

Rethinking English-Only Classrooms: Exploring the Impact of Translanguaging on English Majors in Chinese Universities

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As most English learners in China lack English language environment, high school educators in China prefer to provide an immersion English classroom for English majors, in order to improve English learning effectiveness. However, this immersion context could lead to disengagement, heightened anxiety, and even alienation from the learning process. Given the limitations of the English-only model, this study critically evaluates translanguaging as a viable pedagogical alternative method, which bridges linguistic gaps but also facilitates active engagement in the classroom, particularly in grammar instruction and oral participation (García & Wei, 2014; Chen, 2023). In this study, a two-circle action research which last for 3 month is conducted in senior English majors (n=50) in a Chinese private school. The data were collected from questionnaires about students' attitudes toward translanguaging, their grammar quiz results and oral English presentation after translanguaging teaching, and interview of visiting teachers and students, which focus on the attitude and feedback of translanguaging. After using SPSS to analyze the data, the results demonstrate grammar tests with 70% students achieving >90% accuracy, writing off-topic rates decreased, which may be caused by L1 scaffolding, 100% satisfaction from the visiting teachers mentioned in interview. However, due to the pressure of post graduate exam, most students showed certain of anxiety and lower preference of continuing study English, which could be one of the intervening variables in this study, the results still suggest translanguaging benefits on Chinese English majors in English learning.