

## TEACHERS' TRANSLANGUAGING PRACTICES IN BILINGUAL CLASSROOMS: A CASE STUDY AT AN ELEMENTARY SCHOOL IN HUALIEN, TAIWAN (CHINA)

Bui Le Anh Phuong<sup>\*1</sup> and Tran Pham Bich Van<sup>2</sup>

<sup>1</sup>*Department of Education and Human Potentials Development,  
National Dong Hwa University, Taiwan (China)*

<sup>2</sup>*Department of Educational Policy and Administration,  
National Chi Nan University, Taiwan (China)*

<sup>\*</sup>Corresponding author: Bui Le Anh Phuong, e-mail: 811488113@gms.ndhu.edu.tw

Received October 12, 2025. Revised October 29, 2025. Accepted December 19, 2025.

**Abstract.** Translanguaging is a teaching approach that encourages students to use all of their language resources to support learning, and it has become increasingly popular in multilingual classrooms. This present study aims to explore how Taiwanese teachers employ translanguaging in actual bilingual elementary classrooms. Primary data was classroom observations collected from four elementary teachers in Hualien, Taiwan over four weeks. The findings revealed that teachers used a variety of strategies, such as switching between two languages, English and Mandarin, using gestures, visuals, facial expressions, and tone of voice, to support students during lessons. These practices served five main purposes: (1) explaining concepts or language points, (2) checking students' understanding, (3) contextualizing content knowledge, (4) reinforcing instructions, and (5) fostering positive classroom relationships. By employing translanguaging practices, teachers created a more inclusive learning environment. Drawing on the findings, this study discusses how translanguaging can be a powerful tool to support both language and subject knowledge development, as well as student engagement.

**Keywords:** translanguaging, bilingual education, elementary classrooms, Taiwan.

## 1. Introduction

In today's globalized world, multilingualism has become increasingly important not only for individuals but also for international organizations [1], [2], [3], [4]. To enhance citizens' multilingual competencies, many countries, including Taiwan, have adopted various strategies, with bilingual education being one of them [2], [3], [4]. Accordingly, incorporating bilingualism into subjects like language arts, social studies, and science subjects can enhance students' proficiency in both languages and deepen their content comprehension [1], [2]. This approach also fosters cultural awareness and empathy, which are crucial in today's interconnected world [1].

In August 2018, Taiwan's Executive Yuan announced the "Bilingual 2030 Plan," which was officially implemented in 2019 [5]. This initiative seeks to enhance bilingual proficiency and increase the presence of English in both education and public life. Consequently, hundreds of schools have implemented bilingual programs [3], [4]. At its core, this approach considers English as a medium for learning academic subjects [1], [3], [4]. However, for teachers who are new to

this instructional model, the extent of English use is a critical consideration [4]. In fact, many teachers may not realize that some familiar practices, such as using the native language and employing non-verbal cues, can also be effectively applied in bilingual classrooms [4]. This study explores how teachers in Taiwan utilize a variety of linguistic and non-linguistic resources to support bilingual elementary instruction, with a particular focus on translanguaging.

Translanguaging, conceptualized as the fluid and strategic movement across languages and dialects, is widely recognized as a prevalent pedagogical practice in multilingual classrooms to enrich students' learning experiences [6], [7]. This approach affirms the equal value of all languages and promotes their flexible use to support learning, fostering dynamic interactions and maximizing meaning-making opportunities [6]. As this study aims to explore Taiwanese teachers' translanguaging practices in bilingual classrooms, it focuses on how teachers make use of students' first and second languages (local dialects and Mandarin) and multiple semiotic modes, which include gestures, visuals, facial expressions, and sounds.

Although translanguaging is considered a conceptual framework, teachers' orientations toward of it are not monolithic. They may simultaneously espouse ideologies of language purism while promoting bilingualism [7]. Second, evolving shifts in teachers' perceptions, instructional strategies, and curricular enactments of translanguaging underscore its inherent complexity in diverse classrooms and highlight the urgent need for further contextually nuanced investigations [8]. In addition, while bilingual education has been well established in many primary and secondary schools in Europe, its implementation in Taiwan remains at an early stage [2], [3], [4]. Thus, exploring how teachers implement such instruction plays a significant role in shaping the future professional development of bilingual education in the country. In fact, a few studies have investigated instructional strategies that teachers utilize in Taiwanese bilingual classrooms [2], [3], [4], but most focus on content and language integrated learning, leaving translanguaging underexplored. Addressing the gaps above is the focus of this study, which aims to answer a research question: *How do Taiwanese teachers employ translanguaging practices in bilingual elementary classrooms?*

Overall, this study contributes to the existing literature by situating its investigation in Taiwanese bilingual elementary education, focusing on third-grade classes where English is integrated into Health and Humanities subjects. Unlike most previous CLIL studies emphasizing language outcomes, this research highlights the multimodal dimension of teachers' translanguaging practices, encompassing gestures, visuals, tone, and expressions, as integral meaning-making tools. Furthermore, it presents a systematic coding process that synthesizes linguistic and non-linguistic data to categorize pedagogical purposes. Together, these aspects offer a contextually grounded understanding of how translanguaging operates in early bilingual education in Taiwan's bilingual 2030 program.

## 2. Content

### 2.1. Literature review

#### 2.1.1. Translanguaging and translanguaging practices

Translanguaging was initially introduced as a teaching approach that involves students' learning of two languages through a process of deep cognitive bilingual engagement where students can engage with content in one language and respond in another to enhance their comprehension [6], [7], [8]. The cognitive processes underlying translanguaging are better suited to sustaining and advancing bilingualism, rather than serving merely as temporary support for the language system.

According to García & Wei (2014), an individual's semiotic repertoire encompasses both linguistic and non-verbal signs, which are often combined with other meaning-making resources,

including images, graphs, audio, and videos [7]. Building on this concept, Lin (2015) introduced the notion of trans-semiotizing to describe communicative exchanges that involve gestures, facial expressions, sounds, and images [9]. In line with this view, a few studies have identified various translanguaging strategies to support students in bilingual classrooms, including switching between languages, using gestures, visuals, facial expressions, touch, sound, and tone [10], [11], [12], [13]. Over time, translanguaging has expanded to encompass multilingual and multimodal practices across a variety of educational and research settings [14], [15], [16], [17].

### **2.1.2. Translanguaging practices and pedagogical purposes**

Existing research has highlighted multiple instructional purposes served by teachers' translanguaging practices. For instance, Wang (2019) indicated that, in foreign language classrooms, switching between two languages can be used to explain concepts and terminology, as well as to manage classroom activities [18]. Similarly, Zhang et al. (2020) pointed out that teachers employ translanguaging to support pronunciation, introduce and explain new items, give instructions, maintain classroom discipline, and check students' understanding [19].

Synthesizing earlier findings, Fang & Liu (2020) categorized translanguaging practices into five primary pedagogical purposes: (1) explaining concepts, (2) checking comprehension, (3) localizing content knowledge, (4) reinforcing instructions, and (5) building positive relationships [10]. These functions reflect how teachers strategically draw on students' full linguistic repertoire to scaffold understanding, adapt content to learners' sociocultural contexts, and foster a supportive learning environment. This classification was further applied by Lu & Zuo (2023) to examine how a trilingual teacher employed multimodal and multilingual resources in a Chinese university's L3 Spanish audio-oral classroom [11]. The authors found that the teacher switched between Spanish, Mandarin, and English to clarify grammar structures, asked bilingual questions to verify students' understanding, related Spanish vocabulary to culturally familiar Chinese contexts, repeated and rephrased instructions in multiple languages, and used informal code-switching to create a relaxed classroom atmosphere.

In summary, translanguaging can be employed into multilingual classrooms as systematic scaffolding to achieve specific purposes [6]. Despite its growing use, research on the multimodal aspects of translanguaging remains limited, particularly in Asian contexts such as Taiwan, which has been implementing the "Bilingual 2030 Plan" [5]. With the growing incorporation of semiotic resources into language education, further explorations on translanguaging practices in bilingual classrooms across different grade levels and subject areas are essential [9]. Addressing these gaps, this study focuses on exploring the intricate dynamics of translanguaging practices in Taiwanese bilingual elementary classrooms, with particular attention to its multimodal characteristics.

## **2.2. Methodology**

### **2.2.1. Research context and participants**

This study employed a case study approach to investigate teachers' instructional practices within their specific school context [20]. Accordingly, this study was conducted at Bamboo (pseudonym), a small public bilingual elementary school with six classes and fifteen teachers, located in Shoufeng Township, Hualien County, Taiwan. Hualien is a rural region on Taiwan's sparsely populated eastern coast. Bamboo, one of Hualien's innovative bilingual pilot schools, has implemented a bilingual curriculum since 2019, integrating English into core subjects such as Arts, Humanities, and Physical Education. Students at this school typically use Mandarin or local dialects at home but use both Mandarin and English for learning and communication at school.

To select suitable participants for this study, purposive sampling was employed based on explicit criteria: (1) a minimum of five years of bilingual education, (2) active involvement in teaching English-integrated subjects, and (3) willingness to participate in classroom observations.

The principal's recommendations helped identify teachers who met these criteria. Consequently, four Taiwanese teachers were chosen as the primary participants (see Table 1).

**Table 1. The participants' demographics**

No.	Pseudo	Gender	Background Education	Teacher Type	English Proficiency	Teaching Experiences
1	Beth	Female	Master's degree	Subject	Advanced	8 years
2	Clover	Female	Bachelor's degree	Subject	Intermediate	6 years
3	David	Male	Master's degree	Subject	Intermediate	9 years
4	Emma	Female	Bachelor's degree	English	Advanced	6 years

### 2.2.2. Data collection

In this study, classroom observations were employed to capture evidence related to teachers' instructional practices in bilingual classrooms and their students' reactions [20]. They specifically focused on words, activities, and actions that reveal teachers' specific translanguaging strategies.

The classroom observations were conducted over a four-week period, from October 14, 2024 to November 8, 2024. After obtaining signed consent forms from the principals, teachers, students, and their parents, the first researcher recorded his observations in English in real time during classroom activities using a structured observation form. For each teacher, the first researcher observed two lessons. In total, eight lessons, all taught to third-grade students, were observed, including four Health subject lessons on the topic "To be a safe passenger", taught by Clover and David, and four Humanities subject lessons on the topic "Missionaries and their Contributions", taught by Beth and Emma.

Because the first researcher could not always capture everything during classroom observations, all lessons were also videotaped. These recordings provided additional resources for data analysis.

### 2.2.3. Data analysis

To enhance the credibility of the collected data, observational data was gathered from two different sources [20]. One source was the direct observations, recorded in English by the first researcher. Another source was the video recordings, which included both Mandarin and English. These recordings were reviewed multiple times, transcribed, and translated into English by the second researcher to support detailed analysis.

In addition, a reductive coding process was conducted, following Merriam & Tisdell's (2016) three steps for data analysis [20]. First, the first researcher examined the data to identify meaningful patterns and assigned initial codes. Second, the second researcher cross-checked these initial codes with the video-recorded data to ensure credibility. Third, both researchers organized the data into codes and assigned appropriate labels. Finally, these categories were consolidated into five main themes, as presented in Table 2.

**Table 2. Example of the coding scheme**

Observation Examples	Codes	Categories	Themes
- Beth: Exactly! In Mandarin, we call them missionaries, yes (ask in Mandarin)? So, in English, they are... (pauses) "missionaries" (speak in English and mimic praying hands).	Explaining an English word's meaning using Mandarin and gestures	Language-switching combined with gestures	Explaining concepts or language points

- Clover: (Raises hand firmly in front of body, palm facing out) - Student 1: Stop (respond in English).	Triggering vocabulary recall	Gestures and physical movements	Checking students' comprehension
- David: What should we be careful about when taking the bus in Taiwan (ask in Mandarin)? - Student 1: We have to line up to get on the bus (answer in Mandarin). - David: Yes, very good (respond in English)! That is a good habit in Taiwan (respond in Mandarin).	Reminding Taiwanese traffic habits	Taiwanese cultural contents	Contextualizing content knowledge
- Clover: When you have gathered some information from the video, discuss it with your partner and write down your shared results (ask in both English and Mandarin and make a writing gesture).	Emphasizing instructions and requirements	Language-switching combined with gestures	Reinforcing instructions
- Emma: Now, let's share with the class about your family's religion. You can use local dialects, Mandarin, or English.	Encouraging students' engagement	Offering choice of language	Establishing rapport

## 2.3. Findings and discussions

Aligning with previous studies [10], [11], [12], [13], this study found that teachers employed a range of strategies, such as switching between two languages, using gestures, visuals, facial expressions, and tone, to support students during lessons. Moreover, as summarized in Table 3, these practices primarily served five instructional purposes: (1) explaining concepts or language points (29.7%), (2) checking students' comprehension (21.8%), (3) contextualizing content knowledge (17.8%), (4) reinforcing instructions (16.8%), and (5) establishing rapport (13.9%). Overall, teachers most frequently employed translanguaging for conceptual explanation and comprehension checking, indicating its key role in facilitating students' understanding during lessons.

**Table 3. Summary of translanguaging practices across teachers' lessons**

Themes	Beth	Clover	David	Emma	Total	Percent
Explaining concepts/ language points	8	7	8	7	30	29.7%
Checking students' comprehension	5	6	6	5	22	21.8%
Contextualizing content knowledge	4	5	4	5	18	17.8%
Reinforcing instructions	4	4	5	4	17	16.8%
Establishing rapport	4	4	3	3	14	13.9%
<b>Total per teacher</b>	25	26	26	24	101	100%

### 2.3.1. Explaining concepts or language points

Employing translanguaging for explaining vocabulary and concepts was consistently recorded across all lessons. For instance, in teacher Beth's lesson about missionaries and their contributions, she flexibly used multimodal practices including multiple languages, hand gestures, body movements, and various visual supports such as images and labelled diagrams. Among these strategies, visual aids and multilingual cues played a central role in facilitating students' understanding of new terms. Excerpt 1 provides an example.

**Excerpt 1:**

“Beth: (Point at an image) Look! What are they doing (ask in both Mandarin and English)?

Student 1: Help people (answer in Mandarin).

Beth: Good! Can you see specifically what are they doing (ask in both Mandarin and English)?

Student 2: They are building schools (answer in Mandarin).

Student 3: They are building hospitals (answer in Mandarin).

Beth: Yes! Building schools and opening hospitals (speak in both Mandarin and English). So, they are doing nice things to help people (speak in Mandarin).

Beth: (Point at the picture) Look at some people in this corner (ask in English)! Where are they talking to the locals (ask in both English and Mandarin)?

Student 4: I guess they are talking in front of a church (answer in Mandarin).

Beth: Exactly! In Mandarin, we call them missionaries, yes (ask in Mandarin)? So, in English, they are... (pauses) “missionaries” (speak in English and mimic praying hands).

Students: Missionaries (repeat in English twice).

Beth: Missionaries are like volunteers, but they also talk about their religion (respond in both English and Mandarin).

Beth: Now, where are they in the picture? Left, or right? (ask in both English and Mandarin and point to the image).

Student 2: Left (answer in English).

Student 4: Left (answer in Mandarin).

Beth: Yes! Left side (respond in English). Are they in the front, or in the back (ask in both English and Mandarin)?

Student 5: In the front (answer in English).

Beth: Right, in the front. Well done (respond in English)!”

(Observation-October 30, 2024)

When explaining the word “missionaries,” Beth selected an image depicting both men and women engaged in community service in an unfamiliar cultural setting. Rather than directly defining the term, she prompted students to observe and describe the actions and surroundings in the image. This led to a discussion on helping others, spreading beliefs, and working in distant places, which gradually constructed the meaning of the target word. Beth also used physical gestures to support comprehension. For instance, she mimicked praying hands and pointed to a church in the background to reinforce the meaning of “missionary.”

In addition, Beth asked her students to identify the missionaries in the picture, providing an opportunity to revisit directional vocabulary, including left, right, in the front, in the back, which was also supported by her body language, primarily with her hands. Beth’s gesture-based cues and spatial questions not only reinforced content-related vocabulary but also activated students’ spatial reasoning and oral interaction in English. This evidence exemplifies how translanguaging between Mandarin and English, supported by visual aids and gesture, created a linguistically rich learning environment for vocabulary acquisition [12], [13].

**2.3.2. Checking students’ comprehension**

Comprehension checking as a translanguaging strategy used by teachers to verify students’ understanding [10]. This typically involves reviewing previously taught content through gestures or translation [11]. Excerpt 2 illustrates an example of how Clover, at the beginning of her Health lesson, titled “To be a safe passenger,” relied solely on gestures to help her students recall the five essential steps for crossing the road safely, content that had been previously taught.

**Excerpt 2:**

“Clover: (Raises hand firmly in front of body, palm facing out)

Student 1: Stop (respond in English).

Clover: (Points to eyes with two fingers)

Student 2: Look (respond in English).

Clover: (Looks left and right while miming with head turns)

Student 3: Look left and right (respond in English).

Clover: (Waves hand towards imaginary car)

Student 4: Wave (respond in Mandarin).

Clover: (Marches in place, taking a big step forward)

Student 5: Move (respond in English).”

(Observation-October 15, 2024)

As illustrated, Clover enacted each step through exaggerated body movements, prompting students to respond verbally in English. When students hesitated, she repeated or slowed down the actions to support their memory. This gesture-based translanguaging strategy allowed her to check comprehension while reinforcing key vocabulary through nonverbal cues and physical engagement. Clover then continued to use translanguaging as a comprehension checking strategy during the development stage of her lesson (see Excerpt 3).

**Excerpt 3:**

“Clover: What do you need to wear when riding a bicycle? Helmet? Gloves (ask in both English and Mandarin)?

Students: (Silence)

Clover: Helmet (ask in Mandarin)?

Students: Helmet (some answer in English, some in Mandarin).

Clover: Good. And for your hands (ask in both English and Mandarin)?

Students: Gloves (some answer in English, some in Mandarin).

Clover: Yes! Gloves (respond in English).

Clover: Now, when you are waiting for the bus, what should you do first (ask in both English and Mandarin)?

Students: Wait (respond in Mandarin).

Clover: Right. And when you get on? What do you hold (ask in both English and Mandarin)?

Students: Handrail (answer in Mandarin).

Clover: Yes! Hold the handrail, for safety (respond in Mandarin).”

(Observation-October 22, 2024)

As students learned vocabulary related to riding a motorcycle and taking the bus safely, Clover inserted key Mandarin terms alongside English prompts. This strategic language shift helped her verify whether students understood the target vocabulary. When students showed hesitation or stayed silent, Clover restated the key word in Mandarin to prompt a response in English or to confirm their understanding. By doing so, she reduced the risk of feigned comprehension and ensured students truly grasped the core safety concepts before moving on. In this case, the use of mixed-language cues provided a scaffold that supported students with limited English proficiency and fostered a more inclusive, responsive learning environment [11], [12].

**2.3.3. Contextualizing content knowledge**

This type of translanguaging practice involves explaining content knowledge through locally relevant examples [10]. In this present study, both Clover and David incorporated translanguaging

strategies by embedding elements of Taiwanese culture and everyday life into lesson activities on traffic safety for third-grade students. Class discussions centered around culturally familiar topics such as local traffic customs and transportation practices, which are illustrated in Excerpt 4.

**Excerpt 4:**

“David: What should we be careful about when taking the bus in Taiwan (ask in Mandarin)?

Students: (Brainstorming in pairs).

David: Sam, tell me (ask in English)!

Student 1: We have to line up to get on the bus (answer in Mandarin).

David: Yes, very good (respond in English)! That is a good habit in Taiwan (respond in Mandarin). What else (ask in English)?

Student 2: Look both ways when we get off (answer in Mandarin).

David: Exactly (respond in English)! And what do we see on the road (ask in both English and Mandarin)?

Student 3: Zebra crossing (answer in Mandarin).

Students: (Laughs lightly).

David: You can draw local traffic signs that you see near our school or your home (ask in Mandarin).

David: (Pointing at a “no crossing” sign picture) Do you see this near your home (ask in both English and Mandarin)?

Student 4: Yes, there is also a “no crossing” sign near my home (answer in Mandarin).

David: Right, that is “no crossing” (respond in English). Well done! These are the traffic safety rules we must obey in everyday life (speak in Mandarin).”

(Observation-October 24, 2024)

This excerpt demonstrates how David contextualized content knowledge by grounding traffic safety concepts in students’ everyday experiences. By referencing familiar local practices, such as queuing for the bus and recognizing street signs, he made abstract rules more relatable. Embedding home cultural elements supported deeper understanding and engagement, especially through translanguaging [10], [11].

**2.3.4. Reinforcing instructions**

Teachers often shift their instruction language to students’ first or second language to enhance their comprehension and maintain engagement [10], [11], [12]. Such language shifts can be interpreted as a practice of translanguaging aimed at reinforcing instructional content. Excerpt 6 describes how Clover employed translanguaging strategies to enhance her instruction.

**Excerpt 5:**

“Clover: Now, let’s watch a video (ask in English). While watching, you need to take notes on the safety rules for taking a bus that you observe (ask in Mandarin and make a writing gesture).

When you have gathered some information from the video, discuss it with your partner and write down your shared results (ask in both English and Mandarin and make a writing gesture).”

(Observation-October 22, 2024)

As observed, while giving a slow explanation in Chinese, Clover mimed handwriting to indicate that students needed to take notes while watching the video. This episode illustrates how translanguaging can be employed to reinforce instructions by combining verbal explanation in the students’ first or second language with non-verbal cues [11], [12]. By miming handwriting while speaking in Chinese, Clover ensured that the meaning of the task was clearly conveyed, supporting students’ understanding across languages. Such practices exemplify how teachers can draw on multiple semiotic resources to scaffold learning and clarify expectations.



### **2.3.5. Establishing positive relationships**

Translanguaging is also an initiative that fosters classroom engagement and helps build close relationships between teachers and students [10], [11], especially in multicultural classrooms where students come from diverse backgrounds, as is the case in this study. Specifically, the participants employed translanguaging to create a welcoming and equitable learning environment that honored students' linguistic diversity in their classes.

#### **Excerpt 6:**

“Beth: Good morning, everyone (speak in English)! Today, we have some special guests in our class (speak in Mandarin). I would like some of you to introduce yourself in your local dialects, Mandarin, or English. Please tell us your name, age, where you live, and your favourite activities in your free time (ask in Mandarin).”

(Observation-October 30, 2024)

#### **Excerpt 7:**

“Clover: Now, I would like each table group to talk about safety rules when taking a bus (ask in both English and Mandarin). You can use Mandarin or English to share your ideas with your group. Remember to ask your partners to explain in Mandarin in case you do not understand what they say in English. Also, remember to choose one person to present your group's ideas to the class later (ask in Mandarin).”

(Observation-October 22, 2024)

The excerpts above illustrate how Beth and Clover strategically employed translanguaging to foster an inclusive and participatory classroom environment. By allowing students to use either Mandarin or English to introduce themselves and engage in group discussions on a relatable topic, bus safety, they not only reduced the linguistic pressure often present in English-only classrooms but also validated students' linguistic identities, thereby encouraging greater confidence and engagement [10], [11]. These practices helped create a safe space for expression and promoted mutual respect among culturally and linguistically diverse learners [12], [13].

### **2.3.6. Summary of the findings**

Overall, the findings demonstrated that translanguaging is a powerful tool to support both students' language and subject knowledge development, as well as their engagement in bilingual classrooms. Specifically, in this research, the participants employed a variety of strategies, such as switching between two languages, English and Mandarin, using gestures, visuals, facial expressions, touch, and tone of voice, to achieve five main instructional purposes: (1) explaining concepts or language points, (2) checking students' understanding, (3) contextualizing content knowledge, (4) reinforcing instructions, and (5) fostering positive classroom relationships. By employing translanguaging practices, the participants created a more inclusive learning environment.

However, in some instances, teachers directly rendered the target language into students' first or second language, which were local dialects or Mandarin, to facilitate comprehension of complex ideas and concepts. Such an approach may not align with typical translanguaging practices, as it functions more like inserting explanatory footnotes than employing intentional, content-driven translanguaging strategies [7]. In fact, multilingual practices in the classroom should remain flexible, dismantling rigid language boundaries so learners can draw on their full linguistic repertoire without consciously noticing the language shifts [11]. Thus, to support teachers in employing translanguaging strategies more flexibly and effectively in increasingly diverse bilingual elementary classrooms, a shift is needed from spontaneous, intuitive use to deliberate and pedagogically informed implementation [13]. This transition requires specific practical guidelines, targeted professional development programs, and model lessons to scaffold teachers' classroom practices.

### 3. Conclusions

This research explored how translanguaging was implemented in a bilingual elementary school in Hualien, Taiwan. The findings revealed that teachers employed various strategies, such as switching between two languages, and using gestures, visuals, facial expressions, touch, and tone of voice, to support and enhance students' bilingual learning. By drawing on diverse linguistic resources, teachers tapped into students' full language repertoires, treating all language abilities as valuable tools not only to facilitate comprehension of content but also to promote social justice and enhance inclusive participation [10], [11], [12], [13].

Drawing on the results, this study concludes that translanguaging is an effective approach to enhancing students' language proficiency and subject knowledge, while simultaneously fostering active participation in bilingual learning environments. In line with Taiwan's Bilingual 2030 policy [5], effective implementation of bilingual education in elementary schools requires teachers to purposefully employ translanguaging in their teaching practices to build equitable and culturally responsive learning environments that leverage linguistic diversity as a resource for meaningful learning [17]. To achieve this, teachers need ongoing professional development that enables them to understand, plan, and apply translanguaging pedagogy flexibly and effectively [17].

Although this research makes a significant contribution to the literature on translanguaging practices in Asian elementary educational contexts, it still has certain limitations. First, the study was conducted over a relatively short period of four weeks, and extending this timeframe could have yielded richer and more comprehensive findings. Second, as this study employed case study methodologies, the findings were shaped by the specific context, which may not be affordable in other educational contexts. Therefore, further studies should investigate translanguaging across varied classroom environments in different Taiwanese regions, including both urban and rural settings, as well as in contexts outside Taiwan. Such work would contribute to a deeper understanding of the complexity and diversity of translanguaging in language education. In addition, this study only used observation methods to gather data on elementary teachers' actual translanguaging strategies in bilingual classrooms, without collecting information about their thoughts or beliefs that underlie their practices. Further investigations using interview methods are necessary to explore these aspects.

**\*Acknowledgments:** This research was presented at the 4th International Conference on Innovation in Learning Instruction and Teacher Education - ILITE4, Hanoi, 13th & 14th December 2025.

### REFERENCES

- [1] García O, (2011). *Bilingual education in the 21st century: A global perspective*. John Wiley & Sons.
- [2] Chen HC, (2023). Teaching CLIL to primary school students under Taiwan's bilingual 2030 plan. *TESOL Communications*, 3(1), 66-86. DOI: 10.58304/tc.20240105.
- [3] Graham KM & Yeh YF, (2023). Teachers' implementation of bilingual education in Taiwan: Challenges and arrangements. *Asia Pacific Education Review*, 24(3), 461-472. DOI: 10.1007/s12564-022-09791-4.
- [4] Kao YT, (2022). Exploring translanguaging in Taiwanese CLIL classes: An analysis of teachers' perceptions and practices. *Language, Culture and Curriculum*, 36(1), 100-121. DOI: 10.1080/07908318.2022.2033762.
- [5] National Development Council, (2018, December). *Blueprint for developing Taiwan into a bilingual nation by 2030*. [https://isp.ncl.edu.tw/files/file\\_pool/1/OL335835503738311866/blueprint\\_for\\_developing\\_taiwan\\_into\\_a\\_bilingual\\_nation\\_by\\_2030.pdf](https://isp.ncl.edu.tw/files/file_pool/1/OL335835503738311866/blueprint_for_developing_taiwan_into_a_bilingual_nation_by_2030.pdf)

- [6] Lewis G, Jones B & Baker C, (2012). Translanguaging: Developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18(7), 655–670. DOI: 10.1080/13803611.2012.718490.
- [7] García O & Wei L, (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan. DOI: 10.1057/9781137385765.
- [8] Garza A & Langman J, (2014). Translanguaging in a Latin@ bilingual community: Negotiations and mediations in a dual-language classroom. *Association of Mexican American Educators Journal*, 8(1).
- [9] Lin A, (2015). Egalitarian bi/multilingualism and trans-semiotizing in a global world. In: W Wayne E., B Sovicheth & G Ofelia (eds.), *Handbook of bilingual and multilingual education*, p. 19–37. Wiley-Blackwell.
- [10] Fang F & 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*, 247, 102959. DOI: 10.1016/j.lingua.2020.102959.
- [11] Lu X & Zuo Y, (2023). Descansamos-xiuxiamos: A case study of a teacher’s translanguaging practices and attitude in an L3 Spanish audio-oral classroom at a Chinese university. *Porta Linguarum: An International Journal of Foreign Language Teaching and Learning*, (VIII), 63–81. DOI: 10.30827/portalin.viVIII.29214.
- [12] Zhou X, Huang X & He J, (2020). Translanguaging in L3 Spanish classrooms: Practices and attitudes. *Círculo de Lingüística Aplicada a la Comunicación*, (84), 65–75. DOI: 10.5209/clac.71996.
- [13] Liu Y, (2020). Translanguaging and trans-semiotizing as planned systematic scaffolding: Examining feeling-meaning in CLIL classrooms. *English Teaching & Learning*, 44(2), 149–173. DOI: 10.1007/s42321-020-00057-z.
- [14] Creese A & Blackledge A, (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), 103–115. DOI: 10.1111/j.1540-4781.2009.00986.x.
- [15] McCracken M, (2017). Translanguaging as a tool to preserve L1 languages and promote multilingualism. In *Proceedings Van Schools tot Scriptie III: Een colloquium over universitair taalvaardigheidsonderwijs, held at Leiden University on 2 December 2016* (pp. 20–38).
- [16] Wei l, (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9–30. DOI: 10.1093/applin/amx039.
- [17] Kim S & Choi S, (2021). Teachers’ perceptions and practices of translanguaging for emergent bilinguals in US multilingual classrooms. *Translation and Translanguaging in Multilingual Contexts*, 7(3), 279–307. DOI: 10.1075/tmc.00079.kim.
- [18] Wang D, (2019). Translanguaging in Chinese foreign language classrooms: Students’ and teachers’ attitudes and practices. *International Journal of Bilingual Education and Bilingualism*, 22(2), 138–149. DOI: 10.1080/13670050.2016.1231773
- [19] Zhang Q, Osborne C, Shao L & Lin M, (2022). A translanguaging perspective on medium of instruction in the CFL classroom. *Journal of Multilingual and Multicultural Development*, 43(5), 359–372, <https://doi.org/10.1080/01434632.2020.1737089>.
- [20] Sharan MB & T Elizabeth J, (2016). *Qualitative Research: A Guide to Design and Implement* (4th ed.). Jossey Bass.