


**Translanguaging on an English-medium undergraduate research methods course for
Vietnamese psychology students learning in their second language: a practitioner
enquiry**

Gareth Davey¹

1. Institute of Education, University of Cumbria, Fusehill Street Campus, Carlisle, United Kingdom

Author notes

Gareth Davey  <https://orcid.org/0000-0001-7237-2741>

Correspondence concerning this article should be addressed to Gareth Davey, Institute of Education, University of Cumbria, Fusehill Street Campus, Carlisle, England. E-mail: gjdavey@gmail.com

Abstract

Purpose

Translanguaging is a language-related pedagogy drawing upon all resources within a learner's linguistic repertoire, in contrast to conventional monolingual pedagogy. Most research about translanguaging concerns English-language learning in primary schools and secondary schools and overlooks psychology subject matter, higher education and countries in southeast Asia. This article reports a small-scale practitioner enquiry into translanguaging on an English-medium undergraduate research methods course for psychology students in Vietnam and into the usefulness of the Multimodalities-Entextualization Cycle as a conceptual framework for integrating translanguaging into the course.

Design/methodology/approach

Data were collected through semi-structured interviews with students and reflective journaling by the teacher, and the data were analysed in a hybrid deductive-inductive thematic analysis.

Findings

The first theme about teaching and translanguaging consists of the following subthemes: (a) enhanced communication, (b) increased awareness of language use, (c) supported interaction in class and (d) time and workload issues. The second theme about learning and translanguaging is subdivided into the following subthemes: (a) a new approach to learning, (b) beneficial for learning, (c) developing confidence in learning in English and (d) enjoyment of translanguaging. The conceptual framework underpinning the study was useful for designing and implementing translanguaging activities for the course.

Research limitations/implications

The study is limited to one course and a small group of students in Vietnam learning English as a second language. It addresses limited research on translanguaging in psychology courses, higher education, and southeast Asia.

Practical implications

The study makes a valuable contribution to the teaching profession by offering practical insights into the application, benefits, and drawbacks of translanguaging for psychology and research methods subject matter.

Social implications

Moreover, the findings lay the groundwork for potential influences on education policy, aligning with broader societal impacts. Originality/value – The study makes a valuable contribution to the literature by delving into a relatively unexplored domain.

Keywords

Translanguaging, Practitioner enquiry, Vietnam

Paper type

Case study

Introduction

Effective pedagogies for English-medium higher education can be a challenge when learners are not learning in their first language. Subject teachers lack training in language pedagogy and they are separated in universities from language support provision such as pre-sessional and in-sessional English-language courses, which, in any case, do not always adequately prepare students. Therefore, subject teachers can assume responsibility for their own professional development in language pedagogy, for example, by engaging in action research and reflective practice, such as in the case study reported in this article.

Translanguaging is a language-based pedagogy drawing upon all resources within the linguistic repertoire to maximize teaching and learning, in contrast to conventional monolingual approaches (García and Li, 2014; García et al., 2017). Translanguaging recognises that learners deploy the linguistic and semiotic resources at their disposal in complex and dynamic forms, which cannot be fully appreciated in the traditional view of languages as homogeneous and separate (Canagarajah, 2013; Creese and Blackledge, 2015; Jørgensen et al., 2011), and therefore also addresses this gap in other language-related or multilingual strategies and theories for teaching bilingual students. It seems particularly relevant to international higher education in Vietnam in the context of the study reported in this article, in which communication in the classroom is nested within transcultural identities and globalisation.

Research shows that translanguaging can enhance subject-matter pedagogy in universities, for example, by enabling a deeper understanding of academic content, improving student engagement, encouraging collaborative learning and increasing understanding among students (He et al., 2016; Mazak et al., 2017; Fang and Liu, 2020; Liu et al., 2020; Rahman and Singh, 2022). However, challenges to translanguaging include changing established monolingual routines and ideologies (Carroll and van den Hoven, 2016) and possible reluctance or resistance by students and teachers (Cole et al., 2016). Most studies concern English-language learning in primary and secondary schools (e.g. Canagarajah, 2013; Liu et al., 2020) and science, technology, engineering and mathematics (STEM) courses (Mazak and Herbas-Donoso, 2014; Rahman and Singh, 2022). Translanguaging for psychology subject matter has been neglected in the literature, even though psychology is now a popular subject among students. In a preliminary study, Rivera and Mazak (2017) found that Puerto Rican psychology students reported mostly neutral to positive perceptions of translanguaging on an abnormal psychology course about mental disorders and diagnosis and treatment. It would be instructive to build on

this study with further research on translanguageing and other psychology subjects regarded as core curriculum areas or as essential requirements in psychology degrees and their accreditation, such as research methods courses. Indeed, research methods tend to be perceived by students as relatively more difficult than other psychology subject matter (Balloo, 2019; Murtonen and Lehtinen, 2003) and resources available for teaching this subject (e.g. Terosky et al., 2023) overlook the language needs of students not learning in their first language. Therefore, the first aim of the study reported in this article, a smallscale research-informed practitioner enquiry, is to examine whether translanguageing enhances the teaching and learning of an English-medium undergraduate-level psychology research methods course taught by the author for students in Vietnam, in recognition that teachers should be reflective practitioners.

The design and implementation of translanguageing activities into the research methods course are based on the Multimodalities-Entextualization Cycle (Lin, 2016; Liu et al., 2020), a pedagogical framework for systematically integrating translanguageing into curricula by drawing upon multiple linguistic resources, including first and second languages, academic and colloquial languages, spoken and written languages and other semiotic resources in three stages or processes of pedagogical practice (Lin, 2016).

In the first stage, “create a rich experiential context”, translanguageing is utilised to raise interest and immersion in subject-matter in a multimodal approach by incorporating into teaching and learning a variety of semiotic modes (e.g. aural, linguistic and visual) requiring different sensory modalities (i.e. listening, speaking and viewing). The second stage, “engage students in reading and note-making”, focuses on developing metalinguistic awareness and linguistic resources and on developing the second language in academic content through multimodal learning. The third stage, “engage students in entextualizing the experience”, draws upon students’ full communicative repertoire using language scaffolding (Lin, 2016; Liu et al., 2020). However, further studies are needed to refine, elaborate and adapt the framework (Lin, 2016; Liu et al., 2020) and, therefore, the second aim of the study described in this article is to evaluate its usefulness in the practitioner enquiry.

In summary, this article is a report of a small-scale and preliminary practitioner enquiry into the impact of translanguageing activities on teaching and learning in an English-medium undergraduate-level research methods course for psychology students in Vietnam, including an evaluation of the Multimodalities-Entextualization Cycle as a framework for planning and

implementing the translanguaging activities. It addresses the limited research on translanguaging in psychology courses, higher education, and southeast Asia. These aims are summarised in the following two research questions:

1. What role, if any, does translanguaging play in enhancing teaching and learning effectiveness on an undergraduate English-medium research methods course in Vietnam from the viewpoints and experiences of psychology students and their teacher?
2. Is the Multimodalities-Entextualization Cycle useful for implementing translanguaging activities into teaching practice?

Methodology

The course

“Research methods for psychology” was an introductory course in Spring 2022 covering knowledge and skills about research methods. Its learning objectives were to be able to: define research and research-related terminology; understand links between research, theory and practice; gain a comparative overview of quantitative and qualitative approaches and their advantages and disadvantages; generate hypotheses and/or research questions and choose appropriate research methods; show awareness of ethical principles and ethical approval processes in research; gain awareness of academic publishing and research quality and evaluation; and develop academic writing and critical thinking skills (Table 1). Prior to the study, the course had been delivered for five years using English as the medium of instruction, first at a Thailand campus of an American university, and then in a major public university in the United Arab Emirates. In this study, it was run independently of an institution based on concerns about the willingness of students to critically evaluate their course and teacher, especially in Vietnam which values respect for authority figures. This arrangement also encouraged learning of subject-knowledge rather than tactics to obtain high exam scores or grade point average, even though these types of standardised testing can, of course, encourage learning. The course was free to attend and advertised to students in Vietnam through social media and personal contacts. About 16 undergraduate Vietnamese (Kinh) students majoring in psychology attended the course. Lessons were scheduled on Saturday mornings and online using Google Meet, a video communication service, during the COVID-19 pandemic.

Translanguaging

Translanguaging activities were designed based on the Multimodalities-Entextualization Cycle (Lin, 2016; Liu et al., 2020), translanguaging literature, English-language teaching recommendations, high-quality teaching guidelines (e.g. Coe et al., 2014; Coe et al., 2019; MacGregor, 2007) and educational learning theories, described in Table 2. Participants. Out of the 16 students on the course, seven agreed to be interviewed. Ann (age 22), Janet (21), John (19), Joyce (25), Mary (21), Peter (25) and Tim (22) were all undergraduate students in Ho Chi Minh City, except for Peter, a recent graduate and Joyce, a postgraduate student. The teacher (the author) was male, age 44 and monolingual (English) and self-identified as White British ethnicity. In educational institutions in Vietnam, the Vietnamese version of the Common European Framework of Reference for Languages (CEFR-V), an international English-language ability classification, is used to standardise learning outcomes. The participants had reached at least Level 2 (A2) on the CEFR-V and were working towards Level 3 (B1), which is required for graduation from university (except for Joyce and Peter, who had already reached Level 3 or B1). The teacher was a native speaker and experienced in international student support.

Data collection and analytic strategy.

An announcement was made in class for volunteers to participate in the study (i.e. purposive sampling), and the number of students who agreed to participate determined the sample size. Each participant was invited to a one-to-one interview at the end of the course, conducted online and in English and lasting one to two hours, after signing an informed consent form; ethics approval was given by the University of Cumbria. The study was conducted as part of a teacher professional development programme (a PGCE), with restrictions on research design including a small sample size and no audio recording of interviews. The interviews began with an introduction to the study, followed by open-ended guiding and follow-up questions about translanguaging on the course: What were your experiences and thoughts about studying using your first and second languages? What do you think about the translanguaging activities in class? How did translanguaging relate to teaching and learning? To complement interview data and in line with the reflexive and self-critical nature of practitioner enquiry, the teacher kept a reflective journal about translanguaging on the course. Regarding data analysis, a hybrid deductive-inductive thematic analysis consisting of two preconceived themes (teaching and learning) was developed a priori in alignment with the first research question. Inductive coding within each theme reflected patterns of meaning within the participants' perspectives, thoughts

and experiences. Coding and theme development followed a process of familiarisation with interview notes and journal notes, coding by reducing data into discrete codes based on similarities and differences and subsequent coding by grouping codes into categories. For example, most interviewees had not previously encountered translanguaging, which developed as the code “unfamiliarity of translanguaging” that was linked to other codes within the wider category “a new approach to learning” within the theme “learning and translanguaging” (Table 3). Data analysis began by producing codes and subthemes from the interviews since they were the most detailed data sources, which were then applied to the reflective journal content (which did not result in any revision of codes or subthemes). Since the aim was not to pursue triangulation, the datasets were analysed together using the same coding and not coded separately for comparison.

Findings

Below is an account of each theme illustrated with verbatim quotes from the data using anonymous pseudonyms for the interviewees.

Teaching and translanguaging: communication and collaboration amid time and workload challenges

The first theme about teaching and translanguaging consists of the following subthemes: (a) enhanced communication, (b) increased awareness of language use, (c) supported interaction in class and (d) time and workload issues, as detailed below.

(a) Enhanced communication. Through translanguaging, information was conveyed more clearly in teaching and the subject matter and course materials were more interesting, relevant and understandable. Translanguaging was particularly useful for teaching complex and difficult concepts and for adapting English-language teaching materials about research methods. This is illustrated in the comments by Janet and John:

I like the way you explain concepts clearly [by translanguaging], and always check our understanding and keep reminding us about language switching. It helps me to understand the topic. Janet, 21, female.

I am very interested in your slides because the [bilingual] images explain [the content], and when you say a word, you type it in the chat [along with a translation], and it helps me a lot ... the English lesson in university [another course] is not adapted for us. John, 19, male.

(b) Increased awareness of language use. I became more attuned to my own language use and to the words, phrases and errors made by the students and their reasons for certain language choices, enriching my understanding of their abilities, needs and difficulties, which informed my teaching. For example, I was able to give feedback appropriate to the language needs of specific learners and to adjust my own language use when teaching, as shown in an extract taken from my reflective journal:

Since beginning [the practitioner enquiry], I have become more aware of how I use language in all areas of my teaching ... It has helped me to better understand the language-related challenges they face. Reflective Journal (9/4/22).

However, the students preferred to communicate in Vietnamese when given a choice, even though I had expected the use of Vietnamese and English to vary. Tim explained that some students felt they were only able to express themselves fully in Vietnamese. He suggested that translanguaging might enhance teaching if the teacher was bilingual:

When you ask a question on the content of the lecture, they [classmates] discuss it with us [classmates] in a detailed way in Vietnamese. But when they speak to you [in English] they cannot express their ideas fully. Maybe it would be better if the teacher also has two languages ... since their ideas cannot be fully conveyed to you [by the students]. Tim, 22, male.

I encountered minor issues as a monolingual teacher, such as when Google Translate provided inaccurate translations of instant messages typed by students in class, as recorded in the journal entry below:

Google Translate was not accurate when I used it to translate a student's comment [in Vietnamese] in the chat box ... this makes me wonder about the extent to which translanguaging privileges bilingual teachers. Reflective Journal (2/4/22).

With the support of a bilingual teaching assistant in class and the preparation of bilingual teaching materials, I was able to mitigate any drawbacks of being a monolingual teacher. Yet Tim's comment suggests that the students saw translanguaging by a monolingual teacher differently, which led to some reflection on my part about whether I was able to fully appreciate or empathise with their concerns as bilingual learners. Could my opinion that I had experienced only minor issues translanguaging as a monolingual teacher reflect "language deafness" in an education system in which English is the norm and all other languages are seen to deviate from it? Is being an English speaker a never-questioned entitlement in a structural system swung in my favour?

(c) Supported interaction in class. Translanguaging supported interaction among the teacher and students, with implications for teaching quality. Even though the course and course materials already emphasised group discussion, problem-solving and other active and collaborative learning strategies, translanguaging helped everyone to talk more and to help each other more, anchored on language use. It also helped students with weaker English-language skills to meet teaching intentions through teamwork, as Mary commented:

The exchanges between the teacher and students are good. I think it [translanguaging] is useful for me and others, and it improves working together. [Using] two languages helps those who are not good in English to communicate in Vietnamese ... It is good when we all work together ... when I have teamwork with my friends I can know more about the lesson. Mary, 21, female.

One student turned on live captions in Google Meet mid-way through a lesson and another student began translating some of my words and explanations while I was teaching and other students then joined in by correcting or adding to the translation, sparking friendly discussion and laughter. I wrote about the positive aspects of collaborative experience in my reflective journal:

In today's class after inviting students to move freely between languages, I was surprised that some began translating some of my speech! [while teaching]... The class has a more natural flow now and seems more like a collaboration ... The class is livelier, and everyone is helping each other. Reflective Journal (19/03/22).

However, these contributions from students, although beneficial to teaching and based on good intentions, were somewhat unexpected and distracting. Before the study, I would have interpreted the behaviour as inappropriate, showing that translanguaging requires flexibility, open-mindedness and a willingness to experiment with the unfamiliar.

(d) Time and workload issues. Translanguaging was time-consuming and required additional out-of-class time as well as changing established lesson plans and activities. Despite careful lesson planning and time allocation, the amount of time required for translanguaging was difficult to estimate and unpredictable. I soon realised that I was unable to finish each lesson within the allocated time, as illustrated in an excerpt from my reflective writing:

Today I introduced new language-based scaffolding activities ... But they took time to prepare and to go through in class ... in today's class I did not finish all the [subject] content even though I have taught it many times before [on time] ... I might need to reduce the content of each class, which might mean redesigning the syllabus. Reflective Journal (2/4/22).

I subsequently decided to extend the duration of each lesson from two hours to two-and-a-half hours to address time management issues. Although the change was feasible in the study because the course was taught on weekends and outside normal timetabling, it might not have been permissible within a fixed timetable. Similarly, the journal entry above mentions that the syllabus might need to be redesigned, for example, by covering less subject matter in each lesson to make way for translanguaging, and such a change would have broader curriculum implications, such as remapping the course to a degree programme.

The students also acknowledged that translanguaging was time-consuming for them. In the comment below, for example, Tim's weighing up of the benefits and costs of translanguaging hinged largely on managing time and workload and he concluded that translanguaging was immensely useful despite the extra effort required:

I think it [translanguaging] has two sides; the good side is it can help us to understand the material ... I now take notes in the lecture in both languages, and I learn new vocabulary and link the English content with the Vietnamese one ... On the other hand, it costs us more time ... but, overall, it [translanguaging] is good. Tim, 22, male.

Learning and translanguaging: beneficial for learning with some disadvantages

The second theme about learning and translanguaging consists of the following subthemes: (a) a new approach to learning, (b) beneficial for learning, (c) developing confidence in learning in English and (d) enjoyment of translanguaging.

(a) A new approach to learning.

The students said translanguaging was a new way of learning, as shown in the following extract from Janet's interview.

I don't usually use both languages together. It's only English or Vietnamese ... using two languages [on the research methods course] is helpful. Janet, 21, female.

They had not come across translanguaging previously, except for two of the interviewees who had studied a Vietnamese-medium psychology course with an assigned English-medium textbook. However, no issues were reported regarding their unfamiliarity with translanguaging. Indeed, the students wanted to continue using it in other courses and in independent study, as illustrated in Mary's comment below.

I created the [bilingual] glossary in Quizlet as you taught us before ... it helped me to know more about the meaning of the words ... I will use it again in other classes or when studying by myself. Mary, 21, Female.

Joyce said that she intended to use translanguaging in daily life and in preparation for studying overseas:

It is a new way to study. I feel excited. I can use Vietnamese when I need to. It is a better method than usual. It also motivates me to use it [translanguaging] in daily life ... and it will help me to prepare to study abroad. Joyce, 25, Female.

(b) Beneficial for learning. Translanguaging was judged by the students to be beneficial for learning. For example, Joyce said bilingual glossaries and other learning materials were more useful for understanding subject knowledge and for checking understanding than conventional tools such as vocabulary lists that did not entirely capture meanings in both languages:

A vocabulary list is not useful for me. I skim through that ... the bilingual glossary that you taught us is very helpful ... I like the homework and case studies and examples that you gave us; they helped in reading comprehension and motivated me to speak. Joyce, 25, Female.

I also wrote in my reflective journal that translanguaging had enabled the students to complete learning activities:

One student was struggling to summarise a class activity in English, and I reminded him that he could also use Vietnamese whenever he preferred. He was then able to finish the activity more easily [when using both languages]. Reflective Journal (26/03/2022).

The students were able to understand different meanings and interpretations of subject matter by translanguaging. For example, the extract from John's interview shown below refers to his ability to compare knowledge construction in different languages and cultures, which aided learning:

When you teach, I can approach a new concept with multiple interpretations because of the differences in languages. In addition, studying in both English and Vietnamese helps me to understand differences in the reality of the subject in Vietnam and in foreign countries ... Research [in Vietnam] is more like instant noodles ... they have the same ingredients, and they look the same. They are similar in their method, results, and statistics. It's like having a mould ready, and just following the steps to create a new study ... but when I read research in English, it has a strange method ... and it is more interesting. John, 19, male.

Joyce said that her thought processes were different when translanguaging. For example, her comment "not the way I would normally think in a lesson" refers to the availability of different words and representations in English and Vietnamese when learning subject matter as well as differences in logical inference and causal reasoning:

It [translanguaging] helps a lot in thinking, in understanding. I try to think in English in class, and I think in Vietnamese too. The thinking [in different languages] is different—not the way I would normally think in a lesson. Joyce, 25, Female.

However, Mary added that it was difficult for her to concentrate on two languages simultaneously by translanguaging:

There is a problem using two languages. In the beginning of the lesson, I could concentrate, but after that I lost focus ... I can't concentrate [on two languages] all the time. Mary, 21, female.

(c) Developing confidence in learning in English. Translanguaging helped some students feel more confident when speaking in English. For instance, Janet attributed this to being able to use Vietnamese words when she did not know their English equivalent and also to language support from classmates, enabling her to feel less shy:

I feel like it is freedom because I don't have to be shy when I speak. My English-speaking skill is not good ... When I can't find a word in English, [when translanguaging] I can continue in Vietnamese or ask my classmate in Vietnamese ... When I speak both languages, I feel confident because I have my friends [to help] and the support of Google Meet. Janet, 21, female.

Similarly, Ann noted that translanguaging had helped her overcome concerns about social evaluation when she communicated in English. Thus, translanguaging helped to create an emotionally safe learning environment that supported learning. Using two languages at the same time gives me the opportunity to communicate more openly in both languages without the pressure of judgment. Ann, 22, female.

(d) Enjoyment of translanguaging. The students enjoyed translanguaging and characterised it with positive descriptors such as “exciting”, “interesting” and “motivating”. I also noted in my reflective journal that the students “enjoyed the classes, and [they] really liked the option to speak Vietnamese alongside English” (19/03/ 2022) and that “they had fun translanguaging in class discussions” (26/03/2022).

Yet, Ann described an incident in another course when classmates deliberately avoided a homework task like one given in the research methods course. Although not strictly translanguaging or its application in this study, her comment suggests that not every student in a class will necessarily perceive language pedagogy favourably:

Once a teacher asked us to translate some parts [of an English textbook] into Vietnamese for homework, which is the same as the bilingual activities that you gave us. But they just copied and pasted from Google Translate! They know that doing so is not good ... but they just did it to deal with getting their homework finished. Ann, 22, female.

Discussion

The first research question concerns the role of translanguaging in enhancing teaching and learning in the research methods course. Regarding teaching, translanguaging enhanced communication in class, especially the clarity, appeal and understandability of course content, which was particularly useful for teaching complex and difficult concepts, as reflected in the first sub-theme. It also increased the teacher's awareness of language use in class and knowledge of students and, therefore, the ability to adjust and tailor teaching; however, the students tended to communicate in Vietnamese when given a choice and they questioned whether the teacher should also be bilingual when using translanguaging in teaching, as documented in the second subtheme. Translanguaging improved interaction in class since it was collaborative and fun and supported inclusivity by enabling students with weaker language proficiency to meet teaching intentions, but the interaction was sometimes unexpected and distracting, as discussed in the third subtheme. Translanguaging put constraints on time and workload for the teacher and students, with implications also for curriculum design, as noted in the fourth subtheme.

As regards the second theme about learning, translanguaging was a new approach to learning from the perspectives of the participants, although no issues were reported regarding its unfamiliarity and the students wanted to continue using it inside and outside the classroom, as described in the first subtheme. They recognised its benefits over monolingual learning, especially for understanding complex and difficult subject matter and for providing access to different meanings, interpretations and thought processes, although concentrating on two languages was sometimes difficult for learners, as described in the second sub-theme. Translanguaging helped students develop confidence in learning English and facilitated collaborative learning, as they were able to communicate more easily, support each other and overcome concerns about social evaluation by peers, encapsulated in the third subtheme. Overall, the students enjoyed translanguaging, yet not everyone perceived language pedagogy favourably, as analysed in the fourth subtheme.

Taken as a whole, these findings suggest that translanguaging enhanced the teaching and learning of the research methods course, but not without important caveats. The findings are not only generally consistent with previous studies about its advantages for subject-matter education (He et al., 2016; Mazak et al., 2017; Fang and Liu, 2020; Garcia and Li, 2014; Liu et al., 2020; Rahman and Singh, 2022) but also contribute to the literature by providing a case study of its application to a research methods course. Particularly novel findings in the study include the role of translanguaging in understanding different approaches to conducting research in Vietnam and overseas, appreciating different concepts and logical inference and causal reasoning in different languages and reflecting on ideologies and power in relation to teaching and learning and language use.

Furthermore, the findings support the Multimodalities-Entextualization Cycle as a conceptual framework for designing and implementing translanguaging activities for subject-matter education, in keeping with the second research question. Its logical and systematic structure provided a clear bridge between subject matter, theory and practice, and I was able to see clear links between planning and employing translanguaging activities based on the framework and subsequent improvements in teaching and learning. While the framework could be improved with more specific guidance on translanguaging activities and with additional steps such as evaluation and reflection, it was sufficiently broad to be applicable to the study's context.

For all these reasons, the study makes a valuable contribution to the literature by delving into a relatively unexplored domain as well as by offering practical insights into the application of translanguaging for psychology and subject-matter education, along with careful consideration of its drawbacks. The study also makes clear the importance of professional development in language pedagogy for subject teachers and the concept of teacher-as-researcher to advance knowledge creation and teaching competence through action research and reflective practice (in contrast to separating “teacher” and “researcher”, as in previous research by Lin, 2016).

The study is limited to only one course and country and a small group of students with English as a second language. Studies are needed on different subjects, languages, locations and learners and on various partners within education provision, for example, bilingual teachers, parents, university management and the whole school. An investigation into varying English

proficiencies and translanguaging effectiveness is also needed. Alternative strategies for supporting learners might be more beneficial than translanguaging, for example strategies for handling mixed-ability classes or helping students work on their confidence and emotions about learning in English, which require further consideration. The author's dual role as teacher and researcher can be considered further in reflexivity. Finally, although this study is based on a binary of concepts such as English and Vietnamese, monolingual and bilingual and teaching and learning, in line with convention and with a small-scale and preliminary practitioner enquiry, that is not to say that these categories should be reified or fixed since the translanguaging literature advocates for functionally integrated, complementary and fluid meaning construction.

References

Baloo, K. (2019), "Students' difficulties during research methods training acting as potential barriers to their development of scientific thinking", in Murtonen, M. and Baloo, K. (Eds), *Redefining Scientific Thinking for Higher Education: Higher-Order Thinking, Evidence-Based Reasoning and Research Skills*, Palgrave Macmillan, Cham, pp. 107-137.

Canagarajah, S. (2013), *Translingual Practice: Global Englishes and Cosmopolitan Relations*, Routledge, Oxon.

Carroll, K.S. and van den Hoven, M. (2016), "Translanguaging within higher education in the United Arab Emirates", in Mazak, C.M. and Carroll, K.S. (Eds), *Translanguaging in Higher Education: Beyond Monolingual Ideologies*, Multilingual Matters, Bristol, pp. 141-156.

Coe, R., Aloisi, C., Higgins, S. and Major, L.E. (2014), *What Makes Great Teaching? Review of the Underpinning Research*, Sutton Trust, London.

Coe, R., Rauch, C.J., Kime, S. and Singleton, D. (2019), *Great Teaching Toolkit: Evidence Review*, Evidence Based Education, Sunderland.

Cole, M.W., David, S.S. and Jimenez, R.T. (2016), "Collaborative translation: negotiating student investment in culturally responsive pedagogy", *Language Arts*, Vol. 93 No. 6, pp. 430-443, doi: 10.58680/la201628636.

Creese, A. and Blackledge, A. (2015), "Translanguaging and identity in educational settings", *Annual Review of Applied Linguistics*, Vol. 35, pp. 20-35, doi: 10.1017/s0267190514000233.

Fang, F. and Liu, Y. (2020), "'Using all English is not always meaningful': stakeholders' perspectives on the use of and attitudes towards translanguaging at a Chinese university", *Lingua*, Vol. 247, 102959, doi: 10.1016/j.lingua.2020.102959.

García, O. and Li, W. (2014), *Translanguaging: Language, Bilingualism and Education*, Palgrave Macmillan, Hampshire.

García, O., Johnson, S.I. and Seltzer, K. (2017), *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*, Caslon, Philadelphia.

He, P., Lai, H. and Lin, A. (2016), "Translanguaging in a multimodal mathematics presentation", in Mazak, C.M. and Carroll, K.S. (Eds), *Translanguaging in Higher Education: Beyond Monolingual Ideologies*, Multilingual Matters, Bristol, pp. 91-120.

Jørgensen, J.N., Karrebæk, M.S., Madsen, L.M. and Møller, J.S. (2011), "Polylinguaging in superdiversity", *Diversities*, Vol. 13 No. 2, pp. 23-38.

Lin, A.M.Y. (2016), *Language across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts: Theory and Practice*, Springer, Singapore.

Liu, J.E., Lo, Y.Y. and Lin, A.M.Y. (2020), "Translanguaging pedagogy in teaching English for Academic Purposes: researcher-teacher collaboration as a professional development model", *System*, Vol. 92, 102276, doi: 10.1016/j.system.2020.102276.

MacGregor, R.R. (2007), *The Essential Practices of High Quality Teaching and Learning*, Centre for Educational Effectiveness, Bellevue, WA.

Mazak, C.M. and Herbas-Donoso, C. (2014), "Translanguaging practices and language ideologies in

Puerto Rican university science education”, *Critical Inquiry in Language Studies*, Vol. 11 No. 1, pp. 27-49, doi: 10.1080/15427587.2014.871622.

Mazak, C.M., Mendoza, F. and Mangonez, L.P. (2017), “Professors translanguaging in practice: three cases from a bilingual university”, in Mazak, C.M. and Carroll, K.S. (Eds), *Translanguaging in Higher Education: Beyond Monolingual Ideologies*, Multilingual Matters, Bristol, pp. 70-90.

Murtonen, M. and Lehtinen, E. (2003), “Difficulties experienced by education and sociology students in quantitative methods courses”, *Studies in Higher Education*, Vol. 28 No. 2, pp. 171-185, doi: 10.1080/0307507032000058064.

Rahman, M.M. and Singh, M.K.M. (2022), “English medium university STEM teachers’ and students’ ideologies in constructing content knowledge through translanguaging”, *International Journal of Bilingual Education and Bilingualism*, Vol. 25 No. 7, pp. 2435-2453, doi: 10.1080/13670050.2021.1915950.

Rivera, A.J. and Mazak, C.M. (2017), “Analyzing student perceptions on translanguaging: a case study of a Puerto Rican university classroom”, *HOW*, Vol. 24 No. 1, pp. 122-138, doi: 10.19183/how.24.1.312.

Terosky, A.L., Baker, V.L. and Sun, J.C. (2023), *A Practical Guide to Teaching Research Methods in Education: Lesson Plans and Advice from Faculty*, Routledge, Oxon and New York.

Table 1. Course structure and content

Week	Topic
1	Introduction to course and research methods
2	Philosophical and theoretical bases of research
3	Choosing a research topic and writing hypotheses and research questions
4 & 5	Quantitative research: An introduction
6	Qualitative research: An invitation
7	Online and innovative research methods
8	Research ethics
9 & 10	Communicating and presenting research
11	Research quality, performance, and evaluation
12	Taking it further: Summary, conclusion, and next steps

Table 2. Translanguaging activities aligned with each stage in The Multimodalities-Entextualization Cycle.

<i>Stage</i>	<i>Translanguaging pedagogy</i>
Create a rich experiential context	<ul style="list-style-type: none"> • A positive and inclusive tone was set for translanguaging • An introduction to translanguaging and multimodalities for learning • A homework task on the benefits of being bilingual and translanguaging • One learning objective in each lesson was related to language use, and the learning objectives were provided in English and in Vietnamese • Translanguaging and multimodalities (e.g. images, YouTube videos, enquiry learning and discovery activities) were incorporated into subject-matter materials
Engage students in reading and note-making	<ul style="list-style-type: none"> • Encouragement to use translanguaging in reading and writing and note-taking • Translanguaging activities, such as reading selected sections of text in one language and discussing it in both languages and drafting homework answers in one language and then writing or communicating them in another language • Tips given on taking notes as a bilingual learner, and on compiling a bilingual glossary of key terms for each lesson using a vocabulary

	<p>list provided by the teacher</p> <ul style="list-style-type: none"> • Lesson materials enriched with bilingual language support and multimodalities and different combinations of languages • Reading sources in different languages
Engage students in entextualizing the experience	<ul style="list-style-type: none"> • Students encouraged to use their full communicative repertoire, and to freely move in and out of languages or (fluid, diverse and complex) combinations of languages • Teaching materials modified with bilingual slides and visuals and language scaffolding (e.g. new vocabulary, example sentences, sentence frames and writing templates), especially for relatively more difficult content and concepts.

Table 3. Themes and sub-themes in the thematic analysis

Theme	Teaching and translanguaging	Learning and translanguaging
Subtheme 1	Enhanced communication	A new approach to learning
Subtheme 2	Increased awareness of language use	Beneficial for learning
Subtheme 3	Supported interaction in class	Developing confidence in learning in English
Subtheme 4	Time and workload issues	Enjoyment of translanguaging