References

As illustrated in figure 20, through a comparative analysis process, students' reasons for preferring NNESTs as their ESL course instructors and the areas that they reported to need Chinese support the most closely align with each other. To be more specific, students reported that they need Chinese support the most when communicating with others during classroom interactions, especially expressing complex thoughts and difficult content. Thus, they prefer NNESTs as their ESL course instructors because it would be easy to communicate with NNESTs using both Chinese and English, as the category (1) data illustrates. Also, other major areas where students need more Chinese facilitation, such as learning difficult concepts, grammar points, unknown vocabulary, and learning strategies, are reflected in their interpretation of preferences for NNESTs. In particular, students believe that NNESTs know students' needs better, which can better teach them some learning strategies and how to efficiently learn vocabulary as compared to NESTs. It is worth noting that one student explicitly wrote that he would like NNESTs to teach the course using more English than Chinese in the classroom instruction but not

in an exclusive English-only environment. In addition, two of the students highlighted how NNESTs made them feel closer and more connected, which was particularly related to their use of Chinese language and culture in the classroom.

Students Need Chinese Support the Most	Reasons for the Preference for NNESTs
-Have difficulties in communication	-Know student needs better (beneficial for students with low English proficiency, teach some English learning strategies, understand me and help me)
-Meet unknown words	-Easy to communicate
-Learning difficult concepts	-Easy to understand
-Learn grammar points	-Easy to learn grammar
-Study of learning strategies	

Figure 20 Alignment of Students' Need of Chinese and the Preference for NNESTs

As for category (2), there emerged eight initial codes shown in figure 21, including “better pronunciation”, “easy to get immersed in an English-speaking environment”, “improving speaking and easy to focus”, “more interpersonal communications”, “native speakers speak more English”, “native speakers speak better English”, “native speakers teach better”, and “no grammar mistakes”. Also, through a deductive coding process, those eight initial codes develop into four major clusters shown in figure 22, “native speakers speak better English”, “native speakers speak more English”, “native speakers teach better”, and “more interpersonal communications”.

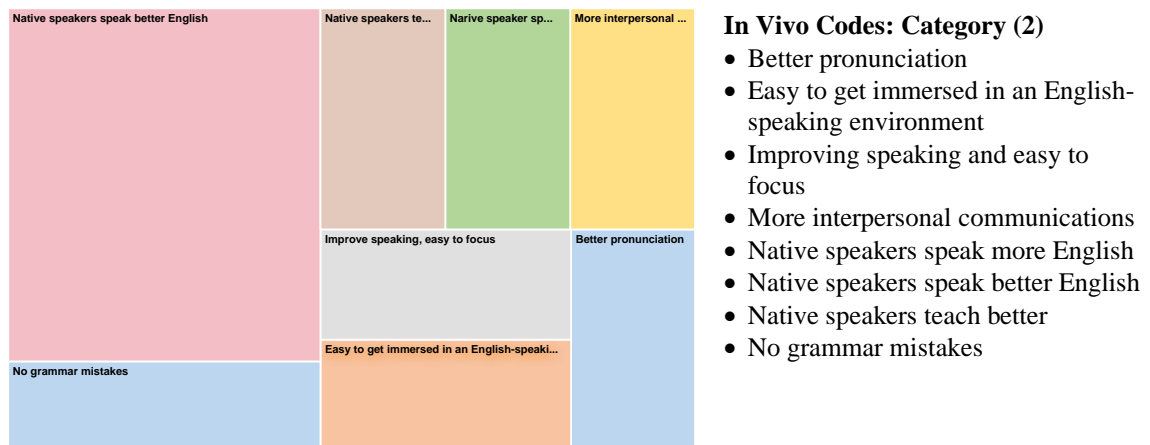


Figure 21 In Vivo Codes for Category (2) Compared by Number of Coding References

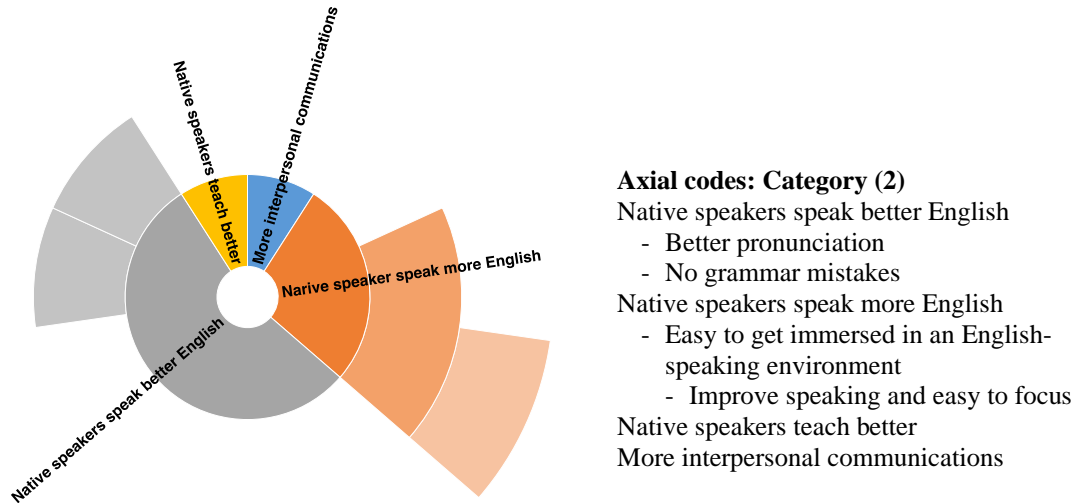


Figure 22 Axial Codes for Category (2) Compared by Number of Coding References

Students who prefer NESTs as their ESL course instructors endorse a notion of native speakerism (Holliday, 2003), which means they believe native speakers speak perfect English and also can better teach the language as compared to NNESTs. Three students explicitly interpreted that they preferred an English immersion environment for their ESL lessons, which they believed would efficiently help improve their English skills. Although those students reported that they need Chinese support in learning grammar (S1, S2), learning strategies (S3), and vocabulary (S2, S3), and S1 wrote that he needs Chinese the most when communicating with others, their preferences for NESTs reflected a deficit mindset of NNESTs and endorsement of native speakerism. The expressions of the students' underlying reasoning in advocating for an exclusive English-only environment, along with their preference for NESTs as their instructors, reflect their language attitudes towards the use of Chinese language as a medium for learning English.

Classroom Observation (Transcripts and Fieldnotes). During Summer and Fall 2022, I observed 23 classes in total. Within those observations, I videotaped one class from May, audiotaped two, five, and six classes from Ella, May, and Jane respectively,

and took detailed fieldnotes for nine classes that were not allowed to be video/audio taped. After three close readings through all the class transcripts and fieldnotes, there emerged 27 initial codes based on instructors' and students' languaging practices and classroom interactions, as shown in figure 23 on the following page. Through comparing and contrasting related codes, those initial codes clustered into five axial codes, including (1) *English linguistic variants*, (2) *establishing an effective English learning space*, (3) *not forcing students to use English*, (4) *classroom management*, and (5) *creating an encouraging, engaging and relaxing classroom environment*. In particular, to form the first three axial codes, I combined relevant initial codes and gave them names as *English linguistic variants*, *establishing an effective English learning space*, and *not forcing students to use English*. Additionally, the last two axial codes (underlined in figure 23) are transformed from two initial codes (No. 23 and No. 25) by embracing No. 24 (for No. 23 *classroom management*), and No. 26 and 27 (for No. 25 *creating an encouraging, engaging and relaxing classroom environment*) respectively.

It is noteworthy that the designation of the code, *English language variants*, is rooted in research conducted in the domain of second language acquisition, pertaining to the sociolinguistic variation of multilingual speakers, particular within the interlanguage stage of language learners (Bayley, 1994; Dewaele, 2004; Mougeon et al., 2004). The variationist approach, as espoused by Labov (1963, 1966, 1972), has demonstrated the existence of linguistic variants during individuals' interlanguage stage, and posited that "interlanguage variation is highly systematic instead of random" (Li, 2010, p. 367). Accordingly, the use of the term "linguistic variants" in the present study reflects an

asset-based perspective and outlook when considering the “linguistic errors or mistakes” made by multilingual language users.

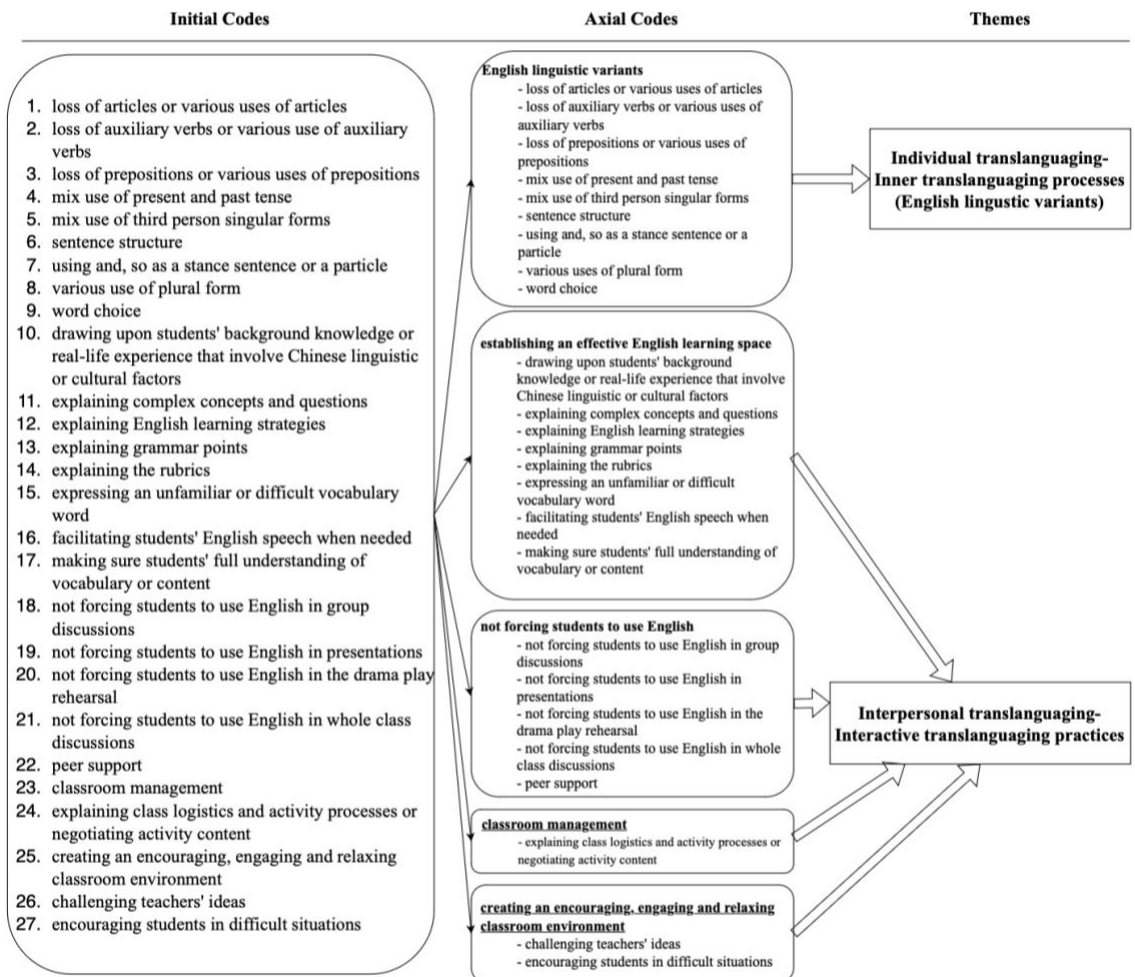


Figure 23 Coding Processes for Class Transcripts and Fieldnotes

Then, I relistened to the recorded classroom discourses and revisited all the coding references for each axial code, in order to categorize axial codes into sub-themes and themes (Saldaña, 2015). Subsequently, I saw two patterns within teachers' and students' translanguageing practices, individual translanguageing practices and interpersonal translanguageing practices, the two major themes across 14 transcribed classes (see initial codes, axial codes, and themes compared by number of coding references in Appendix L).

Teacher Interview. Before transcribing interview recordings, I listened to the six interviews (three Interview I in the middle of Fall 2022 and three Interview II at the end of Fall 2022) twice to get myself immersed in the interview processes and generate memos while listening along. After transcribing all the interview data, I first conducted an In Vivo inductive coding process across three participants' interview data. There emerged 82 initial codes, such as “activating the students’ background information”; “caring my students”; “focus on students”; “hard to build the community with other teachers”; “I like to listen to them”; “Shall we completely use English, NO”; “to build a bond”; “whole English”, “no Chinese”; etc., as shown in Appendix M. Then, through a deductive coding process using a constant comparative method (Petrón & Greybeck, 2014, p. 143), those initial codes collapsed into 13 axial codes, as shown in figure 24.

Axial Codes	References
Constant self-debate about language use in the English learning process	68
Focusing on students	39
Knowing, understanding, activating students' funds of knowledge and linguistic repertoire	31
Trusting and caring the students as individuals	30
Creating a welcoming and safe learning space for students	28
Uniqueness of the student body	22
Assets of being a NNEST	21
Lack a healthy professional development community for teachers	16
Challenges of being a NNEST	15
A traditional way of learning English before college	14
Rewards of being a NNEST	10
Opposite perspectives of bonding with students using Chinese	10
Different journeys towards an English Instructor in the international high school	9

Figure 24 Axial Codes for the Deductive Coding Process of Teacher Interview Data

In addition, informed by the framework of humanizing pedagogy praxis (see detailed interpretations in Chapter 2 Part II), I carefully examined all the axial codes and their references, and three major themes emerged across all transcripts, which include (1) humanizing way of teaching and interacting with students, (2) challenges of being a NNEST, and (3) assets and rewards of being a NNEST. Throughout my coding and analysis processes, I rigorously documented my analytic memos, coding procedures, and corresponding reflections, which not only provided transparency but also enhanced the internal validity of my data analysis (Saldaña, 2015).

To clearly demonstrate and explicate my coding and thematic analysis methods, I present an example of my data coding process that illustrates how some initial codes develop into axial codes and further into a theme, as shown in figure 25 on the following page. Primarily, I used the In Vivo coding method to extract some participants' interpretations, such as "pull out their existing knowledge about specific topics", "to encourage students to make connections", "activating the students' background information", "You can also share your language", "I try very hard to make my lecture short", "focus on what your students learn from the class", and "ask the students" to form the initial codes. Then, through the lens of both humanizing pedagogy and translanguaging theoretical frameworks, I re-read all the references of each initial code. Subsequently, those initial codes collapsed into two axial codes, including "knowing, understanding, activating students' funds of knowledge and linguistic repertoire" and "focusing on students", which further contributed to the identification of the themes that emerged during the analysis process.

Interview Data	Initial Codes	Axial Codes	Theme
<p>I: What teaching strategies do you incorporate in your classrooms to address students' background knowledge and previous life experiences?</p> <p>Ella: “<u>I pull out their existing knowledge about specific topics</u>... Sometimes some students' English proficiency is higher, and some students are really familiar with this specific topic. I would say, ‘okay, can you help me to explain that?’”</p> <p>May: “I remember...the text we were reading is called Hula Dance...I remember S1 told me rap is just like Hula Dance because they also have a strong rhythm. He wanted to say rhythm, but he said the word rhyme. I think that is one way <u>to encourage students to make connections</u>. About others, I might do some research about the stars they like, popstars, and what music they listen to. If there is some concept that is too academic, too foreign, too exotic to them, I might use some examples they know to make the concept familiar to them... I think <u>activating the students' background information</u> relating to their own experience is a way of getting them ready to learn something new. For example, this morning I was planning for the next semester's class, and the first module is to talk about civic and government. For all these students, they are not a blank piece of paper, they know something. If what you are teaching is related to what they know...they may feel really good about themselves. They may want to know more...”</p> <p>Jane: “I ask them questions, like warm up. For example, if we want to learn some artwork, like Mona Lisa, I just ask them questions, like what did you know about Mona Lisa before. Let them discuss with each other, share their knowledge with each other...I think for every new topic, it's a necessary thing.”</p>	<p>“pull out their existing knowledge about specific topics”</p> <p>“to encourage students to make connections”</p> <p>“activating the students' background information”</p>	<p>Knowing, understanding, activating students' funds of knowledge and linguistic repertoire</p>	Humanizing way of teaching and interacting with students
<p>I: How do you define a culturally inclusive learning environment?</p> <p>Ella: “<u>You can also share your language</u>. I think in the future, because sometimes we need to...I want my students to improve their oral fluency. I would like to invite students to imitate their dialect to read aloud the paragraphs with the tones of their dialects and I think it would be interesting.”</p>	<p>“You can also share your language”</p>		
<p>I: How do you define “student engagement”?</p> <p>May: “<u>I try very hard to make my lecture short</u> so that the students have more time to read, think, talk with others, and present themselves.”</p> <p>Jane: “...you need to <u>focus on what your students learn from the class</u>, not really what you teach. This is the way that I am trying to do. Also back then, I speak a lot in the class which is not good. I am trying to reduce teachers' teaching language in the class.”</p>	<p>“I try very hard to make my lecture short”</p> <p>“focus on what your students learn from the class”</p>	<p>Focusing on students</p>	
<p>I: Have you ever invited your students to co-construct the lesson structure? If so, what do those instances look like?</p> <p>Ella: “...In the past, I used to <u>ask the students</u> in other classes, because they are so responsible. I can rely on them. They are reliable. I ask them, what do you think of the activity we did? If they like it, I will keep that.”</p>	<p>“ask the students”</p>		

Figure 25 Example of Coding and Analysis Process for Teacher Interview Data

This deductive coding process enabled me to categorize relevant initial codes into clusters and identify other distinct sets of codes. Additionally, reading across those codes, I saw different patterns of how the three participants described their understanding and philosophy of teaching English to students at that school, and what teaching and learning interactions looked like in their own classrooms. The two axial codes in this example, three other axial codes (“creating a welcoming and safe learning space for students”, “opposite perspective of bonding with students using Chinese”, and “trusting and caring the students as individuals”), and one initial code “learn together with my students” converged into a major theme, “humanizing way of teaching and interacting with students”, with the greatest number of references across all interviews (refer to detailed coding processes in Appendix M, N and O).

Research Quality of the Study

To ascertain the rigor of the research process and the analytical outcomes, I implemented several methods to enhance the trustworthiness and reliability of the study. Hence, the study obtains certain internal and external validity, as the following sections illustrate.

Internal Validity, Reliability, and Trustworthiness

Qualitative research seeks to understand the ever-changing reality with the interaction of qualitative researchers at the moment. Qualitative research is stronger in the aspect of internal validity when perceiving researchers are free from interruption of other data collection instruments as compared to other research types (Merriam & Tisdell, 2016). Also, internal validity is a relative concept in evaluating the reliability of qualitative research, which is in accord with specific research questions and how those

questions will be addressed (Maxwell, 2013). To enhance internal validity, it is critical to incorporate multiple sources of data and to *triangulate* them in a meaningful way (Wolcott, 2005). In terms of effective ways of *triangulation*, Merriam and Tisdell (2016) discussed Denzin's (1978) proposed types of triangulation; which included "the use of multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm emerging findings" (p. 244).

For the current study, I took a few steps in establishing trustworthiness to enhance internal validity and reliability of the research process and its outcome. Primarily, I have maintained the rapport with that school and the participants since 2020, which enables me to get authentic information and data with high transparency. Also, I connected with the staff, teachers and students via different activities in and out of classroom settings. Through interacting and providing assistance with their academic endeavors in-person prior to and continuing remotely during my dissertation data collection period, I gained their trust and became a part of their school community. Although my main research focus was on ESL courses, my data collection process was not limited to ESL classrooms. It required me to integrate myself into a comprehensive educational experience with the targeted teachers and students. By so doing, I further increased the chance of ensuring the transparency of data collection processes.

In addition, without additional investigators to *triangulate* the data, there are other methods to address internal validity of this study. For instance, throughout the data collection and analysis process, I kept a research journal and memoing to ensure timely reflections of data and constant interrogations for my researcher bias. The written dialogue among myself in different times and research phases served as my critical

reflections and interactions with the data that I have collected (Merriam & Tisdell, 2016). In addition, the consistency of my memoing provided me an opportunity to constantly check how I aligned the data with reality and how much consistency was achieved between my analysis results and the collected data (Lincoln & Guba, 1985).

Furthermore, as I stated in the previous section, I included various types of data sources. For instance, I wrote ethnographical fieldnotes based on classroom observations, conducted student and teacher interviews, launched a study survey, gathered class material and related student work, and kept fieldwork journals and research memos throughout the data collection and analysis processes. The *triangulation* of different data strands increased the study's internal validity and reliability in an interactive way. After the transcription of formal teacher interviews and informal conversations with EFL teachers, I asked them to *member check* the interview transcripts (including statements, pauses, and intonation interpretations) in order to limit the possibility of misunderstanding and misinterpretation of their thoughts and perceptions (Merriam & Tisdell, 2016).

Finally, the presentation of qualitative data sources in this study warrants critical attention. I intentionally retained the participants' original words, without imposing any modifications on their linguistic variants in English, which is reflected in the subsequent chapters. Such a deliberate decision is grounded in the importance of capturing the natural use of language during class interactions, thereby preserving the authenticity of student-teacher discourses in multilingual classroom settings. It is imperative to acknowledge and respect the participants' linguistic choices, aligning with the principles of humanizing pedagogy. Additionally, I opted to keep teachers' original words for initial

codes whenever applicable during In Vivo coding processes for the teacher interview data. By faithfully displaying their authentic classroom interactions and interpersonal communications, as well as using their original words for initial codes involving English linguistic variants, I aim to honor and amplify their diverse voices and languaging experiences.

External Validity

The external validity and transferability of qualitative study is not measured by how generalizable its result can be, as in quantitative experimental designs (Merriam & Tisdell, 2016), rather, it is determined by the extent to which readers can derive theoretical implications, practical inspirations, and opportunities for further data accumulation from the study's rich descriptive data (Eisner, 1998). Through purposeful sampling, I documented as many details as I could capture from the targeted teachers, students, their interactions, and the embedded environment. Then, I identified key patterns from different classroom interactions to answer my proposed research questions with thick and rich descriptions and thorough discussions. Finally, I displayed the contradictory results, and delved into the rationale and consequence of such instances; which increased the comprehensiveness of the study and compensated for the limitation of postpositivism research methods in interpreting extreme instances and data.

Conclusion

In Chapter 3, I provided specific information about the research site and research participants. Also, I presented rich details of my relationship with the school, data sources, data collection processes, and data analysis methods and results. To conduct this qualitative case study, I applied an ethnographical study methodology, and leaned

towards the *grounded theory* (Creswell, 1998) methodological stance. Developed from my literature review, the combined theoretical framework of translanguaging and humanizing pedagogy guided my entire research process; this enabled me to answer my research questions with empirical findings through triangulating different data sources, as shown in the next chapter.

Chapter 4: Data Triangulation and Findings

Given the complexity and the diverse array of data sources used in this study, I employed advanced analyses through the triangulation of student survey data, student group interviews, and teacher interview data, leading to successful capture and identification of major patterns and compelling themes. As the results of this data analysis are closely related to the main findings, I chose to combine the section of data triangulation with the findings in Chapter 4 to enhance the clarity and consistency of presenting empirical and analytical evidence.

Data Triangulation

There are three major phases within the process of data triangulation, including a joint display of student survey results and student-teacher-interview data, triangulation of classroom observation and teacher interview data, and defining themes across different data sets.

A Joint Display of Student Survey Results and Student-Teacher-Interview Data

I triangulate student survey results with student group interview and teacher interview data through a joint display (Lee & Greene, 2007), to illustrate the relationship between students' language attitudes and their teacher's perceptions of incorporating Chinese during classroom interactions and in classroom materials and homework. According to student survey results, the mismatched students' interviews were conducted and analyzed, including three students from Ella's class, six students from May's classes, and twelve students from Jane's classes. Within the mismatch group, I identify students' attitudes towards incorporating Chinese in ESL courses through their reported preference of the ESL course instructor.

As shown in the joint display (figure 26-28), in Ella's class, two students from the mismatch group (66.67%) believe that incorporating Chinese in classroom interactions is beneficial for them to learn English. Specifically, the two students clarify that using Chinese helps them to better understand grammar and unknown vocabulary words, and enables them to explain some difficult words if asked. Those interpretations echo Ella's elaborations on her rationales of using Chinese in class, and she also highlights the necessity of using Chinese in science-related content. In addition, the other student in the mismatch group believes an English-only environment is beneficial for him to better learn English, but he did not provide further explanations during the interview.

Similarly, eight students in the mismatch group (80.00%) from May's classes believe it is effective to use Chinese during class interactions. For example, students reported that using Chinese ensures their better understanding of class content and it is necessary when they need to explain difficult concepts, which is resonant with May's interpretations. In particular, May gave an example of “草裙舞” (Hula Dance) to illustrate how using Chinese made it effective for her students to understand an unfamiliar content. However, two students prefer an English-only environment since their English proficiency is much more advanced than their peers (one of the students' TOEFL score=93, and the other one went to middle school overseas).

In Janes' classes, 11 students in the mismatch group (61.11%) endorse a similar attitude and belief of using Chinese in classroom interactions as that in Ella's and May's classes, with different rationales. To be more specific, some students explicitly said that “English-only environment makes me daydreaming”; “in the English-only environment, I will be embarrassed to ask when I have questions”; and “[i]f the teacher does not allow us

to speak Chinese, I will not participate at all”. In contrast, seven students in the mismatch group believe an English-only environment is beneficial and preferable, which provides them more opportunities to practice English speaking, helps them to promote English proficiency, and gets themselves immersed in a full English learning environment. These elaborations are in accordance with Jane’s rationale of supporting English-only policy. Jane drew upon her teacher-training experiences to indicate that an English immersion environment will accelerate students’ English learning processes.

All three teachers articulate similar ideas regarding using Chinese in classroom materials and student homework. They believe that students are allowed to use Chinese if they try to express difficult words, concepts, and thoughts while finishing homework assignments. Also, it creates critical moments and opportunities for them to investigate students’ learning needs in terms of processing class content and producing meaningful English learning outcomes. Ella explicitly highlighted that her acceptance of translanguaging homework depends on her judgments of students’ English proficiency. She does not allow students whose English proficiency is good enough to submit translanguaging assignments, which indicates students’ lack of effort in completing the homework. In addition, the three teachers argue that it is helpful to provide some Chinese annotations for abstract content and difficult vocabulary for students to get access to class materials. However, most students in their classes (2 students in Ella’s class, 10 students in May’s classes, and 15 students in Jane’s classes) clarify that they prefer English-only materials and homework. Students believe that they can look up some difficult and unfamiliar vocabulary words by themselves even though they receive English-only materials, and they need English-only materials to get prepared for future study overseas.

Mismatch Rate [Mismatched Students (M-S)/ Total Students (T-S)]		33.33% (3/9)		
		M-S	Student Interview (SI)	Teacher Interview (TI)
Using L1 in Classroom Interactions	Yes	2	<p>“Especially grammar, we need Chinese to help us understand”;</p> <p>“If it’s an English-only class, it will be hard for me to understand some unknown words. It would be helpful to allow me to use Chinese to interpret some difficult words”.</p>	<p>“I think when I explain grammar points, using Chinese is necessary. For example, if I explain a grammar structure in English, I need to use five sentences, but in Chinese you need only one sentence. But still, you need to balance that use”;</p> <p>“Using Chinese during class is helpful for teaching difficult concepts or furthering a discussion...Students might be silent during a discussion on how technology affects people’s life. Translanguaging might be helpful to start the discussion or re-start and extend the discussion into a higher-level one”.</p> <p>“It (Using some Chinese) is a good way to build relationships with them”;</p> <p>“Sometimes, Chinese is more powerful for classroom management”.</p>
	No	1	<p>“An English-only environment helps me to speak better English”.</p>	
Using L1 in Classroom Materials & Homework	Yes	1	<p>“<u>It is beneficial to have some Chinese explanations for difficult vocabulary words on the materials.</u> Also, if I can use some Chinese in my homework, it will save my time and help me write out more thoughts”.</p>	<p>“<u>It is helpful to have some Chinese definitions for the key words on the materials when it comes to abstract content or science subjects. Students will get the idea more efficiently</u>”;</p> <p>“If a student whose English proficiency is not enough to finish that homework and he tries to do so, I think that’s good because he wants to express his ideas correctly but he could not find the word. Although they can use Youdao auto-translation tools, he chose to write in Chinese, I think he may need my help, he wants teachers to give feedback. I will definitely accept that kind of homework (translanguaging homework)”.</p>
	No	2	<p>“We are learning English in an international school. It is better to use English-only materials because other classes have the same kind of materials”;</p> <p>“It’s totally okay to use English-only materials and turn in English-only homework, because I can look up unknown words by myself”.</p>	<p>“If that student is proficient enough to write paragraphs in English, and then they turn in that kind of homework (translanguaging homework), then I don’t accept because they do not put that much effort into it”.</p>

Figure 26 Joint Display of the Mismatched Group in Ella’s Class

Mismatch Rate [M-S/T-S]		66.67% (10/15)		
		M-S	SI	TI
Using L1 in Classroom Interactions	Yes	8	“It would be easier to understand class content using some Chinese”; “We need Chinese to explain some difficult concepts”; “Sometimes, I need Chinese to help me express my thoughts”.	“When I teach some really difficult concepts, if I cannot explain that well in English. Even if I can explain, it’s really difficult for them to understand, I will use Chinese”; “It will be more efficient to explain some key concepts and key words in Chinese. For example, although this art is explained in the book, and they have a picture of it. Still some students do not understand what is Hula Dance. I might just use Chinese to tell them it’s '草裙舞' (Hula Dance), then they can understand it instantly”; “Although I try to use more English, it is necessary to use Chinese when I need to announce something important, such as classroom rules, and final project requirements”.
	No	2	“Of course, I prefer English-only instruction, I attended middle school overseas”; “I like an English-only environment because it’s better for my English learning progress”.	
Using L1 in Classroom Materials & Homework	Yes	0		“I will be excited, extremely happy, if I see their homework with both English and Chinese because many students use some apps, like Youdao to translate and copy-paste the content and submit. Using both languages indicates that they are trying to write and think. They may paraphrase and process how to generate some sentences, at least try to do it by themselves”; “Bilingual materials may save students’ some time and help them better access the content of the materials”.
	No	10	“We are in an international high school, and we are supposed to use English materials”; “I can better adjust when I go abroad and study there, since the materials overseas are all in English”; “We can figure out the meaning of the materials using dictionary”; “If I look up some new vocabulary words by myself, I will remember them more clearly”.	

Figure 27 Joint Display of the Mismatched Group in May’s Classes

Mismatch Rate 56.25%
[M-S/T-S] (18/32)

		M-S	SI	TI
Using L1 in Classroom Interactions	Yes	11	<p>“English-only environment makes me daydreaming”;</p> <p>“In the English-only environment, I would not be able to fully interpret my thoughts, and I will be embarrassed to ask questions”;</p> <p>“It is hard to elaborate my thinking, I have difficulties in communicating with foreign teachers already”;</p> <p>“I cannot explain some theoretical knowledge in English”;</p> <p>“If the teacher does not allow us to speak Chinese, I will not participate at all”.</p>	
	No	7	<p>“We will have more opportunities to practice oral English”;</p> <p>“It would establish a better English immersion environment”;</p> <p>“<u>We will improve our English very fast</u>”;</p> <p>“My listening and speaking are better than my reading and writing, I would be okay with English-only classes”.</p>	<p>“I really think English-only environment would best benefit the students. When I went to the training school, we were not allowed to use any of your first language, <u>which boosted my English proficiency</u>. I guess, deep down in my mind, maybe the students need some Chinese to help...but they can survive without it”;</p> <p>“And personally, I strongly support that everyone here should speak English here (in school)”.</p>
Using L1 in Classroom Materials & Homework	Yes	3	<p>“I don’t need to look some words into dictionary by myself”;</p> <p>“I can finish my essays more smoothly, and it will save some time”;</p> <p>“<u>I can interpret my deep thinking by using some Chinese words</u>”.</p>	<p>“I think I would accept this kind of homework (translanguaging homework), and it means they tried at least and they put on effort. I wouldn’t encourage that, but I wouldn’t say some bad things. <u>I would give them some suggestions and try to find reasons why they use Chinese sentences in the middle to figure out if it is really difficulty</u> or they just being lazy”;</p> <p>“I think it’s okay to provide some Chinese notes in the materials for students to better understand some abstract information”.</p>
	No	15	<p>“I also learn from looking into new vocabulary”;</p> <p>“It is more effective that we look up some new words by myself”;</p> <p>“I get used to read English materials since I have been in international schools for a long time”;</p> <p>“I can adapt to the U.S. learning environment ahead of time”.</p>	

Figure 28 Joint Display of the Mismatched Group in Jane’s Classes

In essence, these results indicate that the mismatched student group in the three teachers' classes projects divergent standpoints regarding the use of Chinese, as well as different language attitudes toward Chinese as a mediational tool for English language analysis and acquisition. Many of them prefer NNESTs as their ESL instructor when acknowledging the positive effects of incorporating Chinese during classroom interactions, which in accordance with Ella and May's perspectives. It is worth noting that Ella and May underscore the importance of balancing the use of Chinese and English, which demonstrates their understanding of the drawbacks of using too much Chinese during classroom interactions. However, Jane upholds the legitimacy and necessity of English-only policy, while accepting students' translanguaging homework and appreciating the opportunity for her to interrogate students' learning needs with such homework. Lastly, most students prefer English-only materials and homework, which is considerably different from the three teachers. Students reported that they are willing to look up unfamiliar words by themselves, which serves to enhance their review and comprehension of the content and materials at hand. Furthermore, the students demonstrated a cognizance of the imperative to acclimate themselves to English-only materials given their forthcoming plans to study overseas.

Triangulation of Classroom Observation and Teacher Interview Data

Through a comparison and contrast of the qualitative data analysis results of classroom observation and teacher interview data, the present study identified an interrelationship between the axial codes of one major theme, i.e., interpersonal translanguaging practices, within classroom observation data, and one axial code and one theme among interview data was identified, as shown in figure 29. To be more specific,

there were three axial codes that emerged from classroom observation data, including “not forcing students to use English”, “classroom management”, and “establishing an effective English learning space.” These codes interacted with the axial code of “shall we completely use English, NO!” from teacher interview data. The identified axial codes and their references demonstrated the participants’ interpretations of the rationale and necessity of incorporating Chinese in their classroom interactions.

Similarly, the other axial code (“creating an encouraging, engaging and relaxing classroom environment”) and one of the initial codes (“drawing upon students’ background knowledge or real-life experience that involve Chinese linguistic or cultural factors”) in classroom observation data manifested participants’ description of their “humanizing way of teaching and interacting with students”, one of the main themes from interview data analysis. Thus, through triangulating the classroom observation and teacher interview data, two major patterns emerged, (1) the necessity, rationales and benefits of incorporating Chinese in students’ English learning processes, and (2) humanizing way of teaching and interacting with students.

Following the identification of the two major patterns, a rigorous review of each initial and axial code and their references was conducted to ensure that the data was comprehensively and consistently represented. The recursive process of revisiting and re-entering the analysis processes of initial coding and axial coding allowed for an in-depth interaction with various data sources. Moreover, multiple rounds of reading and reviewing codes and their references facilitated the generation of more insightful thoughts and a deeper understanding of the collected data. Based on the two patterns identified, I began to define themes across different data sets in the subsequent section.

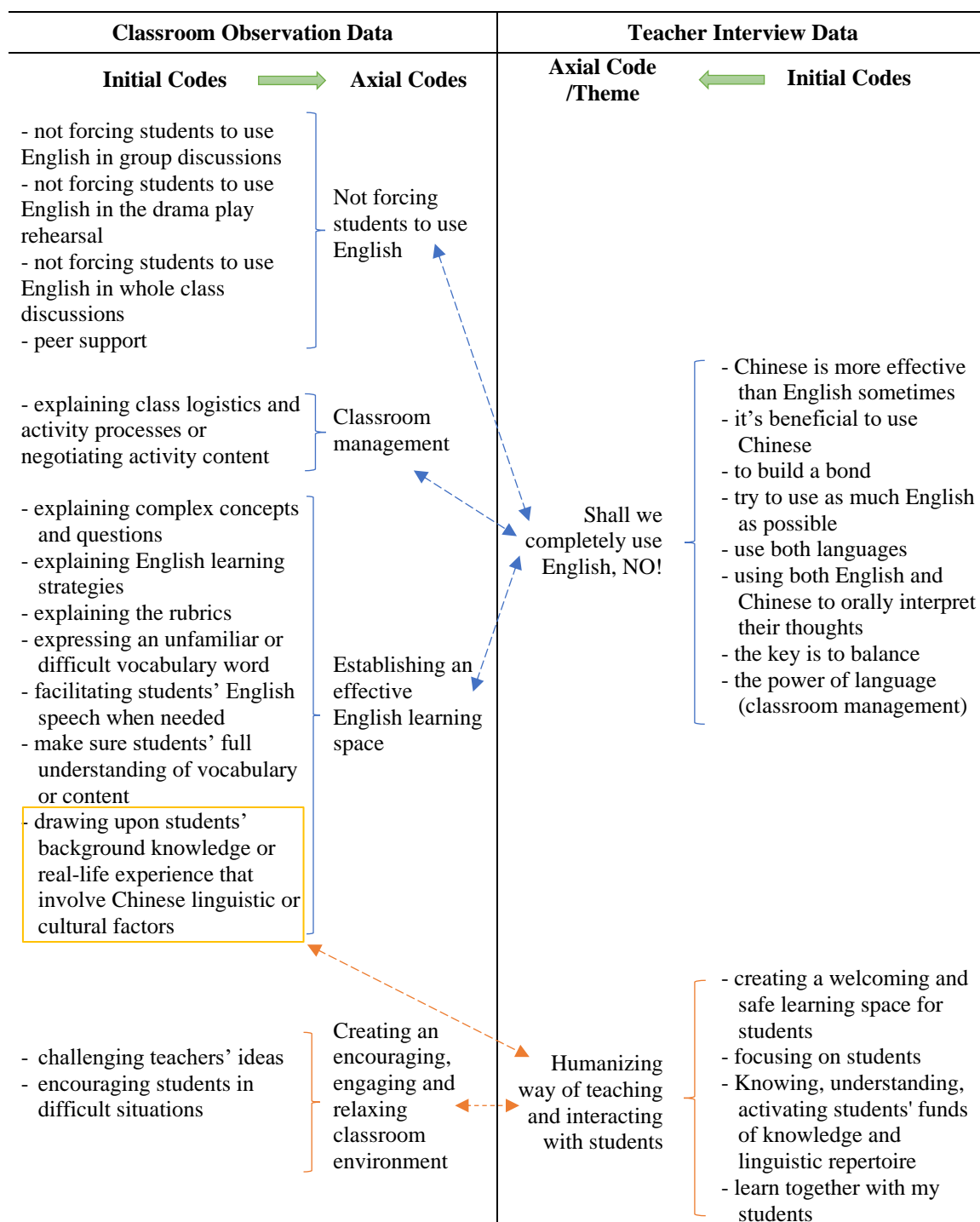


Figure 29 Triangulation of Classroom Observation and Teacher Interview Data

Defining Themes across Different Data Sets

After two main stages of data triangulation between student survey, student group interview, classroom observation, and teacher interview data, this phase explains the

process of searching for and defining major themes that capture meaningful aspects across all datasets responding to my research questions (Bryman, 2006). In particular, I closely went over all axial codes and their references, as well as identified patterns within each data source to make sure the consistency of the entire qualitative data analysis. Also, I revised some of the axial codes and theme names to better consolidate and reflect the essence of coded references. During this process, I was informed and guided by the key terms of my three research questions (e.g., classroom experiences, language attitudes, understanding of translanguaging and humanizing pedagogy, and student-teacher interactions) and the theoretical frameworks (the lens of humanizing pedagogy and translanguaging). To be more specific, I broke down some major themes from each data source and conducted a cross check analysis to find broader and more representative themes. For some excerpts, I narrowed down the original interpretations from the teachers and students while ensuring the clarity and accuracy of representing their perceptions, contributing to each theme or sub-theme. More importantly, the whole analysis process was recursive using a constant comparative method, which the final themes in the next section were not finalized until I re-entered all data sources and examined all codes and references multiple times.

Findings

This study aimed to delve deep into the classroom experiences of teachers and students in an international high school, through the lens of translanguaging and humanizing pedagogy. Three research questions were explored: (1) What do teachers' and students' classroom experiences look like in an international high school for Chinese students through the lens of humanizing pedagogy and translanguaging as theoretical

frameworks? (2) How do teachers' language attitudes and understanding of translanguaging practices and humanizing pedagogy influence their English teaching practices and relevant student-teacher interactions? (3) How do students' language attitudes and understanding of translanguaging practices and experiencing of humanizing pedagogy practices influence their English learning experiences and relevant student-teacher interactions?

The study utilized various data sources, including classroom observations, student and teacher interviews, and student surveys. Through data triangulation processes demonstrated in the previous section, three major themes emerged: (1) teachers' and students' strong needs and teachers' self-debate of translanguaging practices, (2) the enactment of humanizing pedagogy through translanguaging practices by teachers, and (3) the enhancement of multilingual and multicultural awareness through translanguaging and humanizing pedagogy practices. The study also identified two additional findings of importance, related to the lack of a healthy professional development community for teachers and the entrenched privileges associated with native speakerism and the native speaker fallacy (Clark & Paran, 2007). These findings underscore the need for teacher assistance in the effective deployment of translanguaging and humanizing pedagogy practices, as well as the comprehension of the benefits of using translanguaging practices to enhance the metalinguistic awareness of both multilingual students and educators. Moreover, it highlights the necessity of proactively talking about the complexities inherent in promoting language and cultural diversity in language classrooms to establish an inclusive and equitable learning environment that honors and celebrates the diverse linguistic and cultural backgrounds of all learners.

Teachers' and Students' Strong Needs and Teachers' Self-Debate of Translanguaging Practices

Classroom observation data demonstrated the use of various translanguaging practices between English and Chinese by teachers and students, including individual translanguaging (linguistic variants) and interpersonal translanguaging practices (student-teacher English and Chinese translanguaging patterns). Those examples will be constantly displayed as evidence for other themes. Interview data from both students and teachers indicated a clear understanding of the need for and effects of using Chinese in the learning and teaching of English. Additionally, the research observed teachers engaging in constant self-debate regarding language use (English vs. Chinese) in their classes, especially Jane's strong contradicting way of delivering her lessons in relation to her endorsement of an English-only policy. To better elucidate this theme, the findings have been organized into two sub-themes, "Shall we completely use English, NO!" and "Teachers' constant self-debate of language use in class".

Shall We Completely Use English, NO!

Ella, May, and several students expressed their understanding of the benefits of using Chinese in English learning and teaching interactions. According to the survey data, students reported a need for Chinese support when learning grammar and strategies, and encountering unfamiliar words and difficult concepts. Also, students re-affirmed their needs for Chinese in those areas during student group interviews, as excerpt 3 shown on the following page. Also, this was evident in their explicit statements on the survey, such as "NNESTs can use Chinese to help me better understand the learning strategies and skills that she explains", "I can ask questions about the meaning of unknown vocabulary

words using Chinese”, and “I can communicate with NNESTs using Chinese when I am confused about class content and difficult concepts”.

Excerpt 3⁷ Student Interview

Interviewer (I): How do you feel if your ESL instructor does not allow you to use Chinese during class?

Student Group Interview #1 (May-Grade 9)

S1: “It would be easier to understand class content using some Chinese”;

S2: “We need Chinese to explain some difficult concepts”;

Student Group Interview #2 (Jane-Grade 9-11)

S3: “In the English-only environment, I would not be able to fully interpret my thoughts, and I will be embarrassed to ask questions”;

S4: “It is hard to elaborate my thinking, I have difficulties in communicating with foreign teachers already”;

S5: “I cannot explain some theoretical knowledge in English”;

S6: “If the teacher does not allow us to use Chinese, I will not participate at all”;

Student Group Interview #3 (Ella-Grade 8)

S7: “Especially grammar, we need Chinese to help us understand”;

S8: “If it’s an English-only class, it will be hard for me to understand some unknown words. It would be helpful to allow me to use Chinese to interpret some difficult words”.

Similarly, Ella and May highlighted the same aspects that they believed students needed Chinese to facilitate their understanding, as excerpt 4 shown below. Also, they addressed the importance of using Chinese in classroom management and explaining activity rules and homework or coursework requirements. Noteworthy, Jane also admitted that using Chinese can be more efficient for explaining difficult concepts or content and more effective in ensuring students’ full understanding of important information, even though she demonstrated a strong belief that an English-only policy was the most effective approach for English language education.

Excerpt 4 Teacher Interview

I: How do you feel using students’ L1 (Chinese) to facilitate classroom interactions and instructions?

Ella: “It’s definitely very useful to use students’ first language, native language. And it’s really...sometimes if we use English to explain a...especially a grammar structure, you need to use maybe like five sentences. But use Chinese, you use

⁷ Students’ Chinese responses were translated into English as closely as possible.

only one sentence, and then at this time, why don't we use Chinese because it's easy for them to get that point..."

May: "But if it is related to the content what they have read, if they have any question, I might just in...paraphrase. But if this you cannot understand, I might use Chinese..."

Jane: "They do need help for sure, for example, after watching video, they have multiple questions to answer, if they don't understand the question, they can discuss or they can rewatch the video with their partner. (I: So will you allow them to discuss it in Chinese about the video content?) If the video is really difficult, yeah. I would say yes. It also depends on the different levels of class. It can definitely save some time if they use Chinese. It's more effective. They can understand the question better."

I: During class instruction, what moments do you feel necessary to incorporate students' L1 if there is any and why?

Ella: "...sometimes like content, science content. It's hard...when we learn that they actually don't know the scientific term, if I explain it in English, they will feel totally at lost. They don't even know biology is what, and I explain biology is what what what...or like organisms, cells. They will be crazy. They will be like, what are those, I don't even know organisms, cells, how could I know your definition of biology. So if I know the content knowledge, the subject knowledge is the knowledge that they don't know, I will explain it in Chinese right away. Also, in terms of classroom management, sometimes when we say it in Chinese, it would be much more powerful."

May: "...like the classroom rules, the final exams...I will say that in English first, and I will say that in Chinese again to make sure all the students know the ground rules...like the first class I always tell the students expectations like when you come to class, you need to bring all the stuff and how do you do your homework, I always use both language...Maybe when I teach some really difficult concepts, if I cannot explain that well in English. Even if I can explain, it's really difficult for them to understand. I will use Chinese. It will be more efficient to explain some key concepts and key words in Chinese. Like Hula Dance, although this art is explained in the book, and they have a picture of it. Still some students do not understand what is Hula Dance. I might just use Chinese to tell them it's "草裙舞 [*Hula Dance*]", then they can understand it instantly."

Jane: "...when something is really difficult to explain, or sometimes it's kind of urgent, your homework, I need to make clear of some really important things, I feel like it's better to speak Chinese to let them clearly understand it. Sometimes, I need Chinese to do classroom management as well. In some ways, it is more effective than English sometimes."

Besides, Jane mentioned that she believed students preferred and expected a Chinese ESL course instructor to teach learning and test-taking strategies, as demonstrated in excerpt 5. There were many instances of Chinese-English

translanguaging practices between teachers and students, supporting their interpretations and perceptions during learning and teaching specific grammar points, learning strategies, as well as difficult words and concepts. Representative examples from the classes of three teachers are provided in excerpt 6.

Excerpt 5 Teacher Interview

I: As a non-native English-speaking instructor, what challenges and rewards are you experiencing to teach international high school students?

Jane: “For example, if they have trouble to memorize vocabulary, maybe I can teach them or let them learn how I learned vocabulary...For grammar, some learning English skills and strategies, it’s kind of important as a Chinese to teach them those things, which is expected from the parents and students.”

Specifically, in excerpt 6(1), Ella attempted to explain the use of the relative pronoun “whose” using a grammar exercise. When she posed a question in English about the appropriate use of “whose” in relative clauses (line 01), the students remained silent for approximately 20 seconds. In response, she switched to Chinese to prompt the students and asked a simpler question, “Is there anyone?” (cf. lines 02-05) Subsequently, students were able to locate other questions in the exercise where they could use “whose” (line 09). During this interaction, students demonstrated their needs for translanguaging assistance. Nonetheless, the fluidity and flexibility of their language use provided them with opportunities to leverage their full linguistic repertoire in the analysis of new language and content, thereby cultivating their metalinguistics aptitude.

Excerpt 6(1) Class Transcript-Learning Grammar

(Ella-G8, Dec 8, 2022)

01 Ella: “whose”, how do we use that? What does it mean?

(Students remained silent for around 20 seconds.)

02 S: 某些人的物品 [*someone’s items*]

03 ::Ella: 某些人的物品, 表所属的时候 [*someone’s items, means belonging*]::

04 Ella: Okay, so like, here in this exercise, is there a question that we need to

05: use whose? Is there...anyone?

06 ::S1: No::

- 07 Ella: No? You sure? Look at it, 下面哪一个有可能需要用到 whose 的, 有
08: 没有用到 [*Which one below might require the use of “whose”*]?
09 ::S2: 九 [*The ninth*]:
10 Ella: whose, whose 表示的是什么的 [*whose means it belongs to...*].

Translanguaging practices were employed in the pedagogical approach to teaching and learning specific strategies, as exemplified in excerpt 6(2). In particular, Jane spoke predominantly Chinese while instructing on listening skills, which was demonstrated through her utilization of a TOEFL listening passage. During this class, the students were practicing the skill of identifying transitional and sequencing words, and Jane invited a student to offer insights into his personal technique for recognizing and identifying those keywords (cf. lines 11-15).

Excerpt 6(2) Class Transcript-Teaching Learning Strategies

(*Jane-G11, Nov 1, 2022*)

- 11 Jane: Okay, S1 你能不能说一下, 在听这种 lecture 的时候你的 keywords,
12: 或者是哪一个 sentence 是比较关键的, 是让你觉得, 这里应该要讲第
13: 二个论点了, 或者这里是要补充第一个论点了 [*S1, can you explain*
14: *how do you identify the keywords or sentences which signal the speaker*
15: *move on to the next point in this kind of lecture*]?
16 S1: 就是转折词和连接词呗 [*to find transitional and sequencing words*].
17 Jane: 你能从文章里面找一下吗? 比如说第几段, 举个例子就好... [*Can*
18 *you give us some examples? For example, which paragraphs...*]
19 S1: 好. 那就比如说, 在第二段, 啊, 在第三段和第四段, 在讲完一个论点之
17: 后, 他说, you may be wondering how that theory holds up, 然后就是这
18: 一个反问句就是说明...给第一个论点给一些细节的补充 [*Okay. For*
19: *example, from the second to the fourth paragraph, the lecturer finishes*
20: *discussing one argument and says “you may be wondering how that*
21: *theory holds up”, which signals there will be more detailed information*
22: *to supplement the argument*].
23 Jane: Okay, all right.

Furthermore, as demonstrated in interviews with teachers and students, Chinese is frequently used to explain and clarify the meanings of unknown vocabulary words. For instance, in excerpt 6(3), after a student with higher English proficiency (S1) explained the meaning of the keyword “conflict” in English (line 25), May asked the entire class to

provide the Chinese translation to ensure that all students understood the key vocabulary (cf. lines 26-28). May then used the story of *The Boy Who Cried Wolf* to reinforce understanding of the word “conflict” (cf. lines 29-38). Additionally, Jane used Chinese to help students learn the expression of a color by breaking down the compound word “brick-red” (cf. lines 47-49), as the second scenario depicted in excerpt 6(3).

Excerpt 6(3) Class Transcript-Explaining Unknown Vocabulary

(May-G9b, Oct 6, 2022)

- 24 May: S1, what is conflict?
 25 S1: Conflict is a difficult thing to solve or... a difficult situation in the story.
 26 May: Very good. A difficult situation, in Chinese, we call that 故事里边的...
 27: [we call that...in a story]
 28 ::S: 冲突 [conflict]::
 29 May: 冲突 [conflict], right? So what is the conflict in the story 狼来了 [*The Boy Who Cried Wolf*]? S1?
 30: *Boy Who Cried Wolf*? S1?
 31 S1: Boy 和 villagers 么 [*Boy and villagers*]?
 32 May: Very good, because the boy keeps telling lies, and the villagers keep
 33: trying to...
 34 ::S2: Trust::
 35 May: trust him, right? That is the conflict. Great! In Chinese, we call that...
 36 ::S: 冲突 [conflict]::
 37 May: 冲突 [conflict], right?
 38 S: Yes.

(Jane-G10, Nov 22, 2022)

- 39 Jane: So first, what's the color of our school? The main color.
 40 S1: Red. (The student's voice was very low.)
 41 Jane: Black?
 42 S1: Red.
 43 Jane: Red...也不是那种正红色, 是不是 [*It isn't red, is it*]?
 44 S1: 砖红色 [brick-red]
 45 Jane: 对, 怎么说的来着 [*Correct, how to say that in English*]?
 46 S1: 忘了 [*I don't remember*].
 47 Jane: 砖红色, 砖怎么说? B... [*Brick-red, how to say brick? B...*]
 48 S2: Brick
 49 Jane: Brick, 很好 [*Very good*], brick-red, right? Okay.

Lastly, students often incorporated Chinese while discussing difficult concepts with their teachers. As illustrated in excerpt 6(4), a student (S3) in May's class attempted

to explain the message of a story that she read in class (line 51). Despite the reminders of her classmates to speak English (line 52), S3 continued to rely on Chinese to complete her sentences (lines 53, 55) and express her thoughts (line 58). May assisted in this process by providing the word “grateful” in English (line 54), and interacting with the student using English (cf. lines 57-62).

Excerpt 6(4) Class Transcript-Discussing Difficult Concepts

(May-G9b, Oct 6, 2022)

- 50 May: So let’s hear from the other group. S3, what is the message?
51 S3: 不经过比人允许就... [*Doing something without permission...*]
52 S: English!
53 S3: Um...Don’t stole something, and people need to...感恩 [*appreciate*].
54 May: Yeah, grateful, right?
55 S3: and we should don’t...don’t...you know...太死板, 太...封建一样 [*too*
56: *rigid, too...close-minded*].
57 May: Okay, so where did you learn this lesson?
58 S3: 就是她爸爸那个地方 [*from the part involving her dad*]
59 May: Oh~ So sometimes in order to solve the problem we need to...
60 S3: learn something new
61 May: you’ll learn something new or think outside the box, or think outside
62: the tradition, very good, that is a very good lesson, right?

The class scenarios described above illustrated the need and incorporation of Chinese by teachers and students to facilitate classroom interactions, particularly when learning and teaching grammar, learning strategies, explaining unknown vocabulary words, and communicating difficult content and concepts. Those classroom activities validate and demonstrate the beliefs and perceptions of teachers and students regarding the benefits of using Chinese in the teaching and learning of English. Furthermore, each example highlights the inevitability and necessity of using Chinese in the learning of English in these classes.

Constant Self-Debate of Language Use in Class

The three teachers in this study demonstrated varying degrees of self-debate of language use and reluctance to conduct an English-only policy in their classrooms. Ella and May explicitly emphasized the importance of using as much as English as possible for EFL teachers in order to avoid reliance on the students' first language for communication and interaction. They also stressed the need for balancing the use of Chinese and English in the classroom. In the interview, Ella mentioned that "...you need to balance (the use of Chinese and English) because they are learning English and they should know the grammar term". However, an analysis of Ella's class transcripts revealed she spoke more Chinese than English (65.03% of her class transcripts were in Chinese), which was at odds with her stated belief in using as much English as possible. An example of this can be seen in excerpt 7, where Ella primarily used Chinese while guiding the students in determining the tense of an exercise question (cf. lines 66-89), including the expressions of grammar terms.

Excerpt 7 Class Transcript

(Ella-G8, Dec 15, 2022)

- 63 Ella: Okay, number six. My uncle 什么 *[what]* the same pullover the whole
64: winter. 注意一下这个短语这一整个冬天他都怎么样, 他都一直穿
65: 着这个 pullover *[Pay attention to this phrase, the whole winter. What is*
66: *about him the whole winter, he was always wearing the pullover], right?*
67: 那么一直, 过去这一整个冬天他一直在做的事情我们用的什么时态
68: *[What tense should we use to describe the thing that he has been doing*
69: *during the past winter]??*
70 S1: 过去进行时 *[past continuous tense]*
71 S2: 一般现在 *[present tense]*
72 ::S3: 一般现在 *[present tense]::*
73 S1: 一般现在 *[present tense]*
74 Ella: 一般进行, 一般现在, 想想 *[present continuous tense, present tense,*
75: *think a little harder]*
76 ::S1: 一般现在 *[present tense]::*
77 Ella: 一般现在 *[present tense]?* 比如说 S1 喜欢踢球, 这个表示他

- 78: general 的一些东西, 就表示他喜欢的一些东西的时候, 这时候是用
 79: simple present, okay [*We use present tense to express some general*
 80: *status, such as S1 likes to play soccer*]? 那我们说要去表达从过去某一
 81: 个时间点, 我到现在一直在做的这个是, 我们用何时态 [*What*
 82: *about we need to describe a thing that we kept doing in the past until*
 83: *now*]? 从过去某个时间点开始一直做到现在 [*We kept doing that*
 84: *thing from the past until now*].
 85 ::S1: 现在完成::
 86 Ella: 现在完成 [*present perfect tense*] ...
 87 ::S: 进行时态 [*continuous tense*]::
 88 Ella: 进行时态 [*continuous tense*], 所以应该是什么 [*Thus, what should we*
 89: *fill out here*]? My uncle 什么 [*what*]?
 90 S: has!

To a greater extent, Jane demonstrated a strong sense of self-debate regarding language use in her classes. As shown in excerpt 8, Jane believed that students should be immersed in a fully English-speaking environment in her classes, with lower English proficiency level students speaking more English to improve and higher English proficiency level students benefiting more from an English-only class environment. However, Jane admitted that she was not confident enough to implement an English-only policy and felt that her students needed Chinese support to succeed in class. Despite this, the class transcript data indicated that Jane spoke 80.03% Chinese in one of her Grade 9 classes (another English-only Grade 9 class is discussed later in this section), 77.26% in her Grade 10 classes, and 76.60% in her Grade 11 classes. This strong self-debate about incorporating Chinese in her classes resulted in the highest usage of Chinese among the three teachers. That is, Jane's teaching philosophy and language usage during instruction were heavily influenced by her perception of both her own and her students' English proficiency, as well as her unwavering commitment to English-only policies within language classrooms. Specifically, her pedagogical approach and language choices,

particularly her use of Chinese to teach English, were fundamentally incongruous with her deeply ingrained beliefs regarding language teaching and learning.

Excerpt 8 Teacher Interview

I: So will you allow them to discuss it in Chinese about the video content?

Jane: "...I also debating myself a lot in this kind of question because their English's low, that's why they need to speak more English, right? They can't use Chinese...I feel like sometimes I don't really give them enough input, that's why they don't have output. For the lower-level students, I am trying to let them speak more English in the class, and for the high-level students, I feel like I should speak English for the whole classes because they already know a lot of English, I should do that. I guess I feel not that confident about myself, also I lack confidence on my kids. Deep down in my mind, I just feel like maybe they need some Chinese help. But if you think about it, they are really smart, they can survive without any Chinese help, right? This is how you learn a language."

In comparison to Ella and Jane, May used more English in classroom activities, particularly during whole class discussions. However, in certain instances, she chose to use Chinese to effectively organize the students during class activities, as demonstrated in excerpt 9 (cf. lines 91-95, 106-113). Using Chinese as a means of communication allowed May to convey the students with detailed activity instructions in an efficient manner, thereby creating opportunities for them to utilize class time to delve into the stories they chose to read.

Excerpt 9 Class Transcript

(May-G9b, Oct 13, 2022)

91 May: 来, 抓紧时间看一下哈, 你们看一下哪一个故事你们更比较感兴趣

92: *[Hurry up, pick the story that you are interested in].*

93 S1: 是一个组拿一个吗 *[One story for each group]?*

94 May: 嗯. 你们选完之后把你们的 title 还有你们的名字写在这里 *[Yes.*

95: *Write down the title of your book and your names on the whiteboard].*

96 S2: 我选这个 *[I pick this one].*

97 May: 确定了 *[Are you sure]?*

98 S2: 嗯 *[Yes].*

99 May: 来, 我再纠正一下啊, 在英文里面, 它没有书名号, 如果是, 你想给

100 大家说这是一个书的名字, 你可以斜着写啦, 没有书名号 *[Your*

101: *attention here. There is no book title mark in English. If you want to*

102: *indicate it's the name of a book, you can write it in italic format].*

- 103 S3: 要把书写上去么, 老师 [*Do we need to write the title of the book?*]
 104 May: 对 [*Yes*].
 (Students were writing the information that May asked.)
 105 May: 来, 快点昂 [*Come on, hurry up*].
 (One minute later.)
 106 May: 好, 其他的同学, 如果已经写完的话就跟你的组员坐在一起 [*Okay,*
 107: *if you finish writing down the information that I asked for, please sit*
 108: *with your group members*]. 这节课剩下的时间我们就把整本书读完,
 109: 摘出这七个 elements, 其实是六个 elements: message, setting,
 110: character, conflict, plot, resolution [*In the rest of today's class, you*
 111: *need to finish reading your book and identify seven, actually six*
 112: *elements, including message, setting, character, conflict, plot, and*
 113: *resolution*].

Meanwhile, during open classes, all three teachers used English only. As previously mentioned in Chapter 3, faculty members and teachers were invited to observe some classes to provide feedback and support the evaluation and improvement of teaching practices. In Spring 2021, I observed Ella's open class and noted in my memo that "Ella delivered full English instruction in her open class. Unlike her regular classes, she did not incorporate grammar points or exercises in this class. Instead, she conducted two engaging activities, read-aloud and K-W-L. Students spoke Chinese during pair-share, and Ella stuck to using English the whole time." In addition, I observed May's and Jane's open classes during Fall 2022. While I did not have permission to audio/video record these classes, I took detailed field notes and memos based on my observations. As shown in excerpt 10, both May and Jane also delivered full-English instruction during open classes, which was unexpected based on my experiences in their regular classes. While I understood the school board and parents' requirement for an English-only policy, I did not expect the teachers to be able to present these classes entirely in English.

Excerpt 10 Fieldnotes and Memos

(May-G9a, Sep 22, 2022, 13:35-13:55 pm CST)

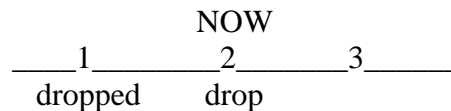
...

To smoothly transit to the next part of this lesson, May asked the students to review and share anything that they knew about Hawaii. May indicated that those students did some research about Hawaii before this class. Then, she distributed a handout to students, and took a draw to decide the group leader. May gave students three minutes to discuss and understand the four questions on the handout, and underscored that group leaders needed to make sure that their members understood every question. Students needed to answer those questions after watching a video that she would play later. She also double-checked if they fully understood the activity. During the group discussions, group leaders translated each question in Chinese to the ones who did not understand the questions. At the same time, May circulated among each group to make sure that they were having productive conversations.

(Researcher Memos: During the whole section, May kept using English which was different from her other regular classes. Some students used Chinese in group discussions, but May did not say any English words until now, even when she facilitated the group discussions.)

(Jane-G9, Jan 3, 2023, 15:00-15:10 pm CST)

...
She categorized verb forms into three groups, v1, v2, and v3, which they already learned from previous lessons. For example, go is v1, went is v2, and gone is v3. Then she asked the students what category “drop” is in, and what the v2 and v3 form is for “drop”. Jana also drew a timeline on the whiteboard for students to understand the tense of verbs.



After Jane finished the timeline, she and her students had a conversation:

Jane: When did I drop it?

S: at 1

Jane: Then what form of drop should we use?

S: dropped

Jane: Great! What do we call this whole thing again? (Pointing to the example sentence: A pen was dropped by Pearl.)

S: Passive voice.

Jane restated that in the sentence “Pearl dropped a pen”, they paid more attention to the subjects of an action, which was called the active voice. While, if we emphasized the objects, we used passive voice, like the sentence: “A pen was dropped by Pearl”. Then, Jane wrote down the following formulate on the whiteboard and asked the students if it was correct for passive voice.

*s.	+ be	+ o.
A pen	was	Pearl.

Some students answered that the grammar formula of passive voice should add v3 after be.

s. + be + v3 + o.

(Research Memos: Jane highlighted grammar rules and formulas to help the students to remember...The whole class was conducted based on the IRF model. Students did not have many opportunities to generate their own thoughts, since the activities were organized for practicing a grammar formula in a narrowed way. Also, I was wondering if she was able to deliver effective full English instruction about difficult grammar and content. She used mostly Chinese in her regular classes, but it was good to know that she was able to conduct an English-only policy.)

The three open classes that I observed demonstrated similar instructional approaches in which the teachers did not introduce significantly challenging or unfamiliar content or difficult grammar structures. For example, Ella did not explain any grammar concepts using exercises as she typically did in her regular classes. Additionally, May asked students to do prior research on the class materials and provided additional support to facilitate preparation. Jane, on the other hand, reviewed a grammar point using simple activities during class. As a result, all three teachers were able to present full-English instructions which were comprehensive to the students. Additionally, students made use of both Chinese and English during group discussions, allowing them to follow teachers' instructions and participate in classroom activities.

It is also important to mention an English-only lesson conducted by Jane, which focused on learning compound words. In this class, Jane strictly prohibited the use of Chinese by the students. As an example, in excerpt 11, when a student (S2) attempted to use pinyin (the Chinese phonetic system) to demonstrate his understanding of the word "armchair" (line 121), Jane told him "You can't speak Chinese" (line 122). Jane then used body language and gestures to illustrate the concept of an armchair and asked a different student (S3) to explain the meaning (line 131). However, S3 appeared confused and remained silent, and S2, who had previously grasped the definition of an armchair,

was also confused after Jane's demonstration (cf. lines 133-136). In this scenario, Jane spent an additional two minutes explaining the meaning of a single word.

Excerpt 11 Class Transcript

(Jane-G9, Jan 10, 2023)

- 114 Jane: Okay, guys, what's this? What do we call this? (She was gesturing to show her arms.)
115 S: Arm
116 Jane: Okay, so what is this? (She was pulling out a chair under the desk.)
117 S: Chair
118 Jane: Okay, put these together?
119 S1: Armchair
120 Jane: What is an arm chair?
121 S2: Um...s-h-a...
122 Jane: No, you can't speak Chinese. You can describe.
123 S2: Um...chair
124 Jane: Chair...like when...
125 S2: When you...when you...you...use
126 Jane: Okay, look at this. If I sit on this, if I sit here, where do I put my arm?
127: (She was sitting down on one chair.) Here, right? (She was putting her
128: arms on her lap.) What if I want to put my arms like this? (She was
129: lifting her arms and pretending to sit on an armchair.) So, where do I
130: sit?
(Students were not responding.)
131 Jane: Where do I sit, S3? Where do I sit?
132 S2: Armchair (S3 did not answer the question.)
133 Jane: Armchair, so do you know what is armchair?
134 S2: Um...
135 Jane: No?
136 S2: Boss chair
137 Jane: What? Boss chair? Okay, all right. Check out this. (Jane was showing
138 a picture from her laptop.) Is this armchair? Is this an armchair? Yep?

There were other instances during this lesson when students requested permission to use a small amount of Chinese to help them convey their thoughts and understanding, which were immediately denied by Jane. For example, when a student (S1) tried to explain the meaning of “dragonfly”, he asked “Can I speak Chinese”? and was promptly refused by Jane. Similarly, when another student (S4) used the Chinese phrase “原来是这样[I understand now]” to express her understanding of the word “touchdown”, Jane

firmly stated “no Chinese”. Additionally, students who immediately used Chinese to answer Jane’s questions were given stickers as a form of punishment. For instance, when asked the meaning of the word “corn”, S5 responded “玉米[*corn*]”. Jane then gave S5 a punished sticker, emphasizing that he should have explained it in English rather than using Chinese. Despite Jane’s strict implementation of an English-only policy in this class, students still found ways to incorporate some Chinese in their communication, such as when S5 mimicked the sound of a thunderstorm to provide hints for S1 (lines 142, 146), as shown in excerpt 12.

Excerpt 12 Class Transcript

(Jane-G9, Jan 10, 2023)

139 Jane: Thunderstorm, okay, great. Helen, can you explain this to Jacy?

140 S5: Thunder...a thunder is very big, right?

141 S1: Um...

142 ::S5: 轰隆隆隆 (She was mimicking the sound of a thunder in Chinese.)::

143 Jane: Is this a good weather or bad weather?

144 S5: Bad weather

145 Jane: Bad weather...is there a rain? Are there rains?

146 ::S5: 啪~ (He was trying to mimic the sound of a flash using Chinese.)::

147 S1: Yes.

148 Jane: Like heavily?

149 S1: Yes. Thunder is mean flash.

In essence, teachers and students exhibited a range of translanguaging practices between English and Chinese, highlighting the necessity and inevitability of using Chinese in daily classroom interactions. The three teachers demonstrated self-debate of appropriate language use in class, with Ella and May acknowledging the negative impact of excessive use of Chinese while stressing the importance of balancing the use of English and Chinese. Specifically, Ella and May espoused the belief that they should use as much English as possible during classroom interactions. However, Ella demonstrated conflicting teaching practices by using more Chinese than English in class. Furthermore,

Jane strongly advocated for an English-only policy in the school setting, and she struggled to effectively deliver full-English instruction. While the three teachers were able to implement an English-only policy for open classes, which were required to use full English instruction, they expressed reluctance to do so in their regular classes. Notably, students demonstrated a strong need to use Chinese in Jane's English-only class, but were forced to engage in full English conversations. As a result, they were only able to discuss the meaning of 13 unfamiliar compound words using two activities in a 45-minute period. Additionally, some students seemed confused for much of the class, as they were not allowed to ask questions in Chinese.

The Enactment of Humanizing Pedagogy through Translanguaging Practices by Teachers

The three teachers in this study exhibited various uses of translanguaging practices in and beyond the classroom setting. In particular, using both English and Chinese during classroom interactions and after-class conversations enabled those teachers to (1) create a welcoming and safe space for their students to learn and understand the English language, (2) make class content and materials accessible to all students, and most importantly (3) foster a strong sense of connection with their students. Subsequent sections will provide detailed analyses of these sub-themes through illustrative classroom vignettes, student perceptions, and teacher reflections.

Creating a Welcoming and Safe Space for All Students through Translanguaging Practices

The three teachers emphasized the importance of providing a safe space for all students to practice English, even if it involved making mistakes or using Chinese to

facilitate expression, particularly in the realm of spoken language. For example, in excerpt 13, Ella described how she encouraged a shy student to participate in post-class questioning. Similarly, Jane emphasized the need for students to feel comfortable speaking out and using Chinese to facilitate their understanding of course content. Additionally, in the final presentation from May's summer course, she and other students spoke Chinese to encourage a student (S1) who was hesitant to present his final project (cf. lines 152-157), as shown in excerpt 14. May spoke Chinese to encourage S1 before he stepped in front of the class (line 151). Then, after May and other teachers and students in the room shouted out “加油 [*Come on!*] *You can do it!*” (line 158), S1 started to present his poster and final project about volcanoes. These instances demonstrated the teachers' commitment to fostering a supportive environment that promotes confidence and language acquisition among their students.

Excerpt 13 Teacher Interview

I: How about when they are afraid of making mistakes speaking English, what do you do to help them?

Ella: “I always tell my students that it's okay that you didn't give me the correct answer. It's okay that you make mistakes. The thing is that I hear you speaking English, I see you write English. What I want to see is really you practice it, you do it, not the result. So like grade 8 a student, she's shy, when we talk about, when we discuss she's telling me “我怕我答的不对 [*I am afraid that my answer is not correct*]”. I would say, “没关系, 答不对也没关系, 试一试 [*it's okay, say it*]. The most important thing is that you participate, you practice it, you really do it.”

Jane: “...so the students...no matter they make mistakes or whatever, it doesn't really matter. So just let them speak, let them make mistakes. The students have to learn from their mistakes... (I: Will you allow them to use some Chinese if the class content is very difficult?) Actually, for my ESL class, I don't think they will go anywhere if they can't talk in Chinese with their partners. They probably just use their body language or waste their time there.”

Excerpt 14 Class Transcript

(May-G9a, Aug 18, 2022)

150 May: Let's welcome S1 to introduce volcano to us.

(May and the Academic Principal got up and helped the student to put up the poster.)

151 May: Take it easy, it's okay. 加油, 没问题的 [*Come on, you will do great*].
(To S1)

152 S1: 首先呢 [*First*] ...

153 ::May: you can refer to your....::

154 S1: 我知道 [*I know*]. 首先呢, 我的英语可能不是很好 [*First, my English*
155: *is not that good*]. 我说的你们可能也听不大懂, 我自己可能也听不大
156: 懂 [*You may not be able to understand what I am going to say, and*
157: *even myself cannot understand*].

158 The audience: 加油 [*Come on*]! *You can do it!*

159 S1: Okay, what is volcano. This is volcano (pointing to the poster). The
160: volcano looks like muffins. They are white at the bottom...

In addition, with the exception of Jane's English-only class for 9th graders at the end of the fall semester, students were permitted to use both English and Chinese to discuss course materials, express confusion, and ask and answer questions in class. Across different class settings (regular and open classes), students used both English and Chinese if they had difficulty in understanding teachers' instructions and class materials, with using Chinese only in group discussions during open classes and using both languages anytime in regular classes. As demonstrated in excerpt 15, Ella and May did not require students to exclusively use English during group discussions, recognizing that the use of Chinese could facilitate deeper comprehension of the targeted topic and class content, which supported student English learning and activity participation.

Excerpt 15 Fieldnotes and Memos

(Ella-G8, Dec 1, 2022, 13:15-13:25 pm CST)

...
Ella asked the students to sit with their group members and start reviewing the story. At that moment, one student asked “我们说的的时候可以看书吗 [Can we look at the book when we retell the story]”? Ella answered, “you may not, please try your best to retell the story without looking at the book. Start reviewing the story, and you can discuss it if you need, 4 minutes”.

During group discussions, in one group, a student was explaining the problem, the setting, and the character to the other student in English since the latter student seemed not understanding the story at all. At that time, the teacher

reminded them to focus on the plots. Then, the student who was explaining switched to Chinese immediately.

(Researcher Memos: The plot was more difficult to explain in English for the students, so they switched to Chinese. In that sense, Chinese was helpful for them to better understand and discuss the story. Otherwise, the latter student may get lost in their conversation.)

(May-G9b, Sep 29, 2022, 13:10-13:25 pm CST)

...
May directed the students to work in pairs to design their posters about explaining the movie Moana. After students sat with their partner, they started to discuss the content of the movie. At that moment, May said, “你们可以用中文讲一遍, 再用英文讲一遍 [*You can use Chinese to discuss it, and then in English*]. Then, S1 started to retell the story in Chinese to S2, as well as the other groups.

(Researcher memos: S2 did not watch this movie after last class. Thus, he did not fully understand most of the plots in the movie recap that they watched in class. May noticed S2’s confusion and suggested that S1 explained the movie in Chinese to help S2 understand the content of the movie.)

Apart from allowing students to use Chinese in group discussions, May often made it clear that they could use Chinese during whole class discussions as well. As shown in excerpt 16, May explicitly provided students with the option of using Chinese to help students express their understanding of keywords and concepts (lines 169, 170 and line 198). Noteworthily, the first scenario in excerpt 16 illustrated how May and her students created a translanguaging space using both languages, within which May was trying to use as much English as she could while students expressed their thoughts using Chinese in a fluid and engaging way (cf. lines 175-193). During their whole class discussion, S2, S4, and S5 collaboratively explained the plot of *The Boy Who Cried Wolf* to S3, with May facilitating the conversation in a supportive manner without forcing them to switch back to English.

Excerpt 16 Class Transcript

(May-G9b, Oct 6, 2022)

161 May: ...Message, okay~

162 S3: message mean like information

163 May: Like information? Like...what kind of information? Because story has
 164: a lot of information, right?
 165 S3: 这个[*This is*]...
 166 S4: Life lesson
 167 ::S5: Life lesson::
 168 S3: Life lesson
 169 May: I am asking S3. If you do not know how to say that in English, maybe
 170 you can say...you can use Chinese.
 171 S3: 这不是信息的意思么 [*Doesn't it mean information*]?
 172 May: 信息, right? 信息, 或者是一个 [*information, right? Information, or*
 173: *it means*]...
 174 ::S4: a purpose::
 175 May: A lesson you have learned from this story, right? Okay so S3, you
 176: know this story 狼来了 [*The Boy Who Cried Wolf*], right? You know
 177: it for a long time, right?
 178 S3: 我我...不知道 [*I, I...I don't know*].
 179 S2: 就是说从前有一个小孩, 就是说狼来了狼来了, 但是狼其实没来
 180: [*Once upon a time, there was a kid who kept saying here comes the wolf,*
 181: *which was a lie*].
 182 ::May: Yes: 然后 [*And then*]...
 183 S5: 然后最后狼真的来了, 但是没有人来, 他就被吃了 [*And then the*
 184: *wolf came eventually, but nobody believed the boy. He was eaten by the*
 185: *wolf*].
 186 S3: 还真有这个故事啊 [*It is a real story*]!
 187 May: Okay, good, good, So S2, can you help me out, what is the message
 188: we have learned from this story?
 189 S2: Don't tell lies.
 190 ::S5: Do not tell lies!::
 191 May: Yes, do not tell lies to all the others who tell you, 不 [*excuse me*], trust
 192: you, right? Okay ~ So this is called 信息或者是 [*the message of a*
 193: *story or*]...you know what it means, right? Okay~

(May-G9b, Oct 20, 2022)

194 May: ...Very good! Okay, next one, we have...S6?
 195 S6: Characters
 196 May: Character! So what are characters?
 197 S6: Um...就是...我不知道怎么说 [*That is...I don't know how to say it*]...
 198 May: You can use Chinese, but try to use English.
 199 S6: Okay, 就是一个 story 的主要的一个角色 [*It means the main character*
 200: *in a story*].
 201 May: Not only 主要的角色 [*not only the main character*], characters means
 202: all the people, or all the animals right? in a story, right? If it is a 主要
 203: 的角色 [*main character*], we call that...
 204 ::S5: main::

205 May: main character, right? Very good! So characters means people or animals in that story, right? Very good.

In addition, as for Jane's regular classes, she kept using Chinese even when students tended to speak English, as shown in excerpt 17 (cf. lines 211-216). During this class, they were learning how to compose an interesting story about their favorite buildings, items, or persons. When Jane and S1 brainstormed key components of a story about the British Museum, a favorite building of S1's, Jane initiated the conversation using Chinese, and continued to respond to the students in sentences mostly in Chinese. Lastly, it is noteworthy that these interactive student-teacher interactions were absent during open classes, in which the majority of students remained silent due to the prohibition on using Chinese in whole class discussions.

Excerpt 17 Class Transcript

(Jane-G10, Nov 22, 2022)

- 206 Jane: ...对, 我们都会介绍一些 background, 对吧 [*Yes, we need to provide*
207: *the audience with some background information, right*]? 比如 S1 最
208: 喜欢的大英博物馆那个, 是不是要先讲一下是什么时候 [*For*
209: *example, S1's favorite building, British Museum, she needs to talk*
210: *about when*]...
211 ::S1: location::
212 Jane: 在哪里看到的诶, 还有呢 [*Where did she saw it, and what else*]?
213 S1: When, where, and the history of it, and the meaning of it.
214 Jane: the history and meaning of it, okay, 都是一些 background information
215: [*Those are all background information*], history, 还有呢 [*what else*],
216: the highlight 是什么呢 [*what is the highlight of your story*]?
217 S2: why
218 S1: 啥 [*What*]?
219 S2: Why, reason
220 Jane: Reason, 你为什么喜欢它 [*Why do you like it*], 那你要解释一下你为
221: 什么喜欢它 [*You need to explain the reasons that you like it the*
222: *most*]. (To S1)
223 S1: 好看 [*Beautiful*]
224 Jane: 仅仅是因为好看 [*Is that the only reason*]?
225 S1: 酷 [*Cool*]
226 Jane: 酷 [*Cool*]...还有呢 [*What else*]?
227 S1: Meaning 就是有意义 [*"meaning" is meaning*]...

228 Jane: 对 [*Yes*], exactly, 那...是什么 meaning 呢 [*What are the meanings of*
229: *that building*]?
230 S1: Um...好像...我忘记了 [*Like...I forgot*]

In addition, through translanguaging practices, teachers created opportunities for their students in negotiations around different perspectives and to confidently challenge teachers' ideas. For example, in one class, May switched to Chinese to consult with her students about class content and lesson sequence, a rare occurrence in Chinese educational settings. Later that day, May explained to me that she decided to ask her students' opinions because she sensed students were not prepared for a productive lesson, as shown in excerpt 18.

Excerpt 18⁸ Informal Interview

I: I have another question. Regarding today's class, why did you ask the students what they wanted to do for this class?

May: "I asked them what they would like to do in today's class because I sensed they were not in a productive mood. Most of them were late for class, and some of their classmates went to Shanghai for a competition. Their other classes were switched to self-study or playing movies. I just felt that they did not have that mindset of having a regular class. Then, I decided to ask their opinions. I thought about playing a movie for them too, but I have my scheduled lesson plans."

In a slightly different vein, as illustrated in excerpt 19, Jane's students challenged her feedback during a drama rehearsal. Specifically, after the first round of students' rehearsal, Jane suggested that the thieves in the play should get off the stage until the next scene. However, a student (S1) explicitly explained it would not be realistic for a thief to escape from a museum carrying the painting that they stole (cf. lines 235-238). Then, other students (S2 and S3) expressed their endorsement of this detail. Finally, Jane was

⁸ The informal interview with May was transcribed and closely translated from the Chinese conversations between the researcher and her.

convinced by her students' elaboration (line 240), and she chose to respect their opinions and tried not to interrupt their second round of the rehearsal afterwards.

Excerpt 19 Fieldnotes

(Jane-G9, Aug 3, 2022, 13:20-13:35 pm CST)

...

- 231 Jane: Hey guys, I have a question about that scene, after the thieves get the
232: painting. I think they should go out of the museum, and when the
233: narrator says "next day", it's the cue for them to come back to the
234: stage.
235 S1: Um... 不不, 我觉得他们应该留在博物馆, 他们拿着画不那么容易
236: 出去 [*Um...no, no, I think it would make more sense if they stay in the*
237: *museum overnight because it won't be easy for them to get out of the*
238: *museum carrying that painting*].
239 S2&S3: 对, 我也这么觉得, 这样子更好 [*Yes, I think so too. That's better*].
240 Jane: Oh, make sense, great.

Furthermore, students in Ella's class did not hesitate to question the appropriateness of a particular handout, as shown in excerpt 20 (line 243). Responding to students' confusion, Ella clarified the reason that they needed to go over the exercise immediately (cf. lines 244-245, 247-251). Indeed, these interactions from Ella's, May's, and Jane's classes could only happen when students felt safe and comfortable in the learning environment, through which teachers and students co-constructed a translanguaging space that facilitates open communication and productive collaboration between students and teachers.

Excerpt 20 Class Transcript

(Ella-G8, Dec 15, 2022)

- 241 S1: 这个么老师 [*Do you mean this one, Ms. Ella*]?
242 Ella: Yes.
243 S1: 这个不是都批过了么 [*Have you already graded and reviewed it*]?
244 Ella: Some of the questions have been marked, and some of them have not
245: been marked.
246 ::S1: Okay::
247 Ella: Like here, I didn't mark, and here, I didn't mark. Right? So this part,
248: you need to check if your sentences are correct or not. 检查一下啊, 再
249: 检查一下 [*Please check it, double check*]. 上面你们写的句子都写的

250: 不一样昂 [*Your sentences to those questions in the exercise are*
251: *various*].
(Ella continued to circulate the room and checked everyone's sentences.)

Making Class Content Accessible to All Students via Translanguaging Practices

According to the teachers' illustrations, students in their ESL courses have varying levels of English proficiency and motivation to learn the language, making it difficult but necessary for teachers to make class content, instructions, and activities accessible to all students. For example, May described that "in her Grade 9b class, one student has obtained 93 in TOFEL examination while the weakest one has only 2000 vocabulary words". Similarly, in Jane's Grade 9 class, some students have had experience studying in the U.S. or Canada, making them more advanced in terms of vocabulary and English skills. To serve students with diverse English competencies, effective teachers must pay special attention to how they can make class content accessible to all students. One common method that teachers in this study used is incorporating Chinese during classroom interactions, in addition to providing authentic English videos and audios, body language, and other visual supports. For instance, both May and Jane mentioned using bilingual captions to help students understand the content of video resources, as excerpt 21 shown below. In addition, May described how she used both English and Chinese to ensure that all students understood class instruction, as seen in excerpt 22. Observations of May's classrooms showed that she tried to deliver English instruction to the whole class while using Chinese to facilitate group discussions.

Excerpt 21 Teacher Interview

I: What instructional materials do you use and how do you use them to make English learning and teaching accessible to all students?

May: "...whenever before I started a topic, a module, I will do some research online, because the students really like to watch videos, but short videos. So I search online, on YouTube, to find videos that is related to the topic I am

teaching, but also not really difficult for the students. For example, I had the video about Hawaii that is designed for the U.S. kids. And most of my students, even the weak students, with the bilingual subtitle, they can understand most of it.”

Jane: “For the teaching materials, I would say I use different online resources, like YouTube, or Podcast, just something interesting I saw on the internet. It could make my students feel interested. (I: How do you help them understand the materials if they are struggling?) If my students’ level is really low, I would post both the English and Chinese subtitles so they can learn it from themselves.”

Excerpt 22 Teacher Interview

I: How do you feel using students’ L1 (Chinese) to facilitate classroom interactions and instructions?

May: “In my class, before I give them a group work, I just will go through all the rules in English, but when they start to work in groups, I will use Chinese to ask them: ‘Do you know what you are expected? Can you tell me how much time you need?’ And they can tell me in Chinese, and if they do not know, I might use Chinese to explain.”

Ella afforded her students the opportunity to offer peer support and facilitate comprehension of coursework demands by allowing the students to use Chinese, as demonstrated in excerpt 23. Specifically, when a student (S3) was perplexed regarding the course final assignment, other students (S2 and S1) actively utilized Chinese to explain to him alongside Ella’s English interpretation (cf. lines 267-269). As a result, S3 finally understood the requirements of the assignment and secured additional help from S2 after class (line 272).

Excerpt 23 Class Transcript

(Ella-G8, Dec 15, 2022)

252 Ella: So, S3, have you finished that?

253 S3: 嗯 [What]?

254 Ella: The audio book

255 S2: 你写完了么 [Have you finished it]? (To S3)

256 S3: 什么 [What]?

257 S2: 就那个读的那个 [The one that you need to read]...

258 S3: 哪个读的 [Which one]?

259 ::Ella: 哎 [Sigh]::

260 S2: 期末考试读课文, 然后配音乐 [It’s one of our final assignments that

261: we need to read passages with music].

262 S3: 没有 [No].

263 Ella: Okay, so, today actually like two...twelve thirty I mean twelve thirty is
 264: the deadline. Okay, so you missed that deadline, it means that you need
 265: to go back and then do it. Okay, turn it in later, but you are going to
 266: lose some points.
 267 S2: 就是你先回去做完 [*You need to finish it first*].
 268 S1: 然后再发过去 [*And then send it to the teacher*].
 269 ::S2: 可能会减点分 [*You may lose some points*].::
 270 Ella: Yeah, at least go back home and then do it tonight, okay? S2, you help
 271: S3, okay? Explain that to him. All right?
 272 S2: 对, 我要 help you [*Yes, I need to help you*]. (To S3)

In addition, Ella underscored in the interview that she liked to use students' real-life experiences to create example sentences and scenarios to help students access new content. As the first scenario illustrated in excerpt 24 below, Ella used one student's experience of guarding the door for his peers during night study to explain the meaning of the unfamiliar word "lookout". Similarly, May incorporated students' previous experience of visiting a temple, which was common in Chinese cultures, to help them perceive the concept of worship (cf. lines 287-289). In addition, when Jane was helping a student write a paragraph in class, she drew upon his real-life experience as a member of the school basketball team to motivate and get him engaged in the learning process, as shown in the last scenario of excerpt 24. To Jane's surprise, the student was familiar with the professional language related to his position on the basketball team, despite having limited vocabulary in general. In all of these class interactions, the three teachers used students' real-life experiences to help them understand unknown vocabulary words, concepts, and practice their English writing skills, engaging in dynamic translanguaging practices.

Excerpt 24 Class Transcript

(Ella-G8, Dec 8, 2022)

273 Ella: ...And then, spent the first summer as a lookout in a national park. 那
 274: 这个 lookout [*so the word lookout*], S1 可能经常担当这个责任 [*S1*
 275: *often takes this responsibility*], okay? 这份工作哈, 有的时候, 那么晚

276: 自习的时候, S1 就在门口那里当这个, 哈哈 [*This job, sometimes*
 277: *during the night study, S1 guards the door serving as a lookout, ha-*
 278: *ha*].
 279 ::S: 守门的 [*gatekeeper*]::
 280 Ella: 看守人 [*gatekeeper*], 然后 Linda 来了, 就 Linda's here [*when Linda*
 281: *comes, S3 starts to shout "Linda's here"*]!
 (They were all laughing.)
 282 Ella: Lookout 就是这个放风者 [*Lookout means such gatekeeper*] look for
 283: dangers, okay?

(*May-G9b, Sep 29, 2022*)

284 May: ... worship the goddess
 285 S1: 那 worship 我怎么样, 要不要解释 [*Do I need to translate the word,*
 286: *worship*]?
 287 May: 嗯 [*Yes*]...to show your respect to someone, like when you go to the
 288: temple, right, you kneel down, you worship the god means you show
 289: your respect, right? So in Chinese, we say...
 290 S1: 崇拜 [*adore/worship*]...
 291 May: 崇拜这个女神 [*worship the goddess*]
 292 ::S1: 崇拜这个女神 [*worship the goddess*]::
 293 May: 对吧? 膜拜这个女神 [*Right? To adore the goddess*], right, okay.

(*Jane-G10, Dec 20, 2022*)

294 Jane: 你是不是篮球队的 [*Are you on the basketball team*]?
 295 S3: 嗯 [*Yes*].
 296 Jane: 你是队长吗 [*Are you the captain*]?
 297 S3: 不是 [*No*].
 298 Jane: 那你是什么位置 [*What position do you play*]?
 299 S3: 控球后卫 [*point guard*]
 300 Jane: 控球后卫用英语怎么说 [*How to say that in English*]?
 301 S3: point guard
 302 Jane: 哎呀, 专业术语都出来啦, 这么厉害啊 [*Awesome, you know the*
 303: *professional vocabulary*]!
 (S1 was chuckling and seemed a little shy.)
 304 Jane: I am a...什么 [*what*]? 什么 [*what*] guard?
 305 S3: Point...
 306 Jane: I am a point guard...in our school's basketball team.
 (Jane was writing down the sentence while speaking.)

Using Chinese to Foster a Strong Sense of Connection with Students

The three teachers all emphasized the importance of building close connections and maintaining such a bond with their students through genuine care and trust. Jane even

noted that “in this international school, apart from being professional, the connections between the teacher and students are a little bit more important than how professional a teacher is. Some students try their best to learn the subject because they like the teacher, not because the teacher’s teaching is good.” In this school, all ESL course instructors were assigned for some students as study advisor (SA) to track students’ academic performances and pay attention to their social-emotional development. In fact, all three teachers indicated that they cared about their students as individuals, even if they were not their SAs.

Ella demonstrated her willingness to listen to her students in regard to their studies, life in general, and feelings on and beyond campus. As shown in excerpt 25 on the following page, she sometimes chatted with her students via WeChat or in-person one-on-one conversations. She respected students’ own opinions, and tried her best to guide them if they needed some advice. During their conversations, Ella positioned herself as both a teacher and friend to disrupt the typical teacher-student hierarchy and create a mutually trusting and caring dynamic. Similarly, May described how she would approach students who seemed upset and in need of support (see Excerpt 25). However, Jane noted that she paid more attention to her “favorite students” in terms of their academic performance and social-emotional well-being. As the last example shown in excerpt 25, Jane prepared a surprise snack package for a student’s birthday, which helped her understand how influential it would be for a student to get additional attention and care from their teachers. Later in our conversation, Jane highlighted that even though she was no longer the SA for this student, Jane still cared about her studies and other aspects of her life and development.

Excerpt 25 Teacher Interview

I: How are you listening to your students?

Ella: “There are many ways. We sometimes chat via like messages and WeChat, or in-person face-to-face talks. Sometimes I have questions prepared. I ask my questions. But if students have more to say, I will wait and to have them to tell that to me...They have their own opinions. I will listen to them first, and then try to figure out how I can help them. So basically, I will let them say more than me...I like to listen to them. Also, I think when I speak with them, I am like in between a teacher and a friend to them. (I: Do you use Chinese or English in those conversations?) I would say, mostly Chinese because it feels more natural and it’s easy to build close connections.”

May: “If I notice that they are upset, or they are very unhappy or preoccupied with some other stuff, I will ask the student to come to me. I will find a quiet place to ask him/her, ‘what is your problem? Is there anything that you want to share with me?’ If the student is willing to share with me, I will just listen, try not to disrupt when they are speaking to me. (I: Do you use Chinese or English in those conversations?) Chinese. Some students may not understand me if I use English in those situations.”

Jane: “S1 is really the first student make me feel like I should do more other than teaching. You should care about their life...like what snacks they like maybe. I remember last year, her birthday, I gave her a whole package of snacks and she was thrilled at that time. Her reaction made me feel like...oh really, this is just snacks. But for the kids, they feel like there is someone care about me. It’s from my teacher... (I: Outside class, do you use more Chinese or English to talk with your students?) I try to use English as much as I can. Well, there are some kids in the school, they only talk to the foreign teachers. I am not saying that they ignore all the Chinese teachers, I am just saying they prefer to talk to foreign teachers. They hang out with foreign teachers a lot. They didn’t really hang out with Chinese teachers because they feel like talking to foreign teachers is like a proud thing for them to do in school. In some instances, I agree with them. You definitely should talk to foreign teachers more. But think about it, as a Chinese teacher, if we only speak English in and outside the classroom, they will build this kind of connection with you as well, like they only talk to you in English.”

As a follow-up question in the interviews, I asked the teachers which language they used to make conversations with their students outside of academic settings, as seen in excerpt 25. Both Ella and May believed that it felt more natural, easy and genuine to use Chinese to communicate with their students outside the classroom as compared to using English. Their elaborations align with the responses of some students in the student survey, who indicated that they preferred NNESTs as their ESL course instructors for the

very similar reason. Specifically, students explained that they preferred NNESTs because:

“It is easy for me to communicate with NNESTs and ask questions”;
“I feel close with NNESTs and I can understand what they are saying”;
“It feels more natural to communicate with NNESTs using Chinese”;
“I feel warm and close with NNESTs because I can use Chinese”.

Contrarily, Jane held the opposing perspective that using English would be more effective for building connections and creating opportunities for interaction with her students. Based on my in-person observations at the school before, I noticed that Jane only actively interacted with foreign teachers and did not engage with other Chinese teachers in the ESL department unless necessary. When asked about this situation, she explained:

“...I don’t want to say it in this way. But because I have stayed overseas for almost ten years. I left Qingdao when I was 18, 19, and came back to Qingdao 29. I feel like I don’t feel the people here. I shouldn’t say that. I just feel like this place is really familiar but strange to me as well. Sometimes the topics that other people talk about...I just have no connections with it. I am not really interested in that. In this way, I just want to save myself time to do other things.”

Jane’s living and study experiences abroad had a significant impact on her understanding of the surroundings and other people, leading her to feel a sense of disconnection with Chinese culture and colleagues. She described a preference for western culture and working environment where there was a strong school culture and shared goals among faculty and students. Within the ESL program, she was the only teacher who strongly advocated for English-only policy and frequently communicated with other foreigners in the school. It is worth noting that while she strongly preferred speaking English in and outside the classroom, Jane used Chinese the most among the three teachers during classroom instruction.

Furthermore, Ella explained that her switch to Chinese language during English instruction allowed her to communicate with her students in a more intimate and jovial manner, resulting in the establishment of a congenial and relaxing learning environment, as shown in excerpt 26. In particular, she felt that Chinese allowed her to convey friendly intentions and amicable gestures in a way that was not possible in English. Given her shared linguistic and cultural background with her students, Ella found it easy and necessary to incorporate Chinese in and beyond the classroom setting, as a means of upholding and fostering a strong rapport with her learners.

Excerpt 26 Teacher Interview

I: How do you feel using students' L1 (Chinese) to facilitate classroom interactions and instructions?

Ella: "...during class, 当我跟学生怼的时候 [*when I pretend to pick on somebody and argue with the student*], it's a good way to build the relationship with them because they actually love to be use Chinese and then 怼他 [*argue with them*]. Sometimes if we use English, the meaning would be change. If we use the native language, we can immediately get that point, and the students will feel 'she's just joking with me, and this teacher is funny; she wants to be nice; she wants to have a good relationship with me'."

Lastly, May expressed a shift in her teaching philosophy since participating in the pilot study in 2021. In a post-interview WeChat communication, she mentioned that she had come to understand that "teaching is another way of socializing" (her explicit interpretation in the voice message), which gave her a different perspective on her students. Previously, May believed that high-quality English teaching simply required the delivery of professional knowledge, excellent English skills, and good classroom management. She saw herself as the excerpt and believed she knew best what her students needed to learn. She had never thought about inviting her students to co-construct a lesson or giving them choices about which classroom activities and assignments they would like. However, by the end of our conversation, May stated that

“in the future, in and out of the classroom, I need to interact and socialize with my students to better know them, which will help me design effective lessons and teach better”. This aligns with Ella’s interpretation during the interview, as she said, “I believe the students know what they like, what they would like to learn, what materials they would benefit more”.

In essence, the three teachers enacted humanizing pedagogy through translanguaging practices, thereby creating a welcoming and safe space for all students to develop their English competencies, making class content and activities accessible to the students, and making connections with their students. Although Jane underscored her belief that using English would be beneficial to bond with her students, she displayed a sense of humor using Chinese in class to make close connections, as shown in excerpt 27. In that class, while reviewing how to describe a building, Jane asked about the location of Qingdao and when the student responded with “China” (line 317), Jane jokingly responded, “你怎么不说 earth [*why don’t you say earth*]” to indicate that the answer was too broad and then transitioned to other questions (cf. lines 318-321). This interaction resulted in some chuckling and demonstrated the rapport and relaxed atmosphere Jane had established with her students.

Excerpt 27 Class Transcript

(Jane-G10, Nov 22, 2022)

307 Jane: So, when you describe a building, 我们当时先讲的什么来着 [*What*

308: *was the first thing that we talked about*]?

309 S2: 先讲的是那个门口 [*We first talked about the entrance*].

310 Jane: 不不不, 再大一点 [*No, from a wider scope*]...

311 S2: Oh, 位置 [*location*]!

312 Jane: Exactly, location, right? We talk about location, so where is our

313: school?

314 S2: 即墨 [*Jimo*]

315 Jane: Where is Jimo?

316 S4 & S2: 青岛 [*Qingdao*]
 317 ::S1: China::
 318 Jane: 你怎么不说 earth [*Why don't you say "earth"*]... (Jane was chuckling.)
 319 S1: Yeah...我刚刚确实想说 earth [*Actually, I was thinking about saying*
 320: "*earth*"] ... (S1 was chuckling.)
 321 Jane: Okay, we are in..., are we in the city center?
 322 S1: No.
 323 Jane: Where are we?
 324 S1: 市郊 [*suburb*]
 325 ::S2: 郊区吧 [*suburb*]::
 326 Jane: Suburb, right? We are in the suburb.

The Enhancement of Multicultural and Multilingual Awareness through Translanguaging and Humanizing Pedagogy

Delving into the interview data with three teachers and their classroom instruction, they displayed perceptions and enhancement of multilingual and multicultural awareness through involvement in translanguaging and humanizing pedagogy practices. The teachers exhibited varying degrees of understanding and employed different pedagogical approaches. For instance, all three teachers drew upon their personal experiences of learning English as a second language and their conceptions of cultural and linguistic differences between English and Chinese. In addition, May facilitated her students' awareness and ability to articulate their critical comprehension of social and political circumstances across diverse countries. Furthermore, the teachers, especially Ella, utilized translanguaging as a mediational tool for linguistic analysis, thereby enhancing students' metalinguistic awareness. Thus, this finding offers compelling evidence to suggest that translanguaging and humanizing pedagogy practices hold significant potential to enhance not only teachers' and students' multilingual and multicultural knowledge, but also their metalinguistic awareness and critical consciousness.

Exploring Novel Approaches for Promoting Cross-Cultural and Linguistic Understanding Between English and Chinese

During interviews, May specifically mentioned the benefits of comparing and contrasting languages during language learning processes, drawing upon her own experiences with learning different languages. For example, she found connections with Chinese syntax and Korean pronunciation, which helped her easily understand and remember the vocabulary 친구<qīn gù>[friend] (which is pronounced as 亲故<qīn gù>[family and old friends] in Chinese). Also, when she learned that French has gender division in vocabulary, the sharp differences between French and Chinese in that domain triggered her interests in learning French. Therefore, she highlighted that “sometimes it’s really interesting if you compare and contrast languages and that is another way for them to learn the language, not only to learn the language itself, but to know how mysterious, how different, how diverse language can be”. Also, May reported that she was trying to help her students discover the similarities and differences between English and Chinese, which helped and motivated her students to learn the target language.

In addition, May described how she learned and discussed some creative words with her students, building upon their shared knowledge and attitude about Chinese culture and the tight political control. As excerpt 28 shown on the following page, May introduced three translanguaging words, “shitizen”, “democracy”, and “departement”, which she and her students used to express their oppositions against Chinese government control and some previous corrupt government officials. This creative way of learning English through manipulating languages and understanding the differences between different cultures created a broader space and offered opportunities for them to gain

critical consciousness and multilingual awareness. Also, it enabled teachers and students to express their true feelings and attitudes about the lack of freedom of politics and speech, which was forbidden in Chinese language, as May pointed out at the end of excerpt 28.

Excerpt 28 Teacher Interview

I: How do you define a culturally inclusive learning environment? Can you describe some of your teaching scenarios that address culturally responsive teaching pedagogy?

May: "...we can create a lot of new words, that has Chinese meaning. Like you know the word, citizen, all the people in the U.S. who have freedom of speech, we Chinese, we call ourselves 'shitizen'. Because anything that we think, the government just doesn't take it into account whatever we think. Also, there is a word called democracy, but we might not have so much of it in China, so we made the Chinese version of democracy, that is 'democracy'. It means 内涵 [*connotation*]. The moment that you see this word, you know the meaning instantly. There is another word that I really like. English has the word department. Maybe 20, 30 years ago, a lot of people who were working for a government, they spent a lot of money, they party too much, so we have 'departement'. So there are some creative ways of connecting Chinese culture with English language... We are not allowed to use Chinese to do that, we can use other languages to make fun of the things that we do not like."

In a similar vein, Jane interpreted her comparisons between western cultures and Chinese culture, which inspired her to prepare her students for cultural differences when studying abroad in addition to developing their English language skills. In particular, she believed that she was trying to cultivate her students' individual and independent thinking skills which were pertinent for the academic learning environment abroad. She described the goals of her teaching as follows:

"I just feel like I am trying to be a positive influence. But I am kind of weak in most of the time trying to pass that. I want my kids to learn from me except English, it's more about how you have your own thinking, independent thinking and critical thinking about this world. This is kind of the key thing, but I couldn't pass that to my kids. They have to learn it, to experience it by themselves."

Through her words, it was clear that Jane was eager to equip her students with critical thinking skills and an independent mindset, but also vulnerable in her efforts to do so. During my observations of her classes, I noticed that she often asked the students to do research about key content using official websites before and after class, such as those of some museums in the U.S. for the unit of art, to provide additional learning opportunities and spark their interests. Jane also invited students with foreign living and learning experiences to share their knowledge about other cultures and people, related to the current content learning interactions; which enhanced the learning experience by allowing students to implicitly perceive cultural differences and to actively communicate their understandings and feelings through interactions involving both Chinese and English languages and cultures.

Lastly, Ella explicitly shared her attitudes towards and uses of subcultures in China when designing her English learning lessons. As seen in excerpt 29, Ella expressed a desire to learn more about her students, including their food preferences, hometowns, and other cultural elements. She found it beneficial for students to write about their interests and the local cuisine in their hometowns, which helped them to make connections between their prior knowledge and new learning tasks. By incorporating students' background knowledge into her instruction, Ella was able to gain a better understanding of students' stories and English language abilities and conduct more effective English lessons.

Excerpt 29 Teacher Interview

I: How do you define a culturally inclusive learning environment? Can you describe some of your teaching scenarios that address culturally responsive teaching pedagogy?

Ella: “My students have different backgrounds, some of them are from northeast China, and some of them are from Rizhao and Zibo (cities in Shandong Province).

I was like talking about 淄博烧饼 [*Zibo Shaobing*] (a type of Chinese style backed roll in Zibo). It's fun to...when we teach English, learn something about food, I think that is an easy one to connect. We may have something in common to share, and then I will ask them 'why don't you write about that?' I would ask them to write about their hometown, because I want to know their hometown. In the past, I had a great, perfect class. I asked them to write about their hometowns, which I learned that they can write pretty good paragraphs. Also, I am from another province, and sometimes I joke with them. I would say, 'if you don't listen to me, I will use my dialect... You can also share your language'. I think in the future, I would like to invite students to imitate their dialect to read aloud the paragraphs with the tones of their dialects and I think it would be interesting."

Also, Ella emphasized the importance of sharing her own subculture background with her students and encouraging open communication and understanding, which enhanced their multicultural awareness. In addition, as Ella described those instances and classroom observations of her classes, using Mandarin Chinese or dialects alongside English in her lessons created opportunities for both her and her students to develop metalinguistic awareness. Ella also mentioned her innovative thoughts about incorporating students' dialects in practicing English speaking skills, showing a respect and appreciation for their dialects and a desire for maintaining translanguaging practices in her English classes, although it is difficult to know the effects of this activity without actual implementation.

Augmenting Metalinguistic Awareness through the Advancement of Translanguaging as a Mediation Instrument for Linguistic Analysis

The participating teachers in my study implemented translanguaging practices as a mediational tool for linguistic analysis, particularly in facilitating their students' comprehension of sentence structure and grammatical concepts. For instance, Ella utilized Chinese-English translanguaging to provide hints and explanations on the rules and concepts underlying the identification of sentence subjects, as evidenced in excerpt

30 (cf. lines 338-345). This approach encouraged her students to actively engage in the learning process and retrieve pertinent knowledge. This was exemplified by S3's participation in the discussion (line 340, 344), which indicated a deeper understanding of the subject identification process. In another scenario in that class, Ella utilized translanguaging practices to help her students comprehend the concept and definition of the relative pronoun "whose", as depicted in excerpt 6(1) from the previous section. In essence, Ella's use of Chinese-English translanguaging as a mediational instrument modeled and guided her students on how to use Chinese language to analyze the grammar structure of an English sentence (cf. lines 341-343) and provide syntactic analysis of a relative pronoun (see cf. lines 01-03 in Excerpt 6). Engaging in those translanguaging practices enabled the students to understand the grammatical concepts in a more meaningful way and fostered their metalinguistic awareness.

Excerpt 30 Class Transcript

(Ella-G8, Dec 8, 2022)

327 Ella: 那这里面这个 subject [*The subject in this sentence*]...what is the

328: subject of the sentence? S1?

329 S1: 嗯 [*Um*]?

330 Ella: Subject of the sentence?

331 S1: Um...subject (The student remained silent for a few seconds.)

332 Ella: Yeah, S1 今天又不对劲了 [*It seems that S1 is not feeling quite like*

333: *himself today*]...(S1, other students, and the teacher were smiling. It

was not a harsh comment, but a relaxing way of reminding him to follow the

334: instruction.) Subject of this sentence is what? S2?

(S2 was not answering and lowering his head.)

335 Ella: (To the whole class) 是哪个呀, 哪个是我们的 subject, 是我们的主语

336: 啊, 这个句子 [*Which one...what is the subject for this sentence*]?

337 S3: I will...

338 Ella: I will provide a flower seed, 这里面哪一个是主语啊 [*Which word is*

339: *the subject*]?

340 :: S3: I::

341 Ella: 主语我们说往往是在我们的句首, 而且是一个名次或代词, 那这里

342: 面是什么 [*We often say that the subject is usually at the beginning of*

343: *our sentence and is a noun or pronoun, so what is it in this case*]?

344 S3: I

345 Ella: 嗯 [*Yes*], I, right? Okay.

Similarly, Jane employed translanguaging practices as a mediational tool for the analysis of English grammar structures. Specifically, when assisting S4 in generating written reflections on his personal experience coaching the school's girls' basketball team, S4 initially produced the phrase "I have teached", as demonstrated in excerpt 31 (line 346). In response, Jane utilized Chinese to prompt S4 to consider the part of speech of the verb "teach" in that sentence (line 347). This strategy enabled S4 to recognize that "teached" was not the appropriate word choice for that context, and with Jane's facilitation, he replaced it with the form of "taught". The use of translanguaging between English and Chinese, particularly in the analysis and discussion of vocabulary and grammar features, fostered the students' understanding of the specific grammatical structures. Moreover, it enhanced S4's metalinguistic awareness by promoting communication and comprehension of linguistic features.

Excerpt 31 Class Transcript

(*Jane-G10, Dec 16, 2022*)

346 S4: I have teached...

347 Jane: teach 的过去分词是什么 [*What is the past participle of "teach"*]?

348 S4: 不知道 [*I don't know*], teach-d...哎呀, 不对, 肯定不对 [*Ah, no, it is*

349: *incorrect*].

350 Jane: taught

351 S4: 哦 [*Oh*]!

352 Jane: I have taught...我们学校 [*our school*]

353 S4: Girls' basketball team...

In conclusion, the three teachers in this study demonstrated their dedication to creating meaningful and effective English learning and teaching interactions through the use of translanguaging and humanizing pedagogy practices. May, for example, drew on her own linguistic learning experiences to inform her English teaching and lesson

designs, highlighting the importance of comparing and contrasting English and Chinese. In addition, May and her students found innovative ways to express their views on Chinese government and society through creating and discussing translanguaging vocabulary that captured the cultural differences between China and the U.S. May demonstrated care for her students' perspectives and feelings, and encouraged and inspired them to find ways to express themselves using English. By so doing, she motivated her students to learn English, at least some related vocabulary and social instances.

Jane, on the other hand, focuses on developing her students' critical thinking skills by providing independent learning opportunities and emphasizing the importance of cultivating a critical awareness of cultural differences between China and other countries. Furthermore, Ella showed genuine care for and a willingness to learn more about students' backgrounds, which aided her in the development of effective English learning and teaching activities. By making connections between students' previous experiences and individual perspectives with the targeted content, Ella was able to help her students better learn English and understand other cultures, further enhancing their multilingual and multicultural awareness.

Lastly, the participating teachers in this study employed translanguaging practices as a mediational tool for linguistic analysis, especially in the realm of grammar structures, syntactic analysis, and other linguistic features. By modeling and guiding their students in the use of Chinese as a mediational instrument to deepen and enhance their understanding of the English language, these teachers enabled their multilingual students to cultivate metalinguistic awareness and develop their multilingual capabilities. This

approach not only provides a more meaningful and contextualized way of language learning but also promotes the development of students' intercultural communicative competence. These findings suggest that translanguaging and humanizing pedagogy practices can be effective pedagogical strategies in multilingual classrooms, facilitating the students' overall growth as multilingual learners.

Other Findings

Apart from the three major themes described in the previous section, two other findings emerged from different data sources, including the lack of a healthy professional development environment for teachers and the entrenched privilege associated with native speakerism and the native speaker fallacy.

The Lack of a Healthy Professional Development Environment for Teachers

When I asked the teachers about the challenges they felt teaching in that school, they pointed out the same issue from different perspectives. Their interpretations reflected a strong tension among them regarding professional development in English education. As the excerpt shown below, Ella underscored that it was hard for her to build a cohesive community with other colleagues because she felt they frequently solicited her pedagogical ideas without reciprocation. She wished to have equal positions with other teachers when it came to generating innovative educational thinking and creating engaging classroom activities. More importantly, she had doubts that other teachers shared her goal of helping students improve English skills without prioritizing teachers' own gains. To provide greater clarity, May received several accolades in pedagogical competitions at that school, including awards for the best share, for the best open class, etc. However, Ella, who was considered as the most innovative teacher, did not obtain

any of these awards, which may have caused her emotional conflict. In her response, Ella emphasized that “I know like May and other colleagues, they want to learn”, but she was not willing to share with them at this point.

“I want everyone to have...to contribute something. I don’t want others to be like, asking me, ‘what do you think?’ and always asking me. So actually we really need to have the same goal, and that is we really want to help our students to improve their English. Then, all of us really study the whole thing, and each of us can contribute something, so we can build the community...Sometimes people have different beliefs. I know like May and other colleagues, they want to learn, they want to improve. But I want to be myself, they should be themselves. There are tons of fun activities whether those that I collected or I created, also a lot of fun activities online. But we really need to base on our students...My class activities may work well for that group, if the teacher does not fully consider your students’ situations, that might also be a disaster as well.”

Interestingly, May expressed her willingness to share pedagogical ideas and strong passion about teaching English when asked about the challenges of teaching at the school. As her response shown on the following page, May praised Ella’s excellent professional knowledge but also mentioned Ella’s reluctance to share her opinions and contribute to their professional community. In comparison to Ella’s previous work experiences at other schools that May heard about, Ella seemed resistant to working collaboratively with other teachers. May had the right feeling given Ella’s hesitation to share and participate in professional development meetings within their department, but she was not aware of the true reason behind it.

“I feel like...for me, I am passionate about teaching, I do not mind working, also show ours...to prepare for my classes. But maybe the other teachers, they feel like they are expected too much from the school. Like Ella, she is a great teacher and she knows so much about ESL classes. But she once complained to me and ask me, ‘Can we have shorter meetings so that...because I have so much to do?’ I can 100% understand that. She’s really hard working, dedicated. I hear about her previous experience in another school, that she is passionate about teaching, organizing a lot of activities, but here she feels like it’s a task maybe because she has too many tasks.”

In addition, Jane highlighted her difficulties in integrating pedagogical practices with pertinent theories due to her limited systematic learning in education. She embraced a fervent desire to seek guidance and insights from other experienced teachers, yet felt there was no one she could learn from within the ESL department regarding the aforementioned domain. That is, she believed that she was not able to find a mentor who could help her improve teaching methods and deepen her understanding of theoretical concepts related to English education. As evidenced in the ensuing excerpt, Jane abstained from engaging in any in-depth discussions about English teaching and learning with her colleagues, while exhibiting minimal interaction with May and Ella beyond obligatory professional exchanges mandated by department meetings, thereby impeding the cultivation of a meaningful rapport and a shared understanding among them.

“...my background is not really about education at first, so when I do my lesson plans, I sometimes feel struggled. I feel that some parts of my mind are empty. I want to fill it with different teaching theories, but I don’t really know how to do it. I read and research a lot, but I just feel like I didn’t learn it in a system. I feel like everything I did just stay on surface and didn’t really go down. This is the reason I am kind of unhappy about my stage now in the school...I just feel like I didn’t learn or get enough what I need from here. I would say it may be much better with some guidance and professional advice. But every time when I talk with other teachers, it’s all on the surface.”

The three teachers congruently discussed their struggles with each other in terms of professional development. Ella was resistant to collaborate because she felt other colleagues did not contribute to intellectual conversations as much as she did. Meanwhile, May saw herself as willing to share good ideas and passionate about teaching, while questioning Ella’s reluctance to do the same. Ironically, Jane felt that there was no one at that school she could learn from, which indicated that other teachers were not creative and professional enough to her. In this complex interrelationship, the

three teachers were suffering from a lack of opportunities for support and professional growth through fostering a healthy professional development community.

To better understand the causes of their tension, I closely revisited my fieldnotes from my immersion in the school setting in 2021. I observed that Jane preferred to speak English outside of classes with other teachers and some students, while Ella and May consistently engaged in Chinese conversations with other Chinese bilingual teachers and their students. As a result, they gradually grew apart from one another with a hidden divide in terms of teaching philosophy, pedagogical understanding, and social interactions with students. Therefore, their choice of language use in and beyond academic contexts served as an implicit obstacle to the establishment of a supportive professional community, thereby reflecting and strengthening their partition in pedagogical comprehension and decision-making.

The Entrenched Privileges Associated with Native Speakerism and the Native Speaker Fallacy

Reading across teacher interview transcripts and the qualitative data section of student survey, the deeply entrenched privilege associated with native speakerism and the native speaker fallacy permeate the discourses. Specifically, although the three teachers held a shared belief that non-native English-speaking teachers possessed unique advantages in English education, Ella and Jane expressed their concern about their inability to deliver “native-like” English language to their students. As demonstrated in excerpt 32, Ella elaborated on her nervousness when communicating with native-speaking teachers, indicating she viewed her non-native English as inferior to the “standardized English”. Similarly, Jane expressed her deep concern about her inability to

provide students with a perfect native accent. Their struggles and challenges were influenced by the deeply entrenched privileges related to native speakerism. In addition, May demonstrated less influence from the endorsement of “standardized English”, but she expressed gratitude for the opportunity to engage in conversation with foreigners, which aided her in learning how they speak.

Excerpt 32 Teacher Interview

I: As a non-native English-speaking instructor, what challenges and rewards are you experiencing to teach international high school students?

Ella: “It’s really challenging because we are non-native speakers, we sometimes do not know the exact way of expression...I want to be perfect, sometimes I know it’s not easy to be perfect. That is my goal. So I will give myself a lot of pressure. Even when I talk to my native-speaking colleagues, I will be a little bit nervous...I think no matter how many years I taught, I will still feel that way because I am afraid that maybe I could not satisfy the students’ needs.”

May: “In order to be really good at English, you need to constantly listen to authentic English materials and practice speaking English... I am really grateful I had a chance to work in an international school after graduate, because a lot of my coworkers are foreigners. So I talk to them and listen to their English.”

Jane: “Sometimes I am not really confident about my accent. And I don’t want to pass my accent to my kids. But there is no way that I could avoid it because this is the way I speak. I have been speaking in this way for like 20 years. I am trying to mimic the native speakers, their accent, trying to pick up some idioms or slang from there. But still sometimes, I just feel like I couldn’t teach them in a really native way, which makes me feel like if I am better by myself, maybe I could be a better teacher to teach them. They can learn more from me, pick up the language that I am saying. My students are only 14 or 13, even younger. In this stage, if they learn some authentic, or native speakers’ pronunciation, it may help them a little bit better in the future. As I said, if back then in my primary or middle school, I have a western teacher to influence me a little bit, I may have a better pronunciation.”

Similarly, a total of 11 students in the survey expressed a preference for native English-speaking teachers (NESTs) as instructors for their ESL courses, six cited the perceived superiority of “standardized English” spoken by native speakers as a primary reason for their preference, as the excerpts shown on the following page. These students wrote in the survey that NESTs have a superior command of English, free from grammar

mistakes and able to make correct word choices. Their perception was likely influenced by the longstanding privilege of native English speakers within and outside of educational settings. The students viewed the way that NESTs spoke and performed in the language as a model to aspire to, and they sought to learn such standardized forms of English. Two of the students explicitly reported that they believed NESTs can better teach the language since their English was more standardized and advanced. These students' interpretations reflected the concept of "native speaker fallacy" (Clark & Paran, 2007), in which NESTs were more desired teachers solely because of their status as native speakers of the language.

"I prefer NESTs as the instructor of ESL course because their English is better and they teach better" (2 students);

"I prefer NESTs as the instructor of ESL course because their English is more standardized" (2 students);

"I prefer NESTs as the instructor of ESL course because their English has no grammar mistakes and they use correct vocabulary words" (1 student);

"I prefer NESTs as the instructor of ESL course because their English is native and standardized" (1 student).

In this study, teachers revealed their endorsement of the privilege of native speakerism through enunciating their perceived challenges of being a NNEST at that school. Additionally, some students were longing for the standardized way of learning and performing the English language. Such language ideology and attitude may influence teachers' and students' daily English learning and teaching interactions in an implicit and negative manner. For instance, students who preferred native-speaking teachers as the instructor may lack motivation to learn from NNESTs, be critical of their current teachers, and have difficulty building a close relationship with them. As Jane stated in the interview, she noticed that some students only chose to communicate with foreign teachers outside the classroom, viewing it as a source of pride. Furthermore, teachers

reported that they obtained a sense of struggle due to their inability to deliver native-like English instructions and a perfect accent, which was derived from upholding the historical privilege of native speakerism. Lastly, the tension between the three teachers was indeed the side effect of holding different language attitudes and engaging in divergent languaging practices both inside and outside the classroom.

Conclusion

In this chapter, I presented the process of data triangulation among different data strands, and subsequently displayed major findings of this study. I explicitly discussed three major themes: teachers' and students' strong needs and teachers' self-debate of translanguaging practices, the enactment of humanizing pedagogy through translanguaging practices by teachers, and the enhancement of multilingual and multicultural awareness through translanguaging and humanizing pedagogy practices; as well as two other findings of significance: the lack of a healthy professional development community for teachers and the entrenched privileges associated with native speakerism and the native speaker fallacy. The next chapter includes a discussion of the aforementioned findings, limitations of the study, conclusions, and implications and recommendations.

Chapter 5: Discussion and Conclusions

Discussion

The present study found both teachers and students demonstrated a strong need for translanguaging practices between Chinese and English in and beyond classroom settings, despite the fact that the teachers sometimes struggled with a sense of self-debate about using Chinese in an English educational setting. Their need was demonstrated through the incorporation of Chinese in their classroom instructions, which was found to be beneficial in terms of learning and teaching difficult vocabulary and concepts, discussing grammar points, and communicating learning strategies. This finding particularly echoes with the results of a study by Hopewell and Abril-Gonzalez (2019), which found that teachers used students' first language to explain key content vocabulary and abstract concepts. However, the three teachers in the current study were deeply concerned about the potential for overuse of Chinese in their classes, which was pertinent to the larger context of EFL education in China. Specifically, students at the school may not have the same extent of English exposure as those in ESL settings, although they were immersed in an English environment within the campus. Ella and May emphasized the importance of balancing their use of Chinese and English, as they recognized the benefits and necessity of using Chinese and the potential drawbacks of excess use.

In the interview, Jane highlighted her belief that an English-only policy was the best approach for her students to improve their English capacities and succeed academically. She also argued that lower proficiency students, in particular, would better benefit from enjoying more opportunities to practice speaking English. However, this assumption ignored the potential for student resistance to such a policy, as highlighted by

survey responses indicating that some students would choose to remain silent if they were not allowed to use Chinese. In fact, in Jane's English-only class with 9th graders, student engagement and participation were found to be lower as compared to regular classes when students were free to choose the language of interaction. This finding validates the results of Salazar's (2008) study, highlighting the effectiveness of Ms. Corazón's acceptance of using students' first language to facilitate classroom interactions through challenging the English-only policy in her institution. Allowing and welcoming the use of Chinese by students can encourage their participation in meaningful and deep comprehension of class content and reduce resistance to producing English conversation if they are struggling. Moreover, many students in Jane's English-only class opted for silence during the discourse, thereby impeding their capacity to articulate inquiries and share their thoughts regarding the class content. It is worth noting that, in contrast to Ella and May, Jane relied heavily on Chinese in her classes, which significantly contradicted her stated language ideology and teaching philosophy. In other words, adhering to the belief that the use of translanguageing between Chinese and English should be discouraged may lead to increased difficulty in providing balanced and effective English instruction.

In addition, all three teachers expressed their appreciation and acceptance of students' translanguageing homework, which they saw as reflecting students' efforts to develop their English language skills and helping them to better identify students' learning needs. These perceptions align with teaching philosophy of educators in previous empirical studies, who have argued that using students' first language can be helpful for them to actively engage with new content (Fránquiz & Salazar, 2004;

Hopewell & Abril-Gonzalez, 2019; Kidwell et al., 2021). With the exception of Jane's one English-only class, all three teachers allowed students to use Chinese during group discussions, whole class interactions, and presentations when necessary. They believed that incorporating Chinese was effective and meaningful for students to interact with class content, learn unfamiliar words, difficult grammar structures, and specific learning strategies. The evidence of their classroom translanguaging practices supported and validated their understanding and perceptions of using Chinese in English teaching and learning activities.

Furthermore, three teachers particularly enacted humanizing pedagogy practices through translanguaging between Chinese and English, in terms of establishing a safe space for students to grow, facilitating access to class content, and building a close bond with their students. Specifically, Ella, May, and Jane actively encouraged their students to express themselves and practice English language skills, both inside and outside of the classroom, regardless of any perceived grammar mistakes or other linguistic variants. May, in particular, often reminded her students that they could speak Chinese if they were struggling with English, and also utilized Chinese to encourage her students to present their coursework, demonstrating her genuine care and trust for her students. In addition, the three teachers use both Chinese and English as a means of facilitating comprehension among students regarding activity instructions, coursework requirements, class materials, and key content and vocabulary, to create an inclusive learning environment for all students with diverse levels of English proficiency and academic backgrounds.

In their classrooms, with the exception of Jane's English-only class, the three teachers allowed the students to speak Chinese to negotiate class activities and course content. This included instances where Ella respected and responded to student questions about the appropriateness of class materials, May actively sought students' preferences of class sequencing and activities, and Jane was willing to listen to and consider different student perspectives, such as during a drama rehearsal. Jane also mentioned that she preferred to sit among her students during class instruction to become a part of the learning community and posit an intention to learn alongside her students. These examples of teacher pedagogical gestures demonstrated their efforts to change the power dynamic in the classroom, from the traditional teacher-centered towards a more equal position. It aligns with the example of Ms. B in Zisselsberger's (2016) where she empowered and legitimized students' voices to co-construct class discourses.

In an effort to provide relevant and diverse English learning materials for their students, the three teachers incorporated a range of resources including short videos, audios, and reading passages from authentic English websites and platforms. Of particular importance was their effort to select materials that were both aligned with students' interests and appropriate for their English proficiency levels. For instance, Ella used students' real-life experiences to create scenarios that helped her students better understand class content and difficult vocabulary words and concepts. May utilized the popular Aesop's fable *The Boy Who Cried Wolf* to help students understand the elements of retelling a story and grasp key components such as the meaning of the message, conflict, and plot. Additionally, Jane employed official websites from different museums for students to explore the histories and stories behind different works of art for their

course learning, as well as incorporated students' previous experiences in visiting museums. These practices aligned with the argument made by Huerta (2011) that humanizing pedagogy educators sought to draw upon students' prior knowledge and life experiences to make new class content available to them.

Ella reported that she would like to listen to her students' previous life experiences to better understand them, which she used to inform the design of her lessons and interactions in class. She also demonstrated a deep respect for the subcultures of her students' hometowns and was motivated to learn about the cities and dialects associated with her students' previous lives. In her description, one of her best classes was to ask the students to write about their hometowns, which allowed her to understand individual students as a whole person as well as their excellent English writing skills. In this way, she positioned herself in a space between teacher and friend in her interactions with her students. In addition, she was willing to share her own hometown and subculture with the students, fostering a mutually caring and trusting relationship. Ella's approach aligns with the findings of Watson et al. (2016), in which mentors valued and respected students' voices and previous life events. Moreover, Ella reported that she was flexible in terms of changing predetermined course reading materials, prioritizing students' needs, interests, and language proficiency. If she felt that a particular reading would not benefit her students, she was willing to change it based on student feedback and preferences, aligning with the argument made by Fránquiz and Salazar (2004) that educators who embraced humanizing pedagogy tended to choose relevant materials other than following a predetermined curriculum. Through these practices of humanizing pedagogy, teachers

demonstrated respect for their student feelings and voices, and formed strong connections with their students beyond traditional teacher-student dynamics.

The three teachers emphasized the importance of establishing rapport and close connections with their students, in alignment with one of the three pillars of the school's well-established teaching philosophy: content, method and rapport. These teachers engaged in various forms of communication with their students both in and outside the classrooms, using platforms such as WeChat, text messages, and in-person conversations. They attended to their students' academic progress and social-emotional well-being, with Ella providing support and guidance for students to express their opinions; May approaching students in need as a quiet accompanier, and Jane preparing birthday gifts for her favorite students. In addition, Ella and May highlighted the importance of using Chinese to bond with their students through these kinds of interactions, which aligned with students' reflections on their preference for NNESTs, stating that using Chinese felt more natural, warm, and close to them. Those caring and interactive conversations between students and teachers opened a space for them to develop their social emotional skills and maintain a supportive relationship, which spoke to the research findings of Schwab (2019) who found that offering support and willingness to listen to a student was beneficial. Moreover, Ella stressed that using Chinese was necessary for her to convey good intentions when joking with her students, which was not possible in using English. Jane also employed translanguaging practices using both English and Chinese in order to create a relaxed learning environment and maintain a close connection with her students during class, even though she insisted that using English would be beneficial for this purpose. It is worth noting that May has undergone a transformative process in her

understanding of effective English education, moving from solely being a provider of professional knowledge to also serving as a helper and friend who knows learning through socializing with individual students.

Additionally, the three teachers used translanguaging and humanizing pedagogy practices to foster multilingual and multicultural awareness in themselves and their students. One example of this can be seen in May's classes, where she and her students co-constructed innovative translanguaging vocabulary, such as "shitizen", "democracy", and "departement", which demonstrated their knowledge of the differences between Chinese and American cultures, speech freedom, and political environment as well as the creativity that emerged from translanguaging processes. May guided and taught her students how to use English to express their feelings and perspectives that has been prohibited in Chinese, thereby improving their multicultural and multilingual awareness and critical consciousness in an implicit way. This "criticality" would continuously foster May's and her students' creativity, enabling them to challenge the ideology of "one language at a time" (García & Li, 2014, p. 67). More importantly, the creation of translanguaging vocabulary exemplifies May and her students' active resistance against political and social oppression by the Chinese government. In that particular context, their collaborative quest for novel but secure methods to express their feelings and views epitomizes Freire's concept of *conscientização* (Freire, 1970, p. 166), fostering their critical consciousness and equipping them with the necessary tools to advocate for social justice on a broader scale in the future.

May also emphasized the importance of comparing and contrasting different languages in language learning, drawing upon her own experiences in language

development. She sought to impart this understanding to her students and help them recognize the benefits of this approach, including better learning the target language and uncovering the power and interrelationship of different languages. Furthermore, Jane placed a strong emphasis on cultivating independent and critical thinking skills in her students, especially towards academic contexts between China and the U.S. She aimed to prepare her students with an understanding of the differences between college learning environments in the two countries to ensure their successful transition to studying overseas and academic achievement. Ella also paid attention to draw on different cultures (Chinese and the U.S.) and subcultures of her students' hometowns to create lessons and design her class activities in order to enrich students' learning experience and foster their multicultural awareness.

Furthermore, the participating teachers adeptly employed translanguaging practices to facilitate their students' ability to utilize both Chinese and English as mediational tools in analyzing new language learning aspects, thereby enhancing their understanding of the complex concepts through the interplay of various language resources. These interactions effectively fostered and promoted both the metalinguistic understanding of the students and that of the teacher themselves, which align with the finding of Martin-Beltrán's (2009) report on the interplay of multiple languages as academic resources in multilingual classrooms. Notably, the fluid use of Chinese and English particularly benefited students in comprehending abstract grammar and other linguistic features, as demonstrated in Ella and Jane's classes. Specifically, in Ella's class, the use of translanguaging practices enabled her students to bridge their comprehension gaps in learning of sentence structures and other grammar features in

English and Chinese, activating their prior knowledge of those grammar rules and linguistic features that they had learned in Chinese before. This, in turn, created potential opportunities for them to further delve into the interactions between their existing knowledge and new content learning. Similarly, Jane facilitated her students using translanguage practices as they navigated through their linguistic funds of knowledge. As a result, both students and teachers had the opportunity to enhance their metalinguistic understanding and their ability to discover new ways of comprehending and interacting with academic content through the fluid use of different languages as mediational tools. The resultant heightened facility in navigating complex academic concepts through translanguage practices resonates with findings of Martin-Beltrán's studies (2009, 2010, 2014), which highlight the vital role of the dynamic language use in unlocking novel pathways to meaning-making and knowledge acquisition.

However, contrary to the findings of previous research (Hopewell & Abril-Gonzalez, 2019; Osorio, 2018; Salazar, 2008), Jane identified and further perpetuated the power and privilege of English, which gave rise to concerns related to raciolinguistics as the school displayed a clear bias against hiring teachers of color from English-speaking countries. Specifically, during the interview, Jane implicitly characterized the privileges associated with the use of English as "twisted thinking". Despite this perspective, she maintained the necessity of enforcing an English-only policy and advocated for the consistent use of English in all contexts. As revealed in the interview, shown in the following excerpt, Jane held the belief that students and parents respected teachers who spoke English and provided an example of students not negotiating with English-speaking teachers about the deadlines for make-up assignments. While Jane argued that

speaking English facilitated a better connection with the students, this scenario manifested that students chose to obey English orders rather than communicating their real thoughts and feelings. In that sense, using full English maintained the traditional teacher-centered structure as compared to utilizing translanguaging practices that allowed students to express themselves more fully. As May indicated in the interview, students at the school treated teachers, students, and even principals as equals, which was significantly different from students in Chinese public schools. This confidence and encouragement of students to express their perspectives and thoughts was fostered through allowing them to use both languages to interact with teachers and peers and to learn English with culture and language pride, resulting in a more balanced power dynamic between students and teachers.

“I feel like in China, they just respect you a bit more if you speak English with them. Like I don’t want to say it. In China, actually in every country, there are definitely some twisted thinking. I just feel like if you keep using English in or out of class with your kids. It can build a better connection. For example, when teachers including us and foreign teachers give them homework, if they didn’t do the homework, they can make it up. When they go to the foreign teachers’ classroom ask about the homework, they act really polite. If the foreign teachers say, ‘okay you only have two days to do it, that’s it, that’s the deadline’. They will be like, ‘okay, I will do it’. But when they come to the Chinese teachers’ classroom, if you speak with them in Chinese, they always try to negotiate with it. And I don’t think this is a good phenomenon, just like speaking English with them, that’s it, that’s deadline, no more talks after that. They probably will respect you a bit more. (I: So English has the privilege here?) I think so. I don’t want to say that though. I think it just has the power here in China.”

Indeed, there were the entrenched privileges associated with native speakerism and the native speaker fallacy at this school, which can be perceived through student surveys and teacher interviews. Recognizing and valuing the benefits of translanguaging practices between English and Chinese would provide teachers with opportunities to critically examine the most effective and balanced ways of employing such languaging

practices; rather than denying the benefits of using both English and Chinese while failing to deliver effective full English instructions or relying solely on Chinese instructions due to self-debate, as seen in Jane's classes. Similarly, helping students understand the benefits of translanguaging practices and the effective way of argument such benefits will be able to optimize their linguistic resources and maximize their potential for language learning and development, rather than silencing themselves due to inadequate English proficiency or opposing nonnative teachers' languaging behaviors and class instructions. Lastly, the divergence in language ideology and teaching philosophy between Jane and her colleagues led to her isolation and disconnectedness from them, hindering the development of a supportive professional development community that she desired.

Limitations of the Study

There are several limitations that I acknowledge for my dissertation study. First, given data collection and analysis, the study may be constrained by the time span that I was immersed in the process. As stated in the data sources and methods of data collection section, I took ethnographical fieldnotes during classroom observations. Intending to conduct a longitudinal qualitative study with rich descriptions and details, the study is limited in gathering abundant raw data since I collected data during the summer course and Fall 2022, which was not as long as a typical ethnographical study (Sunstein & Chiseri-Strater, 2011). Also, the teachers in my study were not comfortable with being videotaped during class instruction; which may pose challenges for me to record simultaneously multiple instances and details during observations.

The lack of easy transferability of my analysis is another limitation of the study. Echoing the general discussion on limitations of qualitative research from a postpositivism lens, the results of the study cannot simply be applied to other multilingual educational settings since the study is a unique case with particularities. To be more specific, this research site is operated differently from typical international high schools and traditional Chinese public high schools, in which it combines the U.S. curriculum and Chinese educational management system, as well as integrates the use of English and Chinese in their class instructions and school events. The uniqueness of this school makes it difficult to easily transfer the research results to other sites. However, the major findings are insightful regarding informing language educators and policy makers when considering English instructional language use, challenging the entrenched privileges of native speakerism, as well as promising a feasibility and potential replicability of the combined theoretical framework, research method and process utilized in this study.

In addition, in light of the interview process, students preferred Chinese for the group interviews, thus the translation of interview questions and their answers may cause a lack of consistency in the meaning-transmitting process. Also, although student survey revealed some of students' perceptions and attitudes; it may not be adequate enough to fully capture their understandings and feelings of translanguaging and humanizing pedagogical practices that they were going through, influences and interactions between their understanding and concurrent languaging behavior, and changes of their concurrent language ideology.

Furthermore, notwithstanding the rigorous efforts to minimize disruptions during classroom observations and to maintain an objective stance during interviews, the mere

act of participating in my pilot studies and the present study may have influenced the pedagogical decisions and classroom interactions of the participants. Specifically, the interview questions may have inadvertently prompted the teachers to express views that aligned with my preconceived notions, and informal conversations and interpersonal communication may have subtly conveyed my preferred teaching philosophy in language education. However, building rapport with the participating teachers and students was critical to obtaining authentic information regarding their experiences and perceptions of their language education practices. Therefore, I acknowledged the importance of careful communication with the participants, and endeavored to limit my influence during data collections to ensure the trustworthiness and credibility of the study's findings.

Finally, although it is feasible and legitimate to approach one research problem or phenomenon through more than one theoretical lens (Schultz, 1988), the combination of humanizing pedagogy and translanguaging theoretical framework may constrain certain analytical power of the two perspectives as they are used separately. To be more specific, humanizing pedagogy encapsulates more than attending to students' linguistic, social, emotional, and cultural developmental needs; valuing their home culture and *funds of knowledge*; and caring for them regarding their particular identity formation processes. It further requires a critical and activist stance that challenges inequitable educational problems, and calls for radical changes in those unjust educational systems. In the study, I do not intend to touch upon the racial-linguistic aspect that is derived from humanizing pedagogy theoretical framework, since it is not a prominent problem in the targeted Chinese educational context. However, the combined theoretical framework may open a new space for studies on multilingual classroom experiences regarding the effectiveness

and impacts of incorporating translanguaging practices and enacting humanizing pedagogical decisions.

Conclusions

Research on translanguaging practices and humanizing pedagogy has drawn much attention in the U.S. context addressing ESL classrooms. However, there is a lack of commensurate research and empirical evidence in the context of EFL settings. Through the current study's findings, translanguaging practices have been identified as an effective means of enacting humanizing pedagogy in EFL classrooms, especially insofar as they involve demonstrating respect for students' diverse linguistic resources and acknowledging the value of their unique background knowledge and language repertoire. As the demand for EFL education increases in China and as does the need for informed professional development for potential and practicing EFL educators, it is important to address and fill the gap for applied linguistics scholars to fully capture the impacts of fluid languaging practices in multilingual educational settings. Therefore, the present study particularly examines teachers' language attitudes, experiences with translanguaging practices, and enactment of humanizing pedagogy in an EFL setting, as well as their students' understanding of the effects of translanguaging practices, engagement in translanguaging instances, and experiences with humanizing educational practices.

This qualitative case study employs a hybrid theoretical framework that integrates the concepts of translanguaging and humanizing pedagogy. The conceptual foundation of this study stems from a purposeful review of literature on humanizing studies with a particular focus on translanguaging practices, and studies that lacked a humanized

conceptual framework. The research analyzes the educational cases of teachers and students at an international high school in China, examining language attitudes, languaging practices, and classroom interactions. The study employs a variety of data sources, including classroom observations, student surveys, and student and teacher interviews, to provide an in-depth analysis of the research questions. In particular, authentic student-teacher interactions and scenarios involving translanguaging and humanizing pedagogy practices are presented to address the first research question. The second and third research questions are effectively answered through the analysis of classroom observation, student survey, and student and teacher interview data, which also offer a comprehensive picture of the educational experiences at that school. Specifically, the findings reveal that teachers and students demonstrate a strong need for translanguaging practices and teachers are involved in self-debate of conducting those practices. In addition, teachers enact humanizing pedagogy through translanguaging practices, which further promotes multilingual and multicultural awareness in themselves and their students. Furthermore, the study identifies two additional themes, including the absence of a healthy professional development community for the three teachers and the presence of historically entrenched privileges associated with native speakerism and the native speaker fallacy among teachers and students.

For this particular educational setting, the ESL courses (located within an EFL context) require the use of both Chinese and English for the delivery of classroom instruction and the facilitation of student-teacher interactions, especially when it comes to explaining and communicating unknown vocabulary words, different concepts, grammar structures, and learning strategies. Jane's counter example conducting an English-only

policy illustrates the impacts of forbidding the incorporation of Chinese when necessary. Translanguaging practices by teachers are beneficial in establishing and maintaining close relationships with their students. This is consistent with students' perceptions and feelings about these practices, demonstrating the importance of multilingual communication in the classroom. Specifically, the three teachers demonstrated genuine care for their students' academic progress and social-emotional development, through their use of translanguaging between English and Chinese in interactions with students both inside and outside the classroom. As such, the teachers foster their students' confidence and encourage them to express their thoughts and take an equal position with other individuals including peers, teachers, and principals on campus. In addition, the three teachers made a great effort to incorporate relevant class materials that could activate students' prior knowledge or provide opportunities for making connections, in order to facilitate the students' access to new content. They also took into consideration student's current language proficiency and learning interests when arranging class activities and grouping students in an effective manner.

The teachers were aware of the cultural and linguistic differences between China and the U.S., and incorporated those differences in their teaching to better prepare their students for future study abroad experiences through comparing and contrasting the two cultures and languages. Additionally, they employed translanguaging practices between different languages as the mediational tool for their students to analyze and understand conceptual knowledge and linguistic features of the target language. This dynamic space of languaging and learning nurtured the metalinguistic understanding of the students and engendered critical consciousness towards different languages and cultures. Humanizing

approaches to teaching and learning English are achieved through translanguaging practices, and the effectiveness of these practices reinforces the importance of creating a humanized educational environment for both EFL students and teachers.

Although the historically entrenched privileges associated with native speakerism are still present within teachers' and students' interpretations, Ella and May firmly believed that the judicious use of Chinese in teaching is beneficial to both their own teaching and their student's English learning processes. Jane has been engaged in translanguaging practices even though she sought to deny those benefits by advocating for an English-only environment. However, the assumption that forcing students to speak English exclusively is the ideal and optimal way to learn the language was untenable when knowing students' real reactions, as demonstrated by their surveys indicating that they will choose to remain silent if compelled to speak only English. In essence, the use of Chinese by teachers promotes the implementation of humanizing pedagogy practices, including drawing on students' background knowledge, rendering class material comprehensible to all students, and fostering critical consciousness concerning diverse languages and cultures.

Finally, it is important to acknowledge the major limitations of the study as outlined in the previous section. However, this dissertation study has the potential to expand the understanding of the rationale for incorporating students' first languages in language development processes for language teachers, researchers, and students themselves, which increases the likelihood of augmenting the benefits of engaging in translanguaging and humanizing pedagogy praxis.

Implications and Recommendations

This study provides insights into the response to the hegemonic English-only policy that prevails in some EFL/ESL settings. The results and major findings of the study suggest that an unquestioned adherence to an English-only policy may lead to teachers' ineffective classroom instruction, increased self-debate about language use in class, and a lack of opportunities to consider the benefits of using students' first language in language learning interactions. Moreover, the exclusionary nature of English-only language classrooms serves as a hindrance to the development of students' crosslinguistic understanding and metalinguistic awareness, as compared to the more inclusive and versatile translanguaging environment where students are afforded the freedom to deploy multiple languages in the analysis and comprehension of content and language features. In light of these findings, it is incumbent upon language educators and education policy makers to undertake a critical reassessment of their language ideology and teaching philosophy vis-à-vis the English-only policies that may be operating in multilingual classrooms.

Through a thorough examination of teachers' teaching philosophy and pedagogical understanding of English education, it is apparent that Ella who holds a master's degree in TESOL from the U.S., has a more nuanced understanding of how to respect and draw upon students' background knowledge and home cultures, in addition to being well-prepared to create engaging and meaningful classroom activities. In comparison to Ella's teacher preparation program, May's difficulties in creating innovative classroom activities and reflecting deeply on how to build upon students' prior life experiences reveal the inadequacy of Chinese English programs in preparing

prospective teachers. Similarly, certain teaching training and certification programs in the U.S. and other countries maintain a method fetish in the field of English education and perpetuate the privileges of “standardized English”, as exemplified in Jane’s pedagogical stance and teaching philosophy. While, it is understandable that the scope and focus of teaching training programs may be constrained in various ways, it is still possible to engage in the conversations about different language ideologies that are legitimate, valuable, and probably more meaningful for multilingual learners of English than an English-only discourse in language education.

As previously mentioned in the section on the limitations of the study, it may be challenging to generalize and easily transfer the research findings to other contexts. However, the way that this study leverages qualitative and mixed method research methodologies with detailed description and a thorough analysis and triangulation of various data sources demonstrates the feasibility of employing these methodologies in educational research within EFL settings. Additionally, this study reaffirms and validates the utility of a combined theoretical framework of humanizing pedagogy and translanguaging, echoing the findings of Hopewell and Abril-Gonzalez’s (2019) study in an ESL context.

Lastly, the combined theoretical lens allows language educators and linguistic scholars to view multilingual learners as capable language users rather than viewing their fluid languaging practices as inferior or erroneous based on the prescribed “standardized English”. To conclude this dissertation study, I would like to share an interesting example from the class of May’s Grade 9b, which demonstrates how students embrace translanguaging practices not out of necessity due to a lack of English proficiency, but

rather out of a sense of agency as empowered multilingual learners. As seen in excerpt 33, during a group discussion about the story of *The Legend of Sleepy Hollow*, S5 knew the expression of “非常漂亮 [*pretty*] ” (line 365), while utilizing his Chinese dialect to emphasize the beauty of the character (line 363), exemplifying the fluidity of languaging practices and the enjoyment of these experiences in the class.

Excerpt 33 Class Transcript

(May-G9b, Oct 20, 2022)

- 354 May: ...a scarecrow in suit, right? 像稻草人穿上西装一样 [*Like dressing a*
 355: *scarecrow in a suit*].
 356 S3 & S4: Like a monkey...
 357 May: 像猴子么 [*Like a monkey*]? Like a monkey... Um...A scarecrow, 稻
 358: 草人, 就非常符合他 [*A scarecrow describes him perfectly*], right?
 359: And this one, looks like a...
 360 S3 & S4 & S5: A bear
 361 May: A bear, very good, very strong, right? Okay, good. So, Katrina, what
 362: kind of person she is?
 363 S5: 非常漂亮 [*Very pretty*]! (S5 used his dialect to emphasize how beautiful
 the character was.)
 364 May: Very beautiful, right?
 365 S5: Yeah, pretty!

There exist many scenarios as the one described above in the language classrooms in this study, where students and teachers consciously employ translanguaging practices to harness the full extent of their linguistic resources, thus demonstrating their agency and joy in doing so. Such instances attest to multifaceted linguistic repertoire of multilingual users, who relish interacting with others in diverse languages and dialects. This innovative and fluid way of learning through translanguaging practices creates optimal conditions for multilingual students to develop their language capacities, foster their multilingual and multicultural awareness, and take ownership of their learning processes. Concurrently, it offers a unique opportunity for teachers to learn alongside their students, gain deeper insights into effective learning and teaching interactions, facilitate the

development of their students' metalinguistic awareness, and embrace lifelong learning. This humanistic and inclusive approach to education validates the translanguaging practices of both multilingual students and teachers, unleashes the full potential of their linguistic and cultural resources, and promotes the collective growth of all participants engaged in the learning cycle.

Appendix A: Literature Review Research Corpus for Part III of Literature Review

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Appendix B: Data Collection Timeline

Summer 2022

Observation Day	Date	Instructor	Grade	Video-/Audio-taped
Day 1	July 27, 2022	Jane	G8 (G9 in Fall)	Not Allowed
Day 2	Aug. 3, 2022	Jane	G8 (G9 in Fall)	Not Allowed
Day 3	Aug. 10, 2022	Jane	G8 (G9 in Fall)	Not Allowed
Day 4	Aug. 18, 2022	Jane	G8 (G9 in Fall)	Not Allowed
		May	G9a	Videotaped

Fall 2022

Observation Day	Date	Instructor	Grade	Video-/Audio-taped
Day 1	Sept. 22, 2022	May	G9a (open class)	Not Allowed
Day 2	Sept. 29, 2022	May	G9b	Audiotaped
Day 3	Oct. 5, 2022	Jane	G11a	Not Allowed
Day 4	Oct. 6, 2022	May	G9b	Audiotaped
Day 5	Oct. 11, 2022	Jane	G10	Not Allowed
Day 6	Oct. 13, 2022	May	G9b	Audiotaped
Day 7	Oct. 18, 2022	Jane	G10	Not Allowed
Day 8	Oct. 20, 2022	May	G9b	Audiotaped
<i>Oct. 24-28, 2022: School closed and moved to online classes due to COVID-19</i>				
Day 9	Nov. 1, 2022	Jane	G11b	Audiotaped
Day 10	Nov. 10, 2022	May	G9b	Audiotaped

Nov. 14-18, 2022: Mid-term exam week

First Formal Teacher Interview: Nov. 15-May, Nov. 16-Jane, and Nov. 17-Ella

Day 11	Nov. 22, 2022	Jane	G10	Audiotaped
Day 12	Dec. 1, 2022	Ella	G8	Not Allowed
Day 13	Dec. 8, 2022	Ella	G8	Audiotaped
Day 14	Dec. 13, 2022	Jane	G10	Audiotaped
Day 15	Dec. 15, 2022	Ella	G8	Audiotaped
Day 16	Dec. 20, 2022	Jane	G10	Audiotaped

Student Survey: Dec. 26-30, 2022

Day 17	Jan. 3, 2023	Jane	G9 (open class)	Not Allowed
Day 18	Jan. 10, 2023	Jane	G9	Audiotaped

Student Group Interview: Jan. 11-May's classes, Jan. 12-Jane's, and Jan. 13-Ella's

Second Formal Teacher Interview: Jan. 14-May, Jan. 14-Jane, and Jan. 15-Ella

Jan. 16-20, 2022: Final exam week

Appendix C: Fieldnotes Protocol

Fieldnotes #		Date:	
Instructor:		Class Code:	
Number of Students:			
Time	Observation Notes		Thoughts

Appendix D1: First Teacher Interview Protocol - Mid Fall 2022

1. Can you describe your experience in relation to English learning and teaching (both as a learner and a teacher)? (e.g., How did you become an English instructor?)
2. How do you think your own language learning experience as a second language learner affects your teaching practices if there is any?
3. Do you have experience with teaching students from different school settings? If yes, what are the differences you feel in teaching students from those schools? How do you define and describe the student body in Menaul?
4. How do you define “student engagement”?
5. What does “student engagement” look like in your classroom?
6. How are you listening to your students?
7. How do you build relationships with your students? Could you provide some examples?

Appendix D2: Second Teacher Interview Protocol - End of Fall 2022

1. What instructional materials do you use and how do you use them to make English learning and teaching accessible to all students?
2. What teaching strategies do you incorporate in your classrooms to address students' background knowledge and previous life experiences? Or how do you help your students to make connections between current materials and their learning experience?
3. What classroom support do you provide to create a welcoming and safe space for students to participate in classroom activities and discussions?
4. How do you create a collaborative learning community with your students?
5. Have you ever invited your students to co-construct the lesson structure? If so, what do those instances look like?
6. How do you define a culturally inclusive learning environment? Can you describe some of your teaching scenarios that address culturally responsive teaching pedagogy?
[Culturally responsive teaching (CRT) is a research-based approach to teaching. It connects students' cultures, languages, and life experiences with what they learn in school. These connections help students access rigorous curriculum and develop higher-level academic skills.]
7. How do you feel using students' L1 (Chinese) to facilitate classroom interactions and instructions? From your perspective, what are some effects and influences of enacting such practices?
8. During class instruction, what moments do you feel necessary to incorporate students' L1 if there is any and why?
9. How do you feel when your students use both English and Chinese to interpret their thoughts (translanguaging) in class orally or in written form, and how about their translanguaging homework?
10. As a non-native English-speaking instructor, what challenges and rewards are you experiencing to teach international high school students?

Appendix E: Student Survey - “ESL Course” Questionnaire

General Info(基本信息): Age (年龄): ____ Sex (性别): ☐M(男) ☐F(女) Grade(年级): ____ Hometown(家乡): ____

1. How long have been learning English? (你学习英语多久了?)

☐ Less than 6 months(少于 6 个月) ☐ 7-12 months(7-12 个月) ☐ 1-2 years(1-2 年) ☐ more than 2 years(多于 2 年)

2. How long have been in an international school? (你在国际学校学习多久了?)

☐ Less than 6 months(少于 6 个月) ☐ 7-12 months(7-12 个月) ☐ 1-2 years(1-2 年) ☐ more than 2 years(多于 2 年)

3. Which way of instruction would you prefer? (你更喜欢哪种授课方式?)

☐ Full-English instruction (全英文) ☐ Balanced English & Chinese (英文和中文差不多的比重)
☐ English-led with Chinese (英文为主, 有中文辅助) ☐ Chinese-based with English (中文为主, 英文辅助)

4. Which way of instruction of the current ESL course do you feel is it? (你觉得现在的 ESL 课程的授课方式是?)

☐ Full-English instruction (全英文) ☐ Balanced English & Chinese (英文和中文差不多的比重)
☐ English-led with Chinese (英文为主, 有中文辅助) ☐ Chinese-based with English (中文为主, 英文辅助)

5. If you can choose, which domain(s) of English learning would you like to have more Chinese instruction? (如果你可以选择, 哪部分的英语学习你希望有更多的中文讲解辅助?)

<input type="checkbox"/> Listening (听力)	<input type="checkbox"/> Grammar (语法)
<input type="checkbox"/> Speaking (口语)	<input type="checkbox"/> Learning strategy (学习技巧)
<input type="checkbox"/> Reading (阅读)	<input type="checkbox"/> Concept (概念)
<input type="checkbox"/> Writing (写作)	<input type="checkbox"/> Vocabulary (词汇)
	<input type="checkbox"/> Other (其他) _____

6. When do you feel the most that you need to use your home language during class? (在课堂上, 你觉得什么情况你最需要用到你的母语?)

7. What's your favorite project, homework, or class content? And please explain why. (你最喜欢的一个 project, 作业, 或者课程能容是什么? 请解释一下为什么你最喜欢它。)

8. How often does your teacher asked about your feelings about the class, content that you are learning, and your suggestions of the class? (你的老师经常问你对于授课和课程内容的感受以及你对课程的建议吗?)

☐ Never (从不) ☐ Sometimes (有时候) ☐ Often (经常) ☐ Always (总是)

9. How often does your teacher asked about your feelings and life outside the academic domain? (你的老师经常问你学习以外的个人情绪和生活其他感受吗?)

☐ Never (从不) ☐ Sometimes (有时候) ☐ Often (经常) ☐ Always (总是)

10. Do you prefer NESTs (Native English-Speaking Teachers) or NNESTs (Non-Native English-Speaking Teachers) as the instructor of ESL course? (你更喜欢母语是英文的老师教 ESL 还是中国的老师教你 ESL 这门课程?)

☐ NESTs (母语是英文的老师) because _____
☐ NNESTs (母语是中文的老师) because _____

This questionnaire is totally confidential. (这份问卷是完全保密的。)

Thank you for your time and cooperation! Have a wonderful day! (非常感谢你的时间和合作! 祝你生活愉快!)

TOEFL: _____ or IELTS: _____ (如果你有考过托福或雅思考试, 请填写你的成绩)

Appendix F: Student Interview Protocol

1. Which type of school do you like better, traditional Chinese schools or international schools and why?
你更喜欢中国传统的学校还是国际学校？为什么喜欢这种学校？
2. What do you feel about learning English as a second language?
你觉得学英语整体感觉怎么样？
3. What is your motivation for learning English as a second language?
你学英语的动力是什么？
4. What are your challenges in learning English (listening, speaking, reading, and writing aspects) so far?
你觉得学习英语的挑战和困难有哪些？（在听说读写各方面）
5. What is your goal in learning English?
你学习英语的目标是什么？
6. How do you feel about your current ESL class experience?
你觉得现在你的 ESL 课程体验怎么样？
7. What do you like or dislike about the instructors' teaching methods or class content?
对于目前 ESL 老师上课的方式或者课程内容，你有什么喜欢或者不喜欢的方面？
8. How do you feel if your ESL instructor does not allow you to use Chinese during class?
如果你的英语老师不允许你上课时间用中文，你会有什么感觉？
9. How do you feel if your class materials contain both English and Chinese?
如果你上课的资料是双语的，你觉得怎么样？
10. How do you feel if you can use both Chinese and English in your homework?
如果你可以用中文和英文一起去写作业，你感觉怎么样？
11. Do you prefer English-only or using both English and Chinese during peer discussions, whole class discussion, and presentation? And why?
在小组讨论，全班讨论，和做 presentation 的时候，你更喜欢用全英文的方式还是中英结合的表达？为什么呢？
12. What suggestions would you like to make for ESL instructions, class materials, and assessments?
对于 ESL 授课方式，课程资料，评价方式，你有什么意见或者建议吗？

Appendix G1: Examples of Class Material



Class Handout for A Compound Word Exercise in Jane's Grade 9 Class

Like all stories this one has a message – It's the thought that counts.

It's a beautiful hot summer day. The sun is high in the sky. The light is sparkling on the pond. But it is hot! Frog and Toad are enjoying a fun day of swimming as they usually do. They are good friends and do thoughtful things for one another. But like all stories, this one has a conflict. What's the problem? Melting ice cream on a hot summer day!

First, Toad has a thoughtful idea. He will go to buy is friend, Frog, some ice cream. Off he goes to the store to buy some chocolate ice cream cones. Toad buys two chocolate cones and heads back to the pond. Then, the ice cream begins to melt. As Toad walks back the ice cream melts all over him. With leaves and sticks landing on him, he begins to look like a monster. Next, a mouse, squirrel, and rabbit see him and thinks he looks like a monster. They run for their lives. They run past Frog at the pond and tell him to run for their lives. Soon, Toad arrives. At first, Frog thinks Toad is a monster. But then he realizes it's Toad covered in ice cream. Toad falls into the pond. All the ice cream washes off. In the end, Frog suggests they go back to the store, buy two more ice cream cones, and eat them right away under the shade. Frog and Toad are very happy.

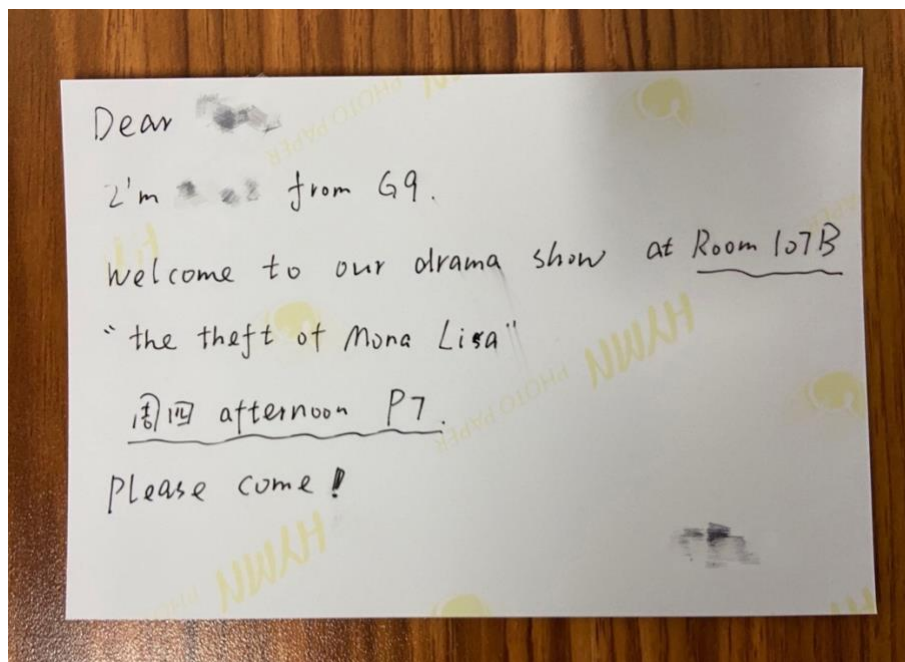
So, what is the resolution? Frog and Toad solved their problem by getting new ice cream cones and eating them before they could melt. Once again, what is the message of the story? It's the thought that counts and there are ways to solve the simple problems in life.

Class Handout for Storytelling in May's Grade 9b Class

Appendix G2: Examples of Student Work



A Poster of Group Presentation in May's Grade 9b Class



An Invitation Card of Jane's Grade 9 Class Drama Play in the Summer Program for A Teacher

Appendix H: Principal's Letter of Support

Jun 27, 2022

School Address
Qingdao, Shandong, China

RE: IRB Letter of Support
[Jiaxuan Zong]

Dear Institutional Review Board Chair and Members:

I am writing this letter of support for one of our volunteer teachers in Spring 2021, Jiaxuan Zong, to collect data and conduct her dissertation research project on our school. It is our intention to support her proposed language education research (described below).

Research Overview

1. Project Summary:

Through describing how the language learning and teaching process looks like in that context, the investigator will try to display a more comprehensive illustration of the effects of dynamic language learning and teaching interactions.

2. Objectives:

The prominent aim is to investigate and illustrate specific teaching and learning experience, which involves classroom participants' translanguaging practices and language attitudes, through the lens of humanizing pedagogy at an international high school in China.

3: Background & Rationale:

The investigator hopes to help herself understand and inform other language educators about how to maximize the benefit of engaging in dynamic language practices and humanizing pedagogical instances in an EFL (English as a foreign language) setting.

Sincerely,

Print Name
Vice Principal
School Name

Appendix I1: Consent Form for Teachers



Institutional Review Board

1204 Marie Mount Hall • 7814 Regents Drive • College Park, MD 20742 • 301-405-4212 • irb@umd.edu

CONSENT TO PARTICIPATE

Project Title	Dissertation Proposal: Examining Dynamic Language Use through the Lens of Translanguaging and Humanizing Pedagogy – A Qualitative Study on Teacher and Student Language Practices and Attitudes at an International High School in China
Purpose of the Study	This research is being conducted by Jiaxuan Zong at the University of Maryland, College Park. I am conducting this research for my dissertation, which is supervised by my advisor, Dr. Jeff MacSwan. I am inviting you to participate in this research project because you are a teacher at a school that prepares future international students who are learning subjects in English while learning English the language itself. The purpose of this research project is to understand how your language learning and teaching experience looks like, which involves the mixed use of English and Chinese (translanguaging).
Procedures	<p>If you consent to participate in this research project, the procedures involve the following selected activities:</p> <ul style="list-style-type: none"> ▪ I will observe your ESL classes as an outsider. If I can go back to China, I will sit at the back corner of each classroom taking fieldnotes using pens and notebooks. I will ask for your permission to audiotape the classes. If at any point, you refuse to be audiotaped, I will try my best to take fieldnotes and capture instances as much as I can. If I cannot go back to China and participate in the classroom observation in person, I will observe their classes via Zoom. I will ask you to put me at the back of the classroom observing your class interactions. Similar to observing in person, I will ask your permission to record the lessons while taking notes. If you refuse to be audiotaped, I will take fieldnotes as precisely as I can. I will take some pictures of the settings and educational activities with your permission. After each classroom observation, I will organize my notes, write memos, and reflect on the observations as soon as possible. If I have related questions, I will ask you within the school day. ▪ Participating in interviews. There will be up to 3 formal interviews in this research project, one taking place in the middle of Fall 2022 semester, one at the end of the fall semester, and one at the middle of the following semester as a post-research interview. Each interview will take approximately 45-60 minutes. Interviews will take place at a time convenient for you, to be determined at a later date. Due to COVID-19, whether I can go back to China next semester or not has not been decided yet. If I can go back to China and collect data in-person, there will be two options for you to participate in interviews. If I am not able to go back to China, all the interviews will be conducted via WeChat or Zoom. If in-person, interviews will be conducted at a location convenient to you, such as in the study room or a space in the canteen. If not in-person,

	<p>interviews will be conducted via WeChat application. All the interviews including in-person and online ones would be audio-recorded with permission. If you refuse to be audio-recorded, I will take notes as fast as I can and send a summary of the interview to you afterwards for member check. The first interview will ask questions about your personal and professional background (such as when you started learning English as a second language, what inspired you to teach English, and how you came to work at this school), your experiences at the school, and your understanding and interpretation of translanguaging practices and the effects of incorporating students' first language into language learning and teaching interactions. The second interview will focus more on your teaching philosophy, pedagogical decisions, and your explanation of specific instances that I will observe in your classes. The last interview will center the change or new thoughts after the research project regarding your understanding of language education, translanguaging, and humanizing pedagogy. Interviews will be audio-recorded for later transcription. Transcripts from each formal interview will be made available to you.</p> <ul style="list-style-type: none"> ▪ In addition to formal interviews, I might ask you questions in informal conversations after each time of my observation of your classes. Such conversations will help me consistently and timely capture meaningful moments of understanding and inquiry. Each of these conversations will take no longer than 10 minutes. All the conversations including in-person and online ones would be audio-recorded with permission. If you refuse to be audio-recorded, I will take notes as fast as I can and send a summary of the conversations to you afterwards for member check. ▪ Analysis of some of your classroom artifacts including student work samples, teaching and learning materials, classroom poster, bulletin board decorations and other relevant materials. All the classroom artifacts that I collect will not contain any identifiable information. <p>If you agree to participate in this project, please check the boxes below to indicate what activities you consent to participate in, and what types of recording you consent to, if any.</p> <p><u>ACTIVITIES (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to participate in classroom observation.</p> <p><input type="checkbox"/> I do NOT agree to participate in classroom observation.</p> <p><input type="checkbox"/> I agree to be interviewed.</p> <p><input type="checkbox"/> I do NOT agree to be interviewed.</p> <p><u>RECORDING (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to be audio-recorded in my interview.</p> <p><input type="checkbox"/> I do NOT agree to be audio-recorded in my interview.</p> <p><input type="checkbox"/> I agree to be audio-recorded during classroom observations.</p> <p><input type="checkbox"/> I do NOT agree to be audio-recorded during classroom observations.</p> <p><u>OTHER PERMISSIONS (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to let you share audio clips from my interviews, such as at research presentations or with other researchers.</p> <p><input type="checkbox"/> I do NOT agree to let you share audio clips containing my voice.</p> <p><input type="checkbox"/> I agree to share classroom artifacts including student work samples and instructional materials.</p> <p><input type="checkbox"/> I do NOT agree to share classroom artifacts.</p>
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Potential Risks and Discomforts	<p>There may be some risks from participating in this research study. You may experience low levels of anxiety about being observed or participating in interviews. You have the right to skip questions you are uncomfortable with, and stop the interview at any given time. If you opt to allow me to share the interview recordings containing your voice, you may feel you lose confidentiality, but I will not share your voice without your permission in any situation. Although in the U.S. context, the chance of you being recognized will be very small, I will not share your voice without permission.</p> <p>A possible risk of breach of confidentiality could occur through the data processing platform, NVivo. I will make every effort to minimize such risk through making up pseudonyms and protecting data sets using a strong password chain. You have the right and option to decide to participate or withdraw participation at any point during the research without any forms of penalty.</p>
Potential Benefits	<p>There are no direct benefits from participating in this research. However, possible benefits include developing new thoughts and understanding of language education and pedagogical movements. Or, in the future, other people might benefit from this study through improved understanding of language education practitioners and students' dynamic languaging practices.</p>
Confidentiality	<p>Any potential loss of confidentiality will be minimized by using pseudonyms for every participant. I will create an identification key to link your names to your pseudonyms. That data will be handwritten in my diary with a lock, and can only be accessed by me. All data will be saved and stored on my password-protected computer which is only accessed by me. All data will be destroyed five years after the completion of the study including shredding papers, erasing digital files, and deleting any word processing documents. Manuscripts submitted for publication will not be able to identify individuals by name or location.</p> <p>Participants' confidentiality will be protected to the maximum extent possible if they choose not to allow their recordings to be released. I will write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.</p>
Right to Withdraw and Questions	<p>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. Your academic standing or employability at your school will not be positively or negatively impacted by your decision to participate or not participate in this study.</p> <p>If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:</p> <p style="text-align: center;"> Jiaxuan Zong 2311 Benjamin Building College Park, MD 20742 USA jxzong@umd.edu 202-718-2870 </p>

	<p>Or the faculty advisor Jeff MacSwan 2311 Benjamin Building College Park, MD 20742 USA macswan@umd.edu</p>	
Participant Rights	<p>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</p> <p>University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 USA E-mail: irb@umd.edu Telephone: 301-405-0678</p> <p>For more information regarding participant rights, please visit: https://research.umd.edu/research-resources/research-compliance/institutional-review-board-irb/research-participants</p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>	
Statement of Consent	<p>Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.</p> <p>If you agree to participate, please sign your name below.</p>	
Signature and Date	NAME OF PARTICIPANT [Please Print]	
	SIGNATURE OF PARTICIPANT	
	DATE	

Appendix I2: Consent Form for Students Aged Over 18



Institutional Review Board

1204 Marie Mount Hall • 7814 Regents Drive • College Park, MD 20742 • 301-405-4212 • irb@umd.edu

CONSENT TO PARTICIPATE

Project Title	Dissertation Proposal: Examining Dynamic Language Use through the Lens of Translanguaging and Humanizing Pedagogy – A Qualitative Study on Teacher and Student Language Practices and Attitudes at an International High School in China
Purpose of the Study	My name is Jiaxuan Zong , and I am a graduate student at the University of Maryland, College Park. I am conducting this research for my dissertation, which is supervised by my advisor, Dr. Jeff MacSwan. The purpose of this research project is to understand how your language learning and teaching experience looks like, which involves the mixed use of English and Chinese.
Procedures	<p>If you agree to participate in this project, the procedures involve the following selected activities:</p> <ul style="list-style-type: none"> ▪ If I can go back to China and conduct classroom observation in person, I will sit at the back corner of the classroom taking notes using pens and notebooks. During classroom observation, I will take notes of your classroom interactions including your conversations with your teachers and peers. I plan to audio record the classes with your permission. If you refuse to be audiotaped, I will remove the audio clips that contain your voice from the classroom observation audio-recordings. At the same time, I will try my best to take fieldnotes and capture instances as much as I can. I will take some pictures of the settings and educational activities with your permission. Also, I will ask your permission to take photos of your course work without any identifiable information. If you prefer not to have photos taken of yourself or any of your work, I will not take photos. I will describe what I see as precisely as possible. If I observe your classes via Zoom or WeChat overseas, I will ask your teacher to put me at the back of the classroom observing your class interactions. Similar to observing in person, I will ask your permission to record lessons while taking notes. If you refuse to be audiotaped, I will take fieldnotes as precisely as I can. I will ask your teacher to send me pictures of your course work with your permission. All the data collected during classroom observation will not include any identifiable information. ▪ Being interviewed, one after a survey at the end of the fall semester. If I can go back China and be in your school in-person, you can choose whether you want to be interviewed alone or with your classmates; if I am not able to go back China, you will attend a group interview with your classmates. In the interview, I will ask you about your experiences at the school and in ESL classes, how you feel learning English in your current manner, and your understanding of using Chinese in your English learning processes. I will give you copies of questions in both languages in advance, and you do not have to answer any question that you feel uncomfortable with. If I am in China, I will give you options of how you would like

	<p>to be interviewed, over the phone or in-person, and if you would like to be audio-recorded; otherwise, you will be interviewed via Zoom or WeChat. Each of these interviews will take no more than 30 minutes. Audio recorded interviews would be preferable. However, if you refuse to be audio recorded, I will take hand-writing notes during our interviews.</p> <ul style="list-style-type: none"> As I mentioned above, there will be a survey at the end of the fall semester asking about your English learning experiences, language attitude, and preferences of language learning instructions. All questions will be provided in both Chinese and English. Also, you have the right to choose to participate in the survey or not, and you can withdraw any time during the survey if you feel uncomfortable answering some questions. The estimated time for the survey will be 10-15 minutes. If I go back to China and conduct the survey in person, I will ask the teacher to leave the classroom during the survey while we remain in the classroom, which means you can finish the survey under my supervision. If I conduct the survey via an online platform, your teacher will have no access to the survey data. If I collect your coursework in person, I may ask if I can take pictures of or collect some of your coursework. If I do that, I will make sure that your name will be completely covered or removed. If I cannot go back to China, I will ask your teachers to collect your coursework for me with your permission and removal of your name. <p>If you agree to participate in this project, please check the boxes below to tell me what you agree and what you do NOT agree with.</p> <p><u>ACTIVITY-Classroom Observation (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to participate in classroom observation.</p> <p><input type="checkbox"/> I do NOT agree to participate in classroom observation.</p> <p><u>ACTIVITY-INTERVIEW (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to be interviewed.</p> <p><input type="checkbox"/> I agree to be interviewed in a small group with other students.</p> <p><input type="checkbox"/> I agree to be interviewed by myself.</p> <p><input type="checkbox"/> I do NOT agree to be interviewed.</p> <p><u>ACTIVITY-SURVEY (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to do the survey with my classmates and the researcher in class.</p> <p><input type="checkbox"/> I do NOT agree to do the survey.</p> <p><u>RECORDING (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to be audio-recorded in my interview.</p> <p><input type="checkbox"/> I do NOT agree to be audio-recorded in my interview.</p> <p><input type="checkbox"/> I agree to be audio-recorded during classroom observations.</p> <p><input type="checkbox"/> I do NOT agree to be audio-recorded during classroom observations.</p> <p><u>OTHER PERMISSIONS (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to let you share audio clips containing my voice, such as at research presentations or with other researchers.</p> <p><input type="checkbox"/> I do NOT agree to let you share audio clips containing my voice.</p> <p><input type="checkbox"/> I agree to share my work.</p> <p><input type="checkbox"/> I do NOT agree to share my work.</p>
<p>Potential Risks and Discomforts</p>	<p>There may be some risks from participating in this research study. You may feel nervous if you choose to be interviewed among a group of students. Agreeing to allow me to share recordings that contain your voice is optional,</p>

	<p>and those recordings will only be shared with other researchers. You have the right and option to decide to participate or withdraw participation at any point during the research without any forms of penalty. You may also skip any questions you do not wish to answer, including interview questions and survey questions.</p> <p>A possible risk of breach of confidentiality could occur through the data processing platform, NVivo. I will make every effort to minimize such risk through making up pseudonyms and protecting data sets using a strong password chain. You have the right and option to decide to participate or withdraw participation at any point during the research without any forms of penalty.</p>
Potential Benefits	<p>There are no direct benefits from participating in this research. Although this project is not designed to benefit you personally and directly, the research findings may help me and other language educators understand the rationales and effects of using students' first language (Chinese in this case) in their English learning processes and in what ways, which may increase the chance of maximizing the benefit of such languaging behavior.</p>
Confidentiality	<p>First, I will not share your individual responses to interview questions or survey questions to anyone in your school. During the whole research project, your identity will be protected to the maximum extent possible. For example, I will organize and process all the data alone at my home or occasionally in some private areas on campus away from others. All participants' information will be encoded with numbers or letters, and the assigned pseudonyms will be accessible to me. If I need to discuss some related questions with your teachers, I will not mention any identifiable information that can be encoded by the teachers; otherwise, I will skip such questions to protect your confidentiality.</p> <p>Any potential loss of confidentiality will be minimized by using pseudonyms (fake names) for every participant. I will create an identification key to link participants' names to their pseudonyms. That data will be handwritten in my diary with a lock, and can only be accessed by me. If I collect physical data (e.g., your school work, posters, essays, etc.), I will scan them or take pictures of them as soon as possible and then store them on my password-protected laptop removing their names. After that, I will shred the physical data. All data will be saved and stored on my password-protected computer which is only accessed by me. All data will be destroyed five years after the completion of the study including shredding papers, erasing digital files, and deleting any word processing documents. Manuscripts submitted for publication will not be able to identify individuals by name or location. Participants' confidentiality will be protected to the maximum extent possible if they choose not to allow their recordings to be released. I will not share your individual responses to interview questions to anyone in the school. I will write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.</p>
Right to Withdraw and Questions	<p>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. Your academic standing or grades at your school will not be positively or negatively impacted by your decision to participate or not participate in this study.</p> <p>If you decide to stop taking part in the study, if you have questions, concerns,</p>

	<p>or complaints, or if you need to report an injury related to the research, please contact the investigator:</p> <p style="text-align: center;"> Jiaxuan Zong 2311 Benjamin Building College Park, MD 20742 USA jxzong@umd.edu 202-718-2870 </p> <p style="text-align: center;"> Or the faculty advisor Jeff MacSwan 2311 Benjamin Building College Park, MD 20742 USA macswan@umd.edu </p>	
Participant Rights	<p>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</p> <p style="text-align: center;"> University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 USA E-mail: irb@umd.edu Telephone: 301-405-0678 </p> <p style="text-align: center;"> For more information regarding participant rights, please visit: https://research.umd.edu/research-resources/research-compliance/institutional-review-board-irb/research-participants </p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>	
Statement of Consent	<p>Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.</p> <p>If you agree to participate, please sign your name below.</p>	
Signature and Date	NAME OF PARTICIPANT [Please Print]	
	SIGNATURE OF PARTICIPANT	
	DATE	



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参与研究同意书

研究主题	论文开题：通过多语言运用和人性化教育理论架构研究动态语言行为 — 基于中国一所国际高中的师生语言行为和态度的质性研究
研究目的	我是马里兰大学的一名博士研究生, 宗佳萱 。这个研究是我的博士论文研究，由我的导师 Jeff MacSwan 博士指导。进行这个研究的目的是了解你的一些关于同时用中英文学习英语的语言学习经历。
研究过程	<p>如果你同意加入这个研究项目，研究过程大致包含下面活动：</p> <ul style="list-style-type: none">▪ 如果我能回到中国实地进行教室教学活动的观察，我会坐在教室后面的一个角落，用笔和本子做观察笔记。在观察过程中，我会记录一些课堂的活动，包括你和老师同学的对话。如果你同意的话，我打算对课堂活动进行录音。如果你不同意被录音，我会将包含你声音的录音片段从课堂录音里面删除。同时，我会尽力用笔和纸记录下这些活动。如果你同意的话，我会给你们的一些课堂活动还有你的作业作品拍照，但是不会留下任何能够显示你身份姓名的内容在照片里。如果你不同意被拍照，我不会拍任何照片。我会尽可能详尽的记录下我的所见所闻。如果我要在国外观察你们的课堂，我会让你的老师跟我通过 Zoom 或者 WeChat 视频连线，然后把电脑放在教室的后部。跟我本人到课堂观察相似，我会对课堂情况做笔记，然后征得同意去录音你们的课堂。如果你不同意被录音，我会尽力做笔记。如果你同意，我会请你的老师给我拍一下你的作业，但不会留下你的名字和其他可以辨认出你身份的信息在照片上。所有我在课堂上手机资料都不会包含能够辨认出你身份的信息。▪ 被采访。在秋季学期的末尾，在一次问卷调查之后。如果我能回中国本人去到学校，你可以选择一对一被采访或者跟你的同学一起被采访；如果我不能回中国，你要跟你的同班同学一起被采访。在采访中，我将会问你一些关于 ESL 课堂的经历，你目前学习英语的感受，以及你对用中文学习英语的理解。我会提前给你中英文版本的采访题目。你不需要回答任何你觉得不舒服的问题。如果我回国，我会给你两个选择，可以电话采访或者面对面采访；你可以选择是否要被录音；如果我不能回国，我们只能通过 Zoom 或者 WeChat 进行采访。每次采访的时间不会超过 30 分钟。采访录音是理想的方式，但如果你拒绝被录音，我会通过手写笔记来记录采访内容。▪ 像我上面提到的那样，在秋季学期末会有一次问卷调查关于你的英语学习经历，语言态度，以及你比较喜欢的英语教学方式。所有的问题都是中英文双语的。你有权选择要不要参与到问卷调查中，而且如果你感到回答某些问题觉得不舒适，可以随时中止参与。这个问卷大概需要 10-15 分钟来完成。我会请你的老师在你回答问卷的时候暂时离开教室，你们会在我的监督下完成问卷，你的老师不会有机会得到任何问卷数据和结果。▪ 如果我本人亲自去收集你的作业或者作品，我会征求你的同意才给你的作品拍照。如果我这样子做，我会保证你的个人信息不会被保

	<p>留或者被完全遮住。如果我不能回去自己亲自收集这些资料，我会请你的老师在征得你的同意后替我给你的作品拍照。被拍的作业和作品上不会有任何你的个人信息。</p> <p>如果你同意参与这个项目，请对下面的选项进行选择来表达你同意或者不同意哪些活动。</p> <p><u>活动-课程观察（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意参与课程观察。</p> <p><input type="checkbox"/> 我不同意参与课程观察。</p> <p><u>活动-采访（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意被采访。</p> <p><input type="checkbox"/> 我同意和其他同学一起被采访。</p> <p><input type="checkbox"/> 我同意自己单独被采访。</p> <p><input type="checkbox"/> 我不同意被采访。</p> <p><u>活动-问卷调查（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意和我的同学还有研究员一起在教室做问卷。</p> <p><input type="checkbox"/> 我不同意做问卷。</p> <p><u>录音（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意在采访中录音。</p> <p><input type="checkbox"/> 我不同意在采访中被录音。</p> <p><input type="checkbox"/> 我同意在课程观察中被录音。</p> <p><input type="checkbox"/> 我不同意在课程观察中被录音。</p> <p><u>其他的许可（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意你可以分享有我声音的录音片段，比如在一些研究演讲或者跟其他研究学者一起讨论。</p> <p><input type="checkbox"/> 我不同意你分享有我声音的录音片段。</p> <p><input type="checkbox"/> 我同意可以分享我的作业作品。</p> <p><input type="checkbox"/> 我不同意可以分享我的作业作品。</p>
潜在威胁和不适	<p>参与这个研究项目有一些可能的现在威胁。如果你选择与其他同学一起被采访，你可能会感到紧张。是否同意分享有你声音的录音片段是有你决定的，这些录音将只会与其他的研究学者分享。你有权决定是否参与或者随时中止参与，这些决定都不会带来任何形式的处罚。你也可以跳过在采访和问卷中任何你不想回答的问题。</p> <p>另外一个潜在的威胁是在数据处理过程中，在 NVivo 平台可能会有数据泄露。我会尽我最大的能力最小化这些威胁。我会使用假名字并且给数据集加密。你可以在任何时间选择参与或者拒绝参与这个研究项目，并且不会给你带来任何惩罚。</p>
可能的益处	<p>参与这个研究项目没有任何直接的利益。尽管这个研究项目不是为来你的个人直接利益设计，但是研究结果可能帮助我和其他的语言教育学者了解运用学生母语（中文）在学生英语学习过程中的作用，并且能够增大运用中文学习英语带来的好处。</p>

<p>保密情况</p>	<p>首先，我不会把你的采访回答或者问卷回答分享给学校任何人。在整个研究项目过程中，你的身份会被最大限度的保护。比如，我会单独在我的家里或者很偶尔在校园里私密的地方处理数据。所有参与研究的老师学生的信息都会通过字母数字被编码。这些编码的名字对应的信息只有我可以接触到。如果我跟你的老师讨论一些课堂问题，我不会提到任何能够让你的老师猜到是你的信息；如果能够被猜出，我会跳过这个问题去保护你的隐私。</p> <p>任何可能威胁保密情况的信息会被通过用假名字最小化。我会设计一个加密信息去连接参与者的真实姓名和他们的假名字。这些数据会手写到一个有锁的笔记本上，只有我能够打开这个笔记本。如果我收集了一些纸质版的资料（比如你的作业，海报，或者论文），我会以最快的方式扫描他们或者拍照片，然后把这些数字资料保存在有密码保护的电脑上并且删掉名字。之后，我会将纸质的资料碎纸销毁。所有的数据都会被保存在有密码保护的电脑上，而且这个电脑只有我可以打开。所有的数据将在毕业论文完成后被保留5年后销毁，包括碎纸，销毁电子档案，并且删掉任何文字处理的文档。被提交的手稿里面不会出现任何能够被认出的个人信息和地址。</p> <p>如果参与者选择不允许分享他们的录音，你的信息将会被最大限度的保护。我不会跟你学校的任何人分享你的采访回答。我会写一个关于这个研究项目的报告或者文章，你的身份将会被最大限度的保护。如果你或者其他人在危险的情况下或者法律要求我们，你的信息可能会被分享给马里兰大学的代表或者政府部门。</p>
<p>有权放弃参与和 问题咨询</p>	<p>你是否参与这个研究项目是完全自愿的。你可以选择完全不参与。如果你选择参与这个研究，你可以随时中止参与。如果你选择不参与或者中途停止参与，你不会被任何形式的惩罚或者损失应有的任何利益。你在学校的学术地位或者成绩不会因为参与这个研究与否而带来正面或者负面影响。</p> <p>如果你决定停止参与这个研究，如果你有任何问题，担忧，或者抱怨，或者你需要报告研究带来的伤害，请联系研究员：</p> <p style="text-align: center;">宗佳萱 2311 Benjamin Building College Park, MD 20742 USA jxzhong@umd.edu 202-718-2870</p> <p style="text-align: center;">或者博士生导师 Jeff MacSwan 2311 Benjamin Building College Park, MD 20742 USA macswan@umd.edu</p>
<p>参与者的权利</p>	<p style="text-align: center;">马里兰大学 Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 USA 邮箱: irb@umd.edu 电话: 301-405-0678</p> <p style="text-align: center;">更多关于参与者权利的信息，请详见： https://research.umd.edu/research-resources/research-compliance/institutional-review-board-irb/research-participants</p>

	这个研究项目已经通过马里兰大学 IRB 人类项目研究审核。	
同意参与表述	<p>你的签名证明你 18 岁以上；你已经读过或者被人读过这个同意书的内容；你的问题已经被回答并且你自愿同意参与这个研究项目。你会收到一份签过名字的同意书。</p> <p>如果你同意参与，请在下面签名。</p>	
签名和日期	参与者名字 [中文名字的拼音， 名在前姓在后]	
	参与者签名	
	日期	

Appendix I3: Consent Form for Students Aged 14-17



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ASSENT TO PARTICIPATE

Project Title	Dissertation Proposal: Examining Dynamic Language Use through the Lens of Translanguaging and Humanizing Pedagogy – A Qualitative Study on Teacher and Student Language Practices and Attitudes at an International High School in China
Purpose of the Study	My name is Jiaxuan Zong , and I am a graduate student at the University of Maryland, College Park. I am conducting this research for my dissertation, which is supervised by my advisor, Dr. Jeff MacSwan. The purpose of this research project is to understand how your language learning and teaching experience looks like, which involves the mixed use of English and Chinese.
Procedures	<p>If you agree to participate in this project, the procedures involve the following selected activities:</p> <ul style="list-style-type: none">▪ If I can go back to China and conduct classroom observation in person, I will sit at the back corner of the classroom taking notes using pens and notebooks. During classroom observation, I will take notes of your classroom activities including your conversations with your teachers and peers. I plan to audio record the classes with your permission. If you do not want to be audiotaped, I will remove the audio clips that contain your voice from the classroom observation audio-recordings. At the same time, I will try my best to take notes as much as I can. I will take some pictures during classes with your permission. Also, I will ask your permission to take photos of your course work without your name and information. If you prefer not to have photos taken of yourself or any of your work, I will not take photos. If I observe your classes via Zoom or WeChat overseas, I will ask your teacher to put me at the back of the classroom observing your class interactions. Similar to observing in person, I will ask your permission to record lessons while taking notes. If you do not want to be audiotaped, I will take notes only. I will ask your teacher to send me pictures of your course work with your permission. All the data collected during classroom observation will not include any identifiable information.▪ Being interviewed, one after a survey at the end of the fall semester. If I can go back to China and be in your school in-person, you can choose whether you want to be interviewed alone or with your classmates; if I am not able to go back China, you will be interviewed with your classmates. In the interview, I will ask you about your experiences at the school and in ESL classes, how you feel learning English, and your understanding of using Chinese to learn English. I will give you copies of questions in both languages before the interview, and you do not have to answer any question that you feel uncomfortable with. If I am in China, you can choose how you would like to be

	<p>interviewed, over the phone or in-person, and if you would like to be audio-recorded; otherwise, you will be interviewed via Zoom or WeChat. Each of these interviews will take no more than 30 minutes. Audio recorded interviews would be better for me. However, if you do not want to be audio recorded, I will take hand-writing notes during our interviews.</p> <ul style="list-style-type: none"> As I mentioned above, there will be a survey at the end of the fall semester asking about your English learning experience and feelings about it. All questions will be provided in both Chinese and English. Also, you have the right to choose to participate in the survey or not, and you can withdraw any time during the survey if you feel uncomfortable answering some questions. The estimated time for the survey will be 10-15 minutes. If I go back to China and conduct the survey in person, I will ask the teacher to leave the classroom during the survey while we stay in the classroom, which means you can finish the survey with me and your classmates. If I conduct the survey via an online platform, your teacher will have no access to the survey data. If I collect your coursework in person, I may ask if I can take pictures of or collect some of your coursework. If I do that, I will make sure that your name will be completely covered or removed. If I cannot go back to China, I will ask your teachers to collect your coursework for me with your permission and removal of your name. <p>If you agree to participate in this project, please check the boxes below to tell me what you agree and what you do NOT agree with.</p> <p><u>ACTIVITY-Classroom Observation (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to participate in classroom observation.</p> <p><input type="checkbox"/> I do NOT agree to participate in classroom observation.</p> <p><u>ACTIVITY-INTERVIEW (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to be interviewed.</p> <p><input type="checkbox"/> I agree to be interviewed in a small group with other students.</p> <p><input type="checkbox"/> I agree to be interviewed by myself.</p> <p><input type="checkbox"/> I do NOT agree to be interviewed.</p> <p><u>ACTIVITY-SURVEY (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to do the survey with my classmates and the researcher in class.</p> <p><input type="checkbox"/> I do NOT agree to do the survey.</p> <p><u>RECORDING (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to be audio-recorded in my interview.</p> <p><input type="checkbox"/> I do NOT agree to be audio-recorded in my interview.</p> <p><input type="checkbox"/> I agree to be audio-recorded during classroom observations.</p> <p><input type="checkbox"/> I do NOT agree to be audio-recorded during classroom observations.</p> <p><u>OTHER PERMISSIONS (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to let you share audio clips containing my voice, such as at research presentations or with other researchers.</p> <p><input type="checkbox"/> I do NOT agree to let you share audio clips containing my voice.</p> <p><input type="checkbox"/> I agree to share my work.</p> <p><input type="checkbox"/> I do NOT agree to share my work.</p>
<p>Potential Risks and Discomforts</p>	<p>There may be some risks from participating in this research study. You may feel nervous if you choose to be interviewed with your classmates. You can decide if I can share recordings that have your voice, and those</p>

	<p>recordings will only be shared with other researchers. You have the right and option to decide to participate or withdraw participation at any point during the research without any forms of penalty. You may also skip any questions you do not wish to answer, including interview questions and survey questions.</p> <p>A possible risk of breach of confidentiality could occur through the data processing platform, NVivo. I will make every effort to minimize such risk through making up fake names and protecting data sets using a strong password chain. You have the right and option to decide to participate or withdraw participation at any point during the research without any forms of penalty.</p>
Potential Benefits	<p>There are no direct benefits from participating in this research. Although this project is not designed to benefit you personally and directly, the research findings may help me and other language educators understand the rationales and effects of using students' first language (Chinese in this case) in their English learning processes and in what ways, which may increase the chance of maximizing the benefit of such languaging behavior.</p>
Confidentiality	<p>First, I will not share your responses to interview questions or survey questions to anyone in your school. During the whole research project, your identity will be protected as much as possible. For example, I will organize and process all the data alone at my home or occasionally in some private areas on campus away from others. All participants' information will be encoded with numbers or letters, and the assigned fake names will only be accessible to me. If I need to discuss some related questions with your teachers, I will not mention any identifiable information that can be traced by the teachers; otherwise, I will skip such questions to protect your confidentiality.</p> <p>Any potential loss of confidentiality will be minimized by using fake names for every participant. I will create an identification key to link participants' names to their fake names. That data will be handwritten in my diary with a lock, and can only be accessed by me. If I collect physical data (e.g., your school work, posters, essays, etc.), I will scan them or take pictures of them as soon as possible and then store them on my password-protected laptop removing their names. After that, I will shred the physical data. All data will be saved and stored on my password-protected computer which is only accessed by me. All data will be destroyed five years after the completion of the study including shredding papers, erasing digital files, and deleting any word processing documents. Manuscripts submitted for publication will not be able to identify individuals by name or location.</p> <p>Participants' confidentiality will be protected to the maximum extent possible if they choose not to allow their recordings to be released. I will not share your responses to interview questions to anyone in the school. I will write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.</p>
Right to Withdraw and Questions	<p>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. Your academic standing or grades at your school will not be positively or</p>

	<p>negatively impacted by your decision to participate or not participate in this study.</p> <p>If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:</p> <p style="text-align: center;"> Jiaxuan Zong 2311 Benjamin Building College Park, MD 20742 USA jxzhong@umd.edu 202-718-2870 </p> <p style="text-align: center;"> Or the faculty advisor Jeff MacSwan 2311 Benjamin Building College Park, MD 20742 USA macswan@umd.edu </p>	
Participant Rights	<p>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</p> <p style="text-align: center;"> University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 USA E-mail: irb@umd.edu Telephone: 301-405-0678 </p> <p style="text-align: center;"> For more information regarding participant rights, please visit: https://research.umd.edu/research-resources/research-compliance/institutional-review-board-irb/research-participants </p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>	
Statement of Assent	<p>Your signature indicates that you are at least 14 years of age; you have read this Assent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed assent form.</p> <p>If you agree to participate, please sign your name below.</p>	
Signature and Date	NAME OF PARTICIPANT [Please Print]	
	SIGNATURE OF PARTICIPANT	
	DATE	



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参与研究同意书

研究主题	论文开题：通过多语言运用和人性化教育理论架构研究动态语言行为 —— 基于中国一所国际高中的师生语言行为和态度的质性研究
研究目的	我是马里兰大学的一名博士研究生, 宗佳萱 。这个研究是我的博士论文研究，由我的导师 Jeff MacSwan 博士指导。进行这个研究的目的是了解你的一些关于同时用中英文学习英语的语言学习经历。
研究过程	<p>如果你同意加入这个研究项目，研究过程大致包含下面活动：</p> <ul style="list-style-type: none">▪ 如果我能回到中国实地进行教室教学活动的观察，我会坐在教室后面的一个角落，用笔和本子做观察笔记。在观察过程中，我会记录一些课堂的活动，包括你和老师同学的对话。如果你同意的话，我打算对课堂活动进行录音。如果你不同意被录音，我会将包含你声音的录音片段从课堂录音里面删除。同时，我会尽力用笔和纸记录下这些活动。如果你同意的话，我会给你们的一些课堂活动还有你的作业作品拍照，但是不会留下任何能够显示你身份姓名的内容在照片里。如果你不同意被拍照，我不会拍任何照片。如果我要在国外观察你们的课堂，我会让你的老师跟我通过 Zoom 或者 WeChat 视频连线，然后把电脑放在教室的后部。像我本人到课堂观察那样，我会对课堂情况做笔记，然后征得同意去录音你们的课堂。如果你不同意被录音，我会尽力做笔记。如果你同意，我会请你的老师给我拍一下你的作业，但不会留下你的名字和其他可以辨认出你身份的信息在照片上。所有我在课堂上手机的资料都不会包含能够辨认出你身份的信息。▪ 被采访。在秋季学期的末尾，在一次问卷调查之后。如果我能回中国本人去到学校，你可以选择一对一被采访或者跟你的同学一起被采访；如果我不能回中国，你要跟你的同班同学一起被采访。在采访中，我将会问你一些关于 ESL 课堂的经历，你目前学习英语的感受，以及你对用中文学习英语的理解。我会提前给你中英文版本的采访题目。你不需要回答任何你觉得不舒服的问题。如果我回国，我会给你两个选择，可以电话采访或者面对面采访；你可以选择是否要被录音；如果我不能回国，我们只能通过 Zoom 或者 WeChat 进行采访。每次采访的时间不会超过 30 分钟。采访录音是理想方式，但如果你拒绝被录音，我会通过手写笔记来记录采访内容。▪ 像我上面提到的那样，在秋季学期末会有一次问卷调查关于你的英语学习经历和感受。所有的问题都是中英文双语的。你有权选择要不要参与到问卷调查中，如果你不想回答某些问题，可以随时中止参与。这个问卷大概需要 10-15 分钟完成。我会请你的老师在你回答问卷的时候暂时离开教室，你们会在我的监督下完成问卷，你的老师不会有机会得到任何问卷数据和结果。▪ 如果我本人亲自去收集你的作业或者作品，我会征求你的同意才给你的作品拍照。如果我这样子做，我会保证你的个人信息不会被保留或者被完全遮住。如果我不能回去自己亲自收集这些资

	<p>料，我会请你的老师在征得你的同意后替我给你的作品拍照。被拍的作业和作品上不会有任何你的个人信息。</p> <p>如果你同意参与这个项目，请对下面的选项进行选择来表达你同意或者不同意哪些活动。</p> <p><u>活动-课程观察（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意参与课程观察。</p> <p><input type="checkbox"/> 我不同意参与课程观察。</p> <p><u>活动-采访（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意被采访。</p> <p><input type="checkbox"/> 我同意和其他同学一起被采访。</p> <p><input type="checkbox"/> 我同意自己单独被采访。</p> <p><input type="checkbox"/> 我不同意被采访。</p> <p><u>活动-问卷调查（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意和我的同学还有研究员一起在教室做问卷。</p> <p><input type="checkbox"/> 我不同意做问卷。</p> <p><u>录音（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意在采访中录音。</p> <p><input type="checkbox"/> 我不同意在采访中录音。</p> <p><input type="checkbox"/> 我同意在课程观察中录音。</p> <p><input type="checkbox"/> 我不同意在课程观察中录音。</p> <p><u>其他的许可（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意你可以分享有我声音的录音片段，比如在一些研究演讲或者跟其他研究学者一起讨论。</p> <p><input type="checkbox"/> 我不同意你分享有我声音的录音片段。</p> <p><input type="checkbox"/> 我同意可以分享我的作业作品。</p> <p><input type="checkbox"/> 我不同意可以分享我的作业作品。</p>
潜在威胁和不适	<p>参与这个研究项目有一些可能的现在坏处。如果你选择与其他同学一起被采访，你可能会感到紧张。是否同意分享有你声音的录音片段是有你决定的，这些录音将只会与其他的学者分享。你有权决定是否参与或者随时中止参与，这些决定都不会带来任何形式的处罚。你也可以跳过在采访和问卷中任何你不想回答的问题。</p> <p>另外一个潜在的威胁是在数据处理过程中，在一个叫 NVivo 的平台上可能会有数据泄露。我会尽我最大的能力最小化这些威胁。我会使用假名字并且给数据集加密。你可以在任何时间选择参与或者拒绝参与这个研究项目，并且不会给你带来任何惩罚。</p>
可能的益处	<p>参与这个研究项目没有任何直接的利益，但是研究结果可能帮助我和其他的语言教育学者了解运用学生母语（中文）在学生英语学习过程中的作用，并且能够增大运用中文学习英语带来的好处。</p>
保密情况	<p>首先，我不会把你的采访回答或者问卷回答分享给学校任何人。在整个研究项目过程中，你的身份会被最大限度的保护。比如，我会单独在我的家里或者很偶尔在校园里私密的地方处理数据。所有参与研究的老师学生的信息都会通过字母数字被编码。这些编码的名字对应的信息只有我可以接触到。如果我跟你的老师讨论一些相关的课堂问题，我不会提到任何能够让你的老师猜到是你的信息；如果能够被猜出，我会跳过这个问题去保护你的隐私。</p> <p>任何可能威胁保密情况的信息会被通过用假名字最小化。我会设计一个加密信息去连接参与者的真实姓名和他们的假名字。这些数据会手写到一个</p>

	<p>有锁的笔记本上，只有我能够打开这个笔记本。如果我收集了一些纸质版的资料(比如你的作业，海报，或者论文)，我会以最快的方式扫描他们或者拍照片，然后把这些数字资料保存在有密码保护的电脑上并且删掉名字。之后，我会将纸质的资料碎纸销毁。所有的数据都会被保存在有密码保护的电脑上，而且这个电脑只有我可以开。所有的数据将在毕业论文完成后被保留5年后销毁，包括碎纸，销毁电子档案，并且删掉任何文字处理的文档。被提交的手稿里面不会出现任何能够被认出的个人信息和地址。</p> <p>如果你选择不允许分享录音，你的信息将会被最大限度保护。我不会跟你学校的任何人分享你的采访回答。我会写一个关于这个研究项目的报告或者文章，你的身份将会被最大限度保护。如果你或者其他人在危险的情况下或者法律要求我们，你的信息可能会被分享给马里兰大学的代表或者政府部门。</p>
有权放弃参与和问题咨询	<p>你是否参与这个研究项目是完全自愿的。你可以选择完全不参与。如果你选择参与这个研究，你可以随时中止参与。如果你选择不参与或者中途停止参与，你不会被任何形式的惩罚或者损失应有的任何利益。你在学校的学术地位或者成绩不会因为参与这个研究与否而带来正面或者负面影响。如果你决定停止参与这个研究，如果你有任何问题，担忧，或者抱怨，或者你需要报告研究带来的伤害，请联系研究员：</p> <p style="text-align: center;"> 宗佳萱 2311 Benjamin Building College Park, MD 20742 USA jxzong@umd.edu 202-718-2870 </p> <p style="text-align: center;"> 或者博士生导师 Jeff MacSwan 2311 Benjamin Building College Park, MD 20742 USA macswan@umd.edu </p>
参与者的权利	<p style="text-align: center;"> 马里兰大学 Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 USA 邮箱: irb@umd.edu 电话: 301-405-0678 </p> <p style="text-align: center;"> 更多关于参与者权利的信息，请详见： https://research.umd.edu/research-resources/research-compliance/institutional-review-board-irb/research-participants </p> <p>这个研究项目已经通过马里兰大学 IRB 人类项目研究审核。</p>
同意参与表述	<p>你的签名证明你 14 岁以上；你已经读过或者被人读过这个同意书的内容；你的问题已经被回答并且你自愿同意参与这个研究项目。你会收到一份签过名字的同意书。</p> <p>如果你同意参与，请在下面签名。</p>

签名和日期	参与者名字 [中文名字的拼音， 名在前姓在后]	
	参与者签名	
	日期	

Appendix I4: Consent Form for Parents of Students Aged 14-17



Institutional Review Board

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CONSENT TO PARTICIPATE

Project Title	Dissertation Proposal: Examining Dynamic Language Use through the Lens of Translanguaging and Humanizing Pedagogy – A Qualitative Study on Teacher and Student Language Practices and Attitudes at an International High School in China
Purpose of the Study	My name is Jiaxuan Zong , and I am a graduate student at the University of Maryland, College Park. I am conducting this research for my dissertation, which is supervised by my advisor, Dr. Jeff MacSwan. The purpose of this research project is to understand how your child's language learning and teaching experience looks like, which involves the mixed use of English and Chinese.
Procedures	<p>If you agree to let your child participate in this project, the procedures involve the following selected activities:</p> <ul style="list-style-type: none"> ▪ If I can go back to China and conduct classroom observation in person, I will sit at the back corner of the classroom taking notes using pens and notebooks. During classroom observation, I will take notes of the classroom interactions including your child's conversations with his/her teachers and peers. I plan to audio record the classes with your child's and your permission. If you and your child refuse to be audiotaped, I will remove the audio clips that contain your child's voice from the classroom observation audio-recordings. At the same time, I will try my best to take fieldnotes and capture instances as much as I can. I will take some pictures of the settings and educational activities with your child and your permission. Also, I will ask your child and your permission to take photos of his/her course work without any identifiable information. If you and your child do not wish to have photos taken of himself/herself or any of his/her work, I will not take photos. I will describe what I see as precisely as possible. If I observe the classes via Zoom or WeChat overseas, I will ask your child's teacher to put me at the back of the classroom observing their class interactions. Similar to observing in person, I will ask your child and your permission to record lessons while taking notes. If you and your child refuse to be audiotaped, I will take fieldnotes as precisely as I can. I will ask his/her teacher to send me pictures of his/her coursework with your child and your permission. All the data collected during classroom observation will not include any identifiable information. ▪ Being interviewed, one after a survey at the end of the fall semester. If I can go back China and be in the school in-person, you and your child can choose whether he/she wants to be interviewed alone or with his/her classmates; if I am not able to go back China, he/she will attend a group interview with his/her classmates. In the interview, I will ask your child about his/her experiences at the school and in ESL classes, how he/she feels learning English in the

	<p>current manner, and his/her understanding of using Chinese in his/her English learning processes. I will give him/her copies of questions in both languages in advance, and he/she does not have to answer any question that he/she feels uncomfortable with. If I am in China, I will give your child and you options of how he/she would like to be interviewed, over the phone or in-person, and if your child would like to be audio-recorded; otherwise, he/she will be interviewed via Zoom or WeChat. Each of these interviews will take no more than 30 minutes. Audio recorded interviews would be preferable. However, if your child and you refuse to be audio recorded, I will take hand-writing notes during the interviews.</p> <ul style="list-style-type: none"> ▪ As I mentioned above, there will be a survey at the end of the fall semester asking about your child's English learning experiences, language attitude, and preferences of language learning instructions. All questions will be provided in both Chinese and English. Also, your child and you have the right to choose to participate in the survey or not, and your child can withdraw any time during the survey if he/she feels uncomfortable answering some questions. The estimated time for the survey will be 10-15 minutes. If I go back to China and conduct the survey in person, I will ask the teacher to leave the classroom during the survey while the students and I remain in the classroom, which means your child can finish the survey under my supervision. If I conduct the survey via an online platform, the teacher will have no access to the survey data. ▪ If I collect your child's coursework in person, I may ask if I can take pictures of or collect some of your child's coursework. If I do that, I will make sure that your child's name will be completely covered or removed. If I cannot go back to China, I will ask the teachers to collect your child's coursework for me with your child and your permission and removal of your child's name. <p>If you agree to let your child participate in this project, please check the boxes below to tell me what you agree and what you do NOT agree with.</p> <p><u>ACTIVITY-Classroom Observation (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to let my child participate in classroom observation.</p> <p><input type="checkbox"/> I do NOT agree to let my child participate in classroom observation.</p> <p><u>ACTIVITY-INTERVIEW (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to let my child be interviewed.</p> <p><input type="checkbox"/> I agree to let my child be interviewed in a small group with other students.</p> <p><input type="checkbox"/> I agree to let my child be interviewed by himself/herself.</p> <p><input type="checkbox"/> I do NOT agree to let my child be interviewed.</p> <p><u>ACTIVITY-SURVEY (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to let my child do the survey with his/her classmates and the researcher in class.</p> <p><input type="checkbox"/> I do NOT agree to let my child do the survey.</p> <p><u>RECORDING (please check all that apply):</u></p> <p><input type="checkbox"/> I agree to let my child be audio-recorded in the interview.</p> <p><input type="checkbox"/> I do NOT agree to let my child be audio-recorded in the interview.</p> <p><input type="checkbox"/> I agree to let my child be audio-recorded during classroom observations.</p> <p><input type="checkbox"/> I do NOT agree to let my child be audio-recorded during classroom observations.</p> <p><u>OTHER PERMISSIONS (please check all that apply):</u></p>
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	<input type="checkbox"/> I agree to let you share audio clips containing my child's voice, such as at research presentations or with other researchers. <input type="checkbox"/> I do NOT agree to let you share audio clips containing my child's voice. <input type="checkbox"/> I agree to share my child's work. <input type="checkbox"/> I do NOT agree to share my child's work.
Potential Risks and Discomforts	<p>There may be some risks from participating in this research study. Your child may feel nervous if you and your child choose to be interviewed among a group of students. Agreeing to allow me to share recordings that contain your child's voice is optional, and those recordings will only be shared with other researchers. You and your child have the right and option to decide to participate or withdraw participation at any point during the research without any forms of penalty. Your child may also skip any questions he/she does not wish to answer, including interview questions and survey questions.</p> <p>A possible risk of breach of confidentiality could occur through the data processing platform, NVivo. I will make every effort to minimize such risk through making up pseudonyms and protecting data sets using a strong password chain. You and your child have the right and option to decide to participate or withdraw participation at any point during the research without any forms of penalty.</p>
Potential Benefits	<p>There are no direct benefits from participating in this research. Although this project is not designed to benefit you and your child personally and directly, the research findings may help me and other language educators understand the rationales and effects of using students' first language (Chinese in this case) in their English learning processes and in what ways, which may increase the chance of maximizing the benefit of such languaging behavior.</p>
Confidentiality	<p>First, I will not share your child's individual responses to interview questions or survey questions to anyone in his/her school. During the whole research project, your child's identity will be protected to the maximum extent possible. For example, I will organize and process all the data alone at my home or occasionally in some private areas on campus away from others. All participants' information will be encoded with numbers or letters, and the assigned pseudonyms will be accessible to me. If I need to discuss some related questions with your child's teachers, I will not mention any identifiable information that can be encoded by the teachers; otherwise, I will skip such questions to protect your child's confidentiality.</p> <p>Any potential loss of confidentiality will be minimized by using pseudonyms (fake names) for every participant. I will create an identification key to link participants' names to their pseudonyms. That data will be handwritten in my diary with a lock, and can only be accessed by me. If I collect physical data (e.g., your child's school work, posters, essays, etc.), I will scan them or take pictures of them as soon as possible and then store them on my password-protected laptop removing their names. After that, I will shred the physical data. All data will be saved and stored on my password-protected computer which is only accessed by me. All data will be destroyed five years after the completion of the study including shredding papers, erasing digital files, and deleting any word processing documents. Manuscripts submitted for publication will not be able to identify individuals by name or location.</p> <p>Participants' confidentiality will be protected to the maximum extent possible if they choose not to allow their recordings to be released. I will not share your child's individual responses to interview questions to anyone in the school. I will write a report or article about this research project, your child's identity will be protected to the maximum extent possible. Your</p>

	<p>child's information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.</p>
Right to Withdraw and Questions	<p>Your child's participation in this research is completely voluntary. You and your child may choose not to take part at all. If you and your child decide to participate in this research, you and your child may stop participating at any time. If you and your child decide not to participate in this study or if you and your child stop participating at any time, your child will not be penalized or lose any benefits to which your child otherwise qualifies. Your child's academic standing or grades at his/her school will not be positively or negatively impacted by your child and your decision to participate or not participate in this study.</p> <p>If you and your child decide to stop taking part in the study, if you and your child have questions, concerns, or complaints, or if you and your child need to report an injury related to the research, please contact the investigator:</p> <p style="text-align: center;"> Jiaxuan Zong 2311 Benjamin Building College Park, MD 20742 USA jxzong@umd.edu 202-718-2870 </p> <p style="text-align: center;"> Or the faculty advisor Jeff MacSwan 2311 Benjamin Building College Park, MD 20742 USA macswan@umd.edu </p>
Participant Rights	<p>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</p> <p style="text-align: center;"> University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 USA E-mail: irb@umd.edu Telephone: 301-405-0678 </p> <p style="text-align: center;"> For more information regarding participant rights, please visit: https://research.umd.edu/research-resources/research-compliance/institutional-review-board-irb/research-participants </p> <p>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</p>

Statement of Consent	<p>Your signature indicates that you are at least 18 years of age; you are the legal guardian of the student participant; you have read this consent form or have had it read to you, and you have fully explained this consent form to your child; your child and your questions have been answered to his/her and your satisfaction, and he/she and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.</p> <p>If you agree to participate, please sign your name below.</p>	
Signature and Date	NAME OF PARTICIPANT [Please Print]	
	NAME OF PARTICIPANT'S GUARDIAN [Please Print]	
	SIGNATURE OF PARTICIPANT'S GUARDIAN	
	DATE	



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参与研究同意书

研究主题	论文开题：通过多语言运用和人性化教育理论架构研究动态语言行为 —— 基于中国一所国际高中的师生语言行为和态度的质性研究
研究目的	我是马里兰大学的一名博士研究生, 宗佳萱 。这个研究是我的博士论文研究，由我的导师 Jeff MacSwan 博士指导。进行这个研究的目的是了解你孩子的一些关于同时用中英文学习英语的语言学习经历。
研究过程	<p>如果你同意你的孩子加入这个研究项目，研究过程大致包含下面的活动：</p> <ul style="list-style-type: none">▪ 如果我能回到中国实地进行教室教学活动的观察，我会坐在教室后面的一个角落，用笔和本子做观察笔记。在观察过程中，我会记录一些课堂的活动，包括你的孩子和他/她的老师同学的对话。如果你和你的孩子同意的话，我打算对课堂活动进行录音。如果你和你的孩子不同意被录音，我会将包含你孩子声音的录音片段从课堂录音里面删除。同时，我会尽力用笔和纸记录下这些活动。如果你和孩子同意的话，我会给他们的一些课堂活动还有他的作业作品拍照，但是不会留下任何能够显示孩子身份姓名的内容在照片里。如果你和你的孩子不同意被拍照，我不会拍任何照片。我会尽可能详尽的记录下我的所见所闻。如果我要在国外观察你的孩子的课堂，我会让他/她的老师跟我通过 Zoom 或者 WeChat 视频连线，然后把电脑放在教室的后部。跟我本人到课堂观察相似，我会对课堂情况做笔记，然后征得同意去录音上课过程。如果你和你的孩子不同意被录音，我会尽力做笔记。如果你和你的孩子同意，我会请老师给我拍一下他/她的作业，但不会留下名字和其他可以辨认出他/她身份的信息在照片上。所有我在课堂上手机的资料都不会包含能够辨认出他/她身份的信息。▪ 被采访。在秋季学期的末尾，在一次问卷调查之后。如果我能回中国本人去到学校，你和你的孩子可以选择一对一被采访或者跟他/她的同学一起被采访；如果我不能回中国，他/她要跟同班同学一起被采访。在采访中，我将会问他/她一些关于 ESL 课堂的经历，目前学习英语的感受，以及他/她对用中文学习英语的理解。我会提前给他/她中英文版本的采访题目。他/她不需要回答任何觉得不舒服的问题。如果我回国，我会给你和你的孩子两个选择，可以电话采访或者面对面采访；你和你的孩子可以选择是否要被录音；如果我不能回国，我们只能通过 Zoom 或者 WeChat 进行采访。每次采访的时间不会超过 30 分钟。采访录音是理想的方式，但如果你拒绝被录音，我会通过手写笔记来记录采访内容。▪ 像我上面提到的那样，在秋季学期末会有一次问卷调查关于你的孩子的英语学习经历，语言态度，以及他/她比较喜欢的英语教学方式。所有的问题都是中英文双语的。你和你孩子有权选择要不要参与到问卷调查中，而且如果你的孩子感到回答某些问题觉得不舒服，可以随时中止参与。这个问卷大概需要 10-15 分钟来完成。如果我回国实地进行这个问卷调查，我会请老师在他/她回

	<p>答问卷的时候暂时离开教室，学生会在我的监督下完成问卷。如果你的孩子通过网上问卷填写，他/她的老师不会有机会得到任何问卷数据和结果。</p> <ul style="list-style-type: none"> ▪ 如果我本人亲自去收集你的孩子的作业或者作品，我会征求你和你的孩子的同意才给作品拍照。如果我这样做，我会保证你的孩子的个人信息不会被保留或者被完全遮住。如果我不能回去自己亲自收集这些资料，我会请老师在征得你和你的孩子的同意后替我给作品拍照。被拍的作业和作品上不会有任何你的孩子的个人信息。 <p>如果你同意你的孩子参与这个项目，请对下面的选项进行选择来表达你同意或者不同意哪些活动。</p> <p><u>活动-课程观察（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意我的孩子参与课程观察。</p> <p><input type="checkbox"/> 我不同意我的孩子参与课程观察。</p> <p><u>活动-采访（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意我的孩子被采访。</p> <p><input type="checkbox"/> 我同意我的孩子和其他同学一起被采访。</p> <p><input type="checkbox"/> 我同意我的孩子自己单独被采访。</p> <p><input type="checkbox"/> 我不同意我的孩子被采访。</p> <p><u>活动-问卷调查（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意我的孩子和同学还有研究员一起在教室做问卷。</p> <p><input type="checkbox"/> 我不同意我的孩子做问卷。</p> <p><u>录音（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意我的孩子在采访中被录音。</p> <p><input type="checkbox"/> 我不同意我的孩子在采访中被录音。</p> <p><input type="checkbox"/> 我同意我的孩子在课程观察中被录音。</p> <p><input type="checkbox"/> 我不同意我的孩子在课程观察中被录音。</p> <p><u>其他的许可（请勾选所有适用的选项）：</u></p> <p><input type="checkbox"/> 我同意你可以分享有我的孩子声音的录音片段，比如在一些研究演讲或者跟其他研究学者一起讨论。</p> <p><input type="checkbox"/> 我不同意你分享有我的孩子声音的录音片段。</p> <p><input type="checkbox"/> 我同意可以分享我孩子的作业作品。</p> <p><input type="checkbox"/> 我不同意可以分享我孩子的作业作品。</p>
潜在威胁和不适	<p>参与这个研究项目有一些可能的现在威胁。如果你和孩子选择他/她与其他同学一起被采访，你的孩子可能会感到紧张。是否同意分享有你孩子声音的录音片段是有你和你的孩子决定的，这些录音将只会与其他的研究学者分享。你和你的孩子有权决定是否参与或者随时中止参与，这些决定都不会带来任何形式的处罚。你的孩子也可以跳过在采访和问卷中任何他/她不想回答的问题。</p> <p>另外一个潜在的威胁是在数据处理过程中，在 NVivo 平台可能会有数据泄露。我会尽我最大的能力最小化这些威胁。我会使用假名字并且给数据集加密。你和你的孩子可以在任何时间选择参与或者拒绝参与这个研究项目，并且不会给你的孩子带来任何惩罚。</p>
可能的益处	<p>参与这个研究项目没有任何直接的利益。尽管这个研究项目不是为来你和你的孩子的个人直接利益设计，但是研究结果可能帮助我和其他的语言教育学者了解运用学生母语（中文）在学生英语学习过程中的作用，并且能够增大运用中文学习英语带来的好处。</p>

<p>保密情况</p>	<p>首先，我不会把你孩子的采访回答或者问卷回答分享给学校任何人。在整个研究项目过程中，你的孩子的身份会被最大限度的保护。比如，我会单独在我的家里或者很偶尔在校园里私密的地方处理数据。所有参与研究的老师学生的信息都会通过字母数字被编码。这些编码的名字对应的信息只有我可以接触到。如果我跟你孩子的老师讨论一些相关的课堂问题，我不会提到任何能够让老师猜到是你孩子的信息；如果能够被猜出，我会跳过这个问题去保护你孩子的隐私。</p> <p>任何可能威胁保密情况的信息会被通过用假名字最小化。我会设计一个加密信息去连接参与者的真实姓名和他们的假名字。这些数据会手写到一个有锁的笔记本上，只有我能够打开这个笔记本。如果我收集了一些纸质版的资料(比如你孩子的作业，海报，或者论文)，我会以最快的方式扫描他们或者拍照片，然后把这些数字资料保存在有密码保护的电脑上并且删掉名字。之后，我会将纸质的资料碎纸销毁。所有的数据都会被保存在有密码保护的电脑上，而且这个电脑只有我可以打开。所有的数据将在毕业论文完成后被保留5年后销毁，包括碎纸，销毁电子档案，并且删掉任何文字处理的文档。被提交的手稿里面不会出现任何能够被认出的个人信息和地址。</p> <p>如果参与者选择不允许分享他们的录音，你孩子的信息将会被最大限度的保护。我不会跟你孩子学校的任何人分享他/她的采访回答。我会写一个关于这个研究项目的报告或者文章，你孩子的身份将会被最大限度的保护。如果你的孩子或者其他人在危险的情况下或者法律要求我们，你孩子的信息可能会被分享给马里兰大学的代表或者政府部门。</p>
<p>有权放弃参与和问题咨询</p>	<p>你和你的孩子是否参与这个研究项目是完全自愿的。你和你的孩子可以选择完全不参与。如果你和孩子选择参与这个研究，你们可以随时中止参与。如果你和孩子选择不参与或者中途停止参与，你的孩子不会被任何形式的惩罚或者损失应有的任何利益。你孩子在学校的学术地位或者成绩不会因为参与这个研究与否而带来正面或者负面影响。</p> <p>如果你和孩子决定停止参与这个研究，如果你有任何问题，担忧，抱怨，或者你需要报告研究带来的伤害，请联系研究员：</p> <p style="text-align: center;"> 宗佳萱 2311 Benjamin Building College Park, MD 20742 美国 jxzhong@umd.edu 202-718-2870 </p> <p style="text-align: center;"> 或者博士生导师 Jeff MacSwan 2311 Benjamin Building College Park, MD 20742 美国 macswan@umd.edu </p>

参与者的权利	<p style="text-align: center;"> 马里兰大学 Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 USA 邮箱: irb@umd.edu 电话: 301-405-0678 </p> <p style="text-align: center;"> 更多关于参与者权利的信息, 请详见: https://research.umd.edu/research-resources/research-compliance/institutional-review-board-irb/research-participants </p> <p>这个研究项目已经通过马里兰大学 IRB 人类项目研究审核。</p>	
同意参与表述	<p>你的签名证明你 18 岁以上; 你是参与学生的合法监护人; 你已经度过或者被人读过这个同意书的内容, 并且你已经将这个同意书的内容详细地解释给你的孩子; 你的孩子和你的的问题已经被回答并且你和孩子自愿同意参与这个研究项目。你会收到一份签过名字的同意书。</p> <p>如果你同意参与, 请在下面签名。</p>	
签名和日期	学生名字 [中文名字的拼音, 名在前姓在后]	
	学生家长名字 [中文名字的拼音, 名在前姓在后]	
	学生家长签名	
	日期	

Appendix J1: Teacher Recruitment Material

RE: IRB Recruitment Materials
[Jiaxuan Zong]

Teacher Recruitment Material

Dear ESL teachers,

I would like to invite you to participate in my dissertation study on translanguaging and humanizing pedagogy. For collecting qualitative research data, I will observe some of your ESL classes in Fall 2022, conduct at least two interviews with you (one in the middle of next semester, one at the end of next semester, and maybe a last one around January 2023 as a post-study interview), some informal interviews after each classroom observation, and conduct a student survey (10-15 minutes) with your students at the end of next semester. I will ask for your permission with every classroom observation. Audio-recording such informal interviews would be preferable, but it is not a requirement to participate. I will not audio-record our conversations without your permission. Audio-recorded classroom observations would be preferable, but I will not record lessons without your permission each time. The interviews will be audio-recorded for a close data analysis, and each interview will take approximately 45-60 minutes. Each informal interview after classroom observation will take no longer than 10 minutes. Audio-recording is not a requirement for participation in the interviews. As for the student survey, I will need to conduct the survey occupying some of your class time, and I will monitor the survey. Due to COVID-19, I am not able to decide if I can go back to China next semester yet. If I can go back to China, I will observe your classes in person, conduct interviews in-person or online according to your preference, and conduct the student survey in person. If I am not able to go back to China next semester, I will observe your classes via Zoom or WeChat with your help. All the interviews will be conducted online, as well as the student survey. I will use the Tencent Form for the students to participate in the survey.

The prominent aim of the proposed study is to investigate and illustrate specific teaching and learning experience, which involves classroom participants' translanguaging practices and language attitudes, through the lens of humanizing pedagogy at an international high school in China. I hope to help myself understand and inform other language educators about how to maximize the benefit of engaging in dynamic language practices and humanizing pedagogical instances in an EFL (English as a foreign language) setting.

Thank you so much for your help and consideration!
Please let me know if you have any questions and concerns about the research.

Best,
Jiaxuan Zong
TLPL, College of Education, University of Maryland

2311 Benjamin Building
College Park, MD 20742
USA
Email: jxzong@umd.edu
+1(202)718-2870

Appendix J2: Student Recruitment Material

RE: IRB Recruitment Materials
[Jiaxuan Zong]

Student Recruitment Material

Dear ESL students,

I would like to invite you to participate in my dissertation study on translanguaging and humanizing pedagogy. For collecting qualitative research data, I will observe some of your ESL classes in Fall 2022, conduct two interviews with you (one in the middle of next semester and one at the end of next semester), and conduct a survey with you at the end of next semester. I will ask for your permission with every classroom observation. Audio-recorded classroom observations would be preferable, but I will not record lessons without your permission each time. If you refuse to be audiotaped, I will remove the audio clips that contain your voice from the classroom observation audio-recordings. Audio recorded interviews will be preferable, but I will not record the interviews without your permission. Each interview will take no more than 30 minutes. I will conduct the survey (10-15 minutes) during your class time, and I will monitor the survey. Due to COVID-19, I am not able to decide if I can go back to China next semester yet. If I can go back to China, I will observe your classes in person, conduct interviews in-person or over phone-call according to your preference, and conduct the survey in person. If I am not able to go back to China next semester, I will observe your classes via Zoom or WeChat with your teacher's assistance. All the interviews will be conducted online, as well as the survey. I will use Tencent Form for you to participate in the survey. As for the interview, you will be invited to be group-interviewed with your classmates via zoom if I am not able to go back to China. Under that circumstance, it will be possible that you will be audio-recorded during the group interview. If you do not consent to be audio-recorded, you can withdraw from the group interview at any time, or you can request that the portions of the recording containing your audio be removed while continuing to participate.

The prominent aim of the proposed study is to understand your language attitudes of using Chinese in your ESL classes, and learn about your English learning experience with your ESL teachers. I hope to inform other language educators about how to effectively incorporate students' first language into English learning and teaching processes.

Thank you so much for your help and consideration!
Please let me know if you have any questions and concerns about the research.

Best,
Jiaxuan Zong
TLPL, College of Education, University of Maryland

2311 Benjamin Building
College Park, MD 20742
USA
Email: jxzong@umd.edu

(Suggested translation of the content for ESL course teachers to distribute the material to their students in Chinese.)

亲爱的 ESL 同学们:

我诚挚地邀请你参加我博士论文关于多语言运用和人性化教学的研究项目。在此次研究过程中,我想要收集的数据包括:你们今年秋季学期的 **ESL** 课堂观察,学期末做一次问卷调查,以及一次采访。每一次课堂观察我都会征求你们的同意。对课堂过观察录音是更理想的方式,但是每次要录音之前我都会征求你们的同意。如果你不同意被录音,我会把包含你声音的片段删掉。采访时能够录音也是比较理想的,但是我也会征得你的同意再录音。每次采访不会超过 30 分钟。我会利用你们上课的时间进行大概 10-15 分钟的问卷调查。因为疫情的原因,我还没有决定下学期是否回国。如果我能回国,我会亲自去学校观察收集数据,对你们进行采访(面对面采访或者电话采访,根据你们的偏好),并且现实中进行问卷调查。如果下学期我不能回中国,我会让你们的老师帮我 **Zoom** 或者 **WeChat** 连线,视频观察你们的课堂。所有的采访,还有问卷调查都会是线上的形式。我会使用腾讯问卷对你们进行问卷调查。如果我人不在中国,你们将会跟自己的同班同学一起被采访。采访被录音是比较理想的方式,但如果你不同意被录音,你可以随时退出采访,或者留下来被采访但是要求我把含有你声音的片段删掉。

这个研究课题的主要目的是了解你们对于运用中文学英语的态度以及你们 **ESL** 课程的学习体验。我希望能够让我以及其他的语言老师理解如何更有效的运用学生的母语去学习英语。

Appendix K: IRB Approval Letter



UNIVERSITY OF
MARYLAND

INSTITUTIONAL REVIEW BOARD

1204 Marie Mount Hall
College Park, MD 20742-5125
TEL 301.405.4212
FAX 301.314.1475
irb@umd.edu
www.umresearch.umd.edu/IRB

DATE: July 20, 2022

TO: Jiaxuan Zong
FROM: University of Maryland College Park (UMCP) IRB

PROJECT TITLE: [1924947-1] Examining Dynamic Language Use through the Lens of Translanguaging and Humanizing Pedagogy – A Qualitative Study on Teacher and Student Language Practices and Attitudes at an International High School in China

SUBMISSION TYPE: New Project

ACTION: APPROVED
APPROVAL DATE: July 20, 2022

REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # 7, 45CFR46.404 applies.

Thank you for your submission of New Project materials for this project. The University of Maryland College Park (UMCP) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

Prior to final approval of this project scientific review was completed by the IRB Member reviewer.

This submission has received Expedited Review based on the applicable federal regulations.

This project has been determined to be a MINIMAL RISK project.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Unless a consent waiver or alteration has been approved, Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate Amendment forms for this procedure.

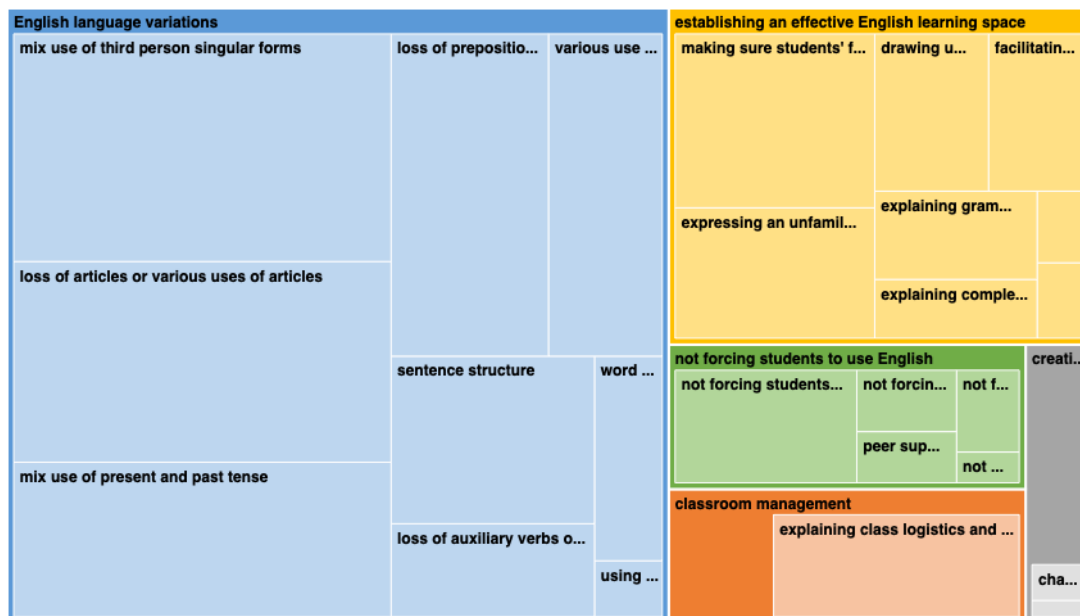
All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed. All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

Please note that all research records must be retained for a minimum of seven years after the completion of the project.

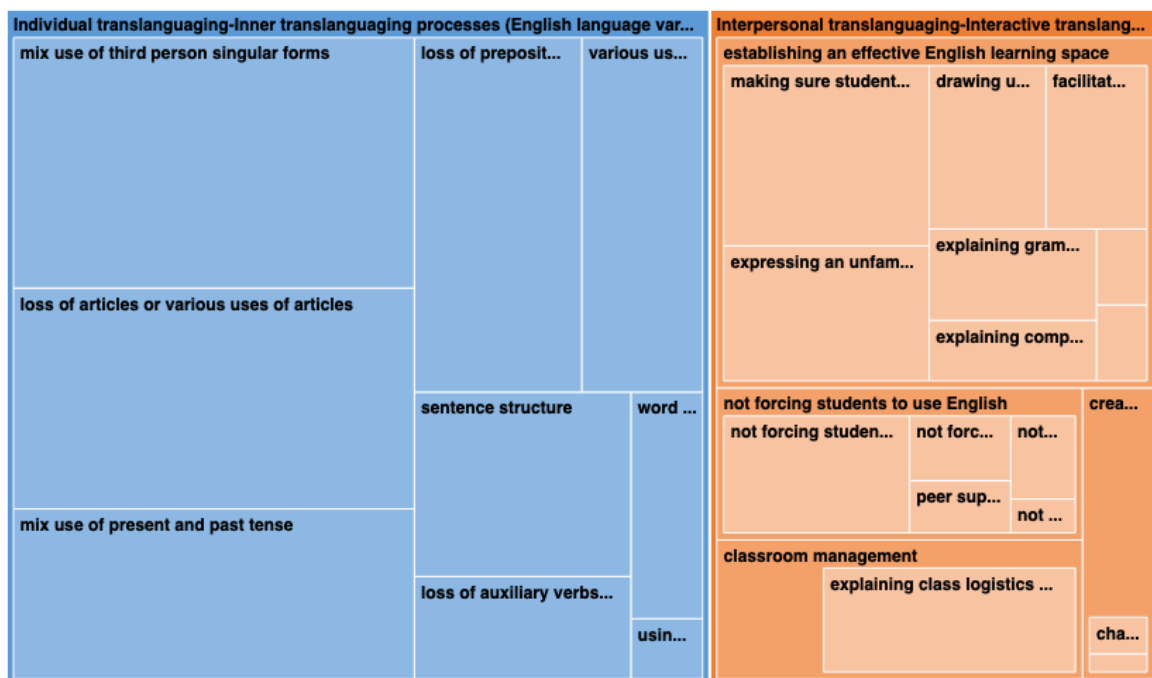
Appendix L: Coding Processes for Class Transcripts and Fieldnotes in NVivo



Initial Codes Compared by Number of Coding References



Axial Codes Compared by Number of Coding References



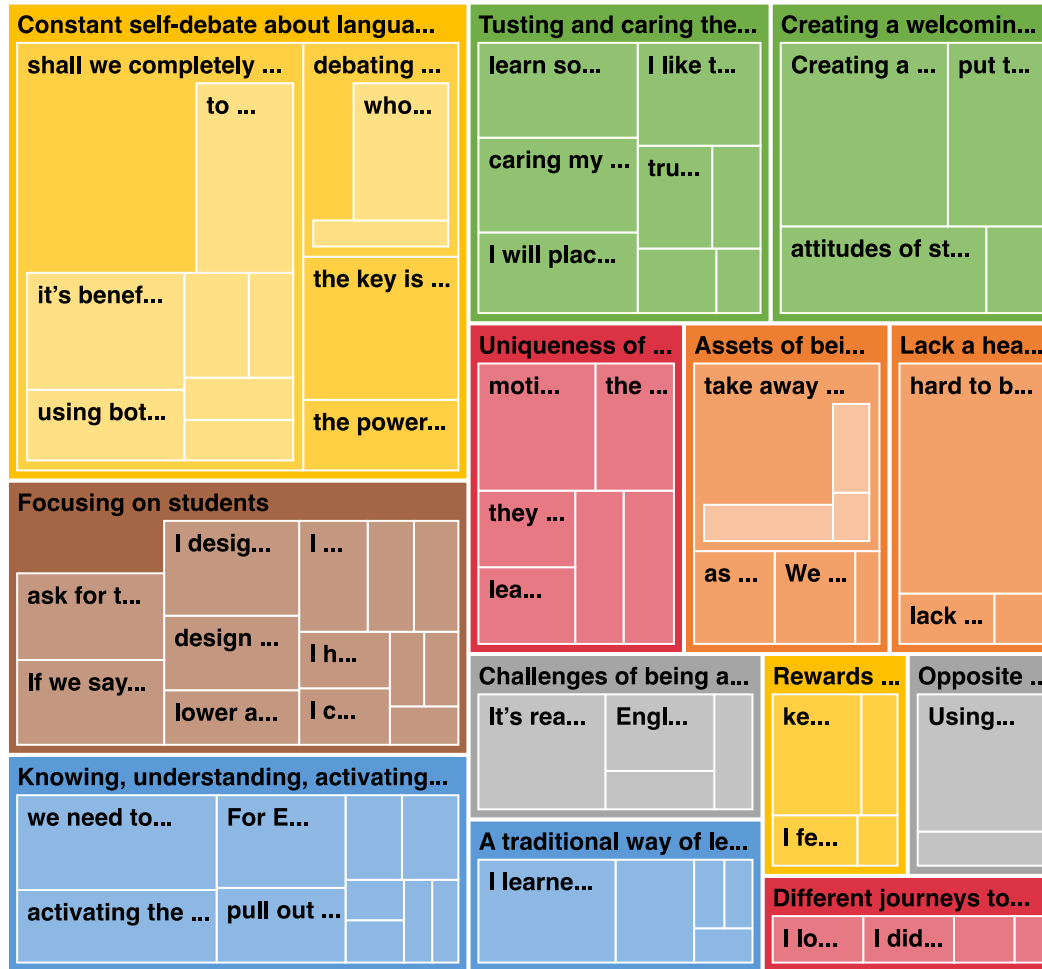
Major Themes Compared by Number of Coding References

Appendix M: Initial Codes for Teacher Interview Data in NVivo

Codes	References
1. activating the students' background information	6
2. Another difference is the personality of the students.	3
3. as a Chinese to teach	3
4. ask for their opinions about lesson structures and activities	5
5. asking students' questions other than academic aspects	2
6. attitudes of students' translanguaging homework	7
7. Back then, I always hate to be a teacher.	2
8. But for higher batch in my class, I might...I haven't done enough for them.	1
9. caring my students	6
10. Chinese is more effective than English sometimes.	2
11. compare and contrast languages	1
12. debating myself	3
13. ...design my lessons based on their English proficiency, their interests, and I like to design appropriate activities for them	4
14. English just has the power here in China.	4
15. flexible in changing videos or other class materials	1
16. focus on students	3
17. For ESL class, so the topic, proficiency is the key.	5
18. hard to build the community with other teachers	14
19. I am trying to use different materials.	3
20. I believe the students know what they like, what they would like to learn, what materials they would benefit more.	2
21. I can encourage them or make them through some assessment.	2
22. I designed games, activities to engage the students.	5
23. I didn't plan to become an English teacher.	3
24. I feel fulfilled...	2
25. I have been trying to use some creative materials.	2
26. I just used textbooks to study grammar, to learn vocabulary. And then just write short paragraphs...	1
27. I learned English in a very traditional way.	7
28. I like to give a lot of opportunities for my students to listen to the audios, and then watch shows so they can learn some authentic English.	3
29. I like to listen to them.	5
30. I love English.	3
31. I really hope I can have more after-class time with the students, but not too close.	2
32. I sometimes feel struggled.	1
33. I think watching movies and TV shows are pretty important.	1
34. I try very hard to make my lecture short.	2
35. I understand that teaching is another way of socializing.	1
36. I want to create a PRO Club.	1
37. I wanted to be a teacher.	1
38. I will place myself in between the role of friends and teachers.	5
39. I would use their experience, their real-life experience to create sentences, to create scenarios.	1

Codes	References
40. If a teacher speaks more English in class, it would be helpful for the students.	2
41. If we say a student is engaged in a class activity, they should be on task.	5
42. in-time feedback or give feedback in the end of the class	2
43. influenced by a lot of traditional educations here	2
44. It cannot always be projects.	3
45. it's beneficial to use Chinese...	8
46. it's pretty easy way, simple way...	1
47. It's really challenging because we are non-native speakers.	7
48. keep myself learning	5
49. lack a lot of teaching theories to support me	2
50. learn something from my students	6
51. learn together with my students	1
52. ...learning in international school for students is more meaningful than training school	3
53. lower a bit my expectations	3
54. motivation is the biggest difference	6
55. my pronunciation is pretty bad	1
56. not enough exposure to authentic English resources	4
57. observing their participation and engagement	2
58. pull out their existing knowledge about specific topics	4
59. put them in groups or in pairs with different English proficiency	7
60. Shall we completely use English, NO!	14
61. Students can also share their language.	2
62. take away some of my personal experiences and consider how I learn English	8
63. Teaching native speakers, there was a lot of pressure on myself.	2
64. the best way is to combine the two	4
65. the key is to balance	8
66. the power of language	4
67. They do need help.	2
68. they will not work as hard as we did when we learn English...	3
69. to build a bond	8
70. to create a welcoming and safe space for students to participate in classroom activities and discussions	12
71. to encourage students to make connections	1
72. to learn English always	2
73. trust students as leaders and teaching assistants	3
74. try to use as much English as possible	2
75. use both language	3
76. using both English and Chinese to orally interpret their thoughts	5
77. We can express ourselves creatively.	3
78. we can use their cultures, subcultures...	1
79. We need to adapt some of the things so that they can be more accessible to the students.	1
80. We need to...know our students.	8
81. When I studied in college, I watched a lot of shows and movies in English.	2
82. whole English, no Chinese	7

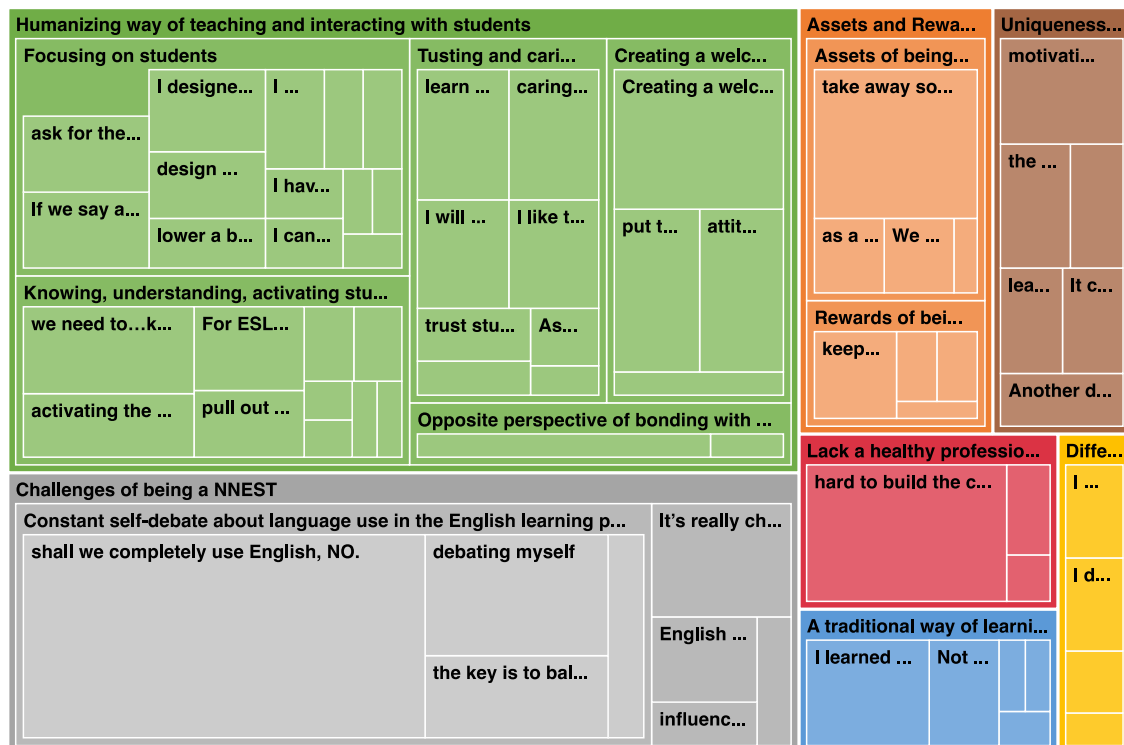
Appendix N: Axial Codes for Teacher Interview Data in NVivo



Axial Codes:

1. Constant self-debate about language use in the English learning process
2. Focusing on students
3. Knowing, understanding, activating students' funds of knowledge and linguistic repertoire
4. Trusting and caring the students as individuals
5. Creating a welcoming and safe learning space for students
6. Uniqueness of the student body
7. Assets of being a NNEST
8. Lack a healthy professional development community for teachers
9. Challenges of being a NNEST
10. A traditional way of learning English before college
11. Rewards of being a NNEST
12. Opposite perspectives of bonding with students using Chinese
13. Different journeys towards an English Instructor in the international high school

Appendix O: Sub-Themes of Teacher Interview Data in NVivo



Themes:

1. Humanizing way of teaching and interacting with students
2. Challenges of being a NNEST
3. Assets and Rewards of being a NNEST
4. Uniqueness of the student body
5. Lack a healthy professional development community for teachers
6. A traditional way of learning English before college
7. Different journeys towards an English Instructor in the international high school

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