

# ***Exploring the Promotion of Intercultural Communicative Competence in TCSOL Through Translanguaging Phenomena***

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**Abstract:** This research probes into the role of translanguaging phenomena in promoting intercultural communicative competence in teaching Chinese as a foreign language. Based on the literature review of the definition and development of the phenomenon, the importance of cross-cultural communication and the current research status of the phenomenon in teaching Chinese as a foreign language, this research analyzes the application status and challenges of the phenomenon in teaching Chinese as a foreign language. On this basis, the author puts forward the strategies of intercultural communicative competence cultivation based on the transcendental phenomenon, including the design principles of teaching strategies and concrete practical cases. It is concluded that the hyperlinguistic phenomenon can effectively promote the improvement of intercultural communication ability of international students, but it needs to overcome the challenges of language environment and cultural background differences. Future research should further explore the application effect of translanguaging phenomenon in different teaching environments to improve relevant teaching strategies.

**Keywords:** Translanguaging, Teaching Chinese to Speakers of Other Languages, intercultural communication, teaching strategies

## **1. Introduction**

Under the background of globalization, intercultural communication competence is vital in international interactions. Teaching Chinese to Speakers of Other Languages (TCSOL) plays a key role in nurturing global Chinese talents. However, traditional language teaching often overlooks the language-culture nexus, hindering students' flexible language use in real communication. In contrast, translanguaging, a novel concept, emphasizes the integration of multiple language resources, offering a solution [1]. It not only boosts learners' language proficiency but also breaks language barriers, fostering communication across cultures [2].

In cross-cultural settings, learners must swiftly adjust their expressions. The translanguaging teaching mode allows them to leverage existing language skills through mixing and code-switching for effective communication, thereby improving adaptability in complex environments [3]. Moreover,

translanguaging deepens learners' understanding of target language cultures. Language is both a communication tool and a cultural carrier. By studying translanguaging, students can better grasp cultural similarities and differences in language use, thus enhancing cross-cultural communication [4].

This study aims to explore the application, challenges, and strategies of translanguaging in TCSOL through literature review and analysis. The research's goal is to examine how translanguaging aids foreign students in understanding different cultures via language mixing and code-switching, thereby improving their intercultural skills. It addresses key issues: (1) the manifestations and impact of translanguaging in TCSOL on intercultural competence; (2) the current application status and challenges; (3) the design and implementation of training strategies based on translanguaging. Discussing these issues offers new perspectives and methods for TCSOL, facilitating international students' communication in Chinese cultural contexts and providing valuable references for researchers.

## 2. Literature Review

Translanguaging, a concept first proposed by Wiley and Baker et al. [1], describes the flexible use of multiple language resources by bilinguals or multilinguals in multilingual settings to cross linguistic boundaries and achieve communication purposes. It emphasizes language selection and use strategies in specific situations, going beyond mere language form conversion to promote understanding and communication across cultures [5]. As globalization accelerates, the demand for multilingual and cross-cultural skills grows, making translanguaging a mainstream research topic in language education, particularly in Teaching Chinese to Speakers of Other Languages (TCSOL). It is seen as a key teaching tool to enhance language learning efficiency and intercultural communication [4], with a theoretical basis in sociolinguistics, applied linguistics, and pedagogy [6]. Its application scope is expected to expand, becoming a major way to promote cross-cultural communication.

In TCSOL, cross-cultural communication competence is crucial. Learners need language knowledge and an understanding of Chinese culture and customs to avoid misunderstandings. Cultivating this competence improves language application and deepens cultural understanding and identification, aiding language communication [4]. It also helps build a harmonious international exchange environment and promotes mutual respect and understanding [3]. Teachers should guide students to understand and accept cultural differences and use language knowledge flexibly. Role-playing and scenario simulation in simulated real scenes enhance language practice and adaptability [2], stimulating learning interest and motivation [6]. However, cultivating this ability is challenging due to the uniqueness of Chinese language and culture, which may cause difficulties for foreign students, and the direct impact of teachers' cross-cultural communication ability on teaching. Thus, teachers need to update their cultural knowledge and improve their intercultural skills [7], while schools and institutions should provide more training opportunities for growth [8].

Research on translanguaging in TCSOL mainly covers three aspects: First, its application as a teaching method, where studies show that allowing learners to use their mother tongue and other known languages in class improves learning interest and efficiency, promoting cross-cultural understanding [1]. Xu Honghua's research using CiteSpace found meta-language teaching to be a major research theme with value and potential [9]. Second, the influence on learners' identity, which is complex and important in cross-cultural communication. Translanguaging helps learners understand themselves and enhance cultural confidence for effective communication [4]. Third, the role transformation of teachers due to translanguaging, shifting from traditional language providers to guides and supporters of language resources. Teachers need higher intercultural communication ability and language sensitivity to guide students effectively [3].

However, despite its advantages, translanguaging in TCSOL faces challenges. Teachers' understanding and acceptance of translanguaging vary, and some may struggle to implement translanguaging teaching strategies due to a lack of relevant training [10]. The application of translanguaging requires an open and inclusive teaching environment, but many Chinese teaching institutions are still restricted by traditional teaching modes, which limits the effective play of translanguaging [7]. Additionally, the application of translanguaging also needs to take into account the individual differences of learners, such as language level and cultural background, which requires teachers to have stronger individualized teaching ability [7].

In conclusion, while research on translanguaging in TCSOL has made some achievements, there are still many challenges to overcome. Future research should further explore the application effects of translanguaging in different teaching environments, especially in areas such as teacher training, teaching environment optimization, and personalized teaching, so as to provide more scientific and effective guidance for TCSOL. This will not only improve students' language skills and cultural understanding but also contribute to the construction of a harmonious international exchange environment, meeting the growing demands of internationalization [11].

### **3. Current Status and Challenges of Translanguaging Phenomenon in TCSOL**

The application status of the translanguaging phenomenon in teaching Chinese as a foreign language indicates that this concept is increasingly integrated into teaching practices, emerging as an effective method to enhance students' intercultural communication abilities. This phenomenon underscores the dynamic and context-dependent nature of language use, encouraging learners to utilize multiple language resources flexibly in real communications, which is crucial for fostering language adaptability and intercultural skills [4]. In foreign language Chinese classrooms, teachers devise diverse activities like role-playing, scenario simulations, and group discussions. These enable students to practice mixed-language communication in real or simulated settings, thereby deepening their grasp of the cultural nuances embedded in the language [12].

Despite growing acceptance, the application of the translanguaging phenomenon in teaching Chinese as a foreign language faces several challenges. Primarily, the constrained language environment is a significant hurdle. Many international students lack ample opportunities to engage with Chinese in daily life, limiting the practical efficacy of translanguaging [13]. Additionally, cultural background differences impact the application of this phenomenon. Students from varied backgrounds may differ in their comprehension and acceptance of translanguaging, necessitating teachers to consider these backgrounds when planning lessons to enhance teaching relevance and effectiveness [6].

Teachers' professional quality and teaching philosophy also substantially influence the application of this phenomenon. Some teachers may not fully comprehend the concept and value of translanguaging or lack effective teaching strategies, hindering its full potential in actual teaching [14]. Enhancing teacher training and boosting teachers' capacity to understand and apply this phenomenon is imperative for improving Chinese language teaching.

The limited language environment is a pivotal factor impeding learners' effective implementation of translanguaging. Chinese language teaching often depends on classroom practice, yet international students' language environments are simplistic, lacking sufficient language interaction opportunities, and struggle to fully stimulate students' meta-linguistic abilities [15]. Cultural differences among students from various countries and regions also affect their understanding and acceptance of translanguaging phenomena, impacting teaching outcomes [9]. Moreover, many Chinese language teachers lack a profound understanding of it and the requisite teaching experience and skills, restricting its application scope and depth [12]. The scarcity of teaching resources is another major challenge; most existing materials inadequately address the translanguaging phenomenon's

characteristics, lack targeted designs, and fail to meet students' diverse learning needs [6]. Lastly, the imperfect evaluation system is an urgent issue; current standards focus more on language knowledge and skills, with minimal assessment of intercultural and meta-linguistic abilities, which is detrimental to holistically evaluating student learning and guiding teaching improvements [15].

## **4. Strategies for Intercultural Competence Based on Translanguaging Phenomena**

### **4.1. Teaching Strategy Design Principles**

When devising teaching strategies for intercultural communicative competence based on translanguaging, several key principles must be established to ensure teaching effectiveness and relevance. Firstly, cultural integration is essential. Teachers should encourage students to engage with diverse cultural backgrounds and foster intercultural dialogue [15]. Secondly, a practice-oriented approach is crucial, providing students with ample opportunities to practice intercultural communication in real or simulated settings through activities like role-playing [14]. Thirdly, individualization is important, as students vary in background, language proficiency, and learning style. Strategies should be adaptable to meet individual needs [11]. Fourthly, leveraging technology, such as multimedia and network platforms, can enrich content and boost student engagement [16]. Lastly, effective feedback and evaluation are vital. Teachers should offer timely, constructive feedback and conduct regular assessments to gauge teaching effectiveness and make necessary adjustments [17].

### **4.2. Specific Teaching Strategies and Practical Cases**

Designing specific teaching strategies and selecting practical cases are crucial for cultivating intercultural communicative competence based on translanguaging. Firstly, strategies should integrate language and culture, enhancing students' understanding and respect for diverse backgrounds through multicultural materials. For instance, teaching Chinese vocabulary alongside cultural topics like festivals and customs helps students grasp the depth of Chinese culture [15]. Additionally, organizing simulated cross-cultural scenarios, such as role-playing and group discussions, improves students' practical communication skills and conflict resolution abilities [17].

Secondly, utilizing multimedia and online resources broadens students' horizons and authenticity in cross-cultural communication. Modern technology offers rich materials like online videos and social media, aiding students in engaging with real language use and enhancing their language perception and application [6]. Teachers can guide students to watch Chinese films or TV shows, deepening their understanding of Chinese culture through character behaviors.

Furthermore, establishing practical intercultural communication platforms and encouraging participation in international exchanges or community service allows students to experience different cultural communication firsthand. This experience boosts language skills and understanding of diverse cultural values, fostering inclusivity and respect [14]. For example, schools can partner with overseas institutions for exchange programs or involve students in international events, providing direct interaction opportunities.

Lastly, teachers must possess cross-cultural communication abilities and continuously enhance their professional knowledge and skills. As cultural disseminators, teachers should convey correct intercultural concepts through their actions, stimulating students' interest [11]. Sharing personal cross-cultural experiences can set a positive example for students.

In summary, a comprehensive strategy for intercultural competence based on translanguaging should consider language teaching, cultural introduction, technical support, and practical experience. Well-designed activities and rich opportunities can holistically improve international students' intercultural communication abilities, laying a foundation for future international interactions.

## 5. Main Research Conclusions

The role of translanguaging in promoting intercultural communicative competence in teaching Chinese as a foreign language is significant in several ways. It encourages students to use multiple language resources flexibly in multilingual settings, enhancing their adaptability and communication skills in multicultural contexts [5]. It also aids in understanding and respecting different cultural backgrounds, crucial for developing cross-cultural sensitivity and inclusiveness [1]. Translanguaging strategies allow students to simulate real-life situations in class, improving their practical cross-cultural communication abilities [15], and can stimulate learning interest and motivation, supporting long-term Chinese language study [8].

However, challenges exist in its application. Introducing other language resources without compromising Chinese learning effectiveness requires careful design to avoid distracting students from Chinese and hindering their proficiency improvement [6]. Teachers' cross-cultural communication and translanguaging teaching abilities are key to teaching effectiveness, necessitating high language sensitivity and cultural understanding for effective guidance [18]. Additionally, a shortage of teaching resources, with few textbooks and materials addressing translanguaging, places an extra burden on teachers for content selection and design [2].

To promote the application of translanguaging in Chinese language teaching, this research suggests the following: Teaching strategies should be flexible and diverse, balancing Chinese learning needs with the utilization of students' multilingual resources to create a rich learning environment [19]. Teachers should enhance their cross-cultural and translanguaging teaching abilities to better guide students [20]. There should be active development and utilization of translanguaging teaching resources to provide more materials and reduce teachers' preparation workload [21]. Schools and institutions should support translanguaging research, encouraging exploration and improvement of its application model in Chinese teaching [22].

So, while translanguaging significantly promotes intercultural competence in Chinese language teaching, it faces challenges. Future research should focus on its application effects in various teaching settings and explore strategies to overcome challenges and optimize translanguaging in Chinese language teaching for international students.

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