The Suitability of Translanguaging Pedagogy on Business English Listening Teaching in Chinese Private School

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Abstract: The aim of this paper is to explore translanguaging practices in Business English teaching in Cangzhou Jiaotong College in Hebei Province, China, taking listening as a pilot study and utilizing the IPO conceptual paradigm and quantitative research method to analyze and interpret the statistical results. The findings showed that EFL learners were relatively satisfied with the listening instruction using translanguaging pedagogy method. There was good perception about learning attention, learning interest, learning behavior, and learning satisfaction. A design for teaching listening comprehension was proposed by the researcher. For future study universities should provide orientation program in translanguaging pedagogy for both teachers and students to ensure effective classroom teaching and overcome traditional education culture barriers. Likewise, teachers should conduct further use of translanguaging pedagogy in Chinese higher education institutions to explore new features, teaching modes, and assessment modes using translanguaging pedagogy.

Keywords: Translanguaging Pedagogy; Listening Teaching; Suitability

1. Introduction

1.1 Setting the Scene

EFL learners in various parts of the world face significant challenges in acquiring listening skills.[1] In China, several factors have been identified as contributing to this difficulty, including linguistic, cultural, and pedagogical factors. The Chinese language's influence on English listening comprehension and the lack of exposure to authentic listening materials are some of the factors that hinder EFL learners' progress in this area.

This problem was negotiated at the faculty level and translanguaging pedagogy was suggested as a solution to the problems. Thomas SC. Farrell commented teaching EFL students using translanguaging pedagogy is also learner-centered, because the students make good use of more than one language.[2] Translanguaging is an approach that recognizes and values the linguistic diversity of students, viewing language as a resource rather than a barrier to learning.

Many scholars have done researches involving translanguaging pedagogy in improving EFL learners' language proficiency. For instance, studies in Turkish have shown that translanguaging might be a more effective pedagogical approach than monoglossic teaching approaches.[3] Similarly, Leonardo Veliz investigated the implementation of translanguaging pedagogy in an ELICOS classroom as a mechanism to promote more equitable and just teaching practice.[4] However, the use of translanguaging pedagogy in EFL listening learning in China remains under-explored.

The study is aiming to determine the EFL learners' perception in listening comprehension of the second-year undergraduates majored in Business English, who has completed the basic English training. It may be suggested, if translanguaging pedagogy proved to be suitable to business English teaching, as an alternative to the conventional approach to other courses. This issue served as the primary impetus for this study.

1.2 Literature Review

Translanguaging pedagogy is an approach to language teaching. It recognizes the linguistic diversity of students and promotes the use of multiple languages in the classroom. In terms of geography, Marina Prilutskaya has coded 233 papers spanning from 2011 till February of 2021 regarding the geographical settings.[5] According to the study, Africa scholars has proven to be the most notable part in the study of translanguaging pedagogy, followed by Central America.

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In Africa, scholars describe its connection to literacy studies, with particular attention to multilingual reading and writing.[6] The study reviews the use of a translanguaging literacies framework to improve literacy outcomes for multilingual students. Case studies demonstrate its benefits in deepening comprehension, generating diverse texts, developing confidence, and fostering critical metalinguistic awareness. The authors highlight the importance of centering multilingual students in literacy pedagogy and research. In Central America, translanguaging has been applied in listening. The results indicate a noticeable improvement in the listening comprehension performance of participants, as demonstrated by a higher mean score following the intervention.[7]

This section expands on the use of translanguaging in Asia. Japanese scholar Ryosuke Aoyama explores the use of L1 (Japanese) in translanguaging during communicative L2 (English) activities among advanced Japanese high school students.[8] There is also research suggesting that translanguaging practices can be conductive to academic writing in Japan. During the planning stage, their English composition can lead to higher scores compared to those who are forced to use only one named language.[9] By removing the barriers between different languages, learners can benefit from this practice. In Malaysia, translanguaging has been studied in digital media.[10] Su-Hie Ting and Lipina Jintang has conducted a study showing translanguaging as a language support for the preschool students' less developed language.[11] In China, EFL learners' home languages can also be used as a repertoire in the classroom teaching, rather than excluded. Thus, this research has bridged the gap.

This paper focuses on the perception of EFL learners, and allow teacher and student acting as the collaborative partners in class. However, there are limited opportunities for students to interact in class,[12] the actual English listening instruction is often examination-oriented and students are required to memorize vocabulary and phrases from the English textbooks and complete more English listening exercises to increase their scores, which is isolated from real-life language use. The reality allows "mute English". As a result, they are unable to communicate in English properly in their daily life. Moreover, most students learn English through teacher's instruction and the fewer chance to use English made the mute situation worse. Thus, it is worthy to empirically try the implementation of EFL learners in listening comprehension using translanguaging pedagogy.

1.3 Translanguaging Pedagogy

Translanguaging pedagogy is a theoretical framework in bilingual or multi-lingual education field. The researcher agrees with Hawkins and Mori, focusing on "trans-" perspective in communications.[13] Researchers have proposed translanguaging as an ideological and political stance. EFL learners' mother tongue is more than L1 but also a repertoire of languages.[14] The concept of translanguaging has emerged as an innovative educational pedagogical approach that can help make classrooms more equitable for EFL learners.[15] To enable and encourage students to utilize all linguistic resources at their disposal is what translanguaging pedagogy is all about. Translanguaging pedagogy seeks to convert the learning space into pedagogical possibilities by empowering students. The principles of translanguaging pedagogy should be purposefully designed and implemented; Translanguaging pedagogy should promote interaction by drawing on what students know individually and collectively.

In the study, the listening teaching using translanguaging pedagogy should create a learner-centered and interactive learning context for learners to make sense of what they are learning and construct their personalized understanding of new knowledge actively. The communicative and collaborative functions of translanguaging provide a positive context for EFL learners' trans-linguistic language practices to flourish.[16] This is consistent with numerous previous studies where increasing students' English proficiency is the primary objective of EFL education. Allowing EFL learners to use their first language (L1) during collaborative dialogue or private speech can facilitate their comprehension and development of complex ideas (also known as languaging) as they work towards producing a product (written or oral) in the target language. The second main feature is that translanguaging pedagogy have recognized the utilization of various languages to support and build a sense of self-learning.[17] This perspective indicates that incorporating the appropriate and ethical use of the learner's first language (L1) was a valid approach to teaching.

2. Research Design & Methodology

2.1 Context

This study aims to determine the perceptions of the EFL learners in learning motivation on the teaching of listening comprehension in terms of learning attention, learning interest, learning behavior, and learning satisfaction and using translanguaging pedagogy. The study took place in Cangzhou Jiaotong College, China. The respondents of the study were 110 sophomore students. They are from four natural classes that was selected randomly when admitted in Cangzhou Jiaotong College. Each class consisted of two natural classes respectively. For Business English majors, female students heavily overrepresents, and there are 7 male students in each test group. The gender would be excluded in this study for most of the respondents are female. The researcher, also as the teacher, restricted her study to the respondents who were currently teaching or attending during the school year 2021–2022. Following the principles of observation research, the researcher immersed herself in the context. The whole research includes the whole process of teaching cycle for 16 weeks. Besides, the researcher had to summarize the most typical learning motivation and propose a suitable teaching listening comprehension design model.

The observation of translanguaging pedagogy method is the top priority in examining its suitability in listening teaching. To better explicit the perception of EFL learners, the researcher would use motivational design. That means to focus on students' attention and curiosity about the learning material. Secondly, in order to maintain students' attention to the learning material, the teacher made announcement that the learning material is closely related to real-life examples. Student may communicate and get to the topic; then, test will be held; Finally, after task completed, the feedback and evaluation of students would show the scale of satisfaction or accomplishment. Therefore, the motivation scale affects learning performance, which is the focus of this study.

Currently, Business English listening courses involved in this study offers the students with a basic and rigorous training in English to pass the exam. The students have a conventional perspective of grade-grubbing, which means they care more about academic performance. As the reformed course guideline is to gradually improve students' language proficiency, business knowledge and develop effective listening habits and strategies. The gap made the researcher get to translanguaging pedagogy in teaching listening comprehension using translanguaging pedagogy, aiming to develop effective teaching for listening comprehension.

2.2 The Research Variable

The perception of listening classroom instruction is the first aspect in Localizing translanguaging pedagogy. The four motivation elements in the whole process of teaching were used to find the EFL learners' perception, which shows the different variables investigated in this study. The first variable is learning attention. The researcher is to observe students' motivation about learning material. Learning interest is the second variable. translanguaging pedagogy method is to incite or motivate students' interest. Confidence in leaning behavior as the third variable can be measured through questionnaire. Finally, learning satisfaction as feedback need to explored, if translanguaging pedagogy can help student learning satisfaction.

The role of learning motivation in individual learning performance is mainly manifested as follows: (1) Motivation determines the direction of learning; (2) Motivation enhances the degree of learning effort; (3) Motivation affects the effectiveness of learning. Thus, learning motivation has an influence on learning performance indicating the scale of listening comprehension. Performance of EFL learners in listening comprehension highlights the relevance of learning motivation. Considering the implementation, the researcher adjusted four learning motivation elements from Keller's ARCS Model of Motivational Design, i.e., Attention, Relevance, Confidence, and Satisfaction. In order to effectively enhance learning performance and motivate learners, the researcher considers the entire process of designing listening teaching. The four learning motivation components are learning attention, learning interest, learning behavior, and learning satisfaction.[18] These variables offer the teacher a way to identify students' level of motivation and a chance to develop engaging and effective teaching model.

2.3 Methodology

This study empirically determined the perception of ESL students in learning motivation on the

teaching of listening comprehension in terms of learning attention, learning interest, learning behavior, and learning satisfaction and perception of ESL students using translanguaging pedagogy in Chinese higher education institution. The researcher mainly adopted survey questionnaire to collect the relevant data and the respondents were students in Cangzhou Jiaotong College.

Student questionnaire (See *Appendix A*) was the main research tool to validate the effects of translanguaging pedagogy on learning performance. It is designed based on the conceptual framework in this study which includes some factors influencing business English teaching. The questionnaire divides the items that need to be investigated into several variables and form clear, easy-to-answer, specific and detailed questions, then compiled into standardized questionnaires and distributed to those who need to be investigated. Finally, the questionnaires were collected for statistical analysis and the corresponding conclusions will be drawn.

The learning motivation questionnaires is a descriptive questionnaire and it is adopted to obtain descriptive and summative results about research questions. The questionnaire, initially created by Pintrich and De Groot in 1990 and later modified by Duncan and McKeachie in 2005, was utilized with further modifications for this study. It includes 20 items and utilizes a four-point Likert scale (from 4=strongly agree to 1=strongly disagree), which was divided into listening attention (5 items), listening interest (5 items), and listening behavior (5 items), to measure the student's learning perception towards translanguaging pedagogy:

This learning satisfaction section is derived from the Chinese-language Video Course Learning Satisfaction Questionnaire.[19] According to the actual needs, some items were appropriately deleted and modified in this study to adapt to the listening course, and 5 items were retained at last. A four-point Likert scale (from 4 = strongly agree to 1 = strongly disagree) will be used for the questionnaire options. The purpose of this questionnaire assesses the perception about listening learning satisfaction.

Questionnaires were distributed to validate the learning motivation elements and learning perception. The questionnaire was distributed through online tool, i.e., WenJuanXing (*www.wenjuanxign.com*), and then collected and statistically analyzed with the SPSS. The mean was used on the questionnaire in order to analyze the difference and relationship between the perception of the students in learning motivation on the teaching of listening comprehension and the use of translanguaging pedagogy. Moreover, the second questionnaire will survey feedback of EFL students using translanguaging pedagogy in order to validate the effects. The learning motivation components should have the same number of items for the same function of mediate learning performance. Thus, the researcher adjusts number of items. Besides, the researcher, also act as the teacher, and state the principle of the use of translanguaging pedagogy.

2.4 Research Design

The process of data collection for researcher typically involved several steps: Firstly, the seeking of permission to school authorities where the researcher is part of, then the creation of a questionnaire. After that, the validation of the questionnaire by the experts in the same discipline. Then, the distribution of the questionnaire to respondents and gathering survey responses. Next, the analysis of the results and evaluation of the findings. Finally, the assessment on the final findings to conclude the research.

The researcher ensures that the responses of the participants are kept confidential. The survey questionnaire and interviews were used to collect the participants' opinions, beliefs, and information. The identities of the participants as well as their responses will be kept confidential. Perceptions were gathered to determine the learning motivation on the teaching of listening comprehension and the use of translanguaging pedagogy.

3. Results

Based from the results of Pearson's r of 0.79, there is a high correlation between the perception of the students in Learning motivation on the teaching of listening comprehension and using translanguaging pedagogy. Furthermore, the hypothesis was rejected and concludes that there is a significant relationship between the perception of the students in Learning motivation on the teaching of listening comprehension since the p-values of 0.001 is less than 0.05. Findings indicate that the use of translanguaging pedagogy

affects the students' Learning motivation on the teaching of listening comprehension.

**Table 1 Significant Relationship Between the Perception of the Students in Learning Motivation
on the Teaching of Listening Comprehension and Using Translanguaging Pedagogy**

Variables	Pearson's r	Correlation	P-value	Decision	Remarks
Learning Motivation on the Teaching of Listening Comprehension	0.79	High Correlation	**0.001**	Reject	Significant
Use of Translanguaging Pedagogy					

The finding is consistent with previous research on the benefits of translanguaging pedagogy in language learning. For example, translanguaging pedagogy can promote a positive language learning environment that fosters learner motivation and engagement.[20] Translanguaging pedagogy can affect students' learning motivation in listening comprehension, and highlights the importance of motivation in language learning outcomes. By using pedagogical approaches such as translanguaging pedagogy and TBLT, teachers can promote a positive language learning environment that fosters student motivation and engagement, leading to better language learning outcomes.

**Table 2 Significant Difference on the Perceptions of the Respondents in Learning Motivation
on the Teaching of Listening Comprehension and Using Translanguaging Pedagogy**

Perception Learning Motivation	Mean Perception		P-value	Decision	Remarks
	Translanguaging				
Learning Attention	3.47	3.49	0.000	Accept	Not Significant
Learning Interest	3.32	3.28	0.012	Accept	Not Significant
Learning Behavior	3.38	3.43	0.027	Accept	Not Significant
Learning Satisfaction	3.33	3.34	0.001	Accept	Not Significant

There were no significant differences in the perceptions of the respondents. The following data reveals the detailed indicators.

Learning attention. The hypothesis was accepted and concludes that there is no significant difference in the perceptions of the respondents in learning motivation on the teaching of listening comprehension and using translanguaging pedagogy in terms of learning attention since the p-value of 0.000 is less than 0.05. Findings imply that both the perceptions in learning motivation on the teaching of listening comprehension and translanguaging pedagogy affect the students' performance in learning attention.

Learning interest. There is no significant difference on the perceptions of the respondents in the learning motivation on the teaching of listening comprehension and using translanguaging pedagogy in terms of learning interest since the p-value of 0.012 is less than 0.05. Data indicates that the effects of learning motivation on the teaching of listening comprehension are the same to the use of translanguaging pedagogy.

Learning behavior. Since the p-value of 0.027 is less than 0.05. The hypothesis was accepted and concludes that there is no significant difference on the perceptions of the respondents in learning motivation on the teaching of listening comprehension and using translanguaging pedagogy in terms of learning behavior. Findings reveals that both the use of learning motivation on the teaching of listening comprehension and using translanguaging pedagogy affect the students' performance in learning behaviour.

Learning satisfaction. The hypothesis was accepted and concludes that there is no significant difference on the perceptions of the respondents in learning motivation on the teaching of listening comprehension in terms of satisfaction since the p-value of 0.001 is less than 0.05. Data reveals that both the use of learning motivation on the teaching of listening comprehension and translanguaging pedagogy affect the students' perception about the learning satisfaction.

Based on the results of the first- and second- research question, quantitative survey results indicated both learning motivation on the teaching of listening comprehension and translanguaging pedagogy supported EFL students' listening comprehension. The positive perception of translanguaging pedagogy, as an English teacher, has related effects of translanguaging pedagogy to the social environment. The impact of Covid-19 on the global economy and the sharp decline in employ rates have put forward new requirements for business knowledge. While Cangzhou Jiaotong College enrolled students who got lower score than before. Some students face academic challenges. Translanguaging pedagogy listening teaching encourages creativity and flexibility of "communication". To be more specific, listening teaching design using translanguaging pedagogy help students better understand business knowledge. Margaret Funke Omidire

argues that interaction between students in the classroom is necessary for learning to occur, and this may be enhanced by encouraging the use of home languages to engage and enhanced by introducing that result in high-level knowledge, especially when the topic is not relevant to students' prior knowledge.[21]

For language, business English listening teaching guide students to use their repertoire to complete real-life tasks, which is a challenge for students in an EFL learning context and may exceed student's current language abilities. What is more, translanguaging pedagogy is often thought of a strong promotion of learning motivation when students struggle to comprehend the concept of the topics. It permits students to use their home language or prior knowledge as a repertoire. In the Chinese EFL listening classroom, listening activities are often used as a test of comprehension questions such as multiple choice, filling in blanks etc. Some student may escape the anxiety to get the answer first on the textbook. For example, when questioned, he just read out or he argues to "have already previewed" first. But when asked for retelling or summarizing, you may find he briefly imitate the listening material instead of understanding the material. Translanguaging pedagogy cycle is to motivate the students to become self-regulated learner when carrying out a listening comprehension task.

For content, students needed guidance on business knowledge using translanguaging pedagogy. Sometimes, students cannot obtain enough English background about the unit topics. Teacher should be ready to offer English resources, especially in listening and speaking context. Furthermore, students are willing to get some deeper exploration into the topic. The English teachers need to offer students some referenced knowledge. What is more, students need guidance on practicing skills to pay more attention in the process of practicing listening skills and speaking skills. Finally, students needed guidance about assignment. Students have fewer changes to conduct autonomous learning and reflective learning. They follow the steps of teacher's instruction. Thus, they should be imparted the relevant learning strategies using translanguaging pedagogy.

Overall, with translanguaging pedagogy approach, the teacher makes full use of the learners' own language background and uses various language forms, as resources to support learning. translanguaging pedagogy promotes learners' understanding and application of the language, enhancing learners' self-confidence and motivation. In listening instruction, translanguaging pedagogy can help learners understand key vocabulary and concepts, thus improving learning. TBLT increases learners' engagement and motivation, and increases their interest in and understanding of the content they are learning. Therefore, if the teacher would integrate translanguaging pedagogy into TBLT, the goal is to solve practical problems so that learners learn language by doing. tasks can be related to learners' real life, such as understanding telephone ordering and comprehending TV commercials, so that learners can improve their listening skills in practice and thus be motivated to learn.

In short, both translanguaging pedagogy and TBLT can improve learners' motivation and learning effectiveness. In listening teaching, teachers can combine these two teaching methods, set practical tasks, make full use of learners' language background, and allow learners to improve their listening skills in practice, to achieve better teaching effects.

4. Discussion on the Suitability of Translanguaging Pedagogy

With regards to outcomes in terms of effects of the translanguaging Pedagogy Method in EFL Learners' Listening Comprehension. All the studies showed positive results, which indicates translanguaging can be a valuable tool for motivating learners and enhancing their understanding of spoken language. For example, teachers can use translanguaging pedagogy to help learners understand key vocabulary or concepts in their native language before moving on to listening activities in the target language. This can help learners to feel more confident and motivated in their language learning, as they are able to use their existing linguistic knowledge to support their understanding.

The following part shows factors analysis of the suitability of translanguaging pedagogy. Firstly, the researcher followed the guideline to conduct listening teaching design using translanguaging pedagogy method. These aspects include: (1) Stance, which refers to the teacher's belief that students' prior knowledge and practices are important resources that can be used to support their learning; (2) Design, which involves developing strategies to incorporate students' language practices from their community into classroom instruction, including those learned outside of school; (3) Shifts, which could involve changes in the teacher's approach to teaching, in the classroom culture, or in students' understanding of their own identities and roles in the learning process.

The implementation procedures of translanguaging pedagogy needed to guide EFL students about the significance of using repertoire. Many students were not familiar with translanguaging pedagogy and they did not know how to address problems in business English listening class. An undercurrent of too simplicity always accompanies the consideration of the teacher, more so as Chinese becomes the destination for the classroom teaching and English goes to the worry way. Students were very active and would stand up and answer questions automatically, which means students would cooperate with the teacher and the teacher did not need to spend too much time on class management. At the same time, the teacher focused on the content of the listening. She did not pay much attention to the correction of students' basic pronunciation according to their responses. Therefore, students were more prone to Chinese when discussing and answering. However, when the teacher used separate utterances for English and Chinese words, it was difficult for the students to understand the meaning.

Sometimes, those easily understood expression, like order or classroom management, do not hinder the understanding of students although they were expressed in English. If the teacher readily changes instructional languages. The classroom efficiency has been hindered.

4.1 The Revised Teaching Design

The following presents the design for teaching listening. Vandergrift put forward a detailed five-stages listening teaching model. The researcher adopted this pedagogical circle in business listening contexts.

The listening comprehension lesson is divided into five stages. The first stage is about planning and prediction, where the teacher tells the students the topic and genre of the listening task and asks them to predict the main idea and key words. In the second stage, the students listen to the recording for the first time to verify their predictions and correct any mistakes. They also identify areas where they need more information and take notes. The third stage involves the teacher guiding the students to pay selective attention to supporting details of the main idea and work together to recall the important points and details. In the fourth stage, the students listen to the recording again and compare it with the transcripts. The final stage involves reflection, where the students discuss the characteristics of the recording and transcripts and set objectives for the next listening task. This approach helps students develop metacognitive strategies such as planning, monitoring, attention-focusing, selective attention, and problem-solving. Vandergrift refers to this approach as a pedagogical circle.

The five-stage model of listening teaching presented above outlines the teacher's and student's roles during the listening process and provides specific language support at different stages. However, there are some limitations to this model. Firstly, it lacks warm-up activities that can help students become familiar with the listening tasks. Secondly, it somewhat overlooks the role of English teachers in the post-listening stage, as they need to evaluate students' performance. Lastly, due to the constraints of the Chinese education system, there may not be enough time to complete a full pedagogical cycle for each unit.

Table 3 The Revised Model of Translanguaging Listening Teaching

	Teacher's Activities	Student's Activities
Pre-listening Stage	Lead-in activities; Teacher determines the general learning objectives and the evaluation of the task; Teacher prepares students for language, content and integrated skills demands of business English listening.	Teacher and students agree on the theme and the listening tasks; Students and teacher structure the listening material;
Explanation Stage	The teacher guides the students' attention to the supporting details of the main idea with their classmates by paying selective attention by taking notes and making corrections.	Students listen to the material and verify their initial assumptions, trying to understand speech involves several basic processes, depending upon linguistic competence, previous knowledge that is not necessarily of a purely linguistic nature, or psychological variables that affect the mobilization of these competence and knowledge in the task situation.
While-listening Stage	Teacher initiates question or discussion. After discussion, the teacher will as the students to listening to the recording once again and pay special attention the previously missed parts once again.	Students recall the main points and important detail of the paragraph together, as well as the listening process and method on how they understand certain words or paragraphs of the listening passage.
Post-listening Stage	The teacher can ask the students to discuss listening strategy.	Students are allowed to compare the recordings with the transcripts partially or entirely. At this stage, the students should discuss the characteristics of the recording and transcript.

The researcher has developed a revised model of listening teaching in Table 12 to address the

shortcomings of Vandergrift's five-stage model and to suit the needs of English education in mainland China. The survey questionnaire showed that lead-in activities and localized translanguaging pedagogy are necessary to familiarize EFL students with the listening tasks. The revised model provides more specific language intervention steps for teachers and students based on observations.

The pre-listening preparation stage of the revised model includes additional teaching procedures, such as lead-in activities and the teacher determining the general learning objectives. Two teaching steps have been integrated into one, which involves agreeing on the theme and the final product for the project. The previous teaching step of preparing students for the language demands of information gathering has been changed to focus on the content and integrated skills demands of listening. The core component of classroom instruction remains language, content, and integrated skills.

4.2 Summary

The results of the current study support the notion that translanguaging can be a useful tool in language learning and instruction, particularly for EFL learners who may benefit from drawing upon their linguistic repertoires to enhance their understanding and expression of content. Moreover, from the perspective of language acquisition, students are aiming to listening more, practice more. While for the business knowledge, students should relate to real life experiences using translanguaging pedagogy.

A proposed design for teaching listening comprehension in Cangzhou Jiaotong University was put forward, which includes 4 stages, "Pre-listening Stage", "Explanation Stage", "While-listening Stage" and "Post-listening Stage".

5. Conclusion

This study provided pertinent insights, but the generalization of the results is limited. The suitability of translanguaging padegogy in Cangzhou Jiaotong College are fit for private higher educational institution and college of some similar level in mainland China. Although the researcher is the teacher who may have research bias, it is possible for the researcher to take some measures to promote the success of translanguaging teaching. What's more, teachers should conduct further implementation of translanguaging pedagogy in some other subjects to explore new features, teaching modes, and assessment modes. Future studies should focus on the theoretical research of translanguaging pedagogy and explore how to localize translanguaging practices in ESL language learning in mainland China. More empirical studies should carry out on translanguaging pedagogy, taking into consideration the features of English teachers, students, and social environment in different contexts. Future researchers could expand the scope of research according to the results of this study.

Declaration of Interest Statement: The authors declare that they have no conflict of interest.

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APPENDIX A

QUESTIONNAIRE A
QUESTIONNAIRE ON LEARNING MOTIVATION
IN THE TEACHING OF LISTENING COMPREHENSION

NAME: (Optional)_____

Date: _____

Part I. Please rate each item on as regards listening course with the given scale as follows:

Range	Range of Scale	Description	Verbal Interpretation
4	3.50 – 4.00	Strongly agree	Very Good
3	2.50 – 3.49	Agree	Good
2	1.50 – 2.49	Disagree	Poor
1	1.00 – 1.49	Strongly disagree	Fair

Questionnaire on Learning Motivation	4	3	2	1
Learning Attention				
1. lf I study in appropriate ways, then I will be able to learn the material in this listening course.				
2. It is my own fault if I don't learn the material in this listening course.				
3. If I try hard enough, then I will understand the listening course material.				
4. If I don't understand the listening course material, it is because I didn't try hard enough.				
5. If lose important idea, because I did not focus to the English recording.				
Learning Interest				
1. In a listening class like this, I prefer course materia that really challenges me so I can learn new things.				
2. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.				
3. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.				
4. Getting a good grade in this class is the most satisfying thing for me right now.				
5. The most important thing for me right now is improving my overall grade point.				
Confidence in Learning Behavior				
1. When I study for this listening class, I pull together information from different sources, such as lectures readings, and discussions.				
2. I try to relate ideas in this listening to those in other courses whenever possible.				
3. When listening for this class, I try to relate the material to what I already know.				
4. When I study for this listening course, I write brief summaries of the main ideas from the listening and my class notes.				
5. I try to understand the material in this listening class by making connections between the understanding and the concepts from the lectures.				
Learning Satisfaction				
1. Overall, I am satisfied with the teacher's explanation in the listening course.				
2. The tips of the listening course help me study.				
3. Overall, I am satisfied with the content of the listening course.				
4. The tasks in the listening course are challenging.				
5. I am satisfied with the teaching format of the listening course.				

QUESTIONNAIRE B

QUESTIONNAIRE ON EFFECTS OF LISTENING TEACHING

USING TRANSLANGUAGING PEDOGOGY

Directions: Please rate each item on your perception as regards translanguaging in EFL learners' listening comprehension. Use the given scale as follows:

Range	Range of Scale	Description
4	3.50 - 4.00	Very Useful
3	2.50 - 3.49	Useful
2	1.50 - 2.49	Less Useful
1	1.00 - 1.49	Not Useful

Questionnaire on Effects of Listening Teaching				
Confidence in Learning Behavior	**4**	**3**	**2**	**1**
1.When I study for this listening class, I pull together information from different sources, such as lectures. readings, and discussions.				
2. I try to relate ideas in this Iistening to those in other courses whenever possible.				
3. when Iistening for this class, I try to relate the material to what I already know.				
4.When I study for this listening course, I write brief summaries of the main ideas from the listening and my class notes.				
5. I try to understand the material in this listening class bymaking connections between the understanding and the concepts from the lectures.				
Learning Satisfaction				
1. Overall, I am satisfied with the teacher's explanation in the listening course.				
2. The tips of the listening course help me study.				
3. Overall, I am satisfied with the content of the listening course.				
4. The tasks in the listening course are challenging.				
5. I am satisfied with the teaching format of the listening course.				