Integrating Translanguaging in Formative Assessments

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Abstract

The study "Integrating Translanguaging in Formative Assessments" investigates how a Chinese immersion classroom Content and Language Integrated Learning (CLIL) educator adopts a translanguaging pedagogy approach to classroom assessments. Using the Translanguaging Design Cycle framework, the research analyses the perspectives of the teacher and students on how assessments reflect their multilingual identities. The researchers collaborated with a seventh-grade teacher to co-develop classroom lessons and assessments, collecting data through classroom observations, interviews, and student work. Their findings show that incorporating translanguaging boosts student engagement, confidence, and critical thinking, allowing students to use their full linguistic range and affirm their multilingual identities. The study advocates embedding translanguaging practices in assessments to authentically capture students' understanding and foster collaboration between educators and researchers. It recommends specialised training for teachers to equip them with practical strategies for effectively implementing translanguaging in assessments.

KEYWORDS
Translanguaging, formative assessment, Chinese immersion, multilingualism, CLIL, participatory research.
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Introduction

Conceptualised and integrated, such interest and surge within language education couple with the multilingual shift (Prada & Turnbull, 2018) is one that drives the scholars in it for educational settings with multilingualism (García & Li, 2014). Translanguaging happens when speakers deploy the full range of their linguistic resources, both in terms of socially or politically demarcated languages. The approach highlights the bilingual's natural language practices and disapproves of the point of view that emphasises language separation. It recognises a dynamic variation of language use by the emergent bi/multilinguals (García et al., 2017; Li, 2011). From the pedagogy perspective, then, translanguaging is approached as looking towards harnessing the multilingualism of the students as treasures in meaning development from several pools that include but are not limited to multilingual, multimodal, and multisensory resources (Cenoz & Gorter, 2021; Li et al., 2021). Pedagogical translanguaging in this pedagogical framework ensures that the language practices of the students are maximised in learning, using purposeful and deliberate strategies that build content and language acquisition (Cenoz & Gorter, 2021; Li, 2018). The assessment becomes very important when conjoined with the pedagogy of translanguaging,
since instruction and assessment closely go together (García, Johnson, and Seltzer, 201). Therefore, pedagogical translanguageing includes an opportunity for the teacher to scaffold learners through which they mobilise the fullest range of their language resources, lived experience, and a diversity of beliefs and ideas to engage them meaningfully in learning and assessment (Ascenzi-Moreno, 2018; García, Johnson, & Seltzer, 2017; López, Turkan, & Guenda, 2018).

Yet, while research into the topic of translanguageing has been growing fast, very few studies have been done on its implications in the classroom (Cenoz & Gorter, 2022). In short, there is a dearth of research regarding the examination of how teachers are specifically assessing in a translanguageing way, even as one acknowledges the huge limitation that this monolingual type of assessment has. That gap needs to be filled because the relationship between instruction and evaluation is very close in translanguageing contexts. This study, therefore, sought to establish how a CLIL teacher uses the translanguageing pedagogy in formative assessment in the immersion of Chinese for emergent bi/multilingual students. With these grounds, the present study aims at exploring how a Content and Language Integrated Learning (CLIL) teacher uses translanguageing pedagogy in delivery. This study also seeks to capture both teachers' and students' perspectives of the same, thus providing a comprehensive view of the assessments described. In response to the guiding questions, the following guiding research purpose was adopted for this study:

**Q1**: How does an instructor in a Content and Language Integrated Learning (CLIL) programme integrate translanguageing pedagogy into formative assessments within a Chinese immersion classroom?

**Q2**: What are the viewpoints of both the educator and students regarding the impact of translanguageing assessments on promoting multilingualism and comprehension of content within a Chinese immersion classroom?

**Literature review**

The literature review has shown the many cases whereby scholars have indicated examples where educators are spontaneously using translanguageing in a number of education settings (Gort and Pontier, 2013; Ho and Tai, 2021; Tai, 2023; Zheng, 2021). There is also an emergent body of research examining how educators in their pedagogical practice use translanguageing based on their pedagogical expertise from teacher preparation programs (Tai and Wong, 2022; Wong, 2024; Wong and Tai, 2023). In the process, the studies point towards educators who adroitly use a range of resources to support linking students' linguistic and cultural practices with everyday experiences. The results were indicative of the use of translanguageing, which helps in a greater appreciation of students' bilinguality (Wong, 2024; Wong and Tai, 2023); this approach may also help widen the perspectives of local English-speaking students with respect to the role of a multitude of languages in diversified society (Tai and Wong, 2022). However, a dominant perspective in both scholarly discourse and educational practice is to assume that the inclusion of
Translanguaging will automatically make the students understand multilingualism better and appreciate the use of multiple languages, in fact, to be considered to what degree those practices genuinely afford learning and critical thinking skills.

Researchers have collaborated with practitioners in attempts to close the gap often reported between research findings and the classroom. For example, engaging in a design study in which a Chinese Language Arts teacher plans with Tian (2022) a translanguaging environment in the Dual Language classroom brings improved results such as an increase in student engagement, learning outputs, and enhanced relationship in family-school communications. There is notably little attention paid to the means by which translanguaging informs practices of assessment in this constitutive element of teaching and learning. Moreover, a number of them have been undertaken in the context of learners, and it is this kind of research that highlights in relation to translanguaging that their ideologist role of the language he shows plays a great part in referring to the making of the linguistic choices (Canals, 2021; Cenoz et al., 2022; Daniel and Pacheco, 2016; Lau et al., 2023; Shi, 2023; Wang The students, however, seem to prefer that the language proficiency of their fellow students not be at the expense of developing personal attitudes regarding the languages used in school or at home (Shjson, 2023; Daniel and Pacheco, 2016). As important as they are for weighing the benefits to be gained from the employment of translanguaging practices within Content and Language Integrated Learning (CLIL) settings—e.g., student learning and motivation, lowering anxiety, and community building—assessments are frequently overlooked in the literature. This gap in the literature, in fact, depicts an apparent need for further exploration of how translanguaging is integrated within assessments for the reflecting and supporting of emergent bi- and multilinguals' language practices to have an understanding of translanguaging pedagogy holistically.

**Translanguaging Integration in Formative Assessment**

In recent years, formative assessment has been identified as "the most valuable tool" for improving teaching and learning (Gu and Lam, 2023). Educators conduct this assessment to monitor the performance of the learner and then provide him with continuous feedback, which may tune up teaching strategies and bring improvement in students. Basically, the formative assessment strategy is set to identify points of more student learning strengths, weaknesses, and opportunities of their understanding on a constant basis along the instructional process, which will provide key information for teachers to perform effective pedagogy (Brown and Lee, 2017; Herrera et al., 2019). Further subsets of performance-based formative assessments include applied knowledge and skills testing in real-life situations (Brown and Lee, 2017; Herrera et al., 2019).

Integrating assessment practices with translanguaging is a way that is turning to be fully representative and inclusive. They would ideally draw on the linguistic and cultural repertoires of the student to affect a fuller understanding of the student's content knowledge and skills (González, 2012; Jessner and Kramsch, 2015). This methodology particularly helps Emergent Bi/Multilinguals (EMLs), since ways of assessment may not leave them enough space to show...
their depth of understanding or creativity (Wang and East, 2023). Multilingual and multimodal resources, therefore, combine in translanguaging assessment to accord this identity of the student being a bilingual individual its validation and affirmation in providing a deeper perception into competences and learning achievements.

Central to assessment through translanguaging is a way of using the language practices and lived experiences of EMLs as assets rather than barriers and orienting toward what students can do with their full linguistic resources (Ascenzi-Moreno, 2018; García et al., 2017). Therefore, it is further advocated that the assessment ought to adopt the multilingual discursive resources of EMLs in meaning-making and negotiation while putting in place championing for the documentation of EMLs' knowledge and skills and, at the same time, supporting their bilingual identities toward more inclusive and equitably oriented practice (Fine, 2022; Seltzer and García, 2020; Wang and East, 2023).

García, Johnson, and Seltzer (2017) provide a five-stage translanguaging instructional design cycle educators can use to integrate translanguaging into their classroom: "explorar," "evaluar," "imaginar," "presentar," and "implement" This frame then helps teachers in designing instructions in which the literacy tasks called upon all the linguistic repertoires of the students to fortify their learning through translanguaging practices. With this instruction framework, the authors identified four principles of how translanguaging can be harnessed toward incorporating translanguaging into assessments. These include approaches to teaching in a way that students are allowed to present their understanding by opportunities for authentic performance-based tasks and also to communicate that understanding, to present what they know through their entire linguistic repertoires (García, Johnson, and Seltzer, 2017).

On the other hand, a few studies further detail how educators utilise the use of the translanguaging strategy within the context of assessment practices. Further research is urgently needed, therefore, to provide clear examples of these from a range of educational settings—perhaps most urgently linking this to the incorporation of translanguaging within formative assessment and moving towards understanding the context-specific nature of pedagogical translanguaging. In light of such gaps in research, this help now inquires further about how a Content and Language Integrated Learning (CLIL) teacher has incorporated translanguaging strategies in assessment. Formative assessments are explored in this respect on how they were integrated into the design cycle, seeking to bring out the student and teacher perceptions of the formative assessments. This study tries to push forward the element of not just integrating translanguaging as another tool of pedagogy but looking deeper into how it allows the student to learn, especially how they give formative assessments in the classroom.

Our multifaceted identity, encompassing both our multilingual background and our role as a teacher educator, has significantly influenced the focus and methodology of this study. Recognising the importance of normalising multilingual education, We were motivated to investigate the integration of translanguaging pedagogy into classroom assessments. Leveraging
our expertise in translanguaging pedagogy and our aspiration to bridge the gap between research and practice, we opted for a participatory research approach. This method facilitated active collaboration with the teacher and aligned with our belief in co-constructed knowledge. Throughout the data analysis process, our experience as a multilingual individual guided our attention towards examining how language flexibility was demonstrated in assessments. Furthermore, drawing from our position as educators, we applied this insight to interpret the findings, draw conclusions, and provide recommendations.

**Methodology**

The present study is conducted in a 7th-grade (G7) classroom of a private Chinese academy in Guangzhou, China. This study follows a participatory approach (Tracy, 2020) on the basis of the close collaboration that has been set up in this research with the teacher of CLIL (Content and Language Integrated Learning) at the academy, Ms. Li Ming. Grounded in constructivist epistemology, this approach is anchored on the premise that researchers and participants take an active, joint role in the teaching and learning exercise, contributing to the sharing of knowledge among the participants (Tracy, 2020).

This accounts for those scholars who advocate that a closer link between researchers and educators would close the gap between findings from research and classrooms, particularly in the development of the translangauging pedagogy (Sato, 2023; Shepard-Carey and Tian, 2023; Tian and Lau, 2022). This is particularly relevant in light of Ms. Li Ming's collaboration with the researcher, since the former had not undergone any formal training in translanguaging and, by inference, the latter had not benefitted from any formal tutoring but relied on essential skills taught and received through the informal collaboration with the researcher. Throughout the unit of instruction, I, as the researcher, co-designed lessons and assessments with Ms. Li Ming, following the principles and steps outlined in the Translanguaging Design Cycle (García, Johnson, and Seltzer, 2017). This paper contributes to the field of formative assessment in Ms. Li Ming's CLIL classroom with a focus on cocreated form. Besides, the paper related the formative assessments' views to Ms. Li Ming and her students to get insightful responses from them regarding the experiences and the way in which these formative assessments contribute to the development of multilingual students, who are also able to improve their content learning.

**Context**

The school carried out its teaching in the International Baccalaureate (IB) curriculum, with the approach of immersion in place from institutions that handled students from as early as 18 months of age to the 8th grade. It was actually intended to guide within academic content at the same time as developing competence in the Chinese language, for the use of students in accessing the content. Academic subjects were taught in Chinese. Student diversity was based on culture and language. The curriculum comprised a unit of Chinese inquiry (UOI), with different themes for every term of an academic year. The curriculum was to stimulate students in independent exploration of its themes. It is a school policy—formally, languages are separated. Still, both Ms. Li Ming and the
Academic Director were open to innovations, which enabled Ms. Li Ming to develop her teaching through working with the researcher. She, therefore, did have some flexibility with translating the pedadogy.

At the time of this study, Ms. Li Ming was introducing a unit on 'Advertisements' that was to last for five weeks. She had to use the school curriculum guide to agree on two learning objectives: (1) to understand the four main principles of advertisements and (2) to create a commercial based on those principles.

The other seven students were found in the fifth-grade classroom who had English as their dominant language; from these, two students were speaking Cantonese, Spanish, and Mandarin at home, while one belonged to an English-speaking background. Then, according to Ms. Li Ming, the students could express themselves in the Chinese language at a proficiency level, ranging from intermediate-mid to advanced-low, based on proficiency guidelines set by the American Council on Teaching Foreign Languages (ACTFL, 2012).

Participants

The participants of the study were Ms. Li Ming as the Chinese UOI (Unit of Inquiry) teacher of Grade 7 (G7) and five of her students, representing the number of students gained with consents from parents. A native Mandarin speaker, Ms. Li Ming speaks English fluently, of which she learned in her native China. At the time of the study, Ms. Li Ming had 6 years of teaching experience, all acquired at the Academy. She also worked with the researcher on a four-week translanguaging project, which was also co-taught by that very researcher. With that experience, Li Ming reasoned about translanguaging and noted that she was adhering to her teaching philosophy; hence, it is possible that she may have been interested in studying the practices of translanguaging more. More details on the participants in Table 1.

Data Collection

Throughout the duration of the five-week study, Ms. Li Ming and we convened weekly co-planning sessions, each lasting around 45 minutes. These sessions were recorded and subsequently transcribed. Alongside these sessions, our communication encompassed email correspondence, text messaging, and informal discussions in the hallway.

Table 1

<table>
<thead>
<tr>
<th>Student</th>
<th>Chinese proficiency level</th>
<th>Language spoken at home</th>
<th>Number of years learning mandarin</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Advanced-Low</td>
<td>Mandarin and English</td>
<td>13 years</td>
</tr>
<tr>
<td>S2</td>
<td>Advanced-Low</td>
<td>Cantonese and English</td>
<td>13 years</td>
</tr>
<tr>
<td>S3</td>
<td>Intermediate-High</td>
<td>English</td>
<td>12 years</td>
</tr>
<tr>
<td>S4</td>
<td>Intermediate-Mid</td>
<td>Spanish and English</td>
<td>13 years</td>
</tr>
<tr>
<td>S5</td>
<td>Advanced-Low</td>
<td>Mandarin and English</td>
<td>13 years</td>
</tr>
</tbody>
</table>
Conversations were fully documented, ensuring that every detail is accounted for in the conversations. Ms. Li Ming gave access to the G7 learning management system, where we reviewed all the teaching content and artifacts developed by the students. For the observation, I (the first author) was in person in the class for about two to three times in a week in Ms. Li Ming's class during the whole unit; the rest of the class was being video-recorded by the said teacher to serve as a supplement for the observations. Thick and rich description detailed notes were made from the observations (Rossman and Rallis, 2003). Towards the conclusion of the unit, a one-on-one interview was conducted with Ms. Li Ming, exploring various aspects of our collaboration, her implementation of pedagogy, and assessments. Interviews were largely unstructured and took about an hour. They were conducted in English and Chinese, tape-recorded, and later transcribed and translated into English. Concurrently, individual interviews were conducted on all five students, primarily with the objective of capturing their learning experiences during the unit. These student interviews, conducted in English, lasted approximately 15–20 minutes each.

In this manner, data were triangulated across: (1) co-planning session transcripts and notes, JSON observations in the classroom, and other dialogues with Ms. Li Ming, (3) teaching materials and artifacts that students produced, and (4) interview transcripts from the teacher and students.

Data Analysis

After collecting the data, the data analysis then followed a two-stage process using an abductive approach (Charmaz, 2014). In this first round, the concurrent data collection took place as the data were concurrently analysed, a strategy under which artifacts and observation notes were co-planned and analysed on a weekly basis to maintain confirmability (Quintanilha, 2021). These used open coding and memo writing for the purpose of documenting observations of assessments, implementation by Ms. Li Ming, and samples of student work (Saldaña, 2016). These also contributed to the dependability of the analysis. In the original sense, the codes of research questions 1 and 2 had the emerging concepts: knowledge, higher-order thinking, flexibility in language, motivation, and peer collaboration among the emerging concepts. Further, in the transcription of data, the coding also involved the use of in vivo coding (Saldaña, 2016) so that classroom dynamics would be captured through the interaction and thought of both Ms. Li Ming and the students.

A second pass was made that dug more deeply into the data of each formative assessment and the role the formative assessment played within the design cycle. The assessments made sense of constant cross-referencing of the co-planning notes, artifacts, and interview transcriptions in the field notes with all participants. Illustrative key quotes and dense descriptions were used in order to exhibit transferability of the findings. After synthesis of data insights from the design cycle, Mr. Li Ming's viewpoints, and student perceptions, a summary of interpretations was presented to Mr. Li Ming for confirmability member checking (Lincoln and Guba, 1985).
Findings

Ms. Li Ming and I structured the instruction of students in this unit using the translanguaging design cycle framework (García, Johnson, and Seltzer, 2017). It is worth noting, however, that formative assessment was being done in the phases of the design cycle. On the contrary, in the provided perspective, it is essential that formative assessments strictly monitor the learning and students. The purpose of this kind of assessment, therefore, designed to measure content and language knowledge, was basically to affirm the multilingualism of students, with performance-based evaluation as a part of the approach. Four formative assessments have been carried out within the unit, integrated in the framework of the translanguaging design cycle. In applying the assessments, it seemed like Ms. Li Ming applied the model of gradual release of responsibility (Pearson and Gallagher, 1983) with the decreasing guiding prompts of responsibility shifting to the students. According to Ms. Li Ming, she had full confidence in the ability of the students and made the point to encourage them for self-learning, taking up ownership and an active role in their learning process. Further analysis of the data further reveals that initial codes such as language flexibility, students' content knowledge, and higher-order thinking are not only restricted to any of the stages of the design cycle but rather cut across all the stages, thus showing their importance not only at the planning but also at the execution end. These are the expanded ways through which Ms. Li Ming integrated translanguaging in formative assessments within the design cycle stages: (1) introducing concepts through the assessment tool, (2) refining instruction and documentation of student learning through assessment tools, and (3) affirming multilingualism in assessment.

Introducing Concepts through Assessment

With Ms. Li Ming, the unit's goals and an initial assessment to be administered at the stage when reading is to be explored were established. This assessment served multiple purposes: (1) to build students' background knowledge for the unit, (2) to create an interest and broaden the perspective from each language, and (3) to provide information about students' understanding of advertisements. Each student had to select a product of his/her choice, then find two related commercials—one liked and one disliked, preferably from two different countries for a wider perspective. As designed, Li Ming asked guiding questions to the students, such as "Why do I like this commercial?" and "Why has it got less appeal than the first one? The students were encouraged to use their whole repertoires of language to justify their reasons. It is so much based on Chinese; she only used English where she did not know the words in Chinese. From what I observed, Miss Li Ming brought the class to view students' selected commercial and then reviewed their responses in a follow-up class. Here, she moved expertly in bringing out the four principles of advertisements in order to generate the main idea of the unit.
Refining Instruction and Documenting Students' Learning through Assessments

During the process of this assessment, Ms. Li Ming guided students to a number of classroom activities that would introduce four principles of advertisement. After these activities, we carefully designed one form of assessment that was to be a crucial part of this stage with two main aims. First, to assess to what level the learners have achieved the learning target of the four principles of advertisements. Second, to develop their critical thinking by using their full linguistic repertoires. According to the interests and understanding of students from Ms. Li Ming, posters of an advertisement for the authentic ice cream of a famous brand were selected. And accordingly, four specific questions were formulated according to the learning objectives. In addition, she requested three higher-order thinking questions of ‘广告上写了 Doing good never tasted so great, 为了什么样的消费者 (Who are the targeted audience?)’ To aid students in their writing task, I suggested that Ms. Li Ming include a bilingual word bank.

Following various classroom activities and discussions, Ms. Li Ming and I collaborated to design the next formative assessment as a checkpoint to evaluate and document students' progress in achieving the learning objectives and honing critical thinking skills. To properly assess their understanding, I suggested Ms. Li Ming frame the questions in English to elicit answers in English. To broaden their comprehension of the subject through varied perspectives, we chose a multilingual education poster from China for this assessment. Differing from previous formative assessments, Ms. Li Ming deliberately applied a gradual release of responsibility approach, posing questions without key words to challenge the students further. She explained, 'I deliberately did not provide a word bank because I believe they can answer the questions independently'. Reflecting on the students' responses, Ms. Li Ming observed, 'I noticed that the students are very creative; each noticed different aspects'.

Affirming Multilingualism in Assessment

In the subsequent stages - imagination, presentation, and implementation - Ms. Li Ming and I integrated the task of creating a multimodal commercial as a central assessment activity to evaluate students' application of the learning objectives. Recognising that students had diverse language practices at home, Ms. Li Ming proposed grouping them based on their heritage backgrounds. She suggested, 'Our class comprises students who speak different languages at home, including Spanish, Cantonese, and Mandarin. We can organise them into small groups and have them design an advertisement using their heritage language'.

Thus, in this formative assessment, students were assigned to select a product and develop an advertisement using their entire linguistic repertoire, drawing on the four principles they had learned. At this stage of their learning, Ms. Li Ming believed that the students would not require any prompts, encouraging them to brainstorm, research, and unleash their creativity. After
introducing and explaining the project to the students, three groups opted to produce a video, while Zion chose to work independently and devised a skit, inviting the entire class to participate in the performance. In addition, our aim was to foster family involvement in this assessment, prompting students to discuss their projects with their families and explore new language use in their heritage languages together. This formative assessment not only facilitated student engagement in family discussions and peer collaboration but also involved the revision and presentation of their work to family members and peers for feedback. Moreover, Ms. Li Ming effectively utilised class time to cultivate a collaborative learning environment where students collaborated on this assessment. For instance, when a student encountered difficulties, she sought assistance from another group, asking, 'Can you show me how to merge these two clips together?' Similarly, when a student needed help with the Cantonese word for chocolate, her partner provided the translation, 'I think it is ju-gu-lik'.

Ms. Li Ming also offered support and feedback to the students during the presentation stage, reminding them to adhere to the four principles and aiding individual groups when queries arose. Throughout this process, it became apparent that not only were the students able to demonstrate their multilingualism, but they also actively engaged in a collaborative and supportive environment, exchanging ideas, refining the multimodal product, and providing feedback to one another.

Upon completing the multimodal commercial, it was time to present it to their peers as part of the activity during the implementation stage. Despite her strong stance on translanguaging, Ms. Li Ming believed it was important for them to use Chinese in class as much as possible. She expressed, 'I still hope that they speak more Chinese at school.' Therefore, she intended to have the students introduce the selected product in Chinese before showcasing the commercial and interact with their peers through follow-up questions, offering an opportunity for the audience to provide feedback. With this concept in mind, Ms. Li Ming provided the students with a visual aid on the day of the presentation as a guide for the presentation structure. The first three items focused on introducing the group, product, and the product’s logo. The fourth item involved presenting the multimodal commercial, while the fifth item comprised asking follow-up questions to the audience. Finally, the sixth item involved soliciting feedback.

During the presentations, students not only met the objective but also demonstrated proficiency in Chinese. Despite incorporating their heritage languages, they infused creativity into their commercials through music, visuals, and dance, while adeptly integrating multiple languages for audience comprehension. For instance, one group delivered the commercial entirely in Chinese and provided English subtitles. When queried by an audience member about the presence of English subtitles, a group member responded, ‘因为我们想要让 international 的人看’ (We want to let international people watch it). Ms. Li Ming expressed her pride in her students, stating, ‘They are amazing! Their learning ability is really strong’.
In the subsequent section, I present the perspectives of Ms. Li Ming and the students regarding these formative assessments

**Insights on Collaboration and Multilingual Assessment**

The quotations (Table 2) provided by Ms. Li Ming shed light on the multifaceted benefits of collaboration, professional development, student confidence, authentic assessment, parental acceptance, and multilingual identity within the educational context. Through collaborative efforts, Ms. Li Ming expressed her delight in working together, recognising the importance of diverse strengths and transparent communication in achieving successful outcomes. Even more, her professional development showed a new level of confidence in instructional planning and design, pointing out better understanding of the systemic approach needed. More importantly, the assessments carried out with the guidance of Ms. Li Ming actually indicated real evidence of content knowledge for students but also helped in building student confidence, specifically for those with familial pressures and academic insecurities. In addition, her reflection on the acceptance of the parents suggested trust and understanding, making for important new teaching practices to be adopted in the form of translanguaging. In effect, the experience of Ms. Li Ming validated efforts to build in more translanguaging practices in formative assessments to develop student multilingual identity and to learn about the complexity of their needs and strengths.

**Table 2**

<table>
<thead>
<tr>
<th>Teacher Perspectives</th>
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<tbody>
<tr>
<td><strong>Aspect</strong></td>
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<tr>
<td>Collaboration</td>
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<tr>
<td>Professional Development</td>
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<tr>
<td>Student Confidence</td>
</tr>
<tr>
<td>Authentic Assessment</td>
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<tr>
<td>Parental Acceptance</td>
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</tbody>
</table>
Multilingual Identity

"In summary, Ms. Li Ming discovered that incorporating translanguaging into formative assessments had numerous advantages, including enhancing her understanding of the students’ needs and strengths, boosting their confidence, developing their multilingual identities, and reinforcing their content and language knowledge."

Student Reflections on Translanguaging and Collaborative Assessments

All the students interviewed were happy about the assessments and appreciated the chance to work together with others. According to Student 1, the unit that they were in was really exciting because of the different interesting projects that the students are involved in. On the part of being asked to reflect on the unit from the point of using different languages to demonstrate what they knew, all of them replied that at first, they had felt awkward since they had not been asked to do this before. They appreciated, however, that English was clear in helping them communicate their thoughts more clearly. For instance, Student 2 stated that she used to have a problem digesting new terminologies in Chinese, but Ms. Li Ming said they could use English, and after that she told them the Chinese term, and they could remember. Student 2 said that by listing down her points in English first, she had more focus writing it down in Chinese later. Most students agreed that having translanguaging in classroom assessments was beneficial to the multilingual identity development and confidence of the students and also served as a good opportunity for them to learn from their peers and family members. They found it very useful to be able to use their home languages during the assessment, in recognizing the linguistic diversity within their class. They were first surprised when Ms. Li Ming told them that other languages could be used beside the Chinese and English, but they enjoyed this assessment and thought it was very rewarding.

For example, one student said he was excited that he was working with a Spanish speaking peer and said that he learned how to design an ad. Another student said she was not willing because nobody would understand her Cantonese but when she got there, she saw that everybody was speaking a different language, so she practiced her Cantonese with her mom. Students said that though they did not understand the languages spoken by their peers, they used their background in knowledge in connection to the visual aid, such as the symbols and the subtitles, to understand the content and the purpose of the ad. Another student said that it allowed her to understand most of the contents and even learned a few words of Spanish. Generally, the students enjoyed and felt satisfied with the assessment. They were happy that they could work with their peers, improving each other's strengths and support them in their difficulty.

Discussion

This paper illustrates in detail how Ms. Li Ming implemented the pedagogy of translanguaging into the formative assessments of a Chinese immersion classroom through the lens of the Translanguaging Design Cycle. It also discusses the reflections of Ms. Li Ming and her students on these assessments, emphasizing their positive experiences and the meaningful learning they achieved, particularly in enhancing content knowledge and multilingual capacities.
The formative assessments integrated within the design cycle had allowed Ms. Li Ming to plan and develop her instructional strategies based on the data. Aligned to best practices from the Gradual Release model of Pearson and Gallagher (1983), this multi-strategy approach enhanced student motivation, confidence, and diversity in communication. This comprehensive approach facilitated both instructional adjustments based on student strengths and authentic evidence of learning (Wang and East, 2023) in deepening Chinese proficiency and developing independent and collaborative skills. I would also recommend that during assessment, the Translanguaging Design Cycle is also embedded within the Gradual Release model for CLIL teachers. This will further allow systematic planning and data-driven instructions; thus, the development of a more holistic child recognises the multilingual repertoire that is available to them.

Formative assessments told of the content knowledge and strengths of students that would be key in shaping the learning environment effectively. This means that, as Tian and Lau (2022) say, collaboration between educators and researchers to inform best practices is important. Second, the trust and honesty that came from Ms. Li Ming and us were yielded for a co-designed assessment that is integrative of the translanguaging pedagogy. More such research-educator collaboration needs to be established to narrow the gap between theory and practice of assessment (Sato, 2023; Shepard-Carey and Tian, 2023). More such collaboration can happen effectively only when there is a development of trust, honesty, and open-mindedness. This is in line with Daniel and Pacheco (2016), Shi (2023), and Wang and East (2023), who reported on how allowing students to use their translanguaging skills in formative assessment positively affects learning in the CLIL setting. They articulated that this kind of assessment gave the students agency to fully use their linguistic competencies, which include their heritage languages, in ways that allow them to genuinely represent what they know, value linguistic diversity, and understand multilingualism. Furthermore, the assessments have promoted peer collaboration in an inclusive classroom where all students value knowledge and language competences of one another. Thus, teachers embedding translanguaging in classroom assessments should in turn influence peer collaboration strategies and support the overall academic and personal development of the EMLs.

It foregrounds the imperatives of specific teacher training programs centered on translanguaging strategies and assessment. Ms. Li Ming realised that her non-systemic implementation of instruction and assessment inhibited her confidence and ability to measure students' actual understanding. Therefore, such programs should prepare teachers with practical means of integrating translanguaging into their instruction and how to effectively formatively assess their students' performances that validate their linguistic practices and life experiences.

**Limitations**

Although this study has been very illustrative, several limitations have to be highlighted. First, the findings relate to the context of one Chinese immersion classroom and the practices of one CLIL teacher. Contextual factors could have contributed to the way in which assessment through a translanguaging pedagogy has been successful, such as the teacher's biography, student
proficiency levels, and support from school and homes. Thus, further research is necessary on how exactly the implementation and experiences through translanguaging assessment will look in settings that are more diverse. Second, the character of research-teacher collaboration is not elaborated on to a great extent, and longitudinal research might give better insights into the way in which translanguaging practices are developed over time. Third, while the study described formative assessments well, more research should be focused on the way in which students achieve their learning objectives.

Conclusion

The findings of this study gave insight into the dynamic application of Translanguaging Pedagogy within formative assessments in a Chinese immersion classroom. The research was conducted with teachers and students, which showed the vital role that translanguaging plays in the involvement of students, enabling them to build confidence in achieving other learning outcomes. The determination to have the full language repertoire of students in classroom assessment that will affirm their multilingual identities makes them realise the academic content.

It would enable students to make the most of their bilingual capabilities and enrich the educational process by establishing a more inclusive and representative learning setting. The development and realisation of the impact of translanguaging strategies within formative assessments have by far been at the core of collective work between teachers and researchers. The evidence calls for more professional development for teachers to be able to build capacity in learning how to implement translanguaging strategies in order for the fostering of positive impact and the bridging of the gap in education to be effective. Moreover, the positive feedback from the teacher and the participating students themselves emphasises the potential of translanguaging to bridge the gaps between various languages and cultures in educational settings. In other words, working toward the acceptance of translanguaging as a pedagogical tool in the changed landscapes of the pursuit of education globally is bound to contribute largely to the overall development of the pursuit of more holistic and multiculturally competent educational practices. This study calls for more research and practice in fully integrating translanguaging into educational assessments so that all students can be successful and flourish in multilingual and multicultural classrooms.

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