Implications of Translanguaging for the Cultivation of Intercultural Communication Competence in Foreign Language Education

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Abstract: The increased interdependence of worldwide politics, economics, and cultures brought on by globalization has made it imperative that students develop their capacity for effective intercultural communication competence(ICC). However, "immersion" teaching methods have been widely used in foreign language education, which makes it challenging to adapt to the practical demands brought about by globalization of the economy. In the course of the linguistic shift toward dynamic multilingualism that has taken place over the course of the past several decades, the concept of translanguaging has garnered a significant amount of interest in the field of international language education. Translanguaging theory encourages the dynamic development of language, cognition, and identity across the borders of named languages, linguistic hegemony, and negotiation subjects. In the field of foreign language education, the implications of translanguaging theory and translanguaging pedagogy give a fresh viewpoint as well as new reference concepts for the growth of ICC. Translanguaging can effectively promote the development of ICC by encouraging students to use multiple languages and language varieties in their communication, fostering a deeper understanding of diverse cultural perspectives and identities. To better promote the growth of ICC, foreign language education should integrate diverse language repertoires, engage with multimodal resources to create meaning, and develop social identity so as to students guide students to navigate the complexities of the globalized economy and society.

1. Introduction

The concept of intercultural communicative competence (ICC) has aroused the interest of scholars in international language education and applied linguistics because of the multilingual nature of the modern foreign language classroom. ICC is the capacity of communicators to engage

in communicative behaviours within the framework of intercultural communication that are both suitable and effective (in that they correspond to the social norms, behavioural patterns, and value orientations of the target culture). Translanguaging can enable students to dynamically merge linguistic, cognitive, and social resources to improve their communication and achieve both suitable and successful communicative behaviours within the framework of intercultural communication. This is accomplished by integrating diverse language repertoires, engaging with multimodal resources, and developing a social identity. "translanguaging" is derived from the Welsh word "trawsieithu," which means "teaching in two languages in a planned and systematic manner within the same curriculum." This is the objective of the revitalization movement for the Welsh language. In 2001, linguist and bilingualism expert Baker presented it to the field of language instruction research. Since the turn of the century, academics in bilingual education have focused primarily on the complex language usage of bilingual users, and the concept of ranslanguaging has evolved from a useful pedagogical concept into a theory. Over the past ten years, sociolinguistics has discovered the synchronous production of language, cognition, and identity. This discovery supports the development of a sophisticated and comprehensive theory of translanguaging, as well as a theoretical perspective and analytic framework. In the course of conventional ICC training in the field of foreign language education, language switching has received very little institutional recognition and assistance. However, during the process of learning a new language, a person's linguistic resources, cognitive resources, and social resources can potentially be dynamically combined in order to enhance communication. Translanguaging has a great deal of promise as a pedagogy, which is viewed as a prospective method for fostering ICC in foreign language education. The objectives of the study are to provide a novel perspective on ICC cultivation and to contribute to the improvement of ICC quality and efficacy.

2. Translanguaging Thoery and Translanguaging Pedagogy

Intercultural communicators have unquestionably been responsible for the development of translanguaging behaviours over the course of language practise, and the expansion of the concept of translanguaging has been of epoch-making significance since its inception. The rising interdependence of global politics, economics, and cultures brought about by globalisation has given rise to a greater need for the notion of translanguaging within the field of language instruction.

2.1 Translanguaging Theory

The growth of academic research into translanguaging has led to the development of three primary perspectives on the topic. To integrate one's linguistic repertoire, one must "transcend" linguistic boundaries; to create meaning, one must "transcend" the language system; to use multimodal resources effectively; and to "transcend" the construction subject is to negotiate one's social identity.

The theory of structural dualism proposes that bilinguals' brains are capable of simultaneously and independently processing two languages. During the process of language conversion, individuals whose brains are capable of processing more than one language go through a cycle in which the language system "turns on" and "off" continually. It is the belief of translanguaging that diverse languages are part of a functionally integrated and unified language repertoire, with resources that are interrelated and interdependent, and that this repertoire exists in a "holistic and ecological manner"[1]. Translanguaging challenges the traditional view of language as a static and separate system, and instead sees language as a flexible and dynamic resource that is deeply embedded in social practices. Translanguaging theory acknowledges that multilingual individuals are not merely users of separate and fixed languages, but rather active agents who engage in

language practices that are fluid, flexible, and constantly evolving. This means that individuals draw on a variety of language resources, including different varieties of the same language, dialects, and even different languages, to communicate effectively and to construct knowledge. In this sense, translanguaging theory emphasizes the importance of language as a social practice that is inseparable from broader social, cultural, and political contexts. It recognizes that language is not simply a neutral tool for communication, but is rather a deeply ingrained part of our social identities and experiences. Translanguaging theory also highlights the importance of recognizing and valuing the linguistic diversity of individuals and communities, and advocates for the use of multilingual practices in educational settings as a way to promote social justice and equity.

Translanguaging is based on the recognition that there are cognitive symbol resources outside language that contribute to communication, and it promotes going beyond the combination of structures, systematic alternation, and information transmission to instead build meaning via the use of several modes of input and a variety of symbols. Infants have what is called a "interactive instinct" that allows them to learn language through the facial expressions, sounds, and bodily gestures of their caretakers, whereas adults have a "language instinct" that allows them to learn language on their own[2]. Translanguaging emphasizes the integration of multiple languages and modes of communication in language learning and use. Within the framework of translanguaging, "multi-modality" is an important concept that refers to the use of different modes of communication, such as spoken language, written language, visual images, and gestures, to convey meaning. Language is not viewed as a static system of separate codes, but rather as a dynamic and fluid tool for communication that is intertwined with culture, identity, and social practices. Therefore, when individuals engage in communication, they draw on their entire repertoire of linguistic and cultural resources, rather than being limited to a single language or mode of communication. Translanguaging advocates for the use of multiple modes of communication to support language learning and promote effective communication. For instance, visual aids, such as images or videos, can be used to support language comprehension and production. Similarly, gestures and body language can provide additional cues for meaning-making in communication..

In terms of identity construction, language is a powerful tool that individuals use to express their cultural, social, and political affiliations. Language can signal membership in particular social groups and communities, and it can also be used to assert one's identity in a given context. Translanguaging recognizes the importance of language in shaping identity and encourages individuals to draw on their linguistic and cultural resources to construct their identities. Translanguaging also acknowledges that identity is not a fixed and static category, but rather a process that is shaped by various factors. An individual's identity may change depending on the social context they are in, the language they are using, or the people they are interacting with. In this view, identity is a dynamic and fluid concept that is continually negotiated and constructed. When we construct meaning, we incorporate our knowledge from a variety of domains as well as the norms or worldviews of a number of different social groups. Additionally, we develop and modify our sociocultural identities via interactions that are both creative and critical with the numerous resources at our disposal.[3].

The integration of diverse language repertoires, engagement with multimodal resources, and development of social identity through translanguaging theory and pedagogy can help students develop effective ICC and meet the practical demands of the globalized economy.The translanguaging hypothesis takes issue with concepts of language that are compartmentalized, closed-off, and static in nature. Instead, it identifies with hybrid, situational techniques that place an emphasis on the process of synchronously developing language, cognition, and identity. These approaches are referred to as hybrid situational approaches. Translanguaging, in a nutshell, is a challenge to the exclusivity of immersion teaching, and it is a "creative, pragmatic, and'safe

practice'"[4] that has the potential to become a productive study route in the development of ICC in foreign language education. This is because translanguaging allows students to learn a second language without having to completely immerse themselves in the target language.

2.2 Translanguaging Pedagogy

Translanguaging pedagogy is an effective method for fostering ICC via foreign language education. This method of language instruction acknowledges the diversity of students' linguistic backgrounds and encourages the use of all their language resources to facilitate intercultural communication. By integrating translanguaging pedagogy into foreign language education, students can simultaneously develop their language proficiency and literacy as well as intercultural competence. This pedagogy encourages students to utilise their multilingual abilities to overcome interlingual barriers and produce meaningful communication. As a result, they can develop a better understanding of various cultures and learn to adapt their communication style in order to engage effectively with individuals from diverse backgrounds. Therefore, the application of translanguaging pedagogy in foreign language education can significantly contribute to the development of ICC among students.

Translanguaging pedagogy helps to create a more inclusive and supportive learning environment. By allowing students to use their full range of language resources, teachers can create a space where students feel valued and respected for their linguistic backgrounds. This can be particularly important for students who come from multilingual or multicultural backgrounds, as it helps to validate their experiences and identities. Language flipping is seen as a sign of social and economic vulnerabilities that make it difficult to access English resources, and immersion has historically been the major approach in the instruction of other languages. Immersion has also been the method that has been used the most. In contrast, during the past several years an increasing amount of research has shown that the process of meaning production requires drawing upon all of the linguistic resources included within the integrated repertoire. The original language repertoire is effectively expanded with the addition of additional language features thanks to the translanguaging pedagogy's use of scaffolding inside the language. To begin, based on an understanding of knowledge ideas, teachers build teaching themes and develop teaching scenarios to aid students in extracting knowledge structures and logical linkages from newly enlarged language databases, hence increasing the enjoyment of language usage. This is done in order for teachers to be able to help students achieve this goal. The goal of translanguaging pedagogy is to achieve a deeper level of language comprehension than is possible through monolingual education[5]. Translanguaging pedagogy also helps to improve language learning outcomes. By encouraging students to use all of their linguistic resources, teachers can help students to develop stronger language skills and more sophisticated communicative abilities. This is because students are able to draw on their entire linguistic repertoire, rather than being limited by a single language or mode of communication. In translanguaging pedagogy, the constant alternation of input and output between two languages enhances cross-linguistic transfer, alleviates anxiety about speaking the target language, and boosts the sense of assurance in learning a foreign language[6]. Thirdly, in order to assist students in overcoming language barriers, facilitate the transition from shallow level learning to deep level learning, and cultivate students' thinking ability, intelligence level, innovation awareness, and critical spirit, teachers select translanguaging scaffolding based on the actual abilities of the students. This is done in order to facilitate the learning process. The methodical planning of translanguaging techniques has led to the progressive development of a translanguaging system. This has resulted in the establishment of a positive feedback loop within the developmental continuum and has helped to ensure the consistent achievement of educational goals.

Translanguaging is a method that may construct symbolic spaces and register settings, activate students' language repertoires, support individualized and varied learning, and put the spotlight on the symbiotic connection and multimodal features. To begin, instructors ought to capitalize on the most of resources such as text, images, audio, and video, as well as linguistic expressions and physical gestures, in order to lead students to a more profound comprehension of the material by appealing to a variety of senses and points of view. Utilize one or more additional modalities to augment and clarify the meaning of one modality when it is not possible for that modality to clearly express communicative meaning on its own. Second, provide a communication environment that is as close to real life as possible, encourage cognitive and social presence, and assist in achieving the greatest possible communication outcomes in artificial settings. The varied and multimodal teaching content gives students with an accurate and stereographically presented presentation of their language skills, which in turn affords them a range of possibilities to communicate. Employing multimodal settings in the classroom, such as social media and virtual simulations, can help teachers develop realistic learning experiences for their students. Translanguaging pedagogy encourages greater levels of active engagement and passion on the part of students, as well as better learning outcomes in authentic learning environments. Put an emphasis on the significance of intonation, tone, pace, and pitch in language in terms of its ability to transmit meaning, maintain students' attention, express particular meanings or emotions, and increase interactions involving many parties. Thirdly, in accordance with the collaborative concept of dynamic multimodal discourse, consideration is given to the meaning potential possessed by each symbol system, and the integration of multimodal signals into multimodal interaction forms is carried out. It has been discovered that the practice of language is one that is tangible, integrated, and multimodal. Within this practice, multimodal and multilingual interactions such as body movements, facial expressions, tone, and intonation improve communication, remove ambiguity, and construct meaning through meaning negotiation.

It is natural for people who communicate across cultures to make connections between the facts they already know and the new things they learn while they are learning a new language. In addition to this, it is normal for them to correlate their social identity with linguistic materials in order to collaborate with knowledge resources in order to determine the meaning of the information that is now being presented. Within the framework of a translanguaging education, students are strongly encouraged to do an identity analysis using the process of interactive negotiation and the milieu in which they find themselves. There are three possible outcomes that may result from this. To begin, it is vital to make use of knowledge financing to guide students through the process of closing the linguistic and cultural barriers that exist between them. Second, it is essential to make a deliberate effort to actively mobilize identity perception, establish a relationship between the emotional and value significance of social identity, and place an emphasis on cultural identification and national identity. Because of this, translanguaging pedagogy may be seen as the social practice and behavior of bringing about the process of changing social subjectivity. Thirdly, including components of localization helps students construct a meaningful relationship between material learned in the classroom and their own perspectives, enabling them to become knowledge makers with discourse power, reduces the likelihood of students experiencing cultural aphasia, and stimulates critical and creative learning. All of these advantages stem from the fact that students are given the opportunity to develop meaningful connections between the material covered in class and their own perspectives as a result of localization. Education that focuses on translanguaging does not automatically or mechanically duplicate already established language patterns. Instead, it comes up with sentences that are made up on the spot and are based on the circumstances that are present in the immediate vicinity.

3. Implications for Icc Cultivation in Foreign Language Education

At first glance, translanguaging and ICC may seem unrelated, but in fact, they are closely intertwined. Translanguaging pedagogy supports the development of ICC in several ways. First, translanguaging encourages students to use their first language(s) in the classroom, which can help to validate their linguistic and cultural identities. This, in turn, can lead to increased self-confidence and a more positive attitude towards learning other languages and cultures. Second, translanguaging provides opportunities for students to use their language skills in authentic communicative situations. This can help to develop their intercultural communicative competence by giving them opportunities to interact with speakers of other languages and to negotiate meaning across linguistic and cultural boundaries.Third, translanguaging encourages students to reflect on the relationship between language and culture. By using their first language(s) in the classroom and comparing it with the target language, students can develop a deeper understanding of the cultural norms, values, and beliefs that underlie the languages they are learning. This can help them to develop a more nuanced understanding of intercultural communication and to be more sensitive to cultural differences. Fourth, translanguaging emphasizes the fluid and dynamic nature of language and identity. This can help to develop intercultural communicative competence by enabling students to adapt to new cultural situations and to negotiate linguistic and cultural boundaries more effectively. The follwing translanguging ways can be treated to cultivate ICC.

3.1 Integrate Language Repertoire

The typical approach to foreign language education places an emphasis on reaching the level of proficiency in the original language, which students of a second language will never be able to do[7]. Therefore, teachers will always instruct students on language norms and semantic symbols, and education in a foreign language is only seen as a form of technical training, which severely restricts education in a foreign language. Rather from being a hindrance, research shows that students' native languages may help them acquire a second language more quickly and with greater ease, allowing them to retain a more vibrant and creative command of the target language despite their increased vocabulary and comprehension of its meaning[8].

The cultivation of ICC involves integrating multiple linguistic resources and strategies to effectively communicate and interact with people from diverse cultural backgrounds. Developing a diverse language repertoire is a crucial component of ICC, as it enables language learners to acquire and integrate a wide range of linguistic and cultural knowledge. This knowledge facilitates effective communication and helps language learners adapt their communication style and use appropriate language and gestures. Through integrating language repertoire, language learners can also develop intercultural sensitivity, which is a key aspect of ICC. By gaining insight into the cultural norms, values, and beliefs of different communities, language learners can better navigate intercultural communication and reduce the likelihood of miscommunication and misunderstandings. Ultimately, the integration of language repertoire plays a significant role in enhancing ICC and promoting successful intercultural communication.

Consequently, it is necessary to utilize the strategic concept of linguistic diversity education, reinterpret the objective setting of courses in foreign languages, alter the current state of hostility between native language and foreign language, and promote " cultural aphasia." ICC cultivation in foreign language education should not completely exclude local language, and foreign language education does not necessitate a ridiculous "foreign language worship" stance. Instead, students should be encouraged to approach the two languages from a dialectical standpoint, to maximize the positive transfer from their native language, to overcome any negative transfer, and to become proficient in both languages. Students are encouraged to transcend interlingual boundaries, cultivate

themselves within their own culture, investigate the cognitive, emotional, and cultural ecology provisions of the knowledge background, and consciously stimulate the positive role of mother tongue in enhancing students' ability to understand foreign languages, facilitating information communication, and efficiently completing narrative tasks so that they can become more globally competent. This is, in a nutshell, what is intended by developing ICC through exposure to the study of foreign languages.

3.2 Create Meaning with Multimodal Resources

Multimodal communication is an essential aspect of intercultural communication as it involves the use of various modes of communication that differ across cultures. This approach recognizes that communication is not solely based on language, but on various forms of representation that can include images, sounds, and gestures. By incorporating a range of modalities, communicators can more effectively convey their intended message and facilitate understanding across cultural and linguistic barriers. ICC, on the other hand, is the ability to effectively communicate and interact with people from different cultural backgrounds. This includes being able to understand and interpret different cultural norms, values, and beliefs, as well as adapting one's own communication style to accommodate diverse cultural contexts. The use of multimodal resources is an important aspect of ICC, as it allows communicators to overcome language and cultural barriers by conveying meaning through a variety of modalities.

The development of ICC is an essential component of instruction in a foreign language, and translanguaging pedagogy has the potential to be an effective tool in this regard. Students are provided the opportunity to make use of their linguistic repertoire in multimodal and multilingual communication and to adapt their language usage based on the social situation presented to them. It is essential, in order to facilitate the growth of students' linguistic and social competence, for their experiences, ideas, and ideologies, as held by the students, to be incorporated through a variety of communication channels. Translanguaging pedagogy places a strong emphasis on providing students with the resources and opportunities necessary to adapt the language they speak on the fly in response to the context in which they are speaking it. In order to accomplish this goal, educators first need to plan for and identify multimodal resources depending on the environment of their classrooms, the subjects they teach, and the characteristics of their students. It is essential to design and implement instructional activities that make the most of the opportunities presented by a variety of resources in order to enhance both the learning process's efficiency and its efficacy. In addition, when doing in-depth research on cross-cultural communication resources, it is important to use a methodology that is holistic and incorporates several fields of study as well as dimensions. Some examples of such fields include semiotics, linguistics, narratology, cognitive science, and image studies. This strategy has the potential to promote cognitive and emotional involvement in intercultural communication, as well as the level of authenticity of the sensation of having a sense of presence. Students can strengthen their sense of cultural identification and become better at recognising societal values if they increase the number of points of contact for meaning and enhance their ability to memorise cultural symbols. Because of this, there is a greater affinity for cross-cultural contact, and it is also more feasible.

3.3 Construct Social Identity

Intercultural communication is not only an efficient method of social communication but also a crucial tool through which a nation may develop its own unique identity. Language functions not only as a tool for the formation of individual identities but also as a medium for the expression of group identities; hence, it plays an essential part in the formation of national identities. Education in

a foreign language bears significant responsibility for the transmission of indigenous culture as well as the development of national pride and individual self-assurance. Despite this, there aren't a lot of research that focus on ideology and identity in the classroom of a foreign language. Previous studies have demonstrated that any language may be utilized via the integration of dynamic and functional components, as well as comprehended and mastered through the process of negotiation. In addition, the most beneficial impact of learning a second language is becoming fluent in a foreign language and adopting a new cultural identity while yet retaining one's original national identity[9].

The capacity to be aware of one's identity can have a positive impact on one's ability to pick up a second language quickly and easily. In light of this, it is expected of teachers that they would assist students in actively and deliberately broadening their thinking in order to prevent a degradation of the particular cultural identity of their nation. It is suggested that in the process of goal-setting, one should strive to achieve the connection between intercultural communication and one's own point of view; to emphasize a global perspective while adhering to national sentiment in the integration of cultural identity; to ensure that the genes and codes of native civilization are not lost in the exchange and exchange of global ideology and culture; and to maximize the effectiveness of intercultural communication. Communication across cultural lines paves the way for all of these different things to be achieved. It is proposed, in terms of the design of the content, to mobilize identity perception, to carefully construct conversations that showcase native culture, to select topics that international audiences are interested in, willing to understand, and explore, and to produce stories that organically unify "native flavor" and "international style." Additionally, it is proposed to select topics that international audiences are interested in, willing to understand, and explore. When it comes to the strategies of intercultural communication, it is essential to center one's attention on the process of identity construction, as well as the localization of regions of cultural compatibility, emotional resonance, and interest intersections. It is possible to communicate information about the ICC in a manner that is both comprehensive and convincing if it makes use of ways and means that people from other nations can hear, absorb, and understand. When it comes to the establishment of new classes, focus is given to the design of classes that highlight various aspects of the local culture, and comparative studies of different languages and civilizations are heavily pushed. Students will be able to adhere to native cultural stances in international communication, which will allow them to convey the spiritual identity and cultural essence of native civilisation. This will be possible as a result of this. Students will have the option to take a culturally respectful attitude as a result of this opportunity.

4. Conclusion

Translanguaging is closely related to the cultivation of ICC in foreign language education. As intercultural communicators engage in communicative behaviors across cultures, they must be able to effectively navigate linguistic and cultural differences. Translanguaging allows learners to integrate their existing linguistic repertoires with new languages and dialects, creating a more nuanced and adaptable approach to communication. This integration of language repertoires is essential to the development of ICC, as it enables learners to navigate complex intercultural interactions and negotiate meaning in a variety of contexts. Moreover, the process of transcending linguistic and cultural boundaries through translanguaging pedagogy helps students to develop their identities as intercultural communicators. By consciously spanning modal space and negotiating social identities, students learn to recognize and navigate the multiple dimensions of culture and language that shape their communication practices. This identity development is critical to the cultivation of ICC, as it helps learners to recognize their own cultural biases and assumptions and develop the flexibility and adaptability required for effective intercultural communication. Overall,

the transformative approach of translanguaging offers a powerful means of enhancing ICC development in foreign language education. By transcending linguistic and cultural boundaries and integrating language repertoires, students can develop the internal scaffolding and outward surrounds necessary for effective communication across cultures. Through the use of translanguaging pedagogy, educators can help students to transcend interlingual barriers, extralingual space, and dialogue identity, ultimately leading to enhanced language learning outcomes and a deeper understanding of intercultural communication. The theory of translanguaging is now in the stage of development and improvement; nevertheless, its theoretical framework is not yet completely developed, and practical research on the use of translanguaging theory in the foreign language education is rather scarce. The extent to which the theory is relevant in a variety of nations still needs to be validated via additional local study as a result of the distinctive aspects that are associated with foreign language education in each individual nation.

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