

# A Theoretical Review of Translanguaging and The Teaching and Learning Cycle and Its Implication on The Development of Chinese First-Year University Students' Argumentative Writing Ability

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## Abstract

This theoretical review explores the integration of translanguaging and the Teaching and Learning Cycle (TLC) as complementary frameworks for developing argumentative writing skills in multilingual learners, particularly first-year Chinese university students. Translanguaging allows students to use their linguistic repertoire, drawing on their native language and English, to enhance cognitive engagement, critical thinking, and comprehension. The TLC provides a scaffolded approach to writing instruction, guiding students through stages such as building background knowledge, joint construction, and independent writing. Together, these approaches foster a more inclusive and flexible learning environment, helping students navigate the complexities of argumentative writing in a second language. By integrating translanguaging into each stage of the TLC, students are empowered to produce more coherent, persuasive essays while developing metacognitive awareness of their language use. The paper concludes with pedagogical implications and best practices for teachers to implement these frameworks in teaching argumentative writing.

**Keywords:** Argumentative Writing Ability, Teaching and Learning Cycle (TLC), Translanguaging

## Introduction

Constructing well-organized and convincing arguments is crucial in academic writing, particularly for first-year university students. For Chinese students, learning to write argumentatively in English presents a unique set of challenges. The transition from Chinese rhetorical structures to those expected in English-speaking academic environments requires more than a simple shift in language. It demands developing critical thinking, articulating positions clearly, and using evidence to support arguments (Sun & Lan, 2021). These challenges are particularly pronounced for non-English majors, who often struggle with the linguistic and cognitive demands of English argumentative writing. This article explores two significant theories, Translanguaging and the Teaching and Learning Cycle (TLC), and their implications for developing Chinese first-year university students' argumentative writing abilities. Translanguaging means using multiple languages in learning, allowing students to draw on their linguistic repertoire to understand and express complex ideas (García & Li, 2014). The Teaching and Learning Cycle (TLC), on the other hand, is a pedagogical framework that guides students through stages of text construction, from understanding the genre to producing their written texts (Derewianka & Jones, 2016; Martin & Rose, 2008).

By examining the intersection of these two frameworks, this article aims to provide theoretical insights and practical recommendations that can be readily implemented in the classroom, empowering educators to enhance Chinese students' argumentative writing skills.

### **Understanding Translanguaging: A Theoretical Framework Origins and Key Concepts of Translanguaging**

Translanguaging, first coined by Cen Williams in 1996 within the context of Welsh-English bilingual education, has since expanded into a dynamic and versatile pedagogical and theoretical framework. It fundamentally challenges the traditional notion of language separation, where different languages are treated as distinct systems. Instead, translanguaging embraces the fluid use of multiple languages in educational settings, encouraging learners to draw on their entire linguistic repertoire to create meaning, communicate effectively, and facilitate learning (Cenoz & Gorter, 2017; Creese & Blackledge, 2010). This approach resonates deeply within multilingual contexts, where students often possess varying degrees of proficiency in more than one language and can utilize their linguistic diversity to enhance their cognitive and academic experiences (García & Li, 2014, 2024). Translanguaging fosters a sense of unity among bilingual or multilingual students, recognizing that they should not be restricted to a single language when engaging in learning. Instead, students' linguistic abilities in different languages can complement one another, fostering more profound understanding and cognitive development. In classrooms, students can switch between languages, using one for comprehension and another for expression, thus creating a fluid and dynamic learning process that unites them in their diversity (Creese & Blackledge, 2010). Instead of viewing bilingualism as a limitation or dividing students' languages into rigid categories, translanguaging treats all linguistic resources as part of an integrated system. It values and leverages students' full linguistic knowledge, allowing for more comprehensive engagement with complex ideas and academic tasks (Wei & Lin, 2019).

Translanguaging offers a much-needed relief for Chinese students, particularly when learning and writing in English. The challenges they face, such as differences in rhetorical structures, grammar, and syntax between Chinese and English, often create barriers to achieving proficiency in academic writing. However, by allowing students to utilize their first language (Chinese) alongside English, Translanguaging enables them to access prior knowledge better and organize their thoughts more effectively (Tian & Shepard-Carey, 2020). For instance, during brainstorming, students might initially conceptualize and structure their arguments in Chinese, which could significantly ease their cognitive load when translating these ideas into English. Translanguaging proves particularly beneficial in argumentative writing, which requires clarity, coherence, and critical thinking. It can help Chinese students manage the cognitive complexity of formulating arguments by using their native language to process content, refine ideas, and structure arguments before translating them into English. This approach reduces the strain of trying to think, organize, and express themselves in a non-native language simultaneously (Poza, 2019). Moreover, research has shown that this practice helps bridge linguistic gaps and promotes deeper metacognitive awareness as students reflect on how their language choices impact their expression of ideas (Wei & Lin, 2019). By validating and incorporating students' full linguistic capabilities, translanguaging can foster more confident, critical, and coherent writers, making it an essential tool for enhancing Chinese students' argumentative writing skills.

### **The Role of Translanguaging in Bilingual and Multilingual Education**

Translanguaging extends beyond a mere pedagogical strategy; it is a fundamental approach to challenging the dominance of monolingual ideologies in education (Wei, 2018). Traditionally, many educational systems have assumed that students should be taught exclusively in the target language, reinforcing the division between languages. This monolingual approach often marginalizes multilingual students, forcing them to compartmentalize their language use rather than embracing the full range of their linguistic capabilities (Duarte, 2020). Translanguaging disrupts this narrative by treating a multilingual learner's entire linguistic repertoire as a dynamic, integrated system, enabling them to fluidly draw on all their language resources (Cenoz & Gorter, 2017). Instead of being confined to using one language at a time, students can switch between languages depending on the demands of the task at hand, thus fostering more meaningful and effective communication and learning (Poza, 2019). In multilingual classrooms, translanguaging creates an environment where linguistic boundaries become porous, allowing students to tap into the strengths of their multiple languages to achieve academic success (Cenoz & Gorter, 2017; Creese & Blackledge, 2010). This approach is particularly beneficial for students still developing proficiency in the language of instruction, such as Chinese students learning English. Translanguaging becomes a powerful tool for promoting deeper engagement and participation in such contexts. By allowing students to use their first and target languages, educators create space to express their ideas more clearly, scaffolded by their more vital language skills while developing proficiency in their weaker language (Gibbons, 2015; Wei & Lin, 2019).

For Chinese first-year university students, translanguaging can play a significant role in developing writing skills, particularly in genres like argumentative writing, which require students to formulate coherent and well-supported arguments. In an English-only environment, these students may struggle with gaps in their vocabulary or unfamiliarity with English rhetorical structures (Ticheloven et al., 2021). However, by leveraging translanguaging, students can use their native Chinese to organize their ideas, draft outlines, and clarify their stance. This initial use of Chinese allows students to focus on the depth and complexity of their arguments without being immediately hindered by linguistic limitations in English. The process of translanguaging then facilitates a smoother transition to English, as students can translate their well-developed ideas into coherent English essays, focusing on refining language use rather than struggling to conceptualize and express ideas simultaneously in a less familiar language (Tian & Shepard-Carey, 2020). Research supports the efficacy of translanguaging in enhancing the quality of student writing. When students use translanguaging to plan and organize their work, they produce writing that is not only more nuanced but also structurally more sophisticated. This approach allows them to engage fully with the content, reflect critically on their arguments, and present their ideas more confidently (Poza, 2019). Furthermore, translanguaging fosters metacognitive awareness as students begin to reflect on how they use language to shape their thinking and writing processes. Instead of being confined by linguistic barriers, students gain greater control over their ability to express complex ideas, resulting in more polished and persuasive writing (Wei & Lin, 2019).

By encouraging students to draw on their complete linguistic repertoire, translanguaging empowers them to navigate complex academic tasks like argumentative writing with greater confidence and skill. It provides a practical pathway for multilingual learners to engage deeply with content, express their ideas fully, and develop their proficiency in the target language without abandoning the cognitive and linguistic strengths they bring to the learning process (Ticheloven et al., 2021).

### **The Teaching and Learning Cycle (TLC): A Pedagogical Approach**

Translanguaging and the Teaching and Learning Cycle (TLC) are innovative frameworks that reshape traditional language education, particularly in multilingual contexts like those of Chinese university students learning English. While translanguaging empowers students to draw on their entire linguistic repertoire to enhance comprehension and expression, the TLC provides a structured, scaffolded approach to guide students through writing, enabling them to develop critical literacy skills systematically (Spycher, 2021). Both approaches challenge monolingual ideologies by recognizing the complexities of bilingual and multilingual learning, making them particularly effective for teaching writing to students still developing proficiency in their second language. Educators can create a robust framework that supports students' development as critical, confident writers by integrating translanguaging with the TLC.

### **Overview of the Teaching and Learning Cycle**

The Teaching and Learning Cycle (TLC), a pedagogical model developed by Martin and Rose (2008), is a scaffolded approach that builds students' confidence by guiding them through the different phases of the writing process (Spycher, 2021). It emphasizes the explicit teaching of both genre-specific structures and linguistic features, enabling students to become adept at writing in various academic contexts. The TLC is particularly beneficial for first-year Chinese university students learning argumentative writing in English. It breaks down the writing process into manageable steps, ensuring students can master individual components before producing full-length essays independently (Spycher, 2021). This reassures us, as educators, about the effectiveness of the TLC in building students' confidence in their writing abilities.

The TLC's cyclical approach means that students continuously learn and reapply concepts through its four recursive stages: Building the Field, Deconstruction, Joint Construction, and Independent Construction. By moving through these stages, students gradually understand argumentative writing, including how to form a thesis, use evidence effectively, and reason persuasively. The step-by-step nature of the TLC is beneficial for students unfamiliar with the structure and expectations of argumentative writing in English, as it allows them to practice each component before applying all elements in their writing (Humphrey & Hao, 2021).

### **Stages of the Teaching and Learning Cycle and Its Impact on Writing Development**

With its four key stages, the TLC framework operates as an empowering tool for educators. Each stage is critical in scaffolding student learning and building their confidence as independent writers. The cycle's recursive nature means that students revisit each stage as needed, reinforcing their skills and deepening their understanding. This iterative process enhances students' writing abilities and instills a sense of empowerment in educators, knowing that they are equipping their students with the necessary skills for independent writing (Spycher, 2021; Spycher & Linn-Nieves, 2014).

The first stage of the TLC, Building the Field, involves introducing the topic and developing students' knowledge of the subject matter. Teaching argumentative writing to Chinese university students might involve discussing various social, cultural, or academic issues that students can write about. This stage aims to ensure that students have a strong foundation of relevant knowledge and vocabulary, essential for crafting coherent arguments. In a multilingual context, this stage can also incorporate translanguaging, allowing students to engage with the content in both English and Chinese. By allowing students to discuss ideas in

their first language, teachers can ensure that students fully grasp complex concepts, making it easier to articulate their ideas in English later (Tian & Shepard-Carey, 2020). This stage is crucial for preparing students to move into the next phase of the writing process, as it equips them with the necessary background knowledge and vocabulary to engage critically with the topic (Derewianka & Jones, 2016).

In the Deconstruction stage, teachers model an argumentative text, breaking it down to analyze its structure, linguistic features, and persuasive techniques. This stage is crucial for Chinese students unfamiliar with Western argumentation styles. It provides students with an explicit example of a well-structured argumentative essay, highlighting elements such as the thesis statement, topic sentences, evidence, and transitions. Through careful analysis, students learn how to approach argumentation in English, an essential skill given the differences between Chinese and English rhetorical traditions (Martin & Rose, 2008). Translanguaging can be integrated during this stage by allowing students to ask questions and discuss the modeled text in Chinese. This helps them clarify their understanding and encourages them to reflect on the differences and similarities between English and Chinese argumentative styles. Students better understand how to construct persuasive arguments in Chinese or English by comparing rhetorical structures across languages. Research has shown that this type of cross-linguistic analysis can significantly enhance students' metacognitive awareness, making them more intentional in their language choices when writing in English (Wei & Lin, 2019).

In the third stage, Joint Construction, the teacher and students construct an argumentative text collaboratively. This is a highly interactive phase in which students apply what they have learned during the deconstruction phase but with the teacher's and their peers' support. For Chinese students learning argumentative writing in English, this stage provides a safe space to practice constructing arguments without the pressure of working independently. The teacher guides students in selecting a topic, formulating a thesis, and constructing body paragraphs while providing feedback on the appropriateness of their arguments, the use of evidence, and linguistic features. The collaborative nature of this stage fosters student confidence, as they can test their ideas and refine their understanding of argumentation in a supported environment (Derewianka & Jones, 2016). Translanguaging plays a vital role in this phase as well. Students can brainstorm in Chinese, articulate their ideas with peers, and gradually shift to constructing the argument in English. By allowing students to use their first language during the early stages of argument construction, teachers reduce the cognitive load on students, making it easier for them to focus on developing solid and coherent arguments (Poza, 2019). As a result, students can produce higher-quality writing that is not hindered by their level of proficiency in English.

The final stage of the TLC, Independent Construction, involves students writing their argumentative essays individually, drawing on the skills they have developed in the previous stages. By this point, students should clearly understand how to structure an argumentative essay, use evidence to support their claims and employ appropriate linguistic features. The teacher provides feedback on these independent essays, helping students refine their abilities and further develop their writing proficiency (Humphrey, 2021).

The independent construction phase is where the integration of Translanguaging and the TLC reaches its full potential. Because students have been allowed to use both Chinese and English throughout the earlier stages of the cycle, they are more likely to produce well-structured, coherent essays in English. Translanguaging has provided them with a cognitive framework for organizing their ideas, while the TLC has equipped them with the genre-specific skills needed to write effectively in English. As students become more comfortable with this process, they rely less on their native language, eventually producing argumentative essays that meet the expectations of English academic discourse (Derewianka & Jones, 2016; Gibbons, 2015).

### **Translanguaging and the Teaching and Learning Cycle: A Complementary Framework for Teaching Argumentative Writing**

Translanguaging and the TLC emphasize the importance of scaffolding student learning, making them complementary frameworks for teaching argumentative writing to first-year Chinese university students. Translanguaging gives students the linguistic flexibility they need to fully engage with academic content, while the TLC offers a structured pathway for developing writing skills. Combined, these two approaches ensure that students can express their ideas effectively in English and develop a deep understanding of the rhetorical strategies required for successful argumentation.

Educators can better support students in becoming independent, confident writers by incorporating translanguaging into each TLC stage. In the Building the Field stage, translanguaging allows students to access prior knowledge and develop a more comprehensive understanding of the topic. During Deconstruction, Translanguaging facilitates the comparison of rhetorical structures across languages, helping students grasp the conventions of English academic writing. Translanguaging fosters community in the Joint Construction phase, enabling students to fully participate in the collaborative writing process, using Chinese and English to construct arguments. Finally, in the Independent Construction stage, the skills developed through Translanguaging and the TLC come together, allowing students to produce coherent, persuasive essays in English.

By integrating these two frameworks, teachers play a crucial role in creating a learning environment that is both linguistically inclusive and pedagogically effective. This ensures that Chinese students have the support they need to succeed in their academic writing endeavors, highlighting the integral role of educators in this process. Incorporating the TLC in to developing argumentative writing skills enables students to progress from guided instruction to independent, competent writing. The structured approach of the TLC, combined with the linguistic flexibility offered by translanguaging, creates a robust pedagogical framework that helps students develop both their language skills and critical literacy abilities. This integration empowers students to become more confident writers and equips them with the tools they need to succeed in academic contexts where English is the medium of instruction.

### **Implications of Translanguaging and the TLC for Argumentative Writing**

Building upon the TLC as a structured approach to writing, integrating translanguaging offers a more inclusive, flexible, and cognitively enriching learning environment, especially for multilingual students. The combination of these two frameworks allows educators to address both the linguistic and cognitive challenges first-year Chinese university students encounter when learning to write argumentative essays in English. By blending the scaffolded stages of the TLC with the fluid use of multiple languages in translanguaging, teachers can create a pedagogical approach that enhances students' writing skills and promotes critical thinking and cognitive development.

### **How Translanguaging Supports Cognitive Development and Critical Thinking**

Integrating translanguaging with the TLC offers a comprehensive method for developing argumentative writing skills by recognizing and leveraging the students' full linguistic capabilities. Translanguaging allows students to use their native language alongside English, enhancing cognitive development and fostering critical thinking. Research indicates that when students are permitted to use their native language, they engage in deeper cognitive processes, such as analyzing evidence, constructing well-reasoned arguments, and reflecting on complex concepts more effectively (Poza, 2019). This is particularly important in argumentative writing, where students must clearly

articulate their position, develop logical reasoning, and support their claims with evidence. In classrooms where translanguaging is encouraged, students can brainstorm their ideas in their native language, such as Chinese, which allows them to access prior knowledge and organize their thoughts more clearly. They can then discuss these ideas with peers, deepening their understanding before transitioning to constructing the argument in English. This bilingual brainstorming process helps students manage the cognitive complexity of argumentative writing, where clarity of thought and logical reasoning are paramount (Wei & Lin, 2019). By allowing students to draw on their first language, educators can alleviate students' cognitive load when attempting to organize and express ideas solely in English.

Moreover, translanguaging supports metacognitive skills development, encouraging students to reflect on how they use language to process information and articulate their thoughts. This reflective practice enhances their ability to think critically, analyze their reasoning processes, and make deliberate language choices when transitioning from Chinese to English. Such metacognitive awareness is vital in argumentative writing, as students must develop their arguments and consider how their language choices affect the clarity and persuasiveness of their essays (Tian & Shepard-Carey, 2020). In this way, translanguaging fosters a more intentional and reflective approach to writing, empowering students to become more critical thinkers and confident writers.

### **Integrating TLC Stages with Translanguaging to Improve Argumentative Writing**

The TLC provides a structured framework that can be seamlessly integrated with translanguaging practices to enhance students' argumentative writing skills. Each stage of the TLC offers an opportunity for students to utilize both their native language and English, making the writing process more accessible and cognitively manageable. For instance, teachers can encourage students to discuss the topic in English and Chinese during the Building the Field stage. This bilingual discussion helps students develop a more nuanced understanding of the subject matter by allowing them to access and express complex ideas in their stronger language (García & Li, 2024). The deeper understanding gained from this discussion can serve as a foundation for their argumentative writing in English.

In the joint construction phase, translanguaging can be particularly effective. As students collaborate on constructing an argumentative essay, they can use Chinese for initial discussions, brainstorming, and organizing ideas. Once they have developed a clear structure, they can use English to construct the final text. This practice helps them move fluidly between languages, reducing cognitive overload and ensuring that they focus on the quality of their argument rather than struggling with language limitations (Tian & Shepard-Carey, 2020). Collaborative writing in a translanguaging environment allows students to build on each other's ideas, creating a richer and more comprehensive argument.

Translanguaging can also be vital during the deconstruction phase, where teachers model argumentative writing. Teachers can deconstruct an English text, highlighting how professional writers construct arguments while allowing students to discuss these examples in Chinese. This strategy helps students understand the rhetorical differences between English and Chinese academic writing, making learning more accessible. By discussing the text in their first language, students can clarify their understanding of complex structures and concepts before applying these insights to their writing (Wei & Lin, 2019).

In the final stage, independent construction, translanguaging continues to support students as they write their essays independently. Students may rely on their native language to help organize their ideas, ensuring their arguments are coherent and well-structured before translating them into English. This practice enables them to focus on refining their language

use in English without difficulty organizing their thoughts. By integrating translanguaging into the independent construction phase, students can produce essays that are linguistically accurate, logically coherent, and critically sound (Poza, 2019).

Teachers can offer a pedagogically sound and inclusive approach to developing argumentative writing skills by combining translanguaging with the Teaching and Learning Cycle. Translanguaging supports cognitive development and critical thinking by allowing students to engage deeply with content in their first language. At the same time, the TLC provides the necessary structure and guidance for students to transfer those insights into English writing. Together, these frameworks create a learning environment that fosters linguistic flexibility, cognitive growth, and academic success, ensuring that multilingual students have the tools to become confident, critical writers in English.

### **Challenges and Potential Solutions**

While integrating Translanguaging and the Teaching and Learning Cycle (TLC) offers immense potential for enhancing the development of argumentative writing skills, several challenges must be addressed to ensure successful implementation. These challenges often stem from profoundly ingrained language separation ideologies, teacher preparedness, and the need for structured professional development to equip educators with the tools necessary to foster multilingual classrooms. However, with the right strategies and best practices, educators can overcome these obstacles and create a more inclusive, flexible, and effective learning environment.

#### **Addressing Challenges Such as Language Separation and Teacher Preparation**

One of the most significant challenges in integrating translanguaging with the TLC is the persistence of language separation ideologies. In many educational systems, particularly those with English-dominant policies, there is a strong emphasis on maintaining English-only environments in the classroom. These policies often stem from believing that immersion in the target language will lead to more rapid and efficient language acquisition. However, this approach fails to recognize the cognitive benefits of allowing students to use their native language as a resource in the learning process (Flores & García, 2021). As a result, students are often discouraged or even prohibited from using their entire linguistic repertoire, which can impede their ability to engage deeply with the material.

To overcome this challenge, educators must shift their mindset and embrace translanguaging principles within the TLC framework. While it may seem daunting at first, this shift brings with it a wealth of benefits. Training in both Translanguaging pedagogy and the TLC model equips teachers with the tools to challenge traditional methods of language teaching that prioritize monolingualism. Teachers need to understand that allowing students to use both their first and target languages is not undermining their English proficiency but rather enhancing their cognitive engagement and critical thinking skills. Integrating translanguaging and TLC helps students scaffold their learning, drawing on their native language to process complex ideas before expressing them in English (García & Li, 2024).

Another significant challenge is ensuring teachers have the confidence and skills to manage a translanguaging classroom effectively. This includes knowing when and how to encourage students to use their native language and how to guide them in transitioning from their first language to English without losing sight of the learning objectives. Teachers may struggle with balancing the use of multiple languages in the classroom, especially if they are unfamiliar with translanguaging practices or are concerned that allowing too much native language will hinder English language development (Cenoz & Gorter, 2019). However, professional development programs focusing on bilingual education, multilingual pedagogy, and culturally responsive teaching are here to help. These programs

are essential for addressing these concerns, providing teachers with practical strategies for incorporating translanguaging into their lessons and opportunities to observe and practice these strategies in natural classroom settings. Additionally, ongoing support and collaboration with other teachers using Translanguaging and the TLC can help teachers build their confidence and refine their approach. Remember, you're not alone in this journey.

### **Best Practices for Combining Translanguaging and TLC in a Classroom Setting**

Several best practices can be implemented to maximize the benefits of combining translanguaging with the TLC. These practices focus on creating a classroom environment where students feel comfortable using their first language and English while providing the structure and support they need to develop their argumentative writing skills.

#### **Explicit Modeling of Translanguaging**

One of the most effective ways to encourage the use of translanguaging in the classroom is through explicit modeling by the teacher. This strategy strategically demonstrates how to use both Chinese and English for different purposes and shows students when it is appropriate to switch between languages. For example, during the TLC Building the Field stage, teachers can model how to brainstorm ideas in Chinese before translating them into English to construct an argumentative essay. This gives students a clear example of how translanguaging can enhance their thinking and writing processes and normalize using multiple languages in the classroom. This strategy's benefits are evident in students' enhanced cognitive development and argumentation skills (García & Li, 2024).

#### **Encouraging Collaborative Learning**

Collaborative learning is another critical strategy for integrating translanguaging with the TLC. During the Joint Construction phase, where students work together to construct an argumentative text, teachers can encourage them to use their native language to explore ideas, clarify their positions, and develop arguments before switching to English for the final construction of the text. Collaborative tasks allow students to draw on the linguistic strengths of their peers, creating a richer learning experience and a more robust argument. By encouraging students to discuss their ideas in Chinese before moving to English, teachers provide the cognitive space to engage with the material and develop fully articulated arguments (Wei & Lin, 2019).

#### **Ongoing Assessment and Feedback**

Continuous assessment and feedback are essential for helping students improve their writing skills while using translanguaging and the TLC. Teachers should provide feedback that acknowledges the use of both languages in the writing process, recognizing that the student's native language can play an important role in developing their English proficiency. Feedback should focus not only on language accuracy but also on the clarity of ideas, the strength of arguments, and the organization of the text. By offering constructive feedback that addresses both linguistic and cognitive aspects of writing, teachers can help students refine their skills and become more confident writers (Humphrey & Hao, 2021). Moreover, assessment strategies should be flexible enough to accommodate translanguaging. Teachers can assess students' ability to brainstorm and organize ideas in Chinese while evaluating their final product in English. This approach acknowledges translanguaging's important role in supporting cognitive development and argumentation while ensuring students develop English proficiency.

By addressing the challenges of language separation ideologies and teacher preparedness, educators can successfully integrate translanguaging with the TLC to enhance the development of argumentative writing skills. Through professional development, teachers can learn how to balance students' native language with English instruction, creating a more inclusive and supportive classroom

environment. Best practices such as explicit modeling, collaborative learning, and ongoing assessment and feedback ensure that students fully engage in the writing process, using their linguistic resources to develop their critical thinking and argumentation skills. With these strategies, teachers can create a classroom where translanguaging and the TLC work together to support the academic success of multilingual students, empowering them to become confident, capable writers in both their native language and English.

### **Pedagogical Implications of Using Translanguaging and the TLC to Develop Argumentative Writing Skills**

Integrating Translanguaging and the Teaching and Learning Cycle (TLC) offers profound pedagogical implications for developing argumentative writing skills in multilingual classrooms. Combined, these approaches create a more inclusive, scaffolded learning environment where students can fully utilize their linguistic repertoire to enhance cognitive engagement and critical thinking. This is particularly significant in contexts such as first-year Chinese university students learning to write argumentative essays in English, where linguistic barriers can hinder the development of clear, coherent arguments (Tian & Shepard-Carey, 2020).

One significant pedagogical implication of using translanguaging alongside the TLC is the shift away from monolingual ideologies towards a more fluid use of languages in the classroom. By allowing students to use their native language to brainstorm, organize, and process complex ideas before translating these into English, teachers can lower students' cognitive load. This practice not only aids in comprehension but also encourages more profound engagement with the content, as students are free to express ideas in the language they are most comfortable with (García & Li, 2014, 2024). As a result, students develop robust arguments without the immediate pressure of working solely in English. The TLC's structured stages, Building the Field, Deconstruction, Joint Construction, and Independent Construction, provide the perfect framework for integrating translanguaging. For example, in the joint construction phase, students can collaboratively discuss and draft arguments in their first language before refining them in English. This approach fosters peer learning and strengthens students' ability to transfer their thoughts from one language to another (Humphrey & Hao, 2021). Additionally, translanguaging within the TLC supports the development of metacognitive skills. As students switch between languages, they become more aware of how language choices affect their ability to reason, argue, and persuade (Wei & Lin, 2019). This reflection on their language use can lead to better control over their writing processes and improved proficiency in both languages.

Eventually, the combined use of translanguaging and the TLC enhances students' ability to craft well-organized, persuasive arguments while building their confidence in academic writing. This inclusive, scaffolded approach can significantly improve outcomes for multilingual learners, making the learning process both effective and empowering.

### **Conclusion**

Integrating Translanguaging and the Teaching and Learning Cycle (TLC) presents a transformative approach to developing argumentative writing skills in multilingual students, particularly in contexts such as Chinese university classrooms. By embracing students' linguistic repertoire, translanguaging allows learners to use their native language to process complex ideas, brainstorm, and organize thoughts before translating them into English. This practice reduces cognitive overload, enhances comprehension, and encourages profound engagement with content, resulting in stronger, more coherent arguments. Simultaneously, the TLC provides a structured, scaffolded framework that guides students through writing, from building background knowledge to independently constructing their argumentative essays.

The pedagogical implications of combining these two approaches are profound. Students can improve their writing proficiency in English and develop metacognitive skills that enable them to reflect on their language use, argumentation strategies, and the writing process as a whole. By offering a flexible yet structured approach, translanguaging and the TLC integration empower students to become more confident and competent writers, capable of navigating the complexities of academic writing in a second language. Moreover, this approach challenges traditional monolingual educational ideologies, promoting a more inclusive and responsive learning environment. Teachers play a critical role in this process. With adequate training and support, they can create classrooms where Translanguaging and the TLC work to meet multilingual students' diverse linguistic and cognitive needs. Ultimately, this integration offers a promising pathway for fostering academic success and linguistic development in diverse educational settings.

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