英語學習者如何在小組討論活動中以跨語言實踐輔助英語學習之研究

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摘要

　　在以英語為目標語（target language）的外語課堂（ESL/EFL/EAL）中，使用母語常被視為阻礙外語學習的行為。然隨著社會語言學的興起及全球化的影響，許多研究證實母語實可輔助外語學習。近年來，跨語言實踐（translanguaging）的概念及其在雙語教育的應用更是翻轉了禁用母語的傳統思維。跨語言實踐一詞源自於英國威爾斯（Wales）的雙語教學法。跨語言實踐跨越語言及語意符號界線，視所有語言及符號皆為溝通互動的資源。此顛覆傳統思維的語言觀為英語教學及研究帶來極大的衝擊及啟發。許多學者甚至提出以跨語言取代目標語做為外語教學的主要媒介及學習目標。由於跨語言實踐本是雙語教學法，多數研究探討外語/雙語教師運用此教學法的成果，極少研究討論學生在外語課堂運用跨語言溝通的現象及對外語學習的影響。本研究採會話分析（conversation analysis, CA）法，從學習者的角度詳細分析學生在英語課堂任務小組討論（task discussion）中如何運用跨語言實踐來輔助外語學習。本研究發現學生運用跨語言實踐表達意見，澄清語意，尋求及提供協助，達成共識，從溝通互動中共建語言知識。透過跨語言實踐，在小組討論中，發言者得以守住，延續，並完成話輪，輔助同儕互動，順利以多模態溝通媒介完成討論，實現任務導向語言教學的學習目標。基於此研究結果，本文提出幾項跨語言實踐在外語課堂的應用及輔助學習者跨語言實踐能力的養成。本研究期能對跨語言實踐的課堂應用及外語教學提出貢獻。

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Mediating L2 Learning through Translanguaging in EFL Small Group Task Interaction

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Abstract

While language alternation is a common feature of bilingual interactions, using L1 in L2 classrooms is often disapproved. Following a social turn of SLA and the rise of multilingualism, the past decades have seen a shift in the attitude towards the role of L1 in L2 classrooms. More recently, translanguaging, a bilingual pedagogic practice in Wales, has greatly impacted second language education and research. Translanguaging transcends the boundaries of named languages and views all languages as resources for meaning construction and communication. Many argued for translanguaging to be the medium and the objective for L2 learning. Compared to the interest in teachers' use of translanguaging as L2 pedagogy, research into learner translanguaging is very limited. Using a CA micro-analytic method, this study investigated how EFL learners used translanguaging to co-construct learning opportunities in small group task interaction. The data were collected in a Taiwanese technological university. Forty-five students participated in several group task discussions in English classes taught by a Taiwanese teacher and an American instructor. Extracts of video-taped task interaction were analyzed and discussed to demonstrate the process and the result of learners' orientation to translanguaging during group discussions. The findings showed that through translanguaging, learner participants were able to co-construct knowledge, seek assistance, clarify meaning, hold, extend and complete turns, and maintain the flow of conversation. Based on the findings, this paper argues for a translanguaging pedagogy which helps learners develop not only L2 competence but more importantly, the ability to manage their multimodal language repertoires to achieve successful communication. Suggestions for multimodal translanguaging pedagogy incorporating modern technology and self-reflective practices are proposed. It is hoped that the findings of this study will contribute to translanguaging pedagogy and second language education.

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1. Introduction

Using two or more languages alternately is a common phenomenon in bilingual/multilingual interactions. However, in L2 classroom practices which often hold a monolingual ideology and pursue a standard L2 competence, using the L1 is regarded as obstructing learning process (Lin 2008; Macaro 2006). Over the past decades, with the rise of sociolinguistic SLA and multilingualism (May 2013), the paradigm shift inspired a reconceptualization of language and language use in L2 classrooms. Following the bilingual/multilingual trend, translanguaging, a bilingual pedagogical practice in Wales (1994), which uses two languages Welsh/English alternately to develop learners' dual literacy, has gained a considerable interest from second/foreign language education and research. Translanguaging transcends the boundaries of languages and the forms of communication. All semiotic signals, verbal and nonverbal, are viewed as part of a holistic communication system (Garcia 2009b; Garcia & Li 2014). To promote translanguaging in L2 classrooms, teachers and learners need to have a better understanding of how and why translanguaging occurs in L2 classroom practices, and what effect it can achieve. Drawing on a micro-analytic method of Conversation Analysis (CA), this study investigated how translanguaging was managed by small groups of Taiwanese university students as a resource to mediate L2 learning in group discussions. The analysis of the data addressed two research questions: (1) Why and how do EFL learners translanguage in classroom task interaction? (2) Does learner translanguaging in this study facilitate L2 learning opportunities? It is hoped that the findings of the study can increase teachers' and learners' awareness of their language use in the classroom, inform translanguaging pedagogy and contribute to theorizing translanguaging paradigm.

2. Literature Review

2.1 Mediation, Interaction, and L2 Learning

Adopting a sociocultural theoretical perspective of language learning, this study examined how EFL learners used translanguaging to mediate learning opportunities in small group task interaction. The core constructs of Vygotsky's (1978) sociocultural theory (SCT) which inform SLA are the concepts of mediation and ZPD. Vygotsky believes human mental activity is mainly mediated (Gibbons 2003; Lantolf 2000). Three mediators can be used to mediate human mind: physical tools, symbolic tools, and other human being. Among them, language is the most important symbolic tool that we use to make meaning and shape knowledge (Lantolf 2000, 2006).

Another important construct of SCT is the notion of ZPD (Zone of Proximal Development). ZPD is the "space" between a learner's current developmental zone and the potential developmental zone. Learning occurs when assistance from a more knowledgeable other is provided in contingent upon the learner's current developmental level (Swain et al. 2002). Hence, L2 learning is not merely a cognitive process but more a social one in which through dialogic collaboration with teachers or more capable peers, learners are able to achieve higher level of development. In the dynamic interaction with others, language can be used as a mediational tool to create such a learning space. Drawing on Vygotsky's ideas, earlier SLA research has reported how L2 teachers and learners used the L1 to mediate L2 learning (Anton & DiCamilla 1998; Brooks & Donato 1994; Balamoti 2010; Levine 2014; Swain et al 2002; Swain 2006). Anton & DiCamilla (1998) reported how the L1 was used by learners of Spanish to collectively and collaboratively scaffold L2 production. By reviewing SCT-based codeswitching studies, Levine (2014)

pinpointed that L2 learners' orientation to negotiation of forms including grammatical and lexical items while engaging in language tasks provided "affordances" for L2 learning. Many SCT-informed studies focused on how L1 was used by learners for self-regulation. As this study used a CA approach, we only discuss what is observable in the data. In addition to the mother tongue, other forms of language can be used both to communicate and mediate learning.

2.2 Translanguaging as a Language theory and L2 Pedagogy

Translanguaging originated from Williams' (1994) Welsh term *trawsieithu* to describe the pedagogical practices in Welsh/English bilingual classrooms in Wales (Garcia & Lin 2018). William (2002: 2) defines translanguaging as "a skill for developing bilingualism". In the Welsh context, teachers may ask questions in Welsh and students may answer in English or vice versa. Through translanguaging, the identity of a bilingual/multilingual is displayed and affirmed. Garcia (2009b: 45, emphasis in original) defines translanguagings as "*multiple discursive practices* in which bilinguals engaged in order to *make sense of their bilingual worlds*." The notion of translanguaging not only refers to a bilingual pedagogical and discursive practice; it is also expanded to provide a dynamic perspective of language (Garcia 2009b; Li 2018). To emphasize translanguaging as a practical theory of language, translanguaging can also be defined as a dynamic process in which speakers utilize different linguistic and semiotic resources to make meaning, transcending the boundaries between named languages and between language and other meaning-and sense-making resources (Garcia 2009b; Li 2018). This definition implies a fluid, dynamic, and holistic view of language which is embodied in the suffix "languaging". Languaging is claimed by Swain as a

source of L2 learning. It is "a process of making meaning and shaping knowledge and experience through language" (Swain 2006, p. 98). Informed by SCT, Swain proposed two kinds of languaging: collaborative dialogue (interpersonal communication) and inner speech (intrapersonal communication). This paper focuses on the collaborative dialogue. The prefix "trans" suggests its transcendental view of all languages, linguistic or non-linguistic, as a unity of meaning-making repertoires (Garcia & Li 2014, 2018; Kleyn & Garcia 2019; Li 2018; Otheguy et al. 2015). This dynamic view of language shares some characteristics of multicompetence (Cook 1992), interactional competence (Kramsch 1986) and interactional repertoires (Hall 2018). With this view of language, the object of L2 learning is not a static entity of L2 knowledge, but the ability to utilize all learned linguistic or other semiotic and modal resources to achieve successful communication. In other words, L2 learning is not a process of **having** but one of **becoming.** Through recurrent bilingual discursive practices, L2 learners as emergent bilinguals can grow into competent bilinguals (Garcia 2009a; Li 2018). The evidence of language development resides in their improved bilingual discursive practices (Young 2009).

Translanguaging as a bilingual pedagogy has been applied in a variety of educational contexts. By reviewing translanguaging research, Canagarajah (2011) argued for a more dialogical approach to translanguaging as meaning is co-constructed. He also called for more teaching strategies and ideas for assessment. Lin & He (2017) examined translanguaging in Content and Language Integrated Learning (CLIL) classroom. Drawing on Lemke's (2016) "translanguaging and flows" analytic framework, they conceptualized translanguaging as dynamic activity flows. With a review on recent translanguaging studies, Poza (2017) reported that most of the findings came

from preK-12 bilingual or ESL contexts. It is hoped that investigations into translanguaing in EFL/EAL tertiary settings using different methods will expand the existing literature. Different from previous experimental designs, this study adopted the expanded definition of translanguaging which views all forms of language as resources for communication and explored EFL small group interaction using a descriptive method of CA to fill the research gap.

3. Methodology

3.1 Participants and Data Collection

This set of data was extracted from a bigger data set collected by the researcher in a Taiwanese technological university. The whole data set includes audio-and video recordings of teacher-student, student pair and student group interactions made by a total number of 52 students taught in three classes by two teachers (see table 1). The data presented in this paper were collected from student small group interactions in class A and class B1 (as highlighted in table 1). Class A consists of 30 English majors enrolled in an English conversation course taught by a local teacher. Class B1 comprises 11Taiwanese students and four foreign students enrolled in a TOEFL preparation course taught by an American teacher. All interactions were audio- and video-taped with the participants' consent. Recordings of the interactions were transcribed following the conventions in Appendix A.

Table 1
The data

	Classroom Interaction Patterns
Class A (30 second year English majors in seven groups)	**Task-oriented small group interaction**
	Group presentation
	Teacher-student interaction
Class B1 (15 students in three groups)	**Task-oriented small group interaction**
	Group presentation
	Teacher-student interaction
Class B2 (7 graduate students) in pairs	Teacher-student interaction (teacher-fronted setting)
	Student-student dyadic interaction (peer writing conference, paired preparation for debates, peer test review)
	Student class presentation (word journal)

3.2 Conversation Analysis (CA) as a research method

The analytic method employed in this study is Conversation Analysis (CA). With an origin in ethnomethodology, CA examines the sequential organizations of social interactions (Hutchby & Wooffit 1998). CA has been used to investigate talk-in-interaction in a variety of contexts including mundane conversations, institutional interaction, online interaction, classroom interaction, etc. Since Firth & Wagner (1997) called for a reconceptualization of SLA in their seminal paper published in a focused issue of MLJ (1997), CA has been widely used to analyze L2 classroom interaction. These research efforts have contributed to theorizing CA-for-SLA (Markee 2008). There are four principles of CA: (i) contributions to interaction are context-shaped and context-renewing (Hutchby & Wooffit 1998). By tracking the interaction turn-by-turn, we were able to uncover why and in what way students in groups designed their turns by selecting certain language as a resource at a specific moment of interaction and how their designs or interactional decisions affected the ongoing and evolving talk. (ii) Analysis is bottom-up and data-driven (ibid). CA practitioners adopt the participants' perspective rather than the researchers'. In other words, it is an emic not an etic approach to the data. (iii) There is order

at all points in interaction. This is the most important principle for analyzing classroom interaction (Seedhouse 2004). L2 teachers' talk is often managed to fulfill the purpose of pedagogy. (iv) All details in interaction are relevant for analysis. As translanguaging involves multimodal language use, CA, which deals with every detail and every aspect of the data, is an appropriate choice to investigate translanguaging. Non-verbal resources such as eye gazes, bodily orientations, gestures, and classroom objects all served as important semiotic symbols and were analyzed and discussed in this study.

4. Data Analysis and Findings

4.1 Learner translanguaging in small group task interaction

In this section, a micro-analytic discussion on four extracts of group interaction is presented to answer the research questions: (1) Why and how do EFL learners translanguage in classroom task interaction? (2) Does learner translanguaging in this study facilitate L2 learning opportunities? The analysis examines four types of interactional organization that emerge in the data: turn-taking, repair, sequence and turn design (ten Have 2007). The first extract below demonstrates how learners use language to collaborate in a word search activity. Through the collaborative word search, the speaker is able to complete her turn.

Extract 1: 咬嗎 bite?			
1.		Aus:	ok
2.			(1.2) *((A turns to C))*
3.	→	Aus:	⁺it's your (turn) *((A points the recorder toward C))*
			(3.2)
4.		Cin:	the er °I ↑think°- (0.5) it (wa:s) (0.3) a/si/[dent
5.			(0.5) because the ⁺↑cat- ⁺ *((C points at the picture))*
6.			(1.8) *((C points at the picture then gazes at A again))*
7.		Aus:	hmm=
8.	→	Cin:	=°cat°

(**Figure 1**:Task 2 worksheet)

(**Figure 2**: line 5)

| 9. | | Aus: | what |
| 10. | | Cin: | (8.4) *((C gestures the cat attacking someone but makes no sound)) ((E orients her body closer to C and gazes at C))* |

(**Figure 3**: line 10)

(**Figure 4**: line 13)

11.	z	Aus:	↑/ə:::h/
12.			(1.4)
13.	→	Emi:	咬嗎 *((tr.: bite?))*
14.			(0.6)
15.		Cin:	咬/ yiao *((tr.: bite))*
16.			(1.5)
17.	→	Cin:	bit?
18.			(0.5)
19.		Aus:	bite?=
20.		Emi:	=bite
21.	→	Cin:	bite (.) bite 他// *((tr.: him))* (0.2) ⁺bite him
22.			(1.6)
23.		Cin:	so::: °he:::°
24.		Aus:	$he die↑$=
25.		Cin:	=he:: he (0.2) s<u>ca</u>re (0.2) and (0.3) ⁺fall (0.5)
26.			fall dow::n °in the° <u>canal</u>

In this extract, the group of learners is working on a mystery embedded in

a picture to complete the assigned task (appendix B). Learner Aus, the group leader, selects Cin as the next speaker using the recorder as a selecting tool. Cin responds with a turn in line 4 to provide an explanation. She points at the cat in the picture with a shifted eye gaze to engage the leader (5-6). After Aus responds with a continuer "hmm", she switches gazes and engages herself in private speech represented by the soft-voiced "cat" in line 8 followed by a lengthy silence in line 10. The private speech and the long silence indicate Cin's engagement in cognitive process of a word search (Dicamilla & Antón 2004). Obviously, Cin has problem producing a verb at the moment to complete the sentence. To proceed, she uses iconic gestures accompanied with a gaze shift at Aus and Emi to describe the cat's movement. Cin's gestures and shifted gaze successfully draw out learner E's response in line 13. Emi, who takes a back seat earlier, reengages herself by providing a candidate word in the L1 for Cin's nonverbal word search. While Emi's use of the L1 might be spontaneous rather than strategic, it mediates C's retrieval of its L2 equivalent "bit" (line 17). The L1 opens a learning space (Walsh & Li 2013) for Cin to produce the English verb. In return, Cin's utterance invites almost synchronized repairs of the form from Aus and Cin (line 19, 20). Incorporating part of other interlocutor's turn to extend one's own turn is often seen in daily conversations. In L2 classrooms, teachers' or advanced peers' language can be used as an important resource by novice learners to create more interactional space. As shown in this extract, Aus and Emi's correction in lines 19 and 20 is adopted and incorporated by Cin to complete her turn (21, 25, 26).

Extract 2: 一陣風			
1.		San:	um::::::: the <u>tree</u>:::
2.			(0.3) ((A leans towards S and gazes at her worksheet))
3.	→	San:	uh::: (.) 一陣風然後把那個 (.) 樹吹倒 於是
4.			((tr.: a gust of wind uproots the tree, so))
5.			(1.0)
6.		San:	它打到他的頭 ((tr.: it hits his head))
7.			(0.6)
8.		Aus:	$太戲劇化了吧$ ((tr.: isn't that too dramatic?))
9.	→	San:	你知道這樣怎麼翻 一陣風吹來 你知道怎麼講
			((tr.: do you know how to translate this, "一陣風吹來"
			(a gust of wind blows), you know how to say that?))

In this extract, it's San's turn to unlock the mystery. In line 1, San has problems using L2 to explain how the tree caused Mr. Robinson's death. The long stretched sound in line one shows the length of time she needs to process her thinking before uttering the word 'tree'. After another stretched sound "uh:::", she switches to the L1 to tell the story that is being formed in her mind (line 3). San's L1 use at this specific moment serves at least two purposes: to save time and to hold the floor. This L1 content is soon transformed by San into a question that engages other participants to collaborate for the English version of her L1 output. Solving a puzzle like this (Task 2) involves great cognitive work. As students have to complete their task in fifteen minutes, using the L1 to work out the puzzle first and translate the content into the L2 later seems to be a practical and effective strategy. San's explanation receives a negative comment from Aus (8). She doesn't respond with a repair; she simply "lets it pass" the comment and involves Aus in a translation sequence instead. The decision San makes at the moment turns the story-telling action into a form-focused negotiation which creates a form-focused learning space for all group members by engaging them in the translation activity.

The first two extracts demonstrate how learners use translanguaging to make a response and engage peers. The following extract shows how learner

Ber switches to the L1 to initiate a self-repair which mediates a form-focused learning opportunity for other group members.

Extract 3: mistake and misunderstanding			
1.		Ber:	⁺the car: appeared they realize
2.			(1.0) ⁺ *((looks at her worksheet))*
3.			this was er::::::::::
4.			(1.2)
5.	→		⁺°那個　mi::::° (whisper) ((tr.: that))
6.			⁺ *((turns to gaze at Cat))*
7.	→	Rey:	<u>mistake</u> *((gazes at B))*
8.		Rac:	mistake
9.		Ber:	°(mistake)° (0.4) eh↑
10.			(0.8)
11.	→	Ber:	°誤會怎麼說° ((tr.: how do you say "誤會" in English))
12.		Rey:	mistake 阿　((tr.: it's mistake))
13.		Jes:	mistake
14.	→	Ber:	誤會是錯誤嗎　((turns to gaze at J)) ((tr.: is "誤會, misunderstanding" a "錯誤, mistake"?))
15.			(0.5)
16.		Rey:	嗯　誤會哦　誤會好像　嗯:是°mis[misunderstanding° 嘛 ((tr.: en 誤會 uh::: 誤會 seems to be en to be °mis[misunderstanding°]))
17.		Ber:	[哦不是 misunderstanding嗎 ((tr.: isn't it misunderstanding?))
18.		Rey:	misunderstanding

These students are collaborating to tell a story based on nine sequenced pictures (Task 1). It's Ber's turn to make contributions. She produces a long stretched sound plus a 1.2-second pause before switching to the L1 with a much lower volume (5). The Chinese word, 那個, in line 5 is an interjection which often appears in the beginning of a word search process. It is used here not only to extend the time for cognitive processing but also signals a communication breakdown. Ber's fragmented output and the L1 immediately pulls out language support from learners Rey and Rac (7-8). Both of them assume this is the word being searched. Ber shows hesitance in accepting this candidate

word (9). After a 0.8 second pause, she switches to the L1 again in a question form that shows the word Ber is trying to produce is 'misunderstanding' not 'mistake' (11). Ber's translanguaging in line 11 signposts a transition from a meaning-focused/content-focused discussion to a form-focused/language-focused discussion. When Rey and Jes re-propose the candidate word 'mistake' in response to Ber's question (12-13), she initiates a repair in a question form that brings peers' attention to the difference between the candidate word '錯誤' (mistake) and the target word '誤會' (misunderstanding) (14). This question successfully triggers Rey's self-repair with the target word (16) which synchronizes with Ber's recall of the word in line 17. Ber's questions in line 11 and 14 have a function similar to a common pedagogical discourse arrangement of L2 teachers which aims to induce learners' self-repair to raise awareness and create a learning opportunity.

Translanguaging is employed by this group of students throughout their discussion. They switch to the L1 to do meta-thinking such as discussing for a logical development of the story, making comments on their story, and managing the procedures (Brooks & Donato 1994). Translanguaging saves the time needed for higher level cognitive processing and allows more time for learners to translate their L1 draft into an English version. This is a typical translanguaging strategy that teachers use in bilingual classrooms.

In the above three extracts, students switch to the L1 as another turn. The following extract shows an example of intra turn translanguaging.

Extract 4: the "goal"			
1.		Sug:	Robinson because he raise his hand (0.4) so:: (.) they
2.			can know (0.4) who is the:: (0.3) huhh they want to
3.			find (0.9) because too many people they can't know
4.			(0.5) ↓so ⁺he need to (.) you know (0.5) $raise his
5.			hand$= ⁺ ((raises her hand twice))
6.	→	Man:	=who (0.2) who (0.3) who is (0.9) their <u>goal</u>
7.			(0.6)
8.		Rin:	who is their::: ((gazes at Man))
9.			(.)
10.		Man:	[goal
11.		Sug:	[goal ((Sug gazes at Man.))
12.			(0.3)
13.	→	Rin:	go? ((frowns))

(**Figure 5**: line 13)

14.	→	Sug:	g-[o-a:::: $>°是不是°<$ ((tr.: is that right?))
			((whispering, looking at Man and writing in the air))
15.		Rin:	[oh oh goal:::

(**Figure 6**: line 15)

16.		Man:	g-[o:-
17.	→	Rin:	[target target

This talk is extracted from the group's discussion for task 2. When learner Sug takes her turn to unravel the mystery, she seems to have trouble developing her speech with the pauses and stretched sounds in her first turn. In lines 1-5, Sug tries to explain that Mr. Robinson's fiancé, who is involved in the murder,

waves to Mr. Robinson to signify the target for killing (appendix B). While Sug is struggling to produce the language, Man letches in to help complete Sug's turn (6). Man's turn with the improper word choice triggers Rio's initiation of a next turn repair (8). She repeats part of Man's turn with a stretched sound that invites Man to self-repair the trouble source. When Man provides the missing word, Rio misinterprets the word 'goal' as 'go' and initiates another repair in line 13. To clarify Rio's confusion, Sug orally spells the word, 'goal', with a corresponding gesture (14). Before uttering the other part of the word, she switches to the L1 with an extremely low volume like a whisper. Sug's translanguaging serves as a confirmation check that is delivered in a quiet voice to mark the interactional device as an aside.

This kind of translanguaging appears a few times in this dataset. The Chinese phrase '是不是' in line 14 is often used in the L1 conversations to confirm understanding with the speaker. It can also be used for other interactional purposes. Sus's switching to the L1 at this moment to seek confirmation from Man may be influenced by her L1 habit. However, this kind of influence does not affect learning in a negative way. On the contrary, it becomes a resource at hand that can be integrated by beginner learners into their L2 production to improve mutual understanding.

4.2 Main Findings

The findings of this study provide answers to the research questions.

(1) Why and how do EFL learners translanguage in classroom task interaction?

The above analyses of the four extracts show that learners use translanguaging for various purposes that arise in the ongoing talk at the specific moment (Table 2). As shown in table 2, learners in this study used

translanguaging to do different things: making responses, requesting assistance, involving peer participants, engaging themselves and others in thinking, clarifying meaning, etc. Their orientations to these actions were directed by a shared goal: to accomplish the task. To complete the tasks, they managed all the resources available at hand to allocate a turn (Aus), make contributions and responses (Emi), seek assistance (San), focus on a form (San, Ber) and clarify meaning (Rin, Sug). Their language decisions were made in alignment with the online interactional purposes and the aim to finish the task. Translanguaging was initiated as a responsive turn (extract 1), a side sequence to request assistance (extract 2), an other-initiated self-repair to clarify the meaning of a word (extract 3), and a multi-modal turn composed of verbal and nonverbal TCUs (Turn Construction Unit) (extract 4).

Table 2
Answers to question 1

(1) Why and how do EFL learners translanguage in classroom task interaction?		
Extract	Learner	Online purposes achieved
1	Emi	To make a response to peer's non-verbal expression
		To collaborate in a word search
2	San	To engage peer participants.
		To seek assistance
		To obtain the content for L2 production
3	Ber	To clarify meaning
		To initiate a self-repair
4	Sug	To clarify meaning and improve mutual understanding
		To signal a side sequence

(2) Does learner translanguaging facilitate L2 learning opportunities?

The answer is self-evident in the interaction. As mentioned in the review of literature, collaborative dialogue that Swain (2000) defined as "a dialogue in which speakers are engaged in problem solving and knowledge building" is

a source of L2 learning. Contributions to interaction are both context-shaped and context-renewing (Heritage 1984). Turns-at-talk have an interlocking relationship. Each turn is understood to be responsive to the prior turn and constitutive of the subsequent turn. By languaging with others, grouped learners collaboratively work out a word search, make a translation, solve a mystery, and clarify misunderstanding. These cognitive activities demonstrate learners are doing learning together. Through translanguaging, learners provide scaffoldings, fix communication breakdowns, maintain the flow of conversation, and therefore create learning spaces or affordances for each other (van Lier 2000). Learning spaces, opportunities or affordances do not guarantee acquisition. Nevertheless, through recurrent participation in collaborative dialogues, learners may not only learn the L2 linguistic knowledge but more importantly, learn how to translanguage and achieve successful communication.

5. Discussion

This section is divided into two parts. In the first part, the features of learner translanguaging in this study are outlined and explained. Suggestions for translanguaging pedagogy will be discussed in the second part. The following are the identified features of translanguaging in this study.

(1) Learner translanguaging improves mutual understanding.

(2) Learner translanguaging facilitates L2 learning.

(3) Learner translanguaging is dynamic and co-constructed

(4) Learner translanguaging involves multimodal resources.

(5) Learner translanguaging can be strategic and goal-oriented.

The above features of translanguaging reflect Garcia & Li's (2018)

conceptualization of translanguaging in the literature review. The first three points have been discussed in section four (see page 17). This section focuses on the multimodality of translanguaging and how it can be strategically designed to accomplish specific goals. Implications for second language education in EFL classrooms will be discussed to conclude the section.

Regarding multimodality, it was evidenced in the data that learner participants used both linguistic and non-linguistic resources including gestures, eye gazes, bodily orientations, and classroom objects to allocate turns, make meanings, engage attention, co-construct new knowledge, and enhance mutual understanding. Cin's iconic and deictic gestures (McNeill 1992) secured her turn and engaged other group members (extract 1, figure 2, 3 and 4); Sug's gestures enforced understanding (extract 4). Classroom objects like task worksheets (Figure 1) and the audio recorder for collecting data were employed and integrated by learners in their speech. These observed behaviors support the claim made by Vigilioco et al (2014) "language is a multimodal phenomenon." Hence, human communication is multimodal (Li 2018). People construct and understand messages by using multimodal resources including texts, audio and visual cues, verbal and nonverbal expressions, the contexts, historical artifacts, identities and so on. Multimodality and the dynamic flow of languaging differentiate translanguaging from traditional view of language and accentuate the limit of traditional L2 pedagogy. Since the social turn in SLA (Block 2003; Firth & Wagner 1997), the quantitative, cognitive, and monolingual epistemologies dominant in SLA have been challenged by social-oriented and usage-based SLA research (Ortega 2013). Pursuing standard or native-like English proficiency is considered less important than developing communicative competence. Garcia (2009a) argued that English language

learners (ELL) are actually emergent bilinguals. L2 learning process is one of becoming bilingual/multilingual. Translanguaging rightly serves bi/multilingual education. The purpose of L2 education is to build and expand learners' translanguaging repertoires which is the ability to manage or orchestrate all meaning-making resources to achieve successful communication. Based on the principles of translanguaging pedagogies (Lin 2013b) and the findings of this case study, the following suggestions are proposed for future L2 classroom practices.

5.1 Developing teachable and learnable translanguaging strategies

Accomplishing language learning tasks involves higher order cognitive processing. Using translanguaging can save time and reduce the cognitive load. In this study, students struggled to unlock the story embedded in the pictures within a time limit (Task 1 and 2). Constructing the story in the L1 first and working out the L2 translation later was a strategy employed by the learners. Using this translanguaging strategy, students were able to participate in learning activities with effective time management. This strategic use of both languages is similar to the bilingual pedagogic practices in the Welsh program. It is also applied and expanded in a recent study on ESP writing (Chen et al. 2019). In their study, both the L1 and technology (Google translate) provided scaffoldings to mediate EFL university students' ESP writing skills. Their findings provide implications for a multimodal translanguaging pedagogy. Future efforts should be made to develop and research for more teachable and learnable strategies to promote translanguaging in EFL classrooms.

5.2 Incorporating technology in translanguaging pedagogy

As social communication is multimodal, students should be allowed and

provided access to as many forms of resources as possible. With the rapid advancements in technology, a variety of learning apps or tools provided by Google and other educational organizations can be easily accessed through smart phones and other mobile devices. Ji & Luo (2020) comment that a multimodal approach which provides multimodal scaffolds in the classroom can create a more joyful and learner-centered learning environment. Incorporating technology in L2 classroom practices has become an important task for most contemporary language teachers and learners.

5.3 Promoting teachers' and learners' self-reflective practices

From a translanguaging learning perspective, the objective for L2 learning is no longer the knowledge of a single language, but the interactional repertoires across all languages. To develop such repertoires, both teachers and learners need to gain a profound understanding of their language use in the classroom. Promoting teacher's and learner's reflective practices may serve the purpose well. Both teachers and students can make video-recordings of their own speech or conversations using their mobile devices or other video-taping methods. By reflecting upon their language use such as translanguaging, teachers and students may develop a better understanding of how this practice can foster or obstruct their teaching and learning.

6. Conclusion

In this article, we have demonstrated how students translanguage to mediate L2 learning through the process of task accomplishment. The functions of learner translanguaging identified in this study are context-specific and not comprehensive. More studies exploring learner translanguaging practices are

needed to expand this line of research. Building on the findings of this study and the reviewed literature, suggestions for classroom translanguaging practices are provided to promote translanguaging pedagogy and research. From the perspective of translanguaging, L2 learning is a process of becoming bi/multilingual. It is believed that through recurrent discursive practices of translangauging, L2 learners will develop a translingual repertoire and talk themselves into competent translinguals (Canagarajah 2018). As the Taiwanese government set a goal to develop Taiwan into a Mandarin/English bilingual country by 2030 (NDC, 2018). We hope the findings of this study may also contribute to Taiwan bilingual education.

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Appendices

Appendix A

Transcription Conventions

(Second language conversations/ edited by Rod Gardner and Johannes

Wagner, 2004)

[	A left bracket indicates the point of overlap onset.
]	A right bracket indicates the point at which an overlap terminates.
=	Equals signs indicate no break or gap.
(0.0)	Numbers in parentheses indicate elapsed time by tenths of seconds.
(.)	A dot in parentheses indicates a micropause.
Word	Underscoring indicates some form of stress, via pitch and/or amplitude. A short underscore indicates lighter stress than does a long underscore.
:	Colons indicate prolongation of the immediately prior sound. The longer the colon row, the longer the prolongation.
↑↓	Arrows indicate shifts into especially high or low pitch.
?	A question mark indicates rising intonation.
,	A comma indicates no strong movement in the local intonation. Comma-intonation is heard as unfinished.
.	Full stop marks falling intonation.
/	A slash indicates onset of the feature described in the preceding or following comment line. The slash is mainly used to mark a speaker's gesture, gaze or other activity.
WORD	Upper case indicates especially loud sounds relative to the surrounding talk.
°word°	Degree signs bracketing a sound, word, phrase, etc. indicate especially soft sounds relative to the surrounding talk.
W*ord*	Stars bracket creaky voice.

.hhh	A dot-prefixed row of h's indicates an inbreath. Without the dot, the h's indicate an outbreath.
£	The pound-sterling sign indicates a certain quality of voice which conveys 'suppressed laughter'.
(word)	Parenthesized words are especially dubious hearings or speaker-identifications.
(( ))	Doubled parentheses contain transcriber's comments.
-+	Line to be discussed in the text.
{ }	In the English glosses words marked by these parentheses do not follow the native speaker norm of the language in question. Elements are marked only where it seems of relevance with regard to the analysis.
¿	A reversed question mark indicates rising intonation, not too high.
;	A semicolon indicates following intonation not too low.
><	Indicates faster speech.
<>	Indicates slower speech.
–	cut off.

Appendix B (Task 2)

PHOTOCOPIABLE 13 Mystery!

Death on the Canal!

VENICE, ITALY — Yesterday, the British millionaire art dealer, Niles Robinson, was found dead in a canal. Robinson, who was 50, had just bought an original painting by Pablo Picasso to bring back to his private gallery in London.

He had also been planning his wedding, set to occur in Venice next month, with the young Italian model, Giovanna Lucci. A passing tourist took this picture of Robinson, (seated, on bench), just a few hours before Robinson's death.

1. Was Robinson murdered, or was it an accident?
2. If it was an accident, what happened?
3. If it was murder, who killed him and why?

Appendix C (Task 1)

10, Grammar 2

A tale with a twist!

A tale with a twist!
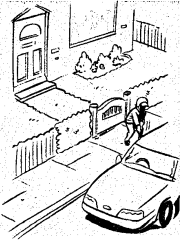
Work in pairs to tell the story of John and Claire Stevens. Include the words given under each picture.

1

last Saturday/have a party/invite friends/get a new job
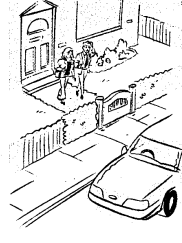
2

while/have fun/steal

3

leave the party/say goodbye/ realise/disappear

4

call/explain/happen/write down/ investigate

5

next morning/go out/realise/ appear

6

look inside/see/emergency/ apologise/theatre/next evening

7

call/explain/stop the investigation

8

go/very happy/enjoy

9

while/leave/mobile/neighbour/ shocked

What do you think the neighbour told John? Finish the story with a partner.