



## **Implementing Translanguaging with Pedagogical Approach in an English as a Foreign Language (EFL) Listening Classroom**

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Burgeoning studies have demonstrated the effective use of translanguaging (henceforth, TLAN) pedagogy; however, these studies often concentrated on speaking, reading, and writing skills. There have been no studies, to date, that focused on the use of TLAN with regard to the listening skill. Furthermore, there has been a heightened concern to implement TLAN with a pedagogical approach to facilitate better listening comprehension tasks. Thus, this study examined the impact of translanguaging with pedagogical cycle on students' listening comprehension performance and L2 learning. A sequential mixed-method type of research was employed using a pre- and post-test design. Furthermore, an intact group of 15 First Year college students was purposively selected as samples and underwent 10 sessions of applying TLAN with a pedagogical cycle used as the intervention. Results reveal a significant difference in participants' listening comprehension performance as manifested by a higher mean score after the intervention. A positive improvement was also revealed regarding their L2 learning as manifested on their four listening comprehension quizzes in terms of structure, grammar, supporting details, lexical resource, and content organization. Furthermore, the participants perceived that using TLAN is normal and not a disrespectful practice for them as EFL learners. Qualitative findings disclose that the participants have welcomed the use of the intervention to aid their listening comprehension processes. The paper addresses the agentive potential of TLAN with pedagogical approach, thus, it could be included as a beneficial pedagogical method to leverage students' dynamic language practices, promote listening comprehension, and foster language learning.

**Keywords:** translanguaging, pedagogical cycle, EFL listening comprehension, L2 learning, EFL

### **INTRODUCTION**

Listening skill is considered as one of the most important skills in English language learning (Rost, 2001; Robillos, 2020); it is also one of the most widely used language skills in daily life (Bozorgian, 2014; Rost, 2001; Robillos, 2020). Listening according to Karimi (2019), is a skill that improves faster than speaking. Furthermore, listening always influence the development of our reading and writing skills (Robillos & Bustos,

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2022). Albeit listening is commonly used and an active skill in communication (Robillos, 2019), it is still the least likely to be taught effectively (Bozorgian, 2014; Goh, 2008; Zheng, 2018) and the most under investigated (Robillos, 2020).

In the Thai EFL listening classroom, instructors have been facing various challenges in teaching listening skill. These challenges are: firstly, listening skill is put aside, *i.e.*, it is only embedded in the instruction of speaking skill in the classroom (Robillos, 2019). Less paying of attention towards teaching the listening skill does not give much opportunity to develop learners' listening skill (Goh, 2008; Robillos & Bustos, 2022). Secondly, the instructional listening approach lecturers have been utilizing. For example, listening activities are often used as a test of comprehension questions such as multiple choice, fill in blanks and the like (Goh, 2008; Robillos, 2019; 2020) which have not been only practiced in Thai EFL listening classroom but also overseas (Bozorgian, 2014; Goh, 2008; Robillos & Bustos, 2022). The present study seeks to expand this line of research but by utilizing the metacognitive pedagogical cycle designed by Vandergrift & Tafaghodtari (2010) to help facilitate learners' listening comprehension tasks.

Another challenge that has been faced by the EFL students is that, during listening activities in the EFL listening classroom, they have to follow the English-only policy in undertaking such listening activities. In fact, the medium of instruction in the study-university where these learners are studying remains English *i.e.*, EFL students have to strictly use the English language especially when doing learning activities such as paired or group activities. Significantly, this will have consequences on their ability to understand the concepts of the subject matter, meaning, the topics may either be misunderstood or not comprehended at all. Furthermore, this strict policy has been hindering the learners to express their ideas more meaningfully which they could have expressed through their first language (L1). García & Otheguy (2020) and Li (2018) argue that students must develop their communication skills and interaction with peers that can possibly assure them to use tactics and strategies that enable them to combat with challenges when their language skills are not sufficient. One possible strategy of improving EFL listening in the Thai EFL classroom which might help meet these issues is the incorporation of learners' linguistic repertoires into an L2 instructional setting and this is often called as "translanguaging (or TLAN)" (García, 2017; García & Otheguy, 2020).

TLAN is a pedagogical concept where the use of any linguistic resources of the students is permitted to be able to aid them in overcoming linguistic constraints in learning a second language or L2 effectively (García & Li, 2014; García et al., 2017), to make -meaning (Rivera & Mazak, 2017) and, to effectively attain successful communication (Csillik & Golubeva, 2019b). It is believed that if we can get our students to engage in ideas and let them use their linguistic repertoires or all the languages that they know at their disposal, conceptual knowledge and language will blossom. A burgeoning literature (García & Li, 2014; Garcia et al., 2017; Li, 2018; Otheguy et al., 2015; Sobkowiak, 2022) claimed that incorporating bilingual practices including a strategic use of learners' L1 in a classroom will not hinder language learning, but rather supports

language learners (García & Li, 2014). The present study also seeks to fit into the previous studies with regard to the application of TLAN for listening instruction and L2 learning.

TLAN is often thought of a strong scaffold for students when they struggle to comprehend the concept of the subject matter using only English language. TLAN permits students to use their linguistic repertoires as a first step to understand, to generate new ideas, and to promote their cognitive and linguistic fluency. Listeners translanguage to express themselves creatively and more meaningfully, to connect to a given listening selection and to self-monitor and evaluate their performance, to identify listening difficulties, and to promote their own self-development as listeners. Many studies have demonstrated the effective use of translanguaging; however, these studies often concentrated on speaking skill (Ha et al., 2021); reading skill (Mgijima & Makalela, 2021); and writing skill (Chen et al., 2019). There have been no studies that focused on the use of TLAN to improve learners' listening skill. Furthermore, studies on the application of TLAN pedagogy in the Thai educational context had yet to be undertaken. To address this research gap, the present study attempts to investigate whether TLAN with pedagogical approach improves the listening comprehension skill of the students, where no studies to date have been conducted especially in the Thai EFL setting.

## Literature Review

### The Pedagogical Cycle and its Benefits in Listening

Listening instruction is predominantly concerned with a course of instruction emphasizing a repertoire of strategies considered to be appropriate to accomplishing 'real world' listening tasks (Mendelsohn, 1994). A number of researchers (Bozorgian, 2014; Robillos & Bustos, 2022; Vandergrift & Goh, 2012) proposed that teaching listening skill has to follow a process-based approach such as the pedagogical cycle (Vandergrift & Tafaghodtari, 2010) since it had been proved to increase control, confidence, and eventually proficiency to EFL learners (Robillos, 2020; Vandergrift & Tafaghodtari, 2010). A pedagogical cycle (Vandergrift & Tafaghodtari, 2010) is a strategic approach that aids learners to facilitate their listening tasks and is proved to enhance their metacognitive awareness raising in listening. In short, a pedagogical cycle is a sequence that contributes to the learners' understanding of the listening context and at the same time, the metacognitive aspects that are involved in the process (Vandergrift & Goh, 2012).

The main purpose of carrying out the listening instruction through a pedagogical cycle is to motivate the students to become self-regulated learners when carrying out a listening comprehension task. Its process involves three main goals: (1) to encourage the learners to reflect on themselves as listeners, (2) to incorporate complexities related to the task demands and (3) to increase the effectiveness of listening strategies (Vandergrift & Goh, 2012). The pedagogical cycle (Vandergrift & Tafaghodtari, 2010) involves five stages through which the listener progresses linearly: Firstly, planning and predicting stage then followed by first verification stage which involves activities such as monitoring,

evaluation, and planning. Thirdly, the second verification stage involving activities namely: monitoring, evaluation and problem-solving. Next is the final verification stage using the transcript of the oral texts, and finally, the reflection stage that involves evaluating and self-reflection. The learners undergoing these stages enable them to become better listeners as they learn to plan, manage, evaluate, and thus, self-regulate their listening process (Vandergrift & Goh, 2012).

Many researchers (Bozorgian, 2014; Goh, 2008; Robillos, 2019; Robillos & Bustos, 2022; Vandergrift & Tafaghodtari, 2010) regard a pedagogical cycle as an effective approach for listening instruction. For example: a strategic intervention in listening comprehension conducted by Robillos (2019). He (Robillos) used a model designed by Vandergrift (2003) called pedagogical cycle to facilitate the listening comprehension task processes of the participants and investigated not only the effect of this cycle on their listening comprehension but also on the metacognitive listening awareness of EFL university learners in the Northeastern part of Thailand. Participants' listening comprehension performance was assessed employing a mixed-method type of research with a single group of pre- and post- test design. He hypothesized that implementing a process-based approach would yield significant gains in comprehending such listening selections.

### **TLAN as a Pedagogy**

Williams (1994) originally coined the term “translanguaging” to emphasize the role of L1 in the development of L2. TLAN allows learners to be in contact to any of their linguistic resources without constantly being aware of socially and politically defined boundaries of named languages (Otheguy et al., 2015). That is, in an EFL classroom that implements translanguaging pedagogy, an “English-only” approach is abandoned and learners are not thought of as deficient, non-native speakers of English, defined by what they lack, but as resourceful agents with linguistic repertoires and abilities (García & Kleifgen, 2018).

TLAN pedagogy has been practiced in various ways in classrooms throughout the world. Sobkowiak (2022) claimed that integrating spontaneously languages in the EFL classroom can help boost students' cognitive involvement with learning activities which augment their linguistic performances. Since TLAN serves as a scaffold for understanding a lesson, it can save time and help maximize students' linguistic resources in the process of problem-solving, meaning-making, and knowledge construction (Tian et al., 2020). In the EFL classroom, students need to be taught how to connect their linguistic resources (Canagarajah, 2018) and teachers should show students how to translanguage in a functionally integrated manner to conceptualize, make meaning, and facilitate understanding, speaking, and learning (Sobkowiak, 2022). Sobkowiak also underscored that teachers should open up avenues to permit students to demonstrate their understanding and skills by allowing them to use their linguistic resources at their disposal. Consequently, it leads them to generate new linguistic knowledge (García & Kleifgen, 2018).

A number of studies have demonstrated empirical support regarding the use of TLAN in the EFL classroom. In L2 reading, for example, Mgijima & Makalela (2021) explored on the influence of TLAN pedagogy on learners' ability to re-organize texts after reading texts in learners' L1 and their L2 (English). The study adopted a quasi-experimental design constituted of four different groups divided into two experimental groups and two control groups. They involved 215 4<sup>th</sup> Grade students with ages ranging from 9 to 12 years old. The findings revealed a positive correlation between the TLAN pedagogy and students' performance manifested on their written products (summary writing). The study hypothesized that a significant gain would be yielded when TLAN techniques were employed in the reading classroom. Additionally, a study by Al-Bataine & Gallagher (2018) was as well explored by utilizing an ethnographic study. Study results revealed that the participants were inconsistent and having mixed attitudes towards using TLAN pedagogy, *i.e.*, the degree to which TLAN in writing was accepted or rejected by the learners.

Another empirical study with regard to the pedagogical application of TLAN was investigated by Chen, Tsai, & Tsou (2019). They reported that implementing TLAN pedagogy can improve college students' writing skill across three writing areas: *content* of their written drafts by increasing their background knowledge in the L1 to convey more information and express more of their ideas with their peers; *literacy* was also enhanced manifested on the number of correct sentence structures in their final drafts; and *style* which was revealed from their academic style of writing.

On the other hand, Ha, Phan, & Anh (2021) conducted an observational study that attempted to explore on the application of TLAN towards improving 70 Second Year university students' speaking fluency development in the southern part of Vietnam. Results reveal that the students obtained positive experience with the lesson and eventually enhanced students' speaking fluency. Their use of L1 is reported to be a supportive approach in increasing their confidence and fluency in communication when learning English.

Many previous studies have successfully implemented translanguaging but most of these studies have concentrated on EFL skills such as speaking, reading, and writing skills. No prior studies have yet been conducted on the use of translanguaging with pedagogical approach to the instruction of listening skill. Thus, the present study attempts to fill this gap in the literature with the end-goal of improving the learners' listening comprehension skill and L2 learning. Specifically, the following questions are sought to be answered:

1. Does the listening comprehension performance of the participants improve through TLAN with pedagogical cycle (henceforth, strategy intervention)?
2. Do the participants' quiz performances across structure, grammar, supporting details, lexical resource, and content organization improve after the strategy intervention is implemented?
3. How do the participants perceive the use of TLAN with pedagogical cycle to facilitate their listening comprehension tasks?

4. What experiences have the participants gained in improving their listening comprehension performance after the strategy intervention?

## METHOD

### Research design

In the study, researcher utilized a mixed-mode type of research that involves quantitative and qualitative parts (Creswell & Plano-Clark, 2011). Data from former were gathered to answer whether the use of TLAN with pedagogical cycle impacted the students' listening comprehension performance whilst data from the latter explored the participants' perception with regard to the experiences they have gained and how they participated during the implementation of the intervention in processing their listening comprehension tasks.

### Participants

Researcher utilized a pre- and post-test design using an intact group of 15 participants. Furthermore, a semi-structured interview was conducted to gather additional information from the participants with regard to how their listening comprehension tasks were impacted by the strategy intervention. All the 15 First Year college students (N=3 males and N=12 females) at the study-university located at the Northeastern part of Thailand were purposively selected as samples, *i.e.* the sample is approached with a purpose in mind and the criteria needed for the sample has been predefined (Creswell & Plano-Clark, 2011). Furthermore, these 15 participants are standard population for the program. One reason behind is to further expose them (with more individual attention) to the speaking and listening activities. The participants use various first language/s: 15 participants or 100% speak *Thai* language and *Isarn* dialect whilst, 4 participants or 27% use *Lanna dialect*. With regard to the language/s they proficiently use: 15 or 100% of them use *Thai* language; 8 or 53% proficiently use English language; 8 or 53% use English language in an average level; 5 (53%) of them use *Chinese* language and 2 or 13% use *Khmer* language. With regard to their experience/s of using English language: 2 or 13% have almost 2 years of experience; 4 or 27% have 2-3 years of experience whilst 6 or 40% have 5-6 years of experience; and 4 or 27% have 7-8 years of experience.

These participants are enrolled in the Intermediate Academic Listening and Speaking course aimed to develop their listening and speaking skills. Specifically, the course taken during their first year is generally one of the students' listening courses to expose them to learn how to listen and not only to listen to learn. However, the TESOL program required English language as the medium of instruction to almost all of the subjects the students are studying. Many of these students struggle to comprehend academic listening selections in English. This might be due to the traditional way of teaching listening (*e.g.*, focusing only on the listening product by testing listening and the strict English-only policy of the program) (Robillos, 2019; Robillos & Bustos, 2022). This has been a cause for concern at the study-university. Thus, the researcher, as a lecturer in the program, decided to embark on this inquiry using translanguaging pedagogy with pedagogical

approach to help students develop metacognitive skills that will aid them in dealing with listening comprehension problems.

### **Research instruments and data collection**

*Pre-and post-listening tests* were used to measure the relationship between the use of TLAN with pedagogical cycle and the participants' listening comprehension performance of four short informative video items. The topics of such informative video items (approximately 3 minutes long) were aligned to the topics in their regular listening classes. The pre-listening test was administered one week before the intervention began. The pre-test was carried out using the usual way of teaching listening where it starts from posing of questions and brainstorming then listening activity. The post-listening test, on the other hand, took place a day after the intervention was provided. The participants' pre- and post- listening tests were assessed using a writing scoring rubric designed by the researcher himself; however, for its cognitive and cultural appropriateness, the writing rubric was checked by the three English experts who were English lecturers and Professors in the study-university.

*Students' Listening Comprehension Quizzes.* These were the scores that students have obtained from their written paragraphs which were a manifestation of their comprehension from the listening tasks. There were four short informative video items used throughout the intervention programme (*see* the intervention programme for the distribution and utilization of each of the quizzes) The four short informative video items were aligned to the course goals and were aimed to assess whether students could be able to comprehend such listening tasks in L2. Each written paragraph was scored based from the writing rubric designed by the researcher himself. The writing rubric was constituted with 5 criteria namely: structure, grammar, supporting details, lexical resource, and content organization. All in all, a score of 20 points would be yielded by the participants (4 points as the highest and 1 point as the lowest score. Furthermore, the students' written products would be scored first, and then returned. The students would identify the errors from their paper/s which were just highlighted or encircled or underlined. Groups with 4 members composed of skilled, unskilled, and average students were formed. The members of the group identified the errors they obtained from their papers (*e.g.* errors in *structure, grammar, vocabularies, supporting details, content*), as well as discussed successful strategies they would be using the next time. This was done to expose them to the evaluation activities such as "problem-identification" and "strategy evaluation". Here, the students were allowed to utilize any of their linguistic repertoires for them to be able to discuss and share their opinions more meaningfully with regard to the errors from their papers.

*Students' Perception on the practice of TLAN with Pedagogical Cycle.* This is an 18-item perception survey questionnaire administered after the strategy intervention was provided to the participants and asked to rate the following survey statements based from a Likert scale that ranged from 1=strongly disagree to 5=strongly agree. The survey has three main parts namely: TLAN as a practice, TLAN for L2 learning, and TLAN with pedagogical cycle to facilitate their listening tasks. The first two main parts were adopted from Moody et al. (2019) whilst the last part was designed by the

researcher himself, however, checked by the three experts then, piloted to the second-year university students (N=26) who were not the samples. This is to identify any potential issues with regard to the survey questionnaires. The reliability value was 0.86.

***Semi-Structured Interviews.*** All the 15 participants have undertaken interviews after the intervention was provided on them. Interviews were conducted to be able to yield more information with regard to how the participants were aided with the use of any of their linguistic repertoires in facilitating their listening comprehension tasks. The interview was undertaken one week after the post-listening test was administered to them. Each interview took around 30 – 40 minutes. All the participants voluntarily provided their consent to be interviewed.

### **Research Procedures and Intervention Program**

The researcher carried out 10 sessions comprised of 1 session each for the administration of the pre- and post- listening tests, and 8 sessions (180 minutes/session) of implementation of the pedagogical cycle where they can translanguange every time they communicate whether in pairs or in groups to facilitate their listening tasks as well as improve their L2 learning. There were four short informative video items used throughout the intervention programme where each video item utilized 2 sessions and underwent the following five (5) stages of the pedagogical cycle (Vandergrift & Tafaghodtari, 2010). The degree of difficulty increased eventually up to the end of the treatment. The stages involved in the strategy intervention were described in Table 1.



Table 1  
The intervention programme

Session/s	Stages of Pedagogical Cycle	Learning Activities
1 <sup>st</sup> session	Pre-listening test	=a usual way of teaching listening is implemented here such as posing of questions, brainstorming, then followed by writing down their comprehension towards the listening selection.
2 <sup>nd</sup> – 3 <sup>rd</sup> Sessions	Introductory Part	=Description and demystification of the 5 stages of pedagogical cycle. =Explain the advantages of using TLAN and encourage them to practice the strategy whenever they communicate in pairs or in groups.
	Planning and predicting stage	=Learners are informed of the topic and selection type and then predict what content they are likely to hear as well as what specific lexical items they might encounter.
	First Verification stage	=the learners listen to the selection for the first time. During the listening, they can check their predictions and note any other information they have understood. =the second half of this stage involves collaboration with a peer to make comparisons, discuss differences, identify problems and make plans for the subsequent listening.
	Second Verification Stage	=the learners listen again to the selection to verify any differences noticed during the previous stage, make any necessary corrections to what they had written, and note additional information that they have understood. =this is followed by a whole group discussion in which learners work together to orally reconstruct the text and to reflect on strategies which were useful for solving particular listening problems.
	Final Verification Stage	=the learners listen for important points which were determined as problem-spots by the entire group. This stage requires monitoring and incorporates the strategy of selective attention. =It is also in this stage where the students are tasked to write down their comprehension about the listening selection through composition writing. The teacher collects and corrects them by only highlighting the mistakes such as language structure, grammar, and mechanics. The corrected paper of the participants will be returned back and they will be grouped again and try to determine and identify the errors by asking the help of each and every member in the group.
4 <sup>th</sup> -9 <sup>th</sup> Sessions	Reflective Stage	=the learners write personal reflections about their experience as listeners. Themes for this writing can include such topics as successful strategies employed as well as unsuccessful attempts at solving listening problems and personal goals for the next listening activity.
	3 more rounds of listening comprehension tasks	=The remaining sessions were used for the listening comprehension of 3 short informative video items for ample exposures on the use of TLAN with pedagogical cycle in processing their listening comprehension tasks. The stages from the pedagogical cycle was followed and the permission to translanguage.
10 <sup>th</sup> Session	Post-listening test	

### Data Analysis

In the quantitative data analysis, the SPSS tool was utilized to analyse possible differences between the students' pre- and post- listening comprehension tests. The t-test (2-tailed) was used to compare the means of both sets of tests and proved whether there is a significant difference before and after the strategy intervention was provided. On the

other hand, in the qualitative data analysis, the data gathered from the semi-structured interviews were transcribed, coded, and categorized to determine the themes. The three themes emerged were: TLAN as a practice; TLAN with pedagogical cycle to facilitate listening comprehension tasks; and enhanced participants' L2 learning.

## FINDINGS

### Quantitative Analysis

#### *Difference on Students' Listening Comprehension Performance*

The table 2 presents the SPSS results for the following mean and Standard Deviation of the students' pre- and post- listening comprehension performance whilst the table 3 shows the difference between the two sets of scores using paired t-test analysis. As exhibited from the table, the result showed a significant difference between the two sets of scores as evidenced by the p-value of .000 which was found is less than the level of significance at 0.05. This is manifested from the post-listening mean score of 15.13 which is significantly higher than pre-listening mean score of 8.92 as displayed in table 2.

Table 2

Mean and standard deviation of pre-listening and post-listening scores

		Mean	N	Std. Deviation	Std Error Mean
Pair 1	Pre-Test Score	8.92	15	1.109	.277
	Post-Test Score	15.13	15	2.337	.584

Table 3

Paired t-test results between the pre- and post- listening comprehension tests

Pair	Pre-Listening Test	Paired Difference		95% Confidence Interval of the Difference		t	df	Sig, (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Upper				Lower
1	Post-Listening Test	-6.315	1.821	.461	-6.902	-5.411	-12.121	15	.000

#### Descriptive Statistics for the Listening Comprehension Quizzes

Table 4 exhibits the Mean and SD results for the following four quizzes. The results showed that the quiz scores of the participants began at a lower baseline. However, the overall listening comprehension quiz scores the participants yielded gradually increase as TLAN with pedagogical approach was implemented. This is evidenced by their pool mean scores of  $\bar{x}$ =10.56,  $\bar{x}$ =12.48,  $\bar{x}$ =13.79, and  $\bar{x}$ =15.11 for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quizzes respectively. Furthermore, it is clearly observed from the table that there were three out of five writing components namely "grammar" ( $\bar{x}$ =1.67,  $\bar{x}$ =2.11,  $\bar{x}$ =2.59, and  $\bar{x}$ =2.98), and "supporting details" ( $\bar{x}$ =2.17;  $\bar{x}$ =2.34;  $\bar{x}$ =2.61; and 2.79), and "content organization" ( $\bar{x}$ =2.03,  $\bar{x}$ =2.48,  $\bar{x}$ =2.59, and 3.02) showed a dramatic improvement from quiz 1 until quiz 4.

Table 4  
Mean and standard deviation for students' listening comprehension quizzes

Components	Quiz 1		Quiz 2		Quiz 3		Quiz 4	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Structure	1.67	0.47	2.11	0.31	2.59	0.48	2.98	0.71
Grammar	2.55	0.63	3.52	0.63	3.75	0.45	3.75	0.45
Supporting Details	2.17	0.39	2.34	0.43	2.61	0.61	2.79	0.32
Lexical Resource	2.17	0.50	2.02	0.52	2.11	0.40	2.36	0.51
Content Organization	2.03	0.67	2.48	0.60	2.59	0.59	3.02	0.23
Total	10.56	1.23	12.48	1.37	13.79	1.83	15.11	1.54

### Descriptive Statistics for Students' Perception on the Use of TLAN with Pedagogical Cycle

The mean and standard deviation with regard to the students' perceptions on TLAN across three aspects was presented in Table 5. These aspects were TLAN as a practice, TLAN for L2 learning, and TLAN with pedagogical cycle to help facilitate their listening tasks. First off were their perceptions concerning TLAN as a practice. It is noticed that the participants strongly agreed that using *TLAN pedagogy in the EFL classroom is a normal practice*. This statement (statement #2) gained the highest mean score of 4.90. Participants, however, strongly disagreed that TLAN is a disrespectful practice (Statement #4) yielding a mean and SD scores of 1.56 and 0.71 respectively.

With regard to the second aspect of the questionnaire (TLAN for L2 learning), the participants were positive that TLAN is an agentive pedagogy to enhance their L2 learning. The participants strongly agreed that TLAN helps them to learn English language (Statement #4) likewise believed that TLAN is essential for learning a new language (Statement #3). In addition, they strongly agreed that TLAN assists them in learning an L2. Conversely, they strongly disagreed to statements 2 and 5 believing that *TLAN is not a sign of low proficiency in L2*, and accepting that *language instructors should not avoid implementing TLAN in the classroom since it will not prevent them from learning an L2*.

It is notable that all the participants strongly agreed to all of the statements in this aspect. From the seven statements, statement # 2 (*The use of TLAN with pedagogical cycle helps me understand the content and discuss listening difficulties with my peers*) gained the highest mean score of 4.90, while the statement # 7 (*The use of TLAN with pedagogical cycle assists us to share and compare what we have understood regarding the listening selection*) yielded the least mean score of 4.30.

Table 5  
Mean and standard deviation results for students' perception on the use of TLAN with pedagogical cycle

Statements	Mean	SD	Interpretation
<i>TLAN as a Practice</i>			
1. Translanguaging should be avoided by bilinguals.	1.75	0.84	Strongly Disagree
2. Translanguaging is a normal practice for bilinguals	4.90	0.59	Strongly Agree
3. Translanguaging indicates a lack of linguistic proficiency in our second language.	2.49	0.81	Disagree
4. Translanguaging is a disrespectful practice.	1.56	0.71	Strongly Disagree
5. Translanguaging is confusing for me.	2.41	0.45	Disagree
6. It is fine to apply translanguaging in listening tasks	4.35	0.72	Strongly Agree
<i>TLAN for learning L2</i>			
1. Translanguaging helped me learn the English language.	4.76	0.76	Strongly Agree
2. Translanguaging is a sign of low proficiency in L2	1.69	0.65	Strongly Disagree
3. Translanguaging is essential for learning both L1 and L2.	4.39	0.89	Strongly Agree
4. Translanguaging has assisted me in learning English.	4.41	0.69	Strongly Agree
5. Language instructors should avoid translanguaging because it will prevent L2 learning.	1.75	0.71	Strongly Disagree
<i>TLAN with pedagogical cycle in listening comprehension task processes</i>			
1. The use of translanguaging with pedagogical cycle aids me link my background knowledge to the new topic.	4.21	0.67	Strongly Agree
2. The use of translanguaging with pedagogical cycle helps me discuss strategies with my peers.	4.90	0.72	Strongly Agree
3. The use of translanguaging with pedagogical cycle provides an opportunity for us to resolve discrepancies, and adapt our strategies.	4.33	0.66	Strongly Agree
4. The use of translanguaging with pedagogical cycle aids me link my background knowledge to the new topic.	4.54	0.65	Strongly Agree
5. The use of translanguaging with pedagogical cycle helps me discuss strategies with peers	4.75	0.72	Strongly Agree
6. The use of translanguaging with pedagogical cycle provides opportunity for us to resolve discrepancies, and adapt our strategies.	4.31	0.59	Strongly Agree
7. The use of translanguaging with pedagogical cycle assists us to share and compare what we have understood regarding the listening selection.	4.30	0.71	Strongly Agree

### Qualitative Analysis

#### *Theme 1: TLAN as a practice*

Theme 1 relates to participants' perceptions with regard to TLAN as a practice. It constitutes of two sub-themes such as more meaningful of knowing the subject and in a more fluid manner, and more mindful to L1 forms and systems. During the interview, when the participants were asked about their thoughts with regard to using TLAN pedagogy in the EFL classroom, they said that the pedagogy aided them to know the content of the subject matter more meaningfully. The cognitive processes of understanding, investigating, probing, and reasoning that happen in English do not actually happen entirely in English (Rivera & Mazak, 2017). In order to make meaning more meaningfully, bilinguals employ their entire linguistic repertoire (García, 2017)

and if we can encourage our students to engage in ideas and let them use all the languages that they know, a more meaningful concept with fluidity of thoughts towards the topic would be attained. Respondents 12 and 3 narrated:

*“During our paired or group discussion, I was permitted to use any of my linguistic resources to express my ideas and insights towards the listening selection. I think translanguaging aids me to convey my knowledge in a more meaningful way because I didn’t have language barrier to hinder the flow of my thoughts.” R12*

*“The permission to use any of our linguistic resources during collaboration helped me express my opinions especially when sharing of my comprehension from the listening selection. In expressing my understanding using L1, I share more meaningful ideas and in a more normal and fluid manner of expressing them.” R3*

The pedagogical application of TLAN serves as helpful agent for students especially when they can hardly be able to express their ideas towards the subject matter. In the present study, when the students were permitted to translanguage, apart from understanding the subject matter more deeply, they also tend to be more aware of the linguistic forms and systems of their L1 and tried to make sense of the new concept and compared to the earlier concept they had, *i.e.*, a new linguistic perspective is discovered as one respondent narrated:

*“I became more aware of the linguistic forms of my mother tongue when I tried to use Thai language, and Isarn, Lanna dialects during the collaboration activities, for example, Thai language “modifiers” and complex Thai expressions which are so hard to directly translate in English. The deeper observation of the languages made me metalinguistically aware.” R1*

### ***Theme 2. TLAN with pedagogical cycle to facilitate listening tasks***

The second theme revolves on the use of TLAN with pedagogical cycle in facilitating students’ listening comprehension tasks which includes the following sub-themes: helpful in students’ planning, engaging collaborative work and effective monitoring, evaluation, and reflective strategies to aid listening tasks. When the intervention was implemented to the participants, they are permitted to use any of their linguistic repertoire on all of the collaboration and sharing activities whether it was in a paired or group work. Firstly, the students were given activities (*e.g.*, short text reading) to help trigger their schemas towards the new listening selection and share those to peers using all languages/dialects at their disposal. The students, in turn, enable to yield more information about the subject matter. This aided them to anticipate what they were going to hear in the listening selection. Respondent 7 expressed:

*“The short reading text as a planning activity helped me create more ideas and information about the topic of the listening selection I am going to hear. This activity was followed by sharing our understanding on the text to our peers (by pair, then, by group) where the teacher allowed us to translanguage. Ample ideas I yielded from sharing which aids me to associate my background information to the new subject matter of the listening selection.” R7*

Peer collaboration was implemented during the latter part of the first verification stage. The students felt more enthusiastic when they were told to collaborate with their peers and became more engaged to the topic when they were told to translanguague while sharing and discussing their thoughts about the initial predictions to see if they were true, and correct them if needed. They became more willing to convey their ideas with their groupmates, in analysing and discussing ideas, in identifying listening challenges, and in making plans for the next listening task. Respondent 2 expressed her opinion regarding this:

*“Allowing me to use any of my linguistic repertoires to convey my thoughts about the topic enabled me to confidently discuss them to my peers. I could be able to obtain better and deeper details and be able to modify my weak points. This was also because we easily express our thoughts and thus, successfully understood each other.” R2*

The participants, during the final verification stage, listen again to the listening topic to spot and confirm any differences during the previous step. They could make any necessary corrections to the details they had written down on their paper, and could take down additional information they would be able to hear (for the last time). These activities allowed them to self-monitor and self-evaluate their progress. In this stage, they were given another opportunity to collaborate again with their members in the group to discuss and reflect on listening tactics and strategies which were useful for solving particular listening problems. They are free to translanguague in these monitoring and evaluating activities to express their ideas more meaningfully. R13 expressed her feelings about this:

*“In the last attempt to play the listening audio, we listen more carefully to pay attention to specific details mentioned in group and class discussion especially those we ourselves could not understand in the previous listening. Also, we undertook these activities successfully because we were allowed to translanguague which propelled our understanding on both the content and listening tactics.” R13*

### **Theme 3. Enhanced L2 Learning of the Participants**

In the present study, the composition writing activity is the last stage for the listening activity. They were required to write down their understanding on listening selection through writing paragraphs. Students' written compositions were sent back to the students after given marks, however, the papers were corrected only via highlighting, encircling, underlining the errors in terms of structure, grammar, lexical resource, supporting details, and content organization. The students were grouped (a mixture of skilled, unskilled, and average learners) again and try to identify and discuss the errors from the papers by helping each other using L1 to facilitate the conversation smoothly and more meaningfully. This activity enables them to be aware of their errors and be vigilant of not committing them again in their subsequent paragraph writing. Respondents 2 and 11 narrated that:

*“The members in the group helped me so much in dealing with the errors in my written paragraph such as improper use of grammar, inappropriate use of vocabularies,*

*missing supporting details, and disorganized content. I understood them so easily because we both translanguaged when we were not very sure of the meaning of the ideas we wanted to express.” R2*

*“Translanguaging helped me understand the discussions more deeply and this also helped me to be so careful of not committing the mistakes again next time.” R11*

## **DISCUSSION**

The current study explores the influence of using TLAN with pedagogical approach in Thai EFL context particularly on the listening comprehension achievement and L2 learning of the students. The results disclosed that the pedagogical application of TLAN with pedagogical approach when implemented on students' listening comprehension tasks, they enhanced both of their listening comprehension skill across comprehending the subject matter and, their L2 learning. To reiterate further:

A significant gain was yielded by the students with regard to their listening comprehension performance in terms of comprehending the content of the listening selections. This improvement might be attributed to the fact that TLAN with pedagogical approach when implemented aided the students to effectively facilitate their listening comprehension tasks. TLAN became an agentive pedagogy for the students to convey their understanding of the listening selection/s with their peers and experienced more engaging listening task process/es. The results of the present study backed up those of the studies investigated by Al-Bataine & Gallagher (2018), Chen et al. (2019), Ha et al. (2021), and Sulaiman et al. (2020). These scholars reported that the application of TLAN in the classroom activates the students' prior knowledge towards the topic, enables them to convey their thought with friends and groupmates, enhances their confidence and communicative fluency, and aids them to achieve a more meaningful understanding of the subject matter. It is important to note that when TLAN is implemented in an EFL classroom, it supports sense making (Rivera & Mazak, 2017) and meaning negotiation between the teacher and the students.

Noticeably, previous studies on TLAN that have been investigated were conducted by only implementing the pedagogy to facilitate students' writing task (Chen et al., 2019), speaking task (Ha et al., 2021), and oral and written exercises (Sulaiman et al., 2020). However, the present study utilized a pedagogical approach to implement the listening comprehension tasks aside from permitting the students to use their linguistic repertoires at their disposal to convey their comprehension with regard to the listening selection/s. It could be concluded that the students' successful performance in listening comprehension might be attributed to the agentive use of TLAN pedagogy with pedagogical cycle to facilitate their listening tasks. It is proved that the use of regulated procedures helped increase control, confidence, and eventually proficiency in listening (Bozorgian 2014; Robillos, 2022; Robillos & Bustos, 2022; Vandergrift & Tafaghodtari, 2010). Furthermore, these regulated procedures help listeners to plan, monitor and evaluate their listening performance and strategy use (Goh, 2008; Robillos, 2019; 2020; Vandergrift & Tafaghodtari, 2010; Vandergrift & Go, 2012) which enabled

them to become more self-regulated learners (Robillos, 2021) and critical thinkers (Robillos, 2022; Al-Mahrooqi & Denman, 2020).

It is interesting to note as well that the listening selections utilized in the present study were short informative video items. These were authentic materials in teaching listening comprehension and were appropriately chosen based on the interests of the participants and their age level. This can be one of the distinguishing characteristics of the present study in comparison to other researches conducted. Furthermore, the students' listening achievement is being assessed through their developed paragraphs, whereas some studies evaluated their students' listening performance via comprehension tests such as multiple choices, identification types and the like. Furthermore, the listening resources came mostly from IELTS listening (Fathi & Hamidizadeh 2019); TOEFL listening (Rahimirad & Shams, 2014). Many SLA researchers (Goh, 2008; Robillos, 2019; Robillos & Bustos, 2022) argue that teaching listening through testing listening creates anxieties from the students and brings them fear of negative result. Furthermore, paying less attention towards teaching listening skill means not giving our students much opportunities to improve their skill in listening (Robillos, 2019; Robillos & Bustos, 2022).

With regard to students' second language learning and acquisition, results from the present study gained a significant progress as manifested from their written compositions across lexical resources, sentence structures, grammar, supporting details, and content organization. In the current study, after the teacher highlighted the errors from the students' papers, the students were grouped again with their peers and together, help each other to identify and discuss the mistakes they got. This stage in the pedagogical cycle where they are allowed to translanguaging might be contributory to the improvement of their L2 learning since it aided them to identify their errors in the paper more deeply and more meaningfully which lead them to be aware of not committing the same errors again. Since TLAN allows the students to use any of their linguistic resources at their disposal, it enabled them understand and convey their complex thoughts which they could not express in L2. Moreover, they can be able to come up with sufficient explanations, convince, and argue on a particular given topic with no barriers of expressing them. Sobkowiak (2022, p1) claimed that incorporating any linguistic repertoires in the EFL classroom boosts students' cognitive engagement with learning activities and enhances linguistic performance.

It is also worthy to note that the participants perceived the use of TLAN as not a disrespectful practice for them as EFL learners. Though the students are "would-be" teachers of English, they regard TLAN as a tactical tool to comprehend a subject matter more meaningfully, and to learn an L2 more deeply. However, this finding is in contrast to studies conducted by Rivera & Mazak (2017) and Moody et al. (2019) where they argue that the use of TLAN is unacceptable or disrespectful within the professional realm of English instruction. Furthermore, the participants agreed that incorporating TLAN onto listening comprehension tasks and activities is a normal practice and is not hindering them from using L2. Undeniably, the learners' mental processes that occur during L2 learning processes cannot take place entirely in L2. Even proficient L2



learners constantly use L1 throughout their thinking processes (Rivera & Mazak, 2017). One participant from the present study also responded in the interview that it is difficult for her to use English-only as the language of thought. In fact, using L1 is a common place in bilinguals' writing when they plan, monitor, evaluate, and reflect on their performance and listening is not exemption to this as it undergoes the same stages as those of writing.

### CONCLUSION

The results from the present study have revealed the use of TLAN with pedagogical cycle in a Thai EFL classroom with regard to its effectiveness in understanding and facilitating of students' listening tasks and second language learning. The pedagogical application of TLAN with pedagogical cycle addresses the students' understanding, planning, monitoring, and evaluating skills as enabled them to facilitate their listening tasks and eventually attain a better listening comprehension performance and L2 learning. Furthermore, most participants indicated that the use of any of their linguistic resources at their disposal with a set of pedagogical sequence to follow is helpful and effective in learning English especially in dealing with structure, grammar, supporting details, lexical resource, and content organization in their composition writing. Thus, language teachers may want to consider using TLAN pedagogy in their classrooms and cease to subscribe to principle of imperatively following the English-only rule in the EFL classroom. Li (2018) suggests that L2 teachers regard the students' linguistic resources such as their mother tongue and dialects they know, as an agentive and facilitative resource for learning. Nevertheless, one important matter that may exist in employing TLAN is that learners could stop striving to use English and thus, communicate in L1 only. However, to prevent the existence of this matter, teachers should know when to allow their students to draw upon their linguistic repertoire and when to redirect their attention to the target language (Sobkowiak, 2022). Meaning, teachers / lecturers should think of implementing TLAN with learners at the appropriate level with extra attention for literal translation. Learners, in the long run, will recognize that translanguaging is a tactical and strategic instructional pedagogy to understand a subject matter, learning an L2 and not a reason to avoid L2 production.

### LIMITATIONS

The following limitations in the present study were: first, a small number of participants (N=15) were chosen, thus, it is suggested that the study be replicated with a larger population as samples to be able to draw more reliable conclusions. Secondly, further research studies can also try out the pedagogical application of TLAN utilizing other pedagogical approaches such as *TBLT*, *CLIL*, *metacognitive approach*, in company with other skills in English (*i.e.*, writing, speaking, reading) using other various authentic listening materials / tools.

### SUGGESTION

The pedagogical application of TLAN in listening is a new strategy that is worthy to be paid more attention to aid learners to use any of their linguistic repertoires and to obtain more knowledge on how one language (L1) can be utilized to improve the other

language (L2). Furthermore, the use of a pedagogical approach is also of importance to consider to enable students to not only facilitate their listening tasks but also fosters them to become more involved in the learning processes of metacognitive planning, monitoring, evaluating, and reflecting. Thus, it is recommended to implement TLAN with pedagogical approach to improve listening comprehension performance and promote L2 learning in an EFL classroom.

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