

# Practices of Teachers on the Use of Translanguaging Pedagogy Toward a Proposed Instructional Design Framework in Business English

Xiudong Shao<sup>1, a</sup>

<sup>1</sup>College of Education, Arts and Sciences, National University, Metro Manila, 1008, Philippine

<sup>a</sup>xiudongs@students.national-u.edu.ph

## Abstract

The use of translanguaging pedagogy in business English teaching (BET) was the main emphasis of this study. The participants were Business English (BE) teachers from a Chinese university, and the researcher looked at how they applied translanguaging pedagogy in the classroom. The research methodology employed in this study was descriptive qualitative, with data being collected through classroom observations and interviews. With the goal to examine the use of translanguaging pedagogy in BE classes and the difficulties they faced in implementing instructional design, six teachers were selected as participants. The data obtained showed that instructors used inter-sentential, intra-sentential, and switching translanguaging strategies while implementing translanguaging pedagogy in BE class. When designing and implementing lessons in BE courses, teachers encountered challenges primarily from the students, environmental factors, and the equipment and resources used in the classroom. A framework was created to help teachers create BE lessons that use translanguaging methodology. This framework includes pre-, in-, and post-class activities. The ultimate goal of this research is to provide BE instructors with insightful advice for improving their pedagogy.

## Keywords

Translanguaging Pedagogy, Business English Teaching, Teaching Practice, Instructional Design.

## 1. Introduction

### 1.1. Background

Business English (BE) is becoming increasingly important in China, especially as the country continues its reforms and becomes more integrated into the global economy. The BE course has developed in response to these changing dynamics and is now a sort of specialized English meant for particular purposes, meeting contemporary expectations. For students studying in business-related areas including economics, international commerce, finance, accounting, and marketing, BE has been taught as a required course.

Problems in the practices of teachers in BET. There is bumpy knowledge of BE which is listed as: Basic English skills, such as speaking, listening, reading, writing, and translating; knowledge and skills related to international trade, such as terms of trade, payment, and document procedures; network communication and multimedia technology in the context of business; and cross-cultural knowledge are among the uneven areas of BE knowledge. Not only is English not their first language for Chinese students, but they also have a limited amount of time to use it for business purposes. As a result, most Chinese students find it difficult to master BE.

The effectiveness of English input would be enhanced in the process of classroom participation and the oral communication ability would be eventually improved [1]. BE is the basic ability

that modern foreign trade enterprises should have, and it is also the basic condition for international business. The students' native language in this context was Chinese, with English being their target language. However, there haven't been any structured studies or practical applications regarding the use of translanguaging in Business English Teaching (BET). Recognizing both the benefits of translanguaging pedagogy and the challenges present in current BET methods, the researcher decided to integrate translanguaging pedagogy into BET. This integration aimed to enhance students' learning outcomes and improve teachers' teaching skills.

## 1.2. Research Questions

Considering the advantages of translanguaging pedagogy and the problems existed in the current BET, this paper investigated the teacher's practices of translanguaging pedagogy in teaching BE. The qualitative design was used to learn the teachers' practice in YC University. The following questions were put up:

- 1.How do teachers deliver lesson using translanguaging pedagogy in Business English class?
- 2.What are the challenges teachers face during instructional design delivery in Business English Class?
- 3.What instructional design framework could be developed based on the teacher's practices towards translanguaging pedagogy?

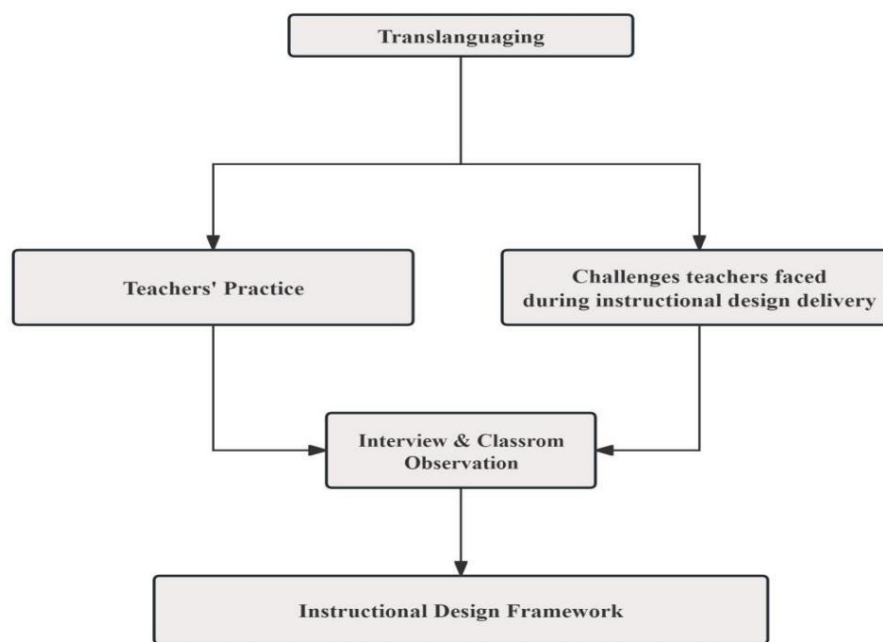
## 1.3. Theoretical Framework

The idea of keeping to one language at a time is challenged by translanguaging, which offers a fresh perspective on language dynamics [2]. It challenges the notion that switching between languages is as simple as flicking a switch and instead emphasizes the flexibility of code conversion. Translanguaging promotes the embrace of multilingualism in linguistic theories and challenges the notion that research should be limited to one language. It recognizes that language is linked and complicated, enabling speakers to use different languages depending on the situation.

In general, translanguaging holds a multi-modal view of social symbols, and believes that language is a multi-lingual, multi-symbolic, multi-sensory and multi-modal resource that produces meaning. Language users have the overall multi-dimensional ability to coordinate these resources and sources, and show criticism and creativity through translanguaging. [3] As a teaching method, translanguaging pedagogy involves many links of teaching, such as teaching outline, teaching method, teaching evaluation and so on. The main characteristics are that students cooperate in groups according to different languages, and the teaching methods include project system, inquiry type and task-based teaching.

## 1.4. Conceptual Framework

In this paper, the researcher investigated the practices teachers deliver lesson using Translanguaging Pedagogy in BE class, found out the challenges teachers face during instructional design delivery in BE Class. Through interview and classroom observation, the researcher learned how teachers delivered lessons pre-class, during class and after class, investigated what teaching methods, teaching materials and tools related to translanguaging pedagogy was used when they deliver lessons in BE class, and found out the challenges teachers face during instructional design delivery in BE class. Based on the teacher's practices towards translanguaging pedagogy, an instructional design framework was developed to make some references and guidelines to the BET. The conceptual framework of this research is shown as Fig. 1.



**Figure 1.** The Conceptual Framework of the Study

## 2. Methodology

### 2.1. Research Design

Descriptive qualitative research methodology was used in this investigation. Examining how social phenomena or entities change in complexity and exploring their underlying dynamics are key components of qualitative research. Qualitative research includes descriptive studies, which focus on contextual interpretation, events, and situations in order to illustrate or explain factors. Descriptive qualitative research, momentarily putting quantitative distinctions aside, offers direct insights into the essential features of occurrences by drawing on accepted theories and experiential insights. In real-world domains like education, it finds use. Descriptive qualitative research helps improve educational practice by emphasizing a thorough grasp of social processes and honoring practitioners' perceptions of their own activities.

### 2.2. Research Instrument

This study used interview and classroom observation.

**Interview.** Conducting in-person interviews with respondents is a fundamental research strategy used to get insight into their needs and behavior. This research method pertains to an oral discussion between the researcher and the study subject to gather behavioral and psychological data. Both oral questions and ear listening are key components of the interview approach. One of the key techniques in educational research, the interview method has a well-defined goal, a strong scientific foundation, and careful planning. It necessitates that the interviewing process have a well-defined aim, making it evident what each interview is intended to accomplish as well as the desired outcome and findings.

**Classroom Observation.** An essential component of teaching is keeping track of students' development since it acts as a mirror that shows the benefits and drawbacks of a teacher's techniques of education as well as their overall efficacy. One method that is frequently employed for educational research in classroom settings is classroom observation. Classroom observation typically entails three key phases: pre-observation preparation, which involves establishing observation objectives and planning; the actual observation phase, where researchers enter the classroom to collect data; and post-observation analysis, which includes

data interpretation and result presentation. This study adopts a qualitative approach, where researchers meticulously record, describe, and evaluate observed classroom behaviors, actively refining their records based on post-observation reflections.

### 2.3. Data Gathering Procedure

An instructional design was created to provide BET with thoughts and direction based on instructors' experiences applying translanguaging pedagogy. The procedure for collecting data went like this:

1. The researcher carefully considered and clarified the relevant ideas and concepts in instructional design, BET, teaching practice, and translanguaging pedagogy. Using terms such as “translanguaging”, “translanguaging pedagogy”, “BE”, “BET”, “teaching practice”, “instructional design”, and “instructional design framework”, the researcher searched CNKI and Google Scholar.
2. To learn more about how teachers use translanguaging pedagogy in BE classes, an interview guide and a questionnaire for classroom observations were created. Three experts validated these instruments, which were created in accordance with the study objectives, to make sure they were appropriate for conducting interviews.
3. Interviews were conducted. Six of the instructors involved in Business English Teaching (BET) were chosen as interview subjects.
4. A classroom observation was carried out to validate and supplement the findings in the interview.

### 2.4. Data Analysis

Thematic analysis was used in this study as the data analysis technique. The process of thematic analysis is looking through data to find trends or important revelations pertaining to a certain problem or central subject. It basically entails investigating and comprehending the intricacies of problems with the goal of not only identifying particular concerns but also making recommendations for solutions based on the results.

**Theme.** The research questions in this study served as the basis for the establishment of themes. Three broad themes emerged that matched the research questions. Sub-themes for each subject were developed from pertinent theories and ideas that complemented the interview and observation plan. Table 1 provides specifics on these topics.

**Table 1.** Themes of the Thematic Analysis in this Study

Theme 1: How do teachers deliver lesson using Translanguaging Pedagogy in BE class?	
1	Time and ways of using translanguaging pedagogy in BE class.
2	Ways of using translanguaging pedagogy in pre-class.
3	Teaching methods related to translanguaging pedagogy.
4	Teaching materials and tools related to translanguaging pedagogy.
5	Ways of using translanguaging pedagogy to evaluate students.
Theme 2: What are the challenges teachers face during instructional design delivery in Business English Class?	
1	Challenges from environment
2	Challenges from students
3	Challenges from teachers themselves
4	Challenges from teaching materials and tools
Theme 3: What Instructional Design can be Developed based on the Teacher's Practices Towards Translanguaging Pedagogy?	

**Code.** A code was issued to each participant based on their last name and the interview order after the videos were transcribed into text format. Table 2 provides a complete list of the participating codes.

**Table 2.** Codes of the Participants in this Study

Participant	Name	Code
Participant 1	Liu	PL1
Participant 2	Zhang	PZ2
Participant 3	Cui	PC3
Participant 4	Zhang	PZ4
Participant 5	Wang	PW5
Participant 6	Wu	PW6

### 3. Results and Discussions

The results of the classroom observations and the interviews are discussed in this part, with the discussion being organized around the research topics. In five separate sections, it examines the use of translanguaging pedagogy by professors in Business English classrooms. It also looks at the difficulties instructors encounter while delivering business English instructional design from four distinct perspectives. Finally, a Business English instructional design is developed, influenced by the translanguaging methodology used by teachers.

#### 3.1. How do teachers deliver lesson using Translanguaging Pedagogy in BE class?

In-depth explanations were given by the participants in their answers to the question. Five categories of responses are examined: when and how translanguaging pedagogy is used in Business English classes; how it is used in pre-class preparation; how it is used in teaching methods; how it is linked to teaching materials and tools; and how it is used in student evaluations.

##### 3.1.1. Time and ways of using translanguaging pedagogy in BE class.

In accordance with the literature, translanguaging can be used in BET and has a positive teaching effect. Translanguaging, a new and flexible language learning and teaching approach, has become a more and more popular research topic in recent years. Translanguaging is defined as an active process in which people utilize two languages to create meaning, mold experiences, learn new things, and process information. Its reach is further expanded by adding the viewpoint of multimodal social semiotics. [4]

When giving BE classes, all participants agreed that they use translanguaging pedagogy, especially when elucidating difficult professional and technical topics, specific language, and rules. This kind of information is difficult to understand, especially when it is given just in English.

*Translanguaging has, in fact, been applied to education. For example, explaining Chinese definitions of Business English words usually improves understanding. Students may find it challenging to understand explanations that are given just in English. Chinese is frequently interwoven, making it simpler to understand and respond to inquiries in English. (PW6)*

*When motivating students, the use of body language combined with language is employed. Additionally, semiotics, gestures, and body language prove highly beneficial for students' comprehension of skilled and professional knowledge. (PZ2)*

In the classroom, BE instructors heavily utilized translanguaging pedagogy, specifically in relation to inter-sentential, intra-sentential, and code-switching translanguaging [5].

*The entire class makes use of translanguaging pedagogy, which mainly consists of tag-switching, intra-sentential, and inter-sentential translanguaging. (PZ4)*

In conclusion, translanguaging pedagogy could be a valuable tool in BE class, particularly when teaching about global business communication, international business etiquette, and international business transactions. In their courses, BE instructors regularly used translanguaging pedagogy, especially when elucidating professional and technical information as well as specific words and regulations. The three main translanguaging strategies used in this method were tag-switching, intra-sentential, and inter-sentential. Through the integration of these tactics, educators want to develop students' cross-cultural communication abilities as well as their knowledge of the ways in which language and culture interact in professional contexts.

### **3.1.2. Ways of using translanguaging pedagogy in pre-class.**

Translanguaging is a new educational approach that has its roots in social culture theory and structuralism. Teachers provided students with individualized help by utilizing a variety of language resources and modalities in an effort to reduce anxiety associated with oral communication and increase students' excitement and drive to learn. During this preparatory phase, all participants employ translanguaging pedagogy, taking into account non-verbal signals such as gestures, body language, symbols, and others in addition to words.

*Teachers can plan assignments and activities in advance that will include students in language and culture in real-world contexts. For example, students might be given pre-reading assignments to encourage them to research particular corporate cultures or linguistic elements in advance. By activating students' past knowledge, this method seeks to better prepare them for in-depth discussions and activities throughout class. (PZ4)*

In the pre-class preparation phase, teachers can gather authentic business documents, case studies, and other relevant materials that reflect the language and cultural diversity of BE. This could help to create a rich and immersive learning environment where students can explore different language registers and cultural perspectives.

Complex terms are first defined and marked in Chinese during class preparation, and then they are translated into English. On the other hand, English is immediately translated into simpler phrases. In order to ensure clarity and simplicity of comprehension for students, translanguaging pedagogy is also used to generate brief movies. (PW6)

By applying translanguaging pedagogy in advance of class, BE teachers created a thorough BE classroom setting that supports the growth of students' intercultural communication abilities. This method gives students exposure to a variety of language registers and gives them the tools they need to overcome obstacles in the global business environment.

### **3.1.3. Teaching methods related to translanguaging pedagogy.**

Teaching via translanguaging focuses on multilingual students who creatively overcome language barriers in the classroom, offering a potentially new approach to education [6]. Table 3 presents the findings from participant observations of translanguaging pedagogy-related instructional strategies. It shows that the six participants employed a variety of translanguaging pedagogy-related teaching practices. The core approach to teaching BE courses was multilingualism, with students using both Chinese and English in their teaching resources. Additionally, translanguaging was widely used in case studies, collaborative learning, flipped classrooms, task-based learning, practice teaching, role-playing, and case studies. PW6 acknowledged the efficacy of this strategy as well.

**Table 3** Teaching Methods Related to Translanguaging Pedagogy -- Classroom Observation

Code	Teaching Method
PL1	Multilingualism; Task-based Learning; Practice teaching; Case study
PZ2	Multilingualism; Role-play; flipped classroom; case study
PC3	Multilingualism; exercise method; Task-based Learning
PZ4	Multilingualism; Pair-work; Role-play by body language, signal and other non-language measures.
PW5	Multilingualism; practice training; role-play; case study
PW6	Multilingualism; Task-based Learning; practice training; case study

*It is thought that a mix of Chinese and English should be used in teaching materials for comprehensive English practice in the classroom in order to make word meanings and grammatical analysis more clear. To help with comprehension and to make listening instruction easier, teaching resources like movies are provided in both Chinese and English. (PW6)*

The results of the interviews were consistent with what was seen in the classroom, showing that the participants used a range of translanguaging pedagogy-related teaching strategies.

Several teaching techniques associated with translanguaging pedagogy will be applied when instructing the BE class. These might include collaborative learning, task-based learning, and multilingualism.

*Discussing different corporate cultures and manners in classes integrates cultural awareness. This improves their cross-cultural communication skills and helps them grasp the importance of cultural differences in business communication. A well-rounded education is intended to be given to the students through the application of these teaching methodologies, assisting them in BE communicative success. (PZ2)*

As an effective practical teaching method, simulation practical training teaching has been widely used in the practical BE course teaching. Simulation training refers to the creation of a simulation operation training for students based on the actual economic activities. Teachers need to create an effective business environment in teaching practice, so that students can place themselves in real business occasions, and students can achieve the integrated output of knowledge through the practical operation of professional skills. [7]

*Diagnosing the students is the first step in the teaching process. This method's effect is mostly output-oriented, with particular output targets—like writing a paragraph or dubbing—that are meant to support learning objectives and teaching goals. (PC3)*

*The practical training method is also often used. (PZ4)*

All of the participants used translanguaging pedagogy-related teaching strategies in their BE classes. The core method of teaching BE courses was multilingualism, with participants presenting their teaching materials in both Chinese and English. In addition, a variety of additional teaching strategies were often used in a translanguaging way, such as task-based learning, practical teaching, case studies, role-plays, flipped classrooms, and others.

### 3.1.4. Teaching materials and tools related to translanguaging pedagogy.

Textbooks and PowerPoint presentations were the most often selected instructional resources and tools by the participants during the interview and classroom observation. Table 4, which lists the instructional resources and instruments associated with translanguaging pedagogy, makes this choice clear.

**Table 4.** Teaching Materials and Tools Related to Translanguaging Pedagogy -- Classroom Observation

Code	Teaching Method
PL1	Textbook; PPT; Wisdom teaching (Rain-classroom)
PZ2	Textbook; PPT; Wisdom teaching (Rain-classroom); videos
PC3	Textbook; PPT; Wisdom teaching (Rain-classroom); videos
PZ4	Textbook, PPT in English and Chinese; Play videos; Wisdom teaching (Rain-classroom).
PW5	Textbook; PPT; new media software
PW6	Textbook; PPT; practice training-platform

From table 4, it also can be seen that: wisdom teaching (Rain-classroom), videos, new media software, practice training-platform were also used in translanguaging ways. It was the same as the result of interview. They were in line with the literature. BE had strong interdisciplinary characteristics, involving linguistics, economics, business administration and other multidisciplinary knowledge, the teaching content was broad and complex, and practical and applicable. The establishment of this major and the development of the discipline have driven the compilation and publication of a series of BE professional textbooks. PL1 also referred on-line materials which include websites, videos, podcasts, and other digital materials that could supplement the learning experience. The cases related to business was also referred.

*A range of instructional resources pertaining to translanguaging pedagogy are used when lessons are taught in the BE class. Online resources, for example, are included into the course materials to provide students more knowledge and experience. Websites, films, podcasts, and other digital resources that could enhance the educational process might all be incorporated. Furthermore, the utilization of business case studies would aid students in comprehending real-life company scenarios and enhancing their ability to solve problems and make decisions. These case studies could span a range of businesses, sectors, and situations to provide students a range of experiences.* (PL1)

PZ2 mentioned the new media software, TikTok video is used in his class.

*Students are not permitted to use phones in class unless absolutely necessary. The wheat group will be used to improve engagement, and the B station and TikTok videos will be used.* (PZ2)

Diverse semiotic resources could be used for translanguaging contexts, which including translanguaging languages, signs, history, cultural, individual ideologies, and social knowledge and understanding, and, etc. The meaning using of translanguaging for teachers consists of a wide range of spatial resources, including resources existing in the classroom (e. g., pictures, posters), and resources related resources (e. g., mentality and experience).

*Mainly for textbooks, videos, PPT, social software as and other new media tools. Such as visual media, auditory media, audiovisual media, and interactive media. Their reproductive function, integration features, interaction function and virtual features attract the students interesting and can help students have a better understanding of the knowledge.* (PZ4)

Varieties of materials and tools related to translanguaging pedagogy were used, which mainly contain: textbooks, PPT, wisdom teaching (Rain-classroom), videos, new media software, online materials, business cases, practice training-platform were also used in translanguaging ways.

### 3.1.5. Ways of using translanguaging pedagogy to evaluate students.

Students who received teacher's translanguaging evaluation had a positive attitude towards knowledge-learning, social motivation, and higher participation. Students with greater



motivation reported learning more content. Students who had higher engagement reported learning more about English skills and more Business content. [8]

The participants also discussed how they use translanguaging pedagogy to evaluate pupils. Throughout the assessment process, they underlined how crucial it is to include a variety of languages and cultural viewpoints in instruction and communication.

*Translanguaging Pedagogy is used to evaluate pupils after class in order to provide them feedback and gauge their level of development. Several languages are included into the feedback process rather than only English for evaluation. This makes it easier to recognize areas for progress, comprehend pupils' strengths and shortcomings in various languages, and guarantee that more individualized feedback is given. (PL1)*

*Students' progress is evaluated using a variety of techniques, including as role-plays, oral presentations, written assignments, and simulations. Students' strengths and weaknesses across various BE abilities can be better understood by adjusting the evaluation techniques. (PZ2)*

Mainly through learning to assign homework, upload homework marking marking. (PW6)

The ways were mainly for language motivation, students who received teacher translanguaging instruction had more positive attitudes toward translanguaging, greater motivation, and greater engagement. Students with greater motivation reported learning more content. Students with greater engagement reported learning more English and more content.

*Primarily for language evaluation and motivation, since these aspects of mother tongue evaluation and encouragement are more socially acceptable. A variety of strategies, such as translanguaging language and non-linguistic training, can increase the likelihood of receiving various forms of help across several levels and paths. (PZ4)*

Except the teacher's evaluation just like homework, oral presentations, role plays, and simulations, mutual evaluation were also mentioned by PC3.

*Students are evaluated mostly through mutual assessment. Students are required to fulfill mutually agreed-upon evaluation goals by giving each other comments on the work they have turned in. An assessment process is shared in part by instructors and students. (PC3)*

By using Translanguaging Pedagogy to evaluate students, teachers aimed to provide a more holistic and inclusive assessment process that considered their multilingual and cultural backgrounds. This approach helped students understand their strengths and areas for improvement, encouraged them to actively participate in their learning, and prepares them for real-world BE communication.

In conclusion, the topic of translanguaging pedagogy in BE classes—including when to use it before, during, and after class—was discussed. The focus was on translanguaging pedagogy-integrated teaching strategies, resources, instruments, and assessment methodologies. Recognizing the importance of translanguaging pedagogy in BE classrooms, all participants heavily included it into their teaching techniques, mostly using tag-switching, intra-sentential, and inter-sentential translanguaging. Textbooks, PowerPoint presentations (PPT), Rain-classroom (an interactive learning environment), movies, new media software, internet resources, business cases, and practice training platforms were just a few of the many tools and materials connected to translanguaging pedagogy that were used. These materials have been modified to successfully use translanguaging techniques. Students were evaluated using a translanguaging pedagogy as well. In addition to promoting active learning and preparing students for practical communication in the BE setting, this technique made it easier to gain a thorough picture of each student's areas of strength and growth.

### 3.2. What are the challenges teachers face during instructional design delivery in Business English Class?

The environment, students, teachers, and resources and tools were some of the variables that were mentioned when it came to the challenges that teachers had when delivering instructional design in a BE class.

#### 3.2.1. Environment

Traditional college BE courses had little teaching time, with most instruction taking place inside the classroom as teachers taught students about BE. But given the scope of BE themes, integration with business principles is just as important as English skills. As such, the condensed class period is insufficient to meet the true needs of educators and learners.

*People believe that the linguistic environment is not being developed enough. There are few opportunities for unrestricted English conversation. Furthermore, our school hosts a variety of English competitions, including debates, spelling bees, and speech contests, although most of the events are written in nature with little to no speaking contest involvement. Clearly, a lot of pupils aren't that excited about these things. Some people think that these kinds of exercises should be a standard practice for all English language learners in a larger cultural context. Nonetheless, the low engagement percentages imply that pupils aren't given enough chances to express and demonstrate who they are. (PC3)*

PWs 5 and 6 discussed difficulties arising from the learning styles of the students, the classroom environment, and the teaching style.

*Further, students have different learning styles and preferences; some prefer visual learning, while others prefer hands-on or aural learning. This can be challenging. It can be challenging to accommodate each of these learning styles in a BE class, especially when time and resources are scarce. (PW5)*

*In certain classrooms with poor teaching methods and learning environments, kids struggle to learn on their own and lack self-control, which makes communication between teachers and students more difficult. Students feel secure in their own learning capacities in such an atmosphere, where learning activities have well-defined goals. (PW6)*

The environmental component of a BE class presented a wide range of complex issues. A common concern was the restricted accessibility of instructional materials, including textbooks, educational software, and technology. It was challenging to provide students with a thorough and interesting learning experience because of this paucity. According to the literature, problems also resulted from things like students' learning preferences, classroom dynamics, time and space restrictions, and the incapacity to quickly update instructional resources.

#### 3.2.2. Students

The classroom is the primary setting for interaction in typical BE classroom instruction. Teachers have a limited amount of time, so they have to carefully present a lot of prepared material, and students have to actively understand and absorb it. As a result, a great deal of instructors' and students' time and energy are devoted to teaching and studying fundamental English information, making it more difficult to promote interaction and communication. The lack of interaction possibilities makes it more difficult for students to overcome obstacles, which in turn makes it more difficult for them to acquire English and for BE students to make steady progress in their studies.

*Different students have unique learning styles and preferences. Some students may prefer visual learning, while others prefer auditory or hands-on learning. It can be challenging to cater to all learning styles in a BE class, especially when resources and time are limited. (PW5)*

The main causes of the problems were the pupils' incapacity to learn English effectively and their lack of business experience. The participants acknowledged these difficulties as well.

Courses on Business English (BE) assume students have a basic grasp of the English language. After examining pertinent literature, it was discovered that business savvy and English fluency are the two main components of BE.

*In a BE class, the challenges that students face can also be quite varied and complex. Lack of motivation is one issue that is frequently experienced. Sometimes, students might not be as motivated to learn BE. It's possible that they won't see the language's immediate benefit in their present position or future path. Getting students to understand the value of BE and how it relates to their professional growth can be difficult. (PL1)*

*The lack of language and professional knowledge. (PW6)*

A number of strategies are included in translanguaging pedagogy, such as encouraging students to use whatever language they are proficient in in a multilingual classroom, practicing code-switching and code-mixing when writing their theses, and developing a conceptual dictionary using words from everyday speech. In order to empower multilingual learners by overcoming linguistic barriers that are established artificially and resolving disparities, this method emphasizes the value of their innovation and voices.

### 3.2.3. Teachers

Teachers faced more difficulties than students when it came to the practical teaching approach of translanguaging. Although educators were aware of the advantages of exposing pupils to a variety of languages, they found it difficult to handle languages in which they lacked proficiency in practice. This was especially true in urban schools in developed nations, where educators had to deal with these issues on a regular basis. [9]

The participants also recognized the difficulties they faced, which mostly included their own abilities as teachers, their professional background, their inventiveness, originality, and their need to update their skills.

*For example, the teaching ability, the experiences, or others. (PZ2)*

*Acquiring teaching expertise must be done gradually, and mastery of contemporary instructional resources might not happen overnight. (PW6)*

PC3 also mentioned the challenges for his energy.

*The difficulty is in the short time allotted, the small size of the classroom, and the lack of sufficient monitoring of the attainment of learning goals. (PC3)*

### 3.2.4. Teaching materials and tools

Nearly one third of the metaphors in BE textbooks had not appear in business journal articles, and pointed out that there were deficiencies in the selected articles of BE textbooks. It advocated that BE textbooks should choose typical metaphors with sentence patterns and synonyms in business activities to carry out effective BET.

*Teaching BE could indeed bring some challenges in terms of teaching materials and tools. Firstly, finding appropriate teaching materials that are up-to-date and cover a wide range of business scenarios can be difficult. (PL1)*

PL1 included a thorough examination of the difficulties associated with materials and tools. The primary points made were that tools were impractical and that textbooks were out of date and could not cover all of the material. Other attendees talked about issues with resources and texts.

*The information taught in the classroom is not thought to be sufficiently modern, and the present textbooks are thought to be too outdated and sluggish to update. (PZ2)*

*The textbooks are relatively old, they can't meet the new changes of business and times. (PZ4)*

Most of the current BE textbooks didn't break out of the traditional English teaching content focuses on language knowledge, supplemented by business knowledge; unit structure follows chapter learning, with relevant exercises, it was difficult to meet the needs of students for personalized learning. In addition to the printed textbook resources, the publishing house has

also developed CDs and learning cards supporting the teaching materials, but lacking practicality and applicability. In addition, some technology companies and publishing houses have also launched teaching software and practical teaching platforms with printed textbooks. *However, most of the products had certain requirements on teaching equipment, facilities, environment and network system, and need special daily management and maintenance.*

*The teaching material is relatively complete, but some materials are a little older, some knowledge of BE data is lacking. (PW6)*

To sum up, the challenges teachers face during instructional design delivery in BE class were diverse and complex, which mainly from the environment, students, themselves, and teaching materials and tools. Challenges from the environment mainly come from the students' learning style, class style and classroom atmosphere, time limitation of classroom, space limitation of classroom, and teaching facilities could not be updated in time. Students' struggles are mostly caused by their inadequate command of English and lack of business experience. The participants stated that they faced problems related to their own talents, such as those related to teaching, job experience, creativity, and innovation, and updating. Textbooks have shortcomings in that they are not up to date and cannot cover all of the information that is needed, and there is insufficient practice with the tools.

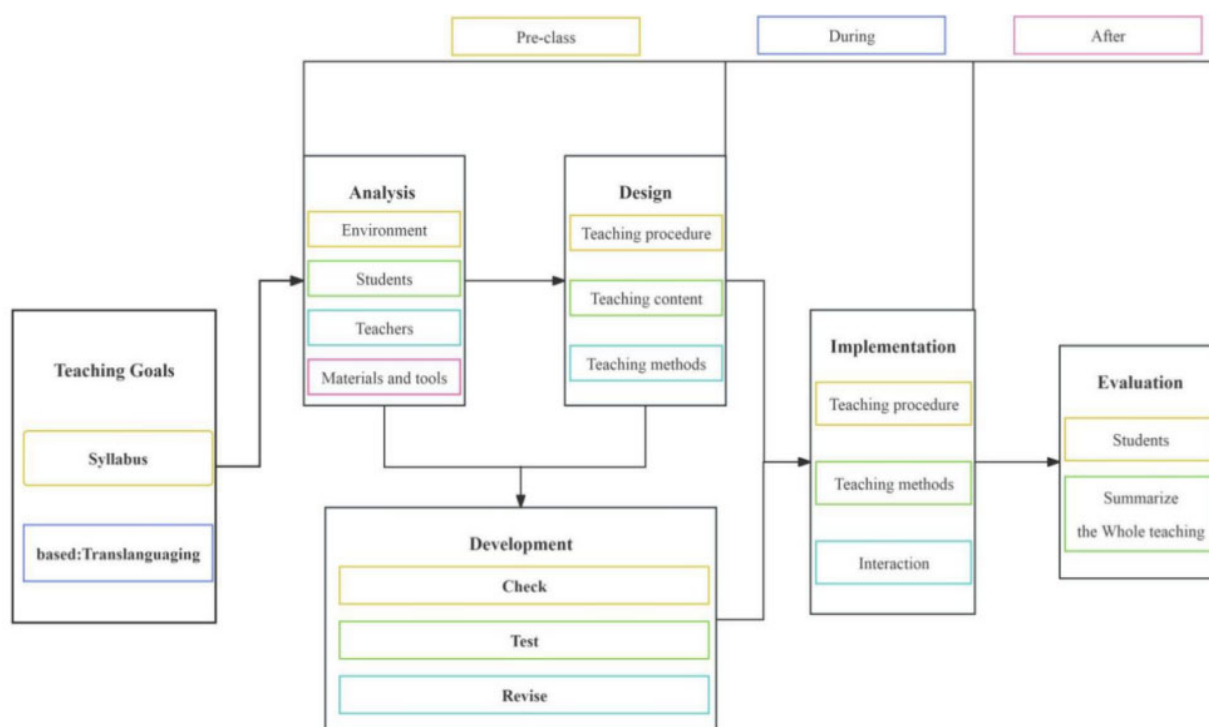
### **3.3. What Instructional Design Framework can be Developed based on the Teacher' s Practices Towards Translanguaging Pedagogy?**

An instructional framework was created, and an example is given in this part, based on the translanguaging pedagogical practices of teachers as discovered through interviews and classroom observations. According to literature review, classic instructional design models mainly included the "ADDIE" model and the systematic instructional design model. The former included five components: analysis, design, development, implementation, and evaluation. The latter included teaching objective determination, teaching analysis, learner and situation analysis, writing behavior performance objectives, development of evaluation tools, development of teaching strategies, development and selection of teaching materials, design and implementation of formative teaching evaluation and assumptive evaluation.

The BE course is unique in that it covers professional business knowledge such as marketing, logistics, international commerce, and more, in addition to English language proficiency in speaking, listening, reading, writing, and interpreting. A thorough instructional design should include the following elements, given the nature of BE teaching content: an overview of the subject matter, a choice of teaching aids and materials, an analysis of the learning environments of the students, the definition of learning objectives, a thorough examination of the subject matter, a choice of suitable teaching techniques, an instructional layout, and an assessment of the teaching process.

Based on the curriculum standard content requirements and subject core literacy, the main content of instructional design included establishing unit goals, refining class goals, building framework from the basic problem to unit to specific problems layer upon layer of refinement scaffold on the premise of students before cognitive structure condition. [10].

As was previously said, the use of translanguaging pedagogy in BET has shown to improve student learning and instruction. With reference to the ADDIE model and the systematic instructional design model, an instructional design framework for BE based on teachers' practices with translanguaging pedagogy is provided, as shown in Fig. 2 This framework draws from the results of RQ1 and RQ2 as well.



**Figure 2.** An Instructional Design Framework of BE based on the Teacher's Practices towards Translanguaging Pedagogy

The instructional design framework, which includes pre-class, during-class, and after-class stages, is depicted in Figure 2. The knowledge obtained from the previously listed study questions was used to create an instructional design framework for BE that is based on instructors' use of translanguaging pedagogy. Teaching objectives are taken into account and the ADDIE model is aligned with this framework, which also includes parts like analysis, design, development, implementation, and assessment.

**Teaching goals.** It is true that the learning goals—also known as instructional goals—must coincide with the syllabus's stated objectives. The theoretical underpinning of this study was this instructional design framework, which was built on the translanguaging concepts.

**Analysis.** The environment, students, teachers, and the resources and tools available to them were the main causes of the difficulties teachers faced when implementing instructional design, as per the results of RQ2. The instructional design framework, which includes an examination of the surroundings, students, teachers, and the resources and instruments used in the teaching process, was updated by the researcher with these discoveries.

**Design.** According to the RQ1, translanguaging pedagogy was adopted throughout BE class. Teachers used it to prepare class, designed teaching methods, delivered lessons, and evaluated students. They used it in the terms of inter-sentential translanguaging, intra-sentential translanguaging and switching translanguaging. In this framework, the design included design teaching procedure, teaching methods and materials and tools.

**Development.** Teachers should determine if the analysis and design are in line with the objectives after creating the teaching procedure, techniques, and choosing resources and tools. If not, changes ought to be made. Teachers should also practice the lesson before delivering it and make necessary adjustments depending on any problems they find during practice.

**Implementation.** The teaching procedure, teaching methods and teaching interactions between teachers and student, among students were mentioned in this part.

**Evaluation.** Both teacher and student assessments are included in the evaluation process. Instructors evaluate their pupils' performance and learning objectives during class activities.

Teachers often assess the whole teaching process in order to pinpoint the advantages and disadvantages for future use and development in related teaching activities.

Unique features of the framework. There are three main features of the framework. First, through using both Chinese and English, it is a pioneer in the integration of translanguaging pedagogy into Business English Teaching (BET). This method improves students' understanding of business ideas and makes it easier for them to collaborate with professors. Second, the framework offers instructors a systematic method to direct the delivery of their instructional designs because it is particularly designed for BET. Thirdly, the framework ensures its relevance and practicality by addressing the difficulties experienced during instructional delivery and drawing on instructors' real-world experiences.

Above all, based on conclusions and discussions of RQ1 and RQ2, an instructional design framework of BE based on the teacher's practices towards translanguaging pedagogy was developed. It was developed from pre-class, during class and after - class. A complete instructional design was included: basic information of instructional content, teaching materials and tools, analysis of students' learning situations, instructional objectives, details of instructional contents and its analysis, teaching methods, instructional arrangement, and the evaluation of this teaching process. An instructional design format which could be used by BE teachers was also designed for their teaching practice and an example is given.

#### 4. Conclusions

Based on the findings, following conclusions were drawn:

1. Teachers used translanguaging pedagogy in the BE course, applying it to lesson delivery, preparation for class, creation of teaching methods, and student evaluation. Several translanguaging techniques were used, such as inter-sentential translanguaging, intra-sentential translanguaging and -switching translanguaging.

2. The challenges teachers faced during instructional design delivery in BE class were diverse and complex, which mainly from the environment, students, themselves, and teaching materials and tools.

Based on instructors' use of translanguaging pedagogy, an instructional design framework for BE was created. This framework includes activities that take place before, during, and after class. It consists of fundamental elements including instructional content details, teaching aids and resources, student learning context analysis, learning objectives, in-depth content analysis, teaching strategies, instructional arrangements, and process assessment. With an example supplied for clarification, this format acts as a useful manual for BE teachers, providing them with an organized approach to class planning and execution.

#### References

- [1] L. Zhao: Empirical study on the influence of super language practice on oral communication ability of students with difficulties in junior middle school English (master's thesis, Southwest University, China 2023). p.26
- [2] A. S. Corinne: ,Benefits of Translanguaging Pedagogy and Practice, Scottish Languages Review, (2021) No. 10, p.1-8.
- [3] M. Bao, W. Li: Interview with Professor Li Wei of the theory of "Translanguaging". A Chinese foreign language. (2022) No. 03, p.64-68.
- [4] W. Li, W. Y. Ho: Language Learning Sans Frontiers: A Translanguaging View, Annual Review of Applied Linguistics, (2018) No. 38, p.33-59.

- [5] M. M. Gu, C. J. Lee, T. Jin: A translanguaging and trans-semiotizing perspective on subject teachers' linguistic and pedagogical practices in EMI programme, *Applied Linguistics Review*, Vol. 14 (2023) No. 06, p.1589-1615.
- [6] T. Kleyn, O. García: Translanguaging as an Act of Transformation. In L. C. de Oliveira (Ed.), *The handbook of TESOL in K-12* (2019)p. 69–82.
- [7] W. Lou: . The simulated practical training method is applied to the construction of business English writing curriculum standard. *Course teaching*, Vol. 11 (2023) No. 01p. 45 – 48.
- [8] S. Canagarajah: Translingual practice as spatial repertoires: expanding the paradigm beyond structuralist orientation, *Applied Linguistics*, Vol. 39(2018) No. 01 p.31-54.
- [9] W. Li, Translanguaging as a Practical Theory of Language, *Applied Linguistics*, (2018)No. 01p. 9-30.
- [10] Y. J. Lv: External guarantee research on the Development of online teaching ability of teachers in top American universities (doctoral dissertation, Harbin Normal University, China 2022). p.30-33