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Unequal translanguaging: the affordances and limitations of a translanguaging space for alleviating students' foreign language anxiety in language classrooms

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Abstract: Foreign Language Anxiety refers to the emotional response experienced when learning or using a second language (L2) in a classroom setting. Research on ethnic minority (EM) students in Hong Kong (HK) indicates that they face difficulties in learning Chinese-as-an-Additional-Language (CAL), and the lack of adequate Chinese language education is often seen as a contributing factor to their anxiety, hindering their integration into HK society. However, there is a scarcity of studies exploring how teachers can foster a positive classroom environment to reduce students' L2 anxiety in L2 classrooms. To fill this gap, this study employs translanguaging as an analytical framework to explore how creating emotionally secure translanguaging spaces can help mitigate EM students' anxiety in learning CAL. The classroom interaction data will be analysed through Multimodal Conversation Analysis, and this data will be corroborated with findings from video-stimulated recall interviews, analysed using Interpretative Phenomenological Analysis, to understand teachers' and students' perspectives on translanguaging practices in CAL classrooms. The study posits that establishing a secure translanguaging environment in CAL classrooms can potentially ease EM students' anxiety related to learning CAL. Nevertheless, the teachers' reliance on certain linguistic resources for scaffolding EM students' CAL learning could potentially limit the transformative power of the translanguaging space as teachers do not fully tap into the students' entire linguistic repertoire for scaffolding students' CAL learning and reducing their anxiety.

Keywords: foreign language anxiety; translanguaging; unequal translanguaging; multimodal conversation analysis; interpretative phenomenological analysis; Chinese as an additional language

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1 Introduction

Ethnic minority (EM) students often encounter challenges when expected to learn a second language (L2) within a host society, which can provoke emotional distress (Capstick 2020; Dovchin 2021). Such challenges may include a reluctance to articulate their thoughts in an L2, or being misunderstood by the host community, leading to language anxiety. This refers to the negative emotional responses experienced by learners when using a second language in a classroom setting, such as embarrassment and loss of self-confidence (Horwitz 2010).

As per the Hong Kong (HK) government's policy, EM students are required to gain proficiency in Cantonese and Standard Written Chinese, similar to their Chinese counterparts (Education Bureau 2015). These students hail from diverse linguistic and cultural backgrounds, and often do not have a common first language (L1) with their teachers and classmates. Between 2005 and 2013, EM students had the option to attend either 'mainstream schools' in the public sector or 'designated schools' that received funding from the Education Bureau to assist them in learning Chinese-as-an-Additional-Language (CAL). The term CAL is used to encompass this linguistic diversity, without assuming an order of language acquisition or referring to ethnic status (Tai and Wang 2024). In the 2013/14 academic year, the HK government discontinued its system of designated schools due to widespread criticisms of its racial segregation effects, opting for a policy that encourages EM students to choose public sector mainstream schools. However, studies indicate that these students rarely have the opportunity to utilize their native languages and multicultural knowledge when learning CAL in mainstream schools (Thapa and Adamson 2018). Parallels exist with U.S. debates on mainstreaming immigrant/minority students into English-dominant classrooms (Seltzer 2019; Tai and Wong 2023). Both the HK and US contexts reveal systemic gaps in supporting L2 learners' emotional and academic needs, often prioritizing majority-language proficiency over multilingual equity.

Research has also highlighted the low levels of Chinese literacy among EM students in HK (e.g., Tsung et al. 2010). These studies seek to understand why EM students consistently underperform compared to their mainstream Chinese peers. One of the key challenges identified is the difficulty of acquiring Cantonese and Standard Written Chinese (Li 2017). In many CAL classes in HK, Cantonese is commonly used as the medium of instruction. This poses significant challenges for EM students, who often struggle with identifying and pronouncing morpho-syllables with the correct tones in Cantonese (Li 2017). It is essential to recognize that Cantonese, as a spoken language, differs considerably from standard written Chinese. Cantonese is a variety of Chinese spoken primarily in HK, Macau, and the Guangdong province. It is characterized by a rich array of tones – typically six or nine, depending on the analysis – that

can alter the meaning of words with the same phonetic structure. Cantonese also includes unique slang, colloquialisms, and expressions that are not found in other Chinese dialects or in standard written Chinese (Bauer 2016; Li 2016; Poon 2022; Tam and Tsang 2023). In contrast, standard written Chinese, often based on Modern Standard Mandarin (Putonghua), is uniform across different Chinese-speaking regions. It uses simplified or traditional Chinese characters and follows a standardized grammar and vocabulary. This written form does not convey the tonal variations inherent to Cantonese, making it a more neutral medium that can be read and understood by speakers of various Chinese dialects. For EM students in CAL classrooms in Hong Kong, mastering Cantonese pronunciation is crucial for effective verbal communication in everyday life. Simultaneously, proficiency in standard written Chinese is necessary for academic success, formal communication, and literacy. This dual requirement adds an extra layer of complexity to their language learning process. EM students must navigate the nuances of both the tonal and phonetic intricacies of spoken Cantonese and the standardized, character-based system of written Chinese, which can be a daunting task without appropriate support and resources (Li and Chuk 2015).

Furthermore, unlike alphabetic languages such as English, the pronunciations of Chinese characters do not directly correspond to their written forms (Xing 2006). Consequently, without the aid of romanization, EM students struggle to link logographic characters to their Chinese pronunciations (Li and Chuk 2015). The lack of a comprehensive CAL curriculum, despite governmental expectations for proficiency, has further exacerbated the lag in CAL proficiency among EM students (Tai and Wang 2024).

Previous research has highlighted that EM students in HK frequently have limited chances to leverage their multilingual and multicultural assets during learning (Gu and Patkin 2013; Tsung and Gao 2012), largely because CAL teachers often do not share the same L1 or cultural backgrounds as their students. This disparity can lead to various emotional challenges for EM students, including feelings of discrimination, devaluation, diminished self-esteem, and a sense of alienation. Furthermore, it is suggested that anxiety related to CAL learning may impede students' progress, potentially reducing their motivation to study CAL (e.g., MacIntyre and Gregersen 2012; Dovchin 2021).

A recent study by Tai and Wang (2024) conducts a study examining how EM students view the impact of Foreign Language Anxiety (FLA) on their experiences with learning CAL. The study found that students with moderate to high levels of FLA often experience anxiety while learning CAL, which diminishes their motivation to actively improve their skills. Consequently, these students tend to take a passive approach, avoiding opportunities to practice and enhance their language abilities. The study also identified other factors influencing EM students' FLA in CAL learning, including their motivation, the prevalence of English as a lingua franca, and examination policies. Many students perceive English as a more valuable asset, believing that English proficiency offers more opportunities and leads to greater success. This underscores the complex relationship between language preference, proficiency, and the perceived value of different languages for EM students in HK.

Additionally, the study suggests that the significance students attribute to CAL in their lives is linked to their FLA levels, contributing to the lack of motivation seen in those experiencing moderate to high FLA. The authors argued that creating a safe translanguaging space in CAL classrooms might help balance the hierarchy of named languages, reduce the anxiety of EM students learning CAL, and foster an inclusive learning environment for all students.

Given the scarcity of research on how teachers can use translanguaging in L2 classrooms to reduce students' FLA and foster an inclusive learning environment (e.g. Capstick 2020; Dryden et al. 2021; Zhang 2024), this study seeks to address this crucial research gap. Based on data collected from a larger linguistic ethnographic study conducted in two Hong Kong secondary CAL classrooms, this paper employs Multimodal Conversation Analysis (MCA) to explore the interactional dynamics within these classrooms. This analysis is further enriched by an Interpretative Phenomenological Analysis (IPA) of video-stimulated recall interview data. By integrating these two methods, the study aims to gain a deeper understanding of teachers' perspectives on their pedagogical strategies and students' reflections on their teachers' translanguaging practices. The study aims to extend previous research by exploring how CAL teachers can draw on diverse multilingual, multimodal and sociocultural resources to alleviate this FLA. The findings of this study will provide theoretical insights into the potential of translanguaging as a scaffolding strategy to promote EM students' emotional well-being and create a positive classroom climate.

2 Foreign language anxiety

Mastering an L2 can be daunting for students dealing with FLA, defined as "a unique blend of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning, which emerges from the distinct nature of the language learning process" (Horwitz et al. 1986: 128). Experts (e.g., MacIntyre 2007) have identified various forms of anxiety, such as trait anxiety (related to a relatively stable personality characteristic), state anxiety (temporary and specific to a particular moment), and situation-specific anxiety (associated with a particular context). FLA is a type of situation-specific anxiety, differing from trait and state anxiety (Horwitz 2010).

FLA can lead to a variety of emotional effects that negatively impact the emotional wellbeing of L2 students in several ways. For example, students may feel embarrassed, which can reduce their self-confidence (e.g., Dovchin 2021). They may also feel inhibited or minimized when using the L2, and may develop negative perceptions of their linguistic and academic abilities (Gundarina and James 2021). This can lead to withdrawal and a decreased motivation to communicate in the L2. Consequently, FLA can impede effective interpersonal communication, harm peer relationships, and disrupt group cohesion (Tenzer et al. 2014).

Most quantitative studies rely on self-report questionnaires to pinpoint factors that directly affect learners' FLA and their L2 learning (e.g., Ganschow and Sparks 1996; Dewaele 2007). However, some qualitative researchers (e.g., De Costa 2015) have raised concerns about the validity of these findings. They argue that it is difficult to establish a specific relationship between types of FLA and individual or contextual factors due to the unique learning experiences of different students. Additionally, they point out that FLA is a complex phenomenon, and questionnaires may not fully capture the detailed histories or the authenticity of learners' responses, thus limiting the generalizability of the findings to other contexts. Qualitative studies (e.g., Saghafi et al. 2017) indicate that FLA is not a static trait but a dynamic and social phenomenon, with the relationship between FLA and other individual and contextual variables being mutually influential rather than one-directional (e.g. Yan and Horwitz 2008; De Costa 2016).

Yan and Horwitz (2008) explored how FLA impacts Chinese learners' English (L2) learning, identifying variables such as motivation, learning strategies, gender, and teacher characteristics. Using a grounded-theory approach, they developed a model showing FLA's bidirectional relationship with achievement and its embeddedness in a complex network of influences. It was demonstrated that FLA was affected by variables, including motivation and learning strategies. Other variables, including gender and teacher characteristics, were seen as more remote sources of FLA as they revealed indirect influence on learners' FLA in learning English in this particular Chinese setting. Moreover, a bidirectional relationship between FLA and achievement was found. The findings suggested that FLA existed within a complex network of variables and that the goal of lowering learners' levels of FLA required ones addressing a range of variables as well. While the study lacked intra/inter-rater reliability checks, its findings were grounded in learners' real-life experiences, offering valuable insights into FLA in this specific context.

De Costa (2016) conducted a year-long case study of Daniella, a Vietnamese scholarship student at a Singaporean English-medium school. Through content and discourse analysis, the study revealed that Daniella's FLA was shaped by structural forces in the school and society, as well as her interactions with peers and teachers. Her initial desire to meet academic expectations led to anxiety, which escalated as she was positioned as an "ordinary" student. Her self-expectation also contributed to her anxiety as she gradually lost confidence due to her fear of being less competent than her other classmates. Daniella's anxiety did not emerge spontaneously, but it scaled over time because of her interactions with others. This highlighted how FLA is socially constructed over time through interactions with societal, institutional, and personal factors.

As the findings of the cited qualitative studies have illustrated, each learner has their own experience of L2 learning, which might be influenced by their beliefs, L1, past histories of L2 learning, and more: the permutations are endless. It is possible that other L2 learners in the same or other learning contexts would be influenced by different variables since learners do not share the same learning experiences.

Moreover, it is difficult for researchers to make any generalisations regarding its findings to other learning contexts as different social contexts have their unique value system, which is underpinned by factors including their identity and culture. Thus, if the goal of FLA research is to understand how and why FLA promotes and hinders learners' L2 learning, it is reasonable to conclude that L2 teachers needs to be aware of individual learners who are from other cultures and communities so that the teachers can meet their learning needs, rather than viewing them as part of a group or another. Recent research on translanguaging has illustrated how the creation of a translanguaging space in multilingual classrooms can lead to a positive classroom environment that relieves students' anxiety and safeguards their psychological well-being (e.g. Zhang 2024), and this will be explored in the next section.

3 Translanguaging in classroom interactions

The notion of translanguaging originates from the Welsh term 'trawsieithu,' which initially described a teaching method in bilingual classrooms where teachers and students intentionally switched between languages for input and output (Williams 1994). Rooted in Welsh educational practices, translanguaging perceives language as a multilingual, multimodal, multisensory, and multi-semiotic phenomenon that facilitates understanding beyond traditional language boundaries and varieties (Li 2018). Translanguaging also includes various terms related to language alternation, such as 'code-switching' and 'code-meshing,' which often describe the use of an L1 due to a lack of proficiency in an L2. Instead of merely translating between named languages, translanguaging emphasises the fluid and dynamic processes of knowledge construction through the use of diverse multilingual resources, including different registers, variations, and modes of speaking, as well as multimodal tools like gestures and body movements (Li 2018; Tai and Li 2021). Highlighting the transformative aspect of translanguaging practices, Li (2011) presents the notion of a 'translanguaging space,' a socially constructed space where multilinguals can draw on various sociocultural aspects, such as their language abilities, cognitive and social competencies, knowledge and experiences, attitudes and beliefs, values, and identities, to facilitate the process of meaning-making (Li 2011). This translanguaging space is both created by and created for translanguaging, and it has the potential to empower students who are marginalized by monolingual policies in multilingual classroom settings.

Cenoz and Gorter (2017) have argued that translanguaging can effectively promote and protect minority languages when teachers implement suitable pedagogical strategies. They have proposed five guiding principles to help teachers balance the use of multilingual students' linguistic resources while creating

opportunities for the use of minority languages. These principles aim to support the development of literacy skills in at least two languages (the majority and the minority) and enhance communicative competence in the minority language for informal interactions. The guiding principles are: 1) creating opportunities for the use of the minority language within the school environment; 2) incorporating minority languages through translanguaging practices; 3) leveraging multilingual students' linguistic resources to strengthen overall linguistic knowledge by enhancing metalinguistic awareness and activating prior linguistic knowledge; 4) increasing students' language awareness; and 5) connecting spontaneous and pedagogical translanguaging to help students understand the use of minority languages in various situational contexts. Cenoz and Gorter (2017) differentiate between pedagogical and spontaneous translanguaging. Pedagogical translanguaging refers to instructional strategies that deliberately incorporate two or more languages within educational settings. In other words, Pedagogical translanguaging is intentional and deliberate, aiming to enhance students' metalinguistic awareness. Numerous studies have investigated the application of translanguaging in multilingual classrooms (e.g., Cenoz and Gorter 2017; Cenoz and Santos 2020). For instance, Cenoz and Santos (2020) found that pedagogical translanguaging not only heightened multilingual students' linguistic awareness but also highlighted the importance of their languages within the school environment. In essence, planned translanguaging practices boost students' language learning and their appreciation for linguistic diversity. However, it is crucial to recognize that the establishment of a translanguaging space may not always be viewed by classroom participants as a transformative pedagogical tool for embracing linguistic diversity in multilingual classrooms (e.g., Charalambous et al. 2016; Allard 2017). Sah and Li (2022) examined teachers' and students' translanguaging practices in Nepalese EMI classrooms, revealing that these practices often prioritize the dominant national language while marginalizing minoritized students' Indigenous languages in the process of knowledge construction. The authors contend that "unequal languaging practices create a discriminatory learning space for linguistically minoritized children" (p. 2091), emphasizing that not all forms of translanguaging can be considered transformative pedagogies that effectively support students' learning. This highlights the need for critical reflection on how translanguaging is implemented to ensure it genuinely fosters inclusivity and equity in multilingual educational settings.

Recent research has shown that a translanguaging space, emerging from creative language learning activities, can cultivate a positive environment that reduces multilingual learners' anxiety and supports their psychological well-being (Capstick 2020; Zhang 2024). Such a space is emotionally safe for students as it dismantles the hierarchy of named languages in the classroom and encourages them to express their genuine emotions about language learning. For instance, Dovchin's (2021) research on interviewing immigrants who speak English-as-a-second-language demonstrates that

a translanguaging space can be established to help immigrants feel at ease and confident in expressing their negative emotions. This is because they can convey their highly emotional and deeply psychological experiences by utilizing various linguistic resources. Consequently, a translanguaging space can act as an emotionally safe environment where these immigrants can find emotional and mental relief by supporting one another and fostering a sense of in-group emotional solidarity. Zhang (2024) investigated how EFL teachers in China can establish a translanguaging space that allows students to use diverse linguistic and semiotic resources to express their emotions and identities creatively. The ethnographic findings reveal that such a space helps students transform negative emotions. For instance, some students expressed nervousness or anxiety and used emotional curves to illustrate their desire for improvement. This underscores the transformative power of translanguaging spaces in fostering a positive classroom environment.

The adoption of translanguaging as an analytical perspective has recently been advocated in the field (Li 2018; Tai and Li 2021). This approach allows researchers to move beyond identifying patterns of high frequency and regularity, as seen in traditional studies on language variation and change (e.g., Cheshire and Fox 2009), and in Conversation Analysis research (e.g., Tai and Khabbazbashi 2019) that examines regular sequential patterns in social interactions. More significantly, translanguaging as an analytical perspective shifts the focus of researchers to what triggers a specific social action at a particular moment in time and the outcomes of that action (Li 2011). Consequently, this perspective encourages researchers to investigate the spontaneity and fleeting nature of social interactions.

Recent studies on translanguaging as a pedagogical tool to enhance classroom learning (e.g., Sah and Li 2022; Tai and Wong 2023; Tai 2024) have primarily focused on classroom environments where students share a common L1 and cultural background with the teacher and peers. Prior research has highlighted that EM students have limited opportunities to utilize their multilingual and multicultural resources in the CAL learning process (Gu and Patkin 2013; Tsung and Gao 2012) because CAL teachers typically do not share an L1 or cultural background with their students. Consequently, the challenges faced by EM students in learning CAL can negatively impact their emotional wellbeing, leading to feelings of discrimination, devaluation, loss of self-esteem, and a lack of belonging. To date, there is limited research on how teachers use translanguaging to support the CAL learning process of linguistically and culturally diverse EM students in HK. Additionally, there is a scarcity of research examining how L2 teachers can create a translanguaging environment to reduce EM students' anxiety (e.g., Tai and Lee 2024). This study aims to address these research gaps by adopting translanguaging as an analytical perspective to explore how teachers create a translanguaging space to alleviate EM students' FLA and make learning more accessible for all students in CAL classrooms. The focus will be on identifying translanguaging practices that reduce FLA and enhance emotional wellbeing among EM students.

4 Methodology

4.1 Combining multimodal conversation analysis with interpretative phenomenological analysis

This study utilised a combination of Multimodal Conversation Analysis (MCA) and Interpretative Phenomenological Analysis (IPA) to explore the complexities of translanguaging practices (Tai 2023). MCA adopts an emic perspective, focusing on how social order is collaboratively constructed through detailed examinations of social interactions. The analytical approach of MCA requires researchers to avoid pre-theorizing the significance and relevance of language use. The analysis emphasizes sequences rather than individual turns or utterances (Hutchby and Wooffitt 1998). The MCA analysis of the video data follows the principle of 'unmotivated looking' (Psathas 1995), grounding the research focus on the interactions recorded without referring to external factors unacknowledged by the participants, to develop an emic understanding of classroom interaction. Line-by-line analysis will examine how talk is sequentially organized on a turn-by-turn basis, relating each utterance to what preceded and followed it. MCA expands upon Conversation Analysis by integrating multimodal actions, such as gaze, gestures, and object manipulations, as essential components of social interaction alongside linguistic utterances. The methodological framework of MCA aligns with the concept of translanguaging as an analytical perspective because it enables researchers to observe not only the use of various named languages but also the role of space, objects, and other semiotic elements in interactions (Tai 2023). Detailed transcription is crucial for understanding how the CAL teachers' translanguaging practices incorporate not only linguistic resources, but also other semiotic resources, such as visual images, gestures and body movements, to reduce students' anxiety during classroom interactions. Data transcriptions were carried out using Jefferson's (2004) and Mondada's (2018) conventions, and screenshots from video recordings were included to illustrate multimodal interactions in the CAL classrooms.

As noted earlier, translanguaging practices are multifaceted, shaped by sociocultural factors such as personal history, identity, and beliefs (Li 2011). However, MCA focuses on analysing observable, publicly displayed actions, rather than participants' internal thoughts or emotions. It seeks to identify the resources speakers use to construct social actions during interactions. Because MCA alone cannot fully account for the role of participants' individual histories, beliefs, and other factors in shaping translanguaging spaces within classroom interactions (Tai 2023), the inclusion of IPA analysis through video-stimulated-recall-interviews

provides a more comprehensive understanding of the teachers' and students' perspectives on the use of translanguaging practices during CAL lessons.

The findings from MCA were triangulated with data from video-stimulated-recall interviews, analysed using IPA. IPA helps to understand how the teachers and students interpret their use of translanguaging practices during specific moments of interaction. IPA employs a "double hermeneutic" process, wherein researchers strive to understand participants' attempts to make sense of their own experiences (Smith et al. 2013). Such an analytical approach allows researchers to grasp how the teachers and students interpret their own translanguaging practices at specific moments during classroom interactions. The second hermeneutic (i.e., the researcher(s) interpreting the participants' understanding of their experience) encourages researchers to connect theoretical concepts from outside the data to explain psychological phenomena, thereby adopting an etic approach to enhance the emic analysis of the participants' lived experiences. Initially, a microanalysis of the classroom interaction was performed, which was then triangulated with an IPA analysis of the video-stimulated-recall interview data. This approach ensures the analytical rigour of MCA is maintained without compromising its integrity. To strengthen interpretative validity, an iterative coding process with constant comparison was employed. This method required the researcher to continuously align their interpretations with the actual statements made by the participating teachers during the interviews. To make the IPA analysis more accessible for readers, a three-column table was created to help them understand how the researcher interpreted the CAL teachers' efforts to comprehend their own teaching practices. The first column, from left to right, included excerpts from the video-stimulated-recall interviews. The second column presented the teachers' viewpoints on their teaching methods at specific moments during the classroom interaction. The final column documented the researcher's interpretations of the teachers' perspectives, following IPA's two-step interpretation process, known as double hermeneutic. This double hermeneutic perspective is evident through interpretative statements like "it can be argued," "may be understood as," "may explain why," and similar phrases.

4.2 Participating schools

The two secondary schools examined primarily serve South Asian students, who make up roughly 80 % of the student population. These schools were chosen for the research due to their strong reputation for delivering high-quality CAL education to EM students. I obtained permission from the school principals to conduct ethnographic data collection, which may offer new insights into CAL classroom dynamics.

Both principals are strong supporters of multilingual education and frequently speak at public seminars. The schools also have a small number of local HK students enrolled. Apart from Chinese Language classes that were taught in Cantonese, all subjects were taught in English as the medium-of-instruction (EMI). Additionally, the schools offered extra resources such as tutoring and extracurricular activities to enhance the overall learning experience and promote both academic and personal growth.

4.3 Participating teachers

In this study, two teachers, referred to as Teacher A (TA) and Teacher B (TB), were selected as participants using convenience sampling. This approach was adopted to ensure accessibility to teachers who were both interested in the research and willing to explore the concept of translanguaging. Consequently, when the study commenced, both teachers demonstrated enthusiasm and readiness to participate.

TA is a male teacher with 18 years of experience teaching Chinese to EM students and currently serves as the Head of the Chinese department at School A. A native Cantonese speaker, TA is fluent in Mandarin/Putonghua but considers his English proficiency to be below average. He attended a Chinese-medium-instruction school for his secondary education and later pursued a degree in Chinese Language and Literature, with a minor in Chinese History, at a university in Hong Kong. He also earned a postgraduate diploma in education from a renowned EMI university in Hong Kong. However, TA has no specific training in teaching CAL to EM students using L2 English or other named languages.

TB, a female teacher with 3 years of experience teaching Chinese to ethnic minority students, serves as the Head of the Chinese department and the Head of Special Educational Needs at School B. A native Cantonese speaker fluent in Mandarin, TB attended a Chinese-medium-instruction secondary school in Hong Kong. She majored in teaching Chinese as an international language at a university in Mainland China, where her undergraduate studies included training in using L2 English to support the teaching of Chinese to L2 speakers.

4.4 Participating students

The first author observed a year 7 CAL class at School A and a year 11 CAL class at School B for more than a semester. The year 7 CAL class comprised 31 students of diverse nationalities, including 10 Pakistani, 8 Nepalese, 6 Indian, 1 Nigerian, 1 Jamaican, 1 Portuguese, 1 Korean, and 3 Chinese students. All students were 13 years

old and had received at least six years of English-medium primary education. Many of the EM students in the class either grew up in HK or immigrated at a young age and had some proficiency in Cantonese. Five students were born in India, one in Korea, one in Jamaica, and one in Nepal, while the remaining 23 students were born in HK.

Alternatively, the year 11 CAL class at School B consisted of 16 students of various nationalities, including 8 Pakistani, 1 Nepalese, 2 Indian, 1 Chinese, 1 Indonesian, and 3 Filipino students. The students' ages ranged from 16 to 18. Most of the students (13 in total) had completed at least six years of primary education with EMI and had lived in HK for 10–17 years. In contrast, a smaller group of students (3 in total) had lived in HK for only 2–7 years and did not receive their primary education there.

To explore the impact of anxiety on CAL learning, it was essential to include students with different levels of anxiety. A questionnaire, derived from the Short-Form Foreign Language Classroom Anxiety Scale (S-FLCAS) (Botes et al. 2022), was utilized to measure the anxiety levels that L2 students experienced during classroom interactions with their teachers. This eight-item questionnaire, rated on a 5-point Likert scale, provided a comprehensive analysis while reducing participant fatigue (Dörnyei 2007). Although using quantitative measures to assess students' FLA has its limitations (see Section 2), the questionnaire aimed to provide researchers with preliminary insights into students' FLA levels and identify students for in-depth semi-structured interviews and video-stimulated recall interviews. It should be noted that this questionnaire is not the sole method for evaluating students' FLA.

The questionnaire was administered to Year 7 students at School A and Year 11 students at School B at three intervals (after 2, 4, and 6 months) to monitor changes in students' FLA over time. Based on their S-FLCAS scores, students were categorized into high, moderate, and low anxiety levels, with the 25th, 50th and 75th percentiles serving as cut-off points for classification. In the Year 7 class (Table 1), initial results indicated 25 % high anxiety, 50 % moderate, and 25 % low anxiety. By the second interval, these figures shifted to 12.5 % high anxiety, 75 % moderate, and 12.5 % low anxiety, and by the final interval to 22.2 % high anxiety, 55.6 % moderate, and 22.2 % low anxiety. In comparison, the Year 11 class (Table 2) initially showed 27 % high anxiety, 60 % moderate, and 20 % low anxiety, changing to 27 % high anxiety, 47 % moderate, and 27 % low anxiety by the second interval, and 14 % high anxiety, 57 % moderate, and 29 % low anxiety by the final interval. Students who consistently exhibited high, moderate, and low levels of CAL classroom anxiety at all three intervals were invited to participate in video-stimulated recall interviews with the researcher.

Table 1: Year 7 students' FLA Scores.

Interval	High anxiety (%)	Moderate anxiety (%)	Low anxiety (%)
Initial	25 %	50 %	25 %
Second (2 months)	12.5 %	75 %	12.5 %
Final (6 months)	22.2 %	55.6 %	22.2 %

Table 2: Year 11 students' FLA Scores.

Interval	High anxiety (%)	Moderate anxiety (%)	Low anxiety (%)
Initial	27 %	60 %	20 %
Second (2 months)	27 %	47 %	27 %
Final (6 months)	14 %	57 %	29 %

4.5 Data collection

The study adhered to the guidelines set by The University of Hong Kong Research Ethics Committee. Consent forms were given to participants in both Chinese and English. The first and second authors personally briefed school principals, teachers, and students about the project, covering its goals, the researchers' duties, and the methods for gathering and storing data. Students who chose not to participate were seated in locations where the video camera would not record their faces.

Prior to the commencement of classroom interaction data collection, semi-structured interviews were conducted with the participating teachers. The purpose of these interviews was to obtain information about the teachers' professional background, language skills, perspectives on effective CAL teaching strategies, and attitudes toward the use of multiple languages in online tutorials. Additionally, a one-hour professional development session was individually conducted with the teachers. During this session, the researcher introduced the concept of translanguaging (Li 2018) to the teachers. Drawing on previous empirical studies, the teachers were informed about how translanguaging could be applied in multilingual classroom interactions, as supported by research findings (Tai 2024). The aim of introducing these concepts to the participating teachers was to promote the use of available multilingual and multimodal resources to support L2 and content learning, rather than adhering to the monolingual language policy in CAL classrooms that limits the use of home languages for scaffolding CAL learning. Real-life classroom video examples were provided to demonstrate how translanguaging can be integrated into classroom interactions and how teachers can develop their translanguaging skills to create learning opportunities in CAL classroom

settings. In the latter part of the professional development session, the researcher and the teachers explored potential ways to incorporate translanguaging practices into classroom teaching to enhance student learning. Examples of translanguaging practices in a highly diverse multilingual classroom were shown to the teacher, including the use of labels, signs, and posters in multiple languages, providing selective L1 translations, grouping students with the same L1, and encouraging language comparisons when explaining new vocabulary items. It was emphasized to the participating teachers that the session's objective was to offer pedagogical suggestions, and it was their responsibility to adapt their teaching methods to meet the students' needs and create an appropriate learning environment. At the conclusion of the session, both participating teachers informed the researcher that the explanation of translanguaging had helped them gain a clearer understanding of how they could potentially implement translanguaging practices in their CAL classrooms. They also recognized how they could use interaction as a tool to facilitate students' CAL learning and reduce students' anxiety.

Throughout a semester, data on classroom interactions were gathered from the participating teachers. I observed and recorded a total of fifteen 1-h CAL lessons taught by TA and ten 1-h CAL lessons taught by TB. To gain deeper insights into their teaching practices, a 1-h video-stimulated-recall interview was conducted with the teachers after the completion of the lesson observations. The video-stimulated-recall-interview was conducted in Cantonese with the participating teachers. Prior to the interview, video clips highlighting significant aspects of the teachers' translanguaging practices were selected as stimuli. These clips depicted common examples of translanguaging practices in CAL teaching and were combined to provide a comprehensive overview. The teachers were asked to watch the selected video clips and reflect on their teaching practices during specific moments in the CAL instruction. This approach aimed to illuminate how institutional and socio-cultural factors influence the pedagogical practices of CAL teachers (Tai 2023).

A 1-h video-stimulated-recall focus group interview was conducted with selected students to gain their perspectives on the effectiveness of their teachers' translanguaging practices in reducing anxiety related to CAL learning (Smith et al. 2013; Tai 2023). The interview was conducted in English, as it was the preferred language of the students. Based on the questionnaire results, four students from each anxiety level (high, moderate, and low) were invited by me to participate in the focus group interview. In the Year 7 class at School A, Student 1, a Hong Kong-born student of Nepalese descent, exhibited moderate anxiety levels and primarily spoke Nepali and English at home. Student 3 (S3), of mixed Chinese and Nigerian heritage, initially attended a mainstream primary school where Chinese was the medium of instruction for all subjects except English. However, facing difficulties with the

local Chinese language curriculum, he transferred to a primary school specifically designed for ethnic minority (EM) students. Student 3 was found to have high anxiety levels based on the S-FLCAS scores. Conversely, Student 4 (S4), a Hong Kong-born student of Pakistani descent, showed low anxiety levels and primarily spoke Hindko and Urdu at home. In the Year 11 class at School B, Student 5 (S5), a Mainland China-born student of Filipino descent, displayed moderate anxiety levels and mainly spoke English and Tagalog at home. I asked the students to view the selected video clips (the same ones shown to the CAL teachers) and openly discuss their experiences regarding the impact of their teacher's translanguaging practices on their CAL learning.

5 Analysis

In the analysis, I chose to include representative extracts rather than incorporating all transcribed conversations. From the data collected, 10 cases were identified that demonstrate how CAL teachers 1) fluidly employ linguistic and multimodal resources for translanguaging, and 12 cases were identified that illustrate how the teachers 2) flexibly use translative methods for translanguaging to alleviate EM students' anxiety in learning CAL. Due to word constraints, this section presents two extracts to demonstrate how these translanguaging practices are utilized by CAL teachers to reduce EM students' anxiety during CAL lessons. The selected extracts are interconnected to highlight typical examples of translanguaging practices in CAL classrooms. Typical examples should be linked to show how a specific interactional feature consistently occurs (through similar instances) or how the pattern manifests in varied forms (through deviant instances) (ten Have 1990). These extracts were triangulated with video-stimulated-recall interviews conducted with the teachers and selected students. This approach provides insights into the teachers' perspectives on their translanguaging practices and the EM students' views on their teachers' efforts to alleviate their anxiety about learning CAL.

5.1 Extract 1: incorporating students' lived experiences into the classroom space through mobilising diverse multilingual and multimodal resources

Prior to the extract, TA encouraged students to form Chinese sentences about their favourite sports. Subsequently, students were prompted to write their sentences on the whiteboard for everyone to see. In this extract, the teacher first reads aloud

Student 8's sentence, "我參加了足球隊 (I joined a football team)" (lines 63–68). He then initiates a side-sequence (lines 70–103) that allows him and his students to engage in a conversation about the upcoming inter-house football match at school.

Extract 1: Incorporating Students' Lived Experiences into the Classroom Space through Mobilising Diverse Multilingual and Multimodal Resources.

63 TA: Δ阿(NAME-S8)你寫㗎嘛Δ係咪?
((tr. you wrote it, right?))
ΔTA points to S8 with his RH---> Figure #1
--->Δ
64 (0.2)
65 TA: okay(0.3) 一(.)二(.)三+
((tr. one two three))
--->+
66 (0.3)
67 TA: [+我:參:加:了:足(0.2)球:隊:]
((tr. I joined a football team))
((It is a sentence written by S8))
+TA points at each word of the sentence with his LH---> Figure #2
68 Ss: [我:參:加:了:足(0.2)球:隊:]
((tr. I joined a football team))
69 (.)+
--->+

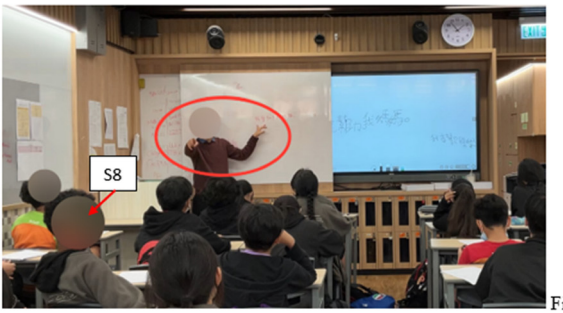

Figure #1

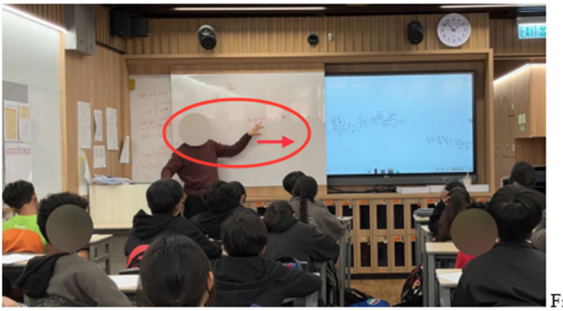
Figure #2

70 TA: +喺我哋班有邊個係參加咗足球隊㗎?
((tr. who in our class has joined the football team?))
+TA raises his LH high in the air---> Figure #3
71 Δ(0.8)
ΔS4, S8 and S11 raise their hands---> Figure #4

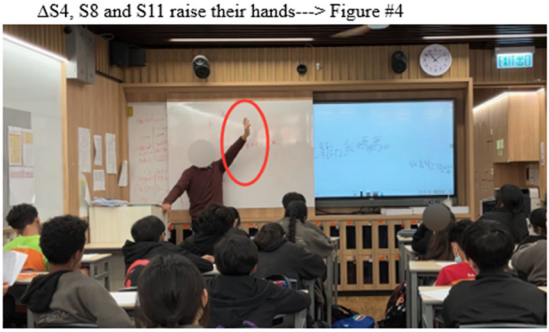
Figure #3

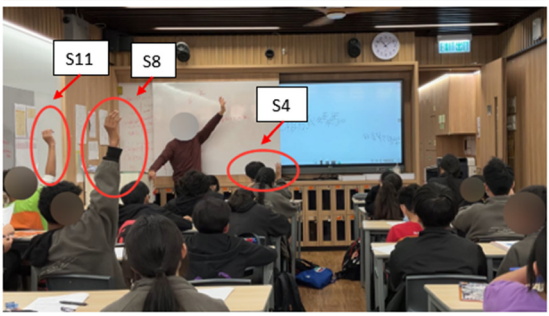

Figure #4

72 S4: °聽日比賽°
((tr. there is a game tomorrow))
73 (0.4)
74 TA: 聽日比賽啊?
((tr. there is a game tomorrow?))
75 (.)
76 S8: 嘩°快啲練°
((tr. hey, get practicing))
77 (.)
78 TA: ++好啦↓
((tr. alright))
--->+
+TA walks towards S4 and shakes hands with him---> Figure #5
79 (0.4)
80 TA: 加油[加油加油]
((tr. all the best, all the best, all the best))
81 S8: [你 **xx** 嚟㗎]
((tr. you))
((嚟/lei4/ 㗎/ka3/, which is a Cantonese sentence final modal particle that strengthens an assertion))

82 (.)+
--->+

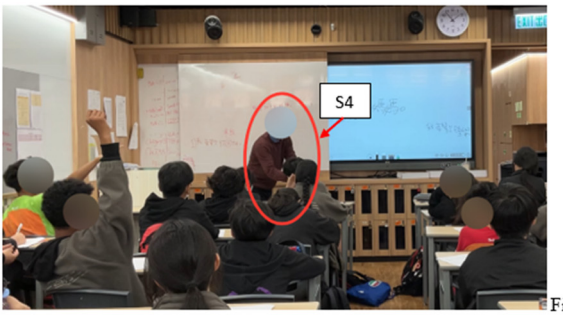

Figure #5

83 TA: +喂(NAME-S9)你都係+足球隊㗎咩?
((tr. hey)) *((tr. are you also part of the football team?))*
+TA points to S9 with his LH---> Figure #6
--->+
+S9 raises up his right-hand
84 +(0.8)
+TA walks towards S11 and shakes hands with him---> Figure #7
85 TA: 加油加油加油加油
((tr. all the best, all the best, all the best, all the best))
86 (0.6)
87 S?: sir::[**XX**]
88 S9: [喂喂喂]
((tr. hey hey hey))
89 (.)+
--->+
90 TA: +score↑
+TA walks towards S8 and shakes hands with him---> Figure #8
91 (.)Δ
--->Δ

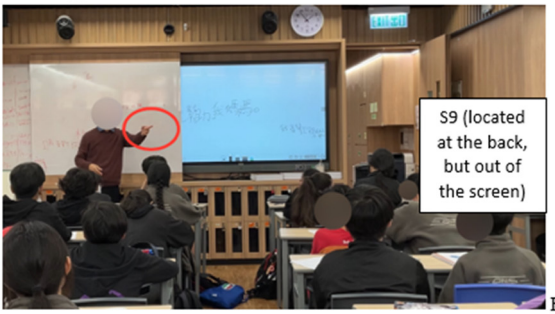

Figure #6

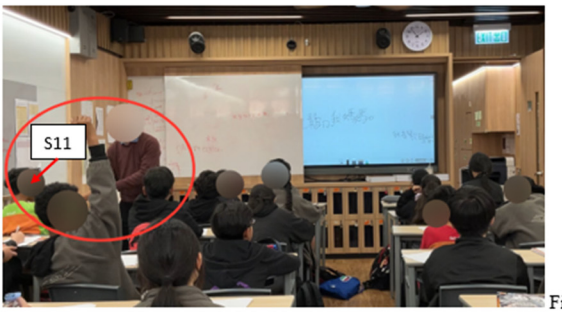

Figure #7

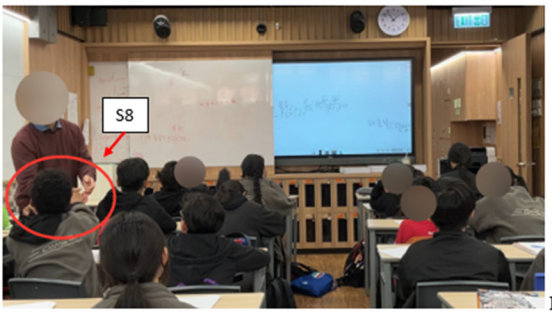

Figure #8

92 TA: 喂你踢咩位啊?
((tr. hey, what position do you play?))

93 (0.5)
94 TA: 你踢咩位啊?
((tr. what position do you play?))
95 (1.0)
96 TA: 係啊(.)你踢咩位?+
((tr. yes, what position do you play?))
--->+
97 (.)
98 S8: °中鋒°
((tr. centre forward))
99 (0.3)
100 TA: 中鋒啊?
((tr. centre forward?))
101 (.)
102 TA: +喂加油加油加油入多啲波 xx
((tr. hey, go, go, go, go, score more goals))
+TA shakes hands with S8 again while lowering his head--->
103 (1.4)+
--->+

In lines 63–65, TA verifies the authorship of the sentence on the whiteboard (line 63) and subsequently leads the entire class to recite the sentence written by Student 8 (S8) aloud (lines 65 and 67). Following the collective reading of the sentence (line 68), TA inquires about the students who have joined the football team, simultaneously raising his left hand in the air (line 70, Figure #3). Students 4 (S4), S8, and 11 respond by raising their hands (line 71, Figure #4). S4 quietly mentions in Cantonese about an upcoming football match the following day (line 72). TA echoes S4's statement in a questioning tone (line 74). After a brief pause, S8 spontaneously takes an uninvited turn (line 76), saying "喂°快啲練°" ((hey, get practising)). This statement reflects his dedication to the game and his effort to remind his peers to practice football with him. In line 78, T responds with "好啦" (alright) in a descending tone. TA then offers encouragement to S4 by repeating "加油" (all the best) in line 80. As he says this, he shakes S4's hand (Figure #5) to show his support and boost S4's morale for the game.

In line 83, Student 9 (S9) also raises his hand, signalling that he too is a member of the football team. This prompts a question from TA, who asks if S9 is also part of the team (Figure #6). During the subsequent 0.8-s pause (line 84), S9 doesn't respond to TA's inquiry. Instead, TA proactively approaches Student 11 (S11) to shake his hand, as he is another member of the football team. In line 85, TA repeatedly says "加油" (all the best) in a loud voice. TA's verbal encouragement, coupled with the non-verbal action of shaking students' hands (Figure #8), serves to intensify his support for the impending football match. It is also noted that TA switches to English and exclaims "score" in a rising tone while walking towards S8 and shaking hands with him (line 90, Figure #8), which reflects his enthusiasm and excitement about the upcoming game. It also underscores TA's use of a common English sports term, potentially making his encouragement more relatable to the students.

In lines 92, 94, and 96, TA reverts to Cantonese to ask S8 repeatedly about his position in the football match. After a brief pause, S8 responds with "°中鋒°" (centre forward) in a subdued tone (line 98). TA first acknowledges S8's answer by echoing it and then fervently encourages S8 to score more goals, exclaiming, "喂加油加油加油入多啲波 (hey, go, go, go, score more goals)" with increased volume. He further reinforces this encouragement by shaking S8's hands once more (line 102).

In this extract, TA's use of translanguaging is primarily demonstrated through his predominant use of Cantonese, supplemented by occasional L2 English for sports terminology. Additionally, TA's use of physical gestures, such as handshaking, can be understood as part of a broader multimodal approach to communication (Li 2018). These gestures demonstrate his dedication to supporting and motivating students in class. It can be argued that this enthusiastic approach, combined with his personal touch, fosters a positive and enthusiastic learning environment. During the video-stimulated-recall-interview with TA, he believes that his expressive displays of

curiosity play a role in contributing to reducing students' anxiety in the CAL language classroom, as it creates an inclusive atmosphere where they can feel a sense of comfort to exchange different ideas (Table 3):

In the interview, TA demonstrates a teaching approach designed to minimize students' anxiety associated with learning CAL. He intentionally fosters a supportive and relaxed classroom environment, encouraging students to confidently express themselves and share their personal experiences. Furthermore, he uses physical interactions, such as shaking hands with students, to build stronger, more personal relationships, effectively reducing student anxiety. TA firmly believes that this teaching strategy not only disrupts the monotony of traditional learning methods – where the teacher predominantly controls classroom discourse and provides limited opportunities for student interaction – but also encourages students to engage more actively in conversations in Cantonese. This is evident when he states, "I know that many of them play football, so I naturally started this topic, hoping they could talk more. They really did talk more, which made me very happy" (line 2). From this, it can be inferred that TA's pedagogical approach aims to enhance student participation in classroom discourse. This strategy, in turn, creates a translanguaging space that encourages students to practice speaking in Cantonese. By doing so, TA successfully facilitates the students' acquisition of CAL in a more engaging and less stressful manner.

Moreover, TA exhibits a keen awareness of the balance between authority and approachability. Acknowledging his authoritative role, he nevertheless emphasizes his aspiration for open communication with his students. TA strives to be seen as a supportive friend rather than a stern authority figure. His primary objective is to cultivate an environment where students do not feel intimidated to share their thoughts, an aim he believes can be compromised if students harbour excessive fear of overstepping boundaries. TA's teaching approach is deeply influenced by his sociable personality, which gravitates towards fostering a sense of camaraderie, as highlighted in line 4. He is cognizant of his students' developmental stage, particularly the potential self-image issues that may surface in the first year of secondary school. TA comprehends that those students at this stage might become more self-conscious and may harbour fears of embarrassment. Consequently, he aspires to create a classroom atmosphere that mitigates these anxieties, encouraging students to make mistakes and learn from them in a supportive, non-judgmental environment. As such, TA's perspective embodies an empathetic and student-centred approach, centred on alleviating student anxiety, promoting active participation, and cultivating a positive translanguaging space conducive to CAL learning.

From the student interview (Table 4), it is evident that the students appreciate and value their teacher's approach towards creating a supportive and inclusive learning environment. In response to the researcher's question about the rationale

Table 3: Video-stimulated-recall-interview with teacher A (Extract 1).

Video stimulated recall interview Excerpts	Teacher A's perspectives	Analyst's interpretations of the teacher A's perspectives
01 K: OK. 咁喺呢度睇到你係教嗰個足球個個definition啦, 跟住咧都同啲學生打成一片嘅, 介唔介意講下, 當時你喺度做緊啲咩, 同埋點解會同啲學生打成一片, 同佢哋握下手咁? ((tr. OK. So from here I can see that you taught the definition of football and then got along well with the students. Would you mind sharing what you were doing at that time and why you blended in with the students and shook hands with them?))		The researcher is interested to learn why TA shakes students' hands and shows his support to students verbally.
02 TA: 我估應該就係因為咁我會叫你哋出嚟寫嗰啲句子嘛, 咁佢寫完嗰啲句子嘅話咧, 如果就係大家讀完之後咧, 就好似即係好好千篇一律或者係冇一個延伸咯, 係啦, 咁都係想即係成日都係讀完之後咧, 我都係諗。即係點樣可以link with佢哋嗰個即係生活經驗, 係啦, 咁我知道佢哋係有唔少都係踢足球嘅, 咁所以我就會好自然咁就開呢個題目, 咁跟住希望佢哋可以即係講多啲啦, 咁佢哋都,都真係會講多啲啦, 即係好開心啦咁樣, 咁舉手啦咁樣, 咁我就話恭喜你咁樣, 即係即係踢波好好啊, 强身健體啊咁樣, 打咩位啊咁樣, 咁即係都係show一個supportive嘅嘅嘅一樣嘢俾佢哋啦, 咁同埋亦都係可以延展翻嗰個話題啦, 結合佢哋嘅生活經驗啦, 咁你見佢哋佢講嘅話題, 咁其實佢哋都好主動去去講, 即係希望佢哋可以講多啲中文同我交流咯, 係啊。 ((tr. I guess it's because I asked students to come out	TA explains that his approach aims to link classroom activities with the students' life experiences, hence the focus on the topic of football - a sport that some of them participate in. TA believes that this strategy not only helps to break the monotony but also encourages students to speak up more using Cantonese.	TA's teaching approach appears designed to minimize students' anxiety towards learning CAL. He creates a supportive and relaxed learning environment where students feel comfortable speaking up and sharing their experiences. His use of physical interactions, such as shaking hands with the students, serves to build a more personal relationship with them, which can ease student anxiety.

Table 3: (continued)

Video stimulated recall interview Excerpts	Teacher A's perspectives	Analyst's interpretations of the teacher A's perspectives
and write those sentences. Once the sentences were written, if everyone read them, it would seem very routine or lack extension. So, I always think about how to link it with their life experiences after reading. I know that many of them play football, so I naturally started this topic, hoping that they could talk more. They really did talk more, which made me very happy. When they raised their hands, I congratulated them, saying that playing football is excellent for health and asked about their positions on the field. This shows my support for them and also extends the topic, combining their life experiences. You see, they actively talked about the topic, so I hope they can speak more Chinese to communicate with me. Yes.)) 03 K: 我咧睇完段片咧, 就覺得你係係幫緊學生係develop緊一個好良好嘅關係啦, 我覺得係幫緊學生develop嘅嗰個sense of belonging嘅with this class, 你覺得點解咁緊要去同學生build up呢啲咁良好嘅關係咧?因為我見你握晒手咁樣咧, 即係有啲老師就好似有個authority嗰種嘅figure, 但係有啲好似你呢啲咧, 就唔係會想同學生親近啲嘅, 你點睇咧?你覺得咁樣可唔可以減低到學生嗰個情緒壓力?即係anxiety。 ((tr. After watching the video, I feel that you are helping students to develop a good relationship and a sense of belonging with this class. Why do you think		The researcher is interested to learn whether TA's effort in developing a positive relationship with his students can play a role in reducing students' anxiety towards learning CAL.

Table 3: (continued)

Video stimulated recall interview Excerpts	Teacher A's perspectives	Analyst's interpretations of the teacher A's perspectives
it's so important to build such good relationships with students? Because I saw you shaking hands with them. Some teachers prefer to adopt an authoritative figure, but some, like you, prefer to be closer to students. What do you think? Do you think this can reduce students' anxiety?))		
04 TA: 我覺得係有㗎啦, 一嚟就本身我個personality我就係中意打成一片咯, 係即係我覺得咁就係雖然有authority, 咁但係咁始終都係想佢哋講嘢呀嘛, 咁如果佢係真係好驚你係即係就係即係過咗嗰個位咁佢就好驚嘅話咁佢就唔肯講嘢, 咁呢個就唔係我想要嘅啦。咁所以即係一嚟就係我自己嘅personality都係中意打成一片嘅, 譬如二嚟嘅話, 我會覺得一個良好嘅課堂環境嘅話咧, 係令到佢哋覺得係即係特老師係friend嚟嘅咁, 但係當然啦, 即係如果佢哋唔聽話要話佢啦, 咁有時都會鬧佢啦, 咁但係即係令到佢哋覺得即係佢哋喺活動當中, 老師係好鼓勵佢嘅好friend嘅好supportive嘅, 咁佢哋講錯咗咩嘢嘅話其實都冇所謂, 咁有時佢哋都會笑大家咁, 咁我都係會即係都係避重就輕咁樣, 都係大家笑一笑開心下就算, 就唔會令到嗰個學生難堪咯, 咁我希望營造一個比較即係良好嘅嘅一個舒服嘅安全嘅一個氛圍, 咁令到佢哋可以嘗試多啲咯, 因為佢哋都係即係即係中學一年級啦, 唔係小學啦, 我覺得小學嘅話佢哋學得仲放啲嘅, 即係一年級佢可能都會有一啲嘅自我形象,	TA is mindful of the balance between authority and approachability. While he acknowledges his role as an authoritative figure, he emphasises his desire for open communication with his students. TA's goal is to foster an environment where students do not feel intimidated to express their thoughts, which he believes is hindered if students are overly fearful of crossing boundaries.	TA's teaching approach is highly influenced by his personality, which he describes as sociable and inclined towards creating a sense of camaraderie. He believes this approach is crucial in encouraging students to participate actively in class discussions.

Table 3: (continued)

Video stimulated recall interview Excerpts	Teacher A's perspectives	Analyst's interpretations of the teacher A's perspectives
咁樣可能就會覺得即係俾人笑好瘀啊咁樣, 咁我希望即係淡化一啲好瘀, 驚俾人笑嘅嗰個嗰個情況, 咁所以就要儘量營造一個即係良好啲嘅有愛啲嘅課堂氣氛。 ((tr. I think it does help. First of all, my personality is such that I like to blend in with the group. Even though I have authority, ultimately, I want them to speak up. If they are too scared of crossing a line, they won't speak, and that's not what I want. So, firstly, my personality is such that I like to blend in. Secondly, I think a good classroom environment makes them feel that the teacher is a friend. Of course, if they don't behave, I have to tell them off, and sometimes I will scold them. But I want them to feel that I am a very supportive friend during activities, and it doesn't matter if they say something wrong. Sometimes everyone will laugh, and I will lightly brush it off, and we will all have a laugh and be happy. I don't want to embarrass the student. I hope to create a comfortable and safe atmosphere, so they can try more. They are in the first year of secondary school, not primary school. I think they might be more relaxed in primary school. In the first year, they might have some self-image, and they might feel embarrassed if people laugh at them. So, I hope to dilute the embarrassment and fear of being laughed at. That's why I want to create a more loving and positive classroom atmosphere.))		

behind shaking hands with the football team members (line 2), S3 explains that this gesture was in recognition of their upcoming competition. This shows that the teacher's actions are interpreted by students as a form of support and encouragement. The students see the handshaking as a sign of respect and acknowledgement of their achievements (lines 3, 8, 9). Particularly, S1 draws parallels between this gesture and those typically seen in professional settings when someone achieves something notable (line 7). This suggests that the students perceive this action as affirming and validating, contributing to their sense of self-worth and accomplishment.

When asked about the impact of TA's adoption of an empathetic and student-centred approach on their learning, the students respond positively (line 5). They believe it aids their learning experience and reduces their anxiety in class. S4 adds that the teacher's approach makes them feel confident (line 14), further indicating the positive impact of the teacher's inclusive and respectful approach. The students also agree that incorporating real-life examples into class discussions and engaging the whole class in these discussions increases their motivation to participate and learn the language (lines 11, 12, 13). They feel that this teaching style allows them to gain more knowledge and understanding of the Chinese language.

Therefore, it can be argued that TA's translanguaging practices, characterized by personal engagement through the use of Cantonese and English technical term, physical gestures, and the conscious creation of a relaxed and inclusive learning space, play a significant role in reducing students' anxiety associated with learning CAL. This is further corroborated by the students' positive responses during the interview. TA's pedagogical approach not only makes learning more engaging and less stressful but also creates a positive translanguaging space for students to encourage students to express their thoughts in Cantonese, thereby enhancing their L2 Chinese speaking proficiency.

5.2 Extract 2: mitigating students' anxiety during individual presentation through using translative method

The translative method is a widely recognized pedagogical approach in Second Language Acquisition, designed to strategically integrate translation and multilingual practices to enhance L2 learning, especially for students in linguistically diverse or anxiety-provoking classroom environments. Cook (2010) revitalized the use of translation within Second Language Acquisition by incorporating it into language teaching, thereby advancing its theoretical and empirical support as a valuable pedagogical tool and skill in language classrooms. Consequently, the communicative approach in language teaching now views translation as a social activity, utilized in transcultural communication to aid L2 instruction (Zuo and Walsh 2023).

Table 4: Video-stimulated-recall-interview with students (Extract 1).

Video stimulated recall interview excerpts	Students' perspectives	Analyst's interpretations of the students' perspectives
01 K: We can see that he was playfully shaking hands with members of the football team. What's, in your opinion, what's the rationale behind it?		
02 S3: Because we have a competition coming up, that's why. We told him we have a competition coming up and like he said, who's in the football team, raise up your hand. So some people raise up their hands, and then T shakes our hands to hope us to win.	S3 explains that this gesture was in recognition of their upcoming competition. This shows that the teacher's actions are interpreted by students as a form of support and encouragement.	
03 S1: Congratulate.		
04 K: Yeah, yes, this kind of approach, right? Do you feel that supports your learning and also does it reduce your anxiety in the class?		
05 S1: Yes.	Students believe that such a pedagogical approach aids their learning experience and reduces their anxiety in class.	
06 K: Yes, right? What does it mean?		
07 S1: Because like… Sometimes if you became a professional, and then professional, then you win something. Everyone, like the judges, referee, they're gonna shake your hand like that. So it's kind of like the referee they're shaking your hand. Yeah.	S1 draws parallels between this gesture and those typically seen in professional settings when someone achieves something notable.	This suggests that the students perceive this action as affirming and validating, contributing to their sense of self-worth and accomplishment.
08 S3: Respect.		
09 S1: Yeah, respect.		

Table 4: (continued)

Video stimulated recall interview excerpts	Students' perspectives	Analyst's interpretations of the students' perspectives
10 K: Yes, I agree. The teacher is really showing respect to his own students. He also incorporates some examples related to your daily life, right? Your ECA activities and also other activities, right? To bring those examples into the language classroom. So, T also invites the whole class to join the discussion. Do you think this kind of discussions can help you to have more motivation to engage in class, to learn this language?		The researcher posits that TA's initiation of a discussion related to a football match serves to alleviate students' anxiety associated with learning CAL.
11 S1, S3 and S4: Yes.	The students also agree that incorporating real-life examples into class discussions and engaging the whole class in these discussions increases their motivation to participate and learn Chinese.	The students' perspectives reveal that they appreciate a learning environment where their accomplishments are recognized, their opinions are valued, and where real-life examples are incorporated into teaching.
12 S4: I think you will get knowledge.		
13 S3: If Mr. Ma engages us, right? We will all know more Chinese. All of us will know more Chinese. Yes.		
14 S4: He also tried to make us like feel confident.		
15 K: Yes.		

Prior to the extract, to the extract, TB allotted 10 min for students to prepare an individual presentation to support the statement: "China will become a cashless society." Students were instructed to contemplate the aspects of life in China that are transitioning towards cashlessness and the advantages this shift brings to individuals. Student 5 (S5) was nominated by TB to present individually in front of the class. S5's anxiety and shyness were apparent during his presentation, as evidenced by his reluctance to engage with the audience and his decision to direct his attention solely towards TB. Despite being asked by TB to face his peers, S5 refused and insisted on facing TB. In this extract, S5 struggles to provide a coherent speech on the given topic, and TB offers support to S5 throughout the process.

Extract 2: Mitigating Students' Anxiety during Individual Presentation through Using Translative Method

59 TB: +跟住咧你第一個 point 你就要講啦↓+
((tr. then you have to talk about your first point))
+TB extends her LH and points to the screen---> Figure #9
--->+

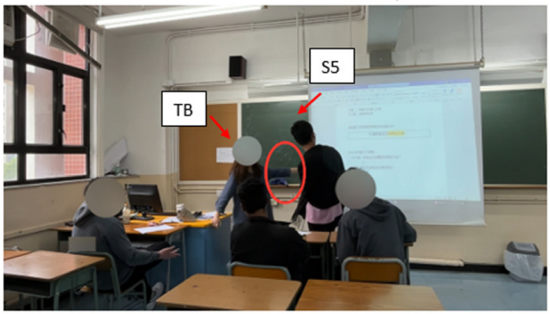

Figure #9

60 (0.2)
61 TB: 有咩方面可以體現到(0.2)[中國係]無現金社會啊?=
((tr. which aspects can reflect that China is a cashless society?))
62 S5: [XX]
63 S5: =無現金啊:=
((tr. cashless))
64 TB: =由邊一度可以睇到啊?
((tr. where can one see this from?))
65 (0.4)
66 S5: 由::::::
((tr. from))
67 (2.1)
68 S5: >i really don't know<=
69 TB: =你頭先咪講咯↓
((tr. you just mentioned that earlier))
70 (0.3)
71 S5: ah::::
72 (0.5)
73 S5: 方便因爲 umm:::
((tr. convenient, because))
74 (1.1)
75 S5: 你::唔使帶你嘅銀包
((tr. you do not need to bring your wallet))
76 (0.2)
77 TB: 係↓唔使[帶銀]包
((tr. yes, no need to bring the wallet))

78 S5: [唔使-]
((tr. no need))
79 (.)
80 TB: 係好[方便嘅]
((tr. it is very convenient))
81 S5: [唔使帶咁多]錢
((tr. no need to bring so much cash))
82 (0.4)
83 TB: 唔使咁多-
((tr. no need that much))
84 (0.2)
85 TB: 唔使帶咁多錢:=
((tr. no need to bring so much cash))
86 S5: =咁多錢
((tr. so much cash))
87 (0.2)
88 S5: 因爲=
((tr. because))
89 TB: =係啦↓=
((tr. yes))
90 S5: =umm:::
91 (0.7)
92 S5: 因爲 umm::-
((tr. because))
93 (1.1)
94 S5: 而家嘅 umm:::
((tr. now))
95 (3.2)
96 S5: °modern°
97 (0.2)
98 TB: hmm?
99 (0.3)
100 S5: modern
101 (0.7)
102 TB: +而家咯↓
((tr. now))
+TB nods her head--->
103 (0.2)
104 TB: 現今=
((tr. modern))
105 S5: =°而家°
((tr. now))
106 (0.2)+
--->+

```
107 TB: 社會↓
      ((tr. society))
108 (.)
109 S5: >no no< modern
110 (0.7)
111 TB: °現今°-
      ((tr. modern))
112 (0.2)
113 S5: °modern°
114 +(0.5)
    +TB nods her head--->
115 T: 而家+
      ((tr. now))
        --->+
116 (0.3)
117 S5: no↓ modern↓
        ((S4 mispronounces the word as /mɒˈd.ən/))
118 (0.5)
119 TB: +$現今社會$+
        ((tr. modern society))
        +TB turns around and looks at the class--->
                  --->+
120 (0.2)
121 S5: no↓ (0.2) modern i wanna say modern
122 (0.2)
123 TB: $我唔可以講俾你聽$
        ((tr. I cannot tell you))
124 (0.3)
125 S5: >$then i don't understand$<
126 (.)
127 TB: 你嘅樣想-
      ((tr. consider it this way))
128 (0.2)
129 TB: 你如果咧你考試嘅時候咧人哋係唔可以[嘅樣問]
      ((tr. when you are taking your exam, people are not allowed to ask like that))
130 S4:                                    [i know↓]
131 TB: 唔可以嘅樣問↓
      ((tr. it is not allowed to ask like that))
132 (0.2)
133 S5: i know:↓
```

In lines 59 and 61, TB offers S5 advice by inviting him to come up with the first key point that demonstrates China as a cashless society. It is noticeable that TB uses Cantonese for the explanation but switches to English to utter the noun "point" (line 59) to emphasize the first argument S5 needs to construct. In line 63, S5 utters "無現金啊 (cashless)," simply repeating TB's prior words in line 61, revealing his thinking process. TB then steps in and rephrases her question, "由邊一度可以睇到啊? (where can one see this from?)" (line 64). However, S5 responds with "由:::::: (from)" (line 66), elongating the sound and highlighting his nervousness and uncertainty. This is further evident in line 68 as S5 switches back to English, stating, "I really don't know." To offer some confidence, TB points out that S5 mentioned a point earlier, "你頭先咪講咯 (you just mentioned that earlier)" (line 69). This leads to an uptake from S5, noted in his elongated change-of-state token "ah::::" in line 71. Subsequently, S5

mentions there is no need to bring a wallet (lines 73, 75), which TB positively acknowledges by echoing S5's response in line 77. In line 81, S5 continues in Cantonese to point out that there is no need to bring so much cash, and TB again echoes S5's response, signalling her acknowledgement (lines 83, 85). In lines 88, 90, and 92, S5 struggles to explain why there is no need to bring cash, evident in his elongated sounds on markers of disfluency "umm::::" (lines 90 and 92) and repeating the same Chinese characters "因爲" twice (lines 88 and 92). S5 initiates the turn in line 94, attempting to speak but hesitates, indicated by "umm:::". There is a significant pause (line 95), indicating S5 is thinking or struggling to find the right word. Subsequently, S5 softly says "modern" in English in line 96, possibly indicating uncertainty. In line 98, TB's hesitation marker "hmm?" signals a need for clarification. S5 repeats "modern" in English in line 100, prompting TB to provide the equivalent Chinese translations, such as "而家 (now)" (line 102) and "現今" (modern) (line 104). TB also provides an additional Chinese vocabulary, "社會" (society) (line 107), inviting S5 to try and use the prompts in his speech. Despite TB's efforts, S5 repeatedly insists on "modern" in English, expressing confusion with "no modern" (line 109), "modern" (line 113), and "no↓ modern↓" (line 117). TB's attempt to contextualize "modern" with "現今社會" (modern society) (line 119) and turning to the class suggests a strategy to involve other students or further clarify the concept. S5 rejects TB's translation, insisting that "現今社會" (modern society) is not the correct Chinese translation he seeks. S5's phrase "I wanna say modern" (line 121) indicates a strong belief in the incorrectness of the provided translation. It could be argued that S5 is looking for the Chinese translation of 新式 (modern) or 現代 (modern), emphasizing the most recent ideas and methods.

TB's refusal to provide a direct answer, as explained in Cantonese ("我唔可以講俾你聽" I cannot tell you), underscores a pedagogical approach designed to encourage S5 to think independently (line 123). This approach involves 'output-promoting' scaffolding, which aims to motivate S5 to produce responses in Chinese. Despite TB's efforts to explain the importance of self-reliance in exam situations, S5's continued insistence and expressions of confusion in English ("then I don't understand") indicate a struggle to reconcile his understanding with the provided translations. TB continues to use Cantonese in lines 129 and 131 to reiterate that direct assistance is not allowed in exams, serving as a teaching moment that emphasizes the need for independent problem-solving. This leads to an acknowledgement from S5 as he utters "I know" in English in line 130, indicating his understanding that he needs to be independent when doing individual presentations.

In this extract, it is evident that TB senses S5's unease and attempts to alleviate his nervousness by offering verbal support in Cantonese and guiding him patiently through each phase of the presentation (e.g., lines 61 and 64). TB's empathetic approach is reflected in her willingness to rephrase questions and provide

Chinese translations for S5, which aim to build S5's confidence and comprehension. Moreover, TB allows S5 to use L2 English to initiate questions, creating a translanguaging space that enables S5 to clarify any misunderstandings. During the video-stimulated-recall-interview with TB, TB explains her pedagogical goal of creating a translanguaging space for students to overcome their fears and excel in learning CAL (Table 5):

In the interview, the researcher acknowledges the teacher's awareness of S5's nervousness and her strategic response to it (line 3). Although TB initially wanted S5 to face his peers to boost his confidence, she noticed that S5 felt more comfortable facing her (line 4). Therefore, she decided to stand in front of him during the presentation, believing that this strategy could create a comfort zone for S5 and help alleviate his nervousness.

Additionally, it is evident from the MCA analysis that TB allows S5 to use L2 English to initiate questions and often uses Cantonese to translate S5's L2 English utterances. In the interview, TB highlights that while the students' English language proficiency is stronger than their Chinese, the use of English can still assist them in learning Chinese (line 4). This demonstrates TB's understanding and acceptance of students' multilingual context and her willingness to allow students to use L2 English to initiate questions in class, potentially enhancing their CAL learning experience. Therefore, it can be suggested that TB's creation of a translanguaging space to alleviate students' anxiety during individual presentations is driven by her pedagogical belief in mobilizing available linguistic resources familiar to her students. This approach serves as a scaffolding strategy to support EM students in their learning of Chinese. Such a pedagogical approach not only reduces anxiety, but also potentially enhances the overall learning experience by making the learning process more relatable to students' linguistic backgrounds. In the video-stimulated-recall-interview conducted with selected students, S5 elaborates on the impact of TB's pedagogical approach on mitigating his anxiety during that moment of interaction (Table 6):

Based on the S-FLCAS scores, S5 was identified as experiencing a moderate level of anxiety. However, the MCA analysis reveals that S5's anxiety was palpable during the individual presentation. TB attempted to mitigate his nervousness by providing verbal support and patiently guiding him with prompts and directed questions. The researcher is intrigued to explore whether TB's efforts to create a safe translanguaging space helped S5 manage his anxiety during the presentation.

In the interview, S5 conveyed feelings of anxiety and a lack of preparedness when unexpectedly asked to present (line 2). Although he recognized TB's effort to assist by asking follow-up questions, he felt it heightened his anxiety due to his unpreparedness. This highlights the complex interaction between FLA and task demands, as well as other factors like preparedness. Despite this initial anxiety, S5

Table 5: Video-stimulated-recall-interview with teacher B (Extract 2).

Video stimulated recall interview Excerpts	Teacher B's perspectives	Analyst's interpretations of the teacher B's perspectives
01 K: 當時點解咁樣去guide S5去做個presentation? ((tr. Why did you guide S5 in that way during the presentation?))		
02 TB: 因為其實呢, 我覺得佢就嚟考個speaking, 我驚佢去到人哋考試嘅時候, 連規矩都唔知, 佢走去問人老師啲題目。係啊, 你去…人哋老師都唔會答你或者佢會… 其實就算係點, 佢都會比好低分, 然後report返黎又會話比學校知學生會點樣點樣, 如果你真係去考試既時候, 你唔可以問老師既問題, 你要諗清楚頭先你啲point咁樣, 就係guide主佢去完成呢個口試既練習。 ((tr. Actually, I was worried that he would soon be taking the speaking exam and might not know the rules when he gets there. He might ask the teacher about the topics. Yes, either the teacher would not answer him or… no matter what, he would receive a very low score, and then the report would inform the school about the student's performance. You really cannot ask the teacher any questions during the exam and you need to think clearly about your points first. That's why I guided him to complete this speaking practice.))	TB expresses a concern about S5's preparation for an upcoming speaking exam. She fears that he may not understand the examination rules, and might even approach the examiners with questions - a behaviour that could lead to a low score.	
03 K: 你會睇到…而且佢成個人淨係背住你, 我睇得出佢當時都有anxiety嘅, 你可唔可以講下你當		The researcher acknowledges the teacher's awareness of S5's nervousness and her strategic response to it.

Table 5: (continued)

Video stimulated recall interview Excerpts	Teacher B's perspectives	Analyst's interpretations of the teacher B's perspectives
時用你嘅方法去減低佢個焦慮? ((tr. You could see… and he only faced you the whole time. I could tell he was anxious then. Could you tell me how you tried to reduce his anxiety?))		
04: TB: 我想佢想面對同學, 佢話淨係面向我, 我就企喺佢面前可能, 佢淨對住我講可能佢冇咁緊張。佢已經肯講,比其他課堂佢肯講好多, 呢一課佢相對表現來講係唔錯嘅。因為其實係呢一班, 佢哋主要喺學校入面都係用英文為主, 當然佢有自己嘅language, 但係相對來講, 英文會比中文好, 我覺得用英文可以幫助佢哋學好啲中文, 都係好想佢哋學好啲。 ((tr. I wanted him to face his classmates, but he only wanted to face me. Maybe if I stood in front of him and he only talked to me, he might not be so nervous. He was willing to speak, which was more than he did in other classes. His performance in this class was relatively good. Actually, in this class, they mainly use English in school. Of course, they have their own language, but relatively speaking, their English is better than Chinese. I think allowing them to use English during classroom learning can help them learn Chinese better. I really want them to learn better.))	TB wanted him to face his peers to boost his confidence, but noticing S5's comfort in facing her, she decided to stand in front of him during the presentation. Her strategy aims to create a comfort zone for S5 to alleviate his nervousness. TB then addresses the language proficiency of her students, stating that while their English is stronger than their Chinese, the use of English can still assist them in learning Chinese.	This shows TB's understanding and acceptance of the students' multilingual context and her willingness to allow students to use L2 English to initiate questions in class as this can potentially enhance their learning experience.

Table 6: Video-stimulated-recall-interview with student 5 (Extract 2).

Video stimulated recall interview Excerpts	Student's perspectives	Analyst's interpretations of the Student's perspectives
01 K: So here is just really focusing on you, it's my first time to see a student being asked to come out to the class to do individual presentation, at least what I can see, right? So we can see that T is asking you different follow up questions. I think she's trying her best to lower your anxiety. But what do you think? Do you feel pressure or do you feel the anxiety there when you're doing the presentation in front of the whole class of students?		Based on the S-FLCAS scores, Student 5 was identified as having a mid-level of anxiety. Nevertheless, it is evident in the MCA analysis that S5 was anxious and TB endeavoured to alleviate his nervousness by offering verbal support and guiding him patiently through offering different prompts and guided questions. The researcher is interested to understand whether TB's effort in creating a safe translanguaging space supported S5 in mitigating his anxiety when doing the individual presentation.
02 S5: Good question. First of all, presentation is always scary. Even though there's only a small amount of people. Second, I didn't want to present at that time. So of course my anxiety level would go up. And I wasn't prepared at all. She directly put me in the kitchen and cook me, this makes me feel really bad because I didn't know what we were learning that time. Although she was teaching us at first, I wasn't prepared. I didn't expect her to ask me or ask anyone because there's so less students. So of course I go up my anxiety level. But it's not so bad, honestly. Although I blamed her in the end. But I still learned something. I Still managed to answer some questions, even though I was nervous about the questions.	S5 feels unprepared and anxious when asked to present spontaneously. He feels that TB was trying to help by asking follow-up questions, but it increased his anxiety level as he was not ready. Despite the initial anxiety, S5 acknowledges that he still managed to learn something from the experience and answer some of the questions.	

Table 6: (continued)

Video stimulated recall interview Excerpts	Student's perspectives	Analyst's interpretations of the Student's perspectives
03 K: When you were presenting in front of the class, you didn't look at us, right? How did you feel at that time?		
04 S5: I was really, really trying my best to get some answers from her. Like, help me, give me more. It's not enough. I know it's not enough. So I was getting more information and more, like, simply an answer from her. Because she's my teacher, right? And she's the one who asked me, so of course I look at her. She gives me the thing that I learned. So, yeah, I was so focused on her because I was nervous at that time.	S5 acknowledges that he focused on TB during the presentation because he was trying to get more information and answers from her.	
05 K: But if you get prepared, well prepared, would you look at a class or would you feel nervous when you look at the class?		
06 S5: You can ask everyone here. I'm really confident in, like, presentation, in any subject, except this one, because I was not prepared at all. So yeah, I will look at everyone of course in normal presentation.	S5 also indicates that he is usually confident when giving presentations in any other subject when he is well-prepared. In this case, he was not prepared, which made him nervous and focused only on TB.	S5 emphasizes the importance of being prepared for presentations to reduce anxiety and perform better.
07 K: So as long as you have good…		
08 S5: Preparations. Yes.		

acknowledged that he managed to learn from the experience and respond to some questions. This learning process is evident in the MCA analysis, where, with TB's help, S5 attempted to articulate his argument. This change underscores the effectiveness of TB's supportive mentorship in mitigating S5's presentation-related anxiety. The nuances of FLA demonstrate that while support can alleviate anxiety, unexpected challenges can heighten it, especially when preparedness is lacking. Nevertheless, TB's creation of a translanguaging space, where S5 could freely utilize his full linguistic resources without constraints, played a supportive role for S5. This inclusive environment provided a comfort zone for S5, helping to alleviate his anxiety associated with the use of the Chinese language during the individual presentation. By fostering a space where S5 could engage with the task using all available linguistic tools, TB facilitated a process that allowed S5 to gradually manage his anxiety and gain confidence.

6 Discussion and conclusion

This paper aims to examine how two Chinese teachers create emotionally safe translanguaging spaces for mitigating EM students' anxiety in learning CAL. Extract 1 demonstrates a scenario where Teacher A uses students' personal experiences to engage with them. The teacher motivates students to form Chinese sentences about their favourite sports and share them. The teacher's use of both Cantonese and English sports terminology and physical gestures, like handshaking, demonstrates his dedication to supporting and motivating students. He also engages in a conversation about an upcoming football match, showing personal interest in students' activities. The teacher's approach, which incorporates translanguaging and personal engagement, fosters a positive and enthusiastic learning environment. In the video-stimulated-recall-interview with the teacher (Table 1), he believes this teaching approach reduces students' anxiety and encourages open idea exchanges in the CAL classroom. Furthermore, the teacher balances his authoritative role with approachability, creating an environment where students feel comfortable making mistakes. The analysis of student video-stimulated-recall-interview (Table 2) reveal that the students appreciate their teacher's supportive and inclusive translanguaging practices. They view the teacher's physical gestures, such as handshaking, as a sign of respect and recognition of their achievements, which boosts their confidence and self-worth. They also respond positively to the teacher's empathetic and student-centred approach, stating that it enhances their learning experience and reduces classroom anxiety. The students agree that the teacher's incorporation of real-life examples and whole-class engagement increases their motivation to learn Chinese. Therefore, the teacher's translanguaging practices, combining personal

engagement and a relaxed learning environment, play a role in reducing students' anxiety while improving their Chinese speaking proficiency.

In Extract 2, Teacher B employs supportive mentorship to alleviate Student 5's anxiety during an individual presentation. The teacher aids Student 5 by prompting him to construct key points, supplying Chinese translations, and promoting independent thinking. This approach, blending encouragement with pedagogical techniques, underscores the importance of problem-solving independently. The teacher's use of both Cantonese and English enables Student 5 to clarify misunderstandings and bolster confidence. This tactic illustrates the teacher's objective to form a supportive, inclusive learning environment where students can conquer their fears and enhance their proficiency in CAL. The analysis of the teacher's reflections (Table 3) unveils her pedagogical belief in leveraging linguistic resources familiar to her students as a scaffolding strategy. Recognizing students' stronger proficiency in English, she employs it as a tool to assist in their Chinese learning. This approach demonstrates that the teacher embraces students' linguistic backgrounds and believes that allowing them to initiate questions in English can enrich their CAL learning experience. Hence, from her perspective, the creation of a translanguaging space can not only diminish student anxiety, but also render the learning process more relatable to students' linguistic backgrounds. The analysis of the student's video-stimulated-recall-interview (Table 4) reveals that despite initially feeling unprepared and anxious when unexpectedly asked to present, Student 5 acknowledged the value of the teacher's supportive mentorship. He found the teacher's follow-up questions, which involved a mix of English and Cantonese, helpful. Therefore, the teacher's creation of a translanguaging space, which allowed Student 5 to freely utilise all his linguistic resources, provided a supportive and comforting environment that helped alleviate his anxiety related to using Chinese.

Previous studies have shown that EM students in HK have limited opportunities to use their home languages and multicultural knowledge while learning CAL (Gu and Patkin 2013; Thapa and Adamson 2018). The existing literature has also examined the social and linguistic factors hindering EM students' progress in CAL development, such as the mismatch between home and school languages and cultures, the lack of a comprehensive CAL curriculum, and the diglossic nature of Chinese in Hong Kong (e.g., Li 2017; Wong 2017). Due to FLA, HK EM students' reluctance to engage in CAL can lead to social withdrawal and avoidance behaviours (Dovchin 2021; MacIntyre and Gregersen 2012). This study posits that creating a safe translanguaging space in CAL classrooms can serve as an effective remedy for EM students' anxiety in learning Chinese. This finding aligns with prior studies that have demonstrated how creating a translanguaging space with creative language learning activities can foster a positive classroom environment, reducing students' anxiety and safeguarding their psychological well-being (e.g., Zhang 2024). Such a

translanguaging space can be emotionally safe for students, as it eliminates the hierarchy of named languages in the classroom and encourages students to express their true emotions about language learning (Dovchin 2021; Tai and Lee 2024).

However, it must be acknowledged that, across the entire classroom corpus, there are no examples of the Chinese teachers in either school context leveraging students' home languages to create a translanguaging space that supports their CAL learning. The representative extracts presented in this paper illustrate typical instances of the teachers' fluid use of multilingual and multimodal resources for translanguaging, as well as their application of translative translanguaging methods. Ideally, the Chinese teachers could have utilized students' existing linguistic knowledge, such as Urdu, Indian, or Punjabi, to facilitate multilingual translanguaging in the CAL classroom. However, since both Chinese teachers are native Chinese speakers and not familiar with the EM students' home languages, they must rely on L2 English to provide scaffolding during CAL learning. This reliance on L2 English alone may create challenges for students in fully grasping the nuances of Chinese syntactic structures and vocabulary. Without the ability to leverage the students' home languages for clarification and deeper understanding, the effectiveness of the instruction may be limited, potentially hindering the students' ability to internalize complex linguistic concepts in Chinese. This situation resonates with Sah and Li's (2022) argument regarding the unequal power dynamics between English and other indigenous languages, such as Nepali and Bhojpuri, which subsequently foster "unequal languaging". In Sah and Li's study, they contend that the uncritical adoption of translanguaging practices by teachers and students perpetuates the hierarchy of named languages, favouring national languages (like Nepali) over indigenous languages (like Newari) used by minoritized students. In this paper, I expand on the concept of "unequal languaging" and conceptualise the concept of 'unequal translanguaging,' which refers to the disproportionate reliance on certain linguistic and/or multimodal resources over others within a translanguaging space. In this case, unequal translanguaging is evident in the CAL teachers' overreliance on L2 English at the expense of students' home languages like Urdu, Indian, or Punjabi, which are not fully utilized due to the teachers' unfamiliarity with them. It can be argued that this could potentially limit the effectiveness of the translanguaging space, as it does not fully tap into the students' entire linguistic repertoire. As such, "unequal translanguaging" could inadvertently perpetuate linguistic hierarchies and contribute to a learning environment that does not fully affirm and value the linguistic diversity of all students.

The findings of this study add to the existing literature on translanguaging and L2 teaching and learning in multiple ways. Theoretically, they provide additional evidence supporting the benefits of a translanguaging space in levelling the hierarchy of languages in L2 classrooms, reducing EM students' anxiety about learning

CAL, and fostering a positive classroom environment. However, the findings of the study also underscore limitations in the CAL teachers' translanguaging practices. Specifically, the study reveals that the teachers often fail to mobilise students' home languages as a resource to support and enhance CAL learning. This oversight indicates a missed opportunity to utilize the full range of linguistic resources available in the classrooms, which could potentially aid in scaffolding students' understanding and reducing their anxiety. The study presents the concept of "unequal translanguaging," emphasizing that if teachers, due to their unfamiliarity with students' linguistic or multimodal knowledge, fail to fully utilize these resources, it could potentially compromise the effectiveness of the translanguaging space. Such a situation may result in a learning environment that does not entirely acknowledge or value the linguistic diversity and multimodal knowledge of all students. Methodologically, this study emphasizes the benefits of integrating MCA and IPA as a framework to enhance our comprehension of how teachers can establish a safe translanguaging space to alleviate students' anxiety in L2 learning (Tai 2023). The combination of MCA and IPA allows researchers to delve into the complex nuances of classroom interactions, particularly how L2 teachers utilize various multilingual and multimodal resources to support students' L2 learning and reduce their anxiety. Combining these methodological approaches allows researchers to examine how translanguaging practices are developed in multilingual classrooms and how teachers understand and implement their own translanguaging strategies during specific moments of classroom interaction. This unique methodological combination offers a practical approach to studying multilingual interactions in linguistically and culturally diverse classrooms.

Regarding pedagogical implications, the findings will allow teachers and teacher educators to understand the interactional strategies for creating a safe translanguaging space in CAL classroom interactions for transforming the students' negative emotions and enabling a positive classroom climate for CAL learning. By acknowledging and appreciating the multilingual and multimodal resources that students possess, teachers can foster a more inclusive and engaging classroom atmosphere (Tai and Li 2021). This approach may include offering students opportunities to use their familiar languages and modes of expression to showcase their comprehension of L2 knowledge. For instance, a study by Woodley (2016) illustrates how a monolingual teacher can effectively teach a linguistically diverse class by incorporating both the teacher's and students' knowledge into the learning process. By developing multilingual resources – such as labels, signs, and posters in multiple languages – providing select translations in students' home languages, grouping students with the same L1, and encouraging language comparisons when introducing new vocabulary, the teacher effectively harnesses students' multilingualism while communicating in English. Therefore, it is recommended that teachers

establish a translanguaging space in language classrooms by tapping into students' linguistic knowledge, especially for named languages that teachers may not know. These students can become valuable resources for facilitating understanding and creating meaning during classroom interactions.

This study recognizes the lack of quantitative data establishing a correlation between teachers' use of translanguaging in the CAL classroom and students' CAL development. To better evaluate the effectiveness of translanguaging pedagogy in CAL learning, future research could incorporate pre- and post-assessment data to thoroughly investigate the relationship between teachers' translanguaging practices and students' progress in CAL acquisition. Such quantitative evidence would complement methodologies like MCA and IPA, offering deeper insights into how translanguaging practices benefit students' L2 development and mitigate their FLA.

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