

Enhancing Chinese as a Foreign Language (CFL) Learners' Listening Comprehension Skills Through Translanguaging Within a Pedagogical Cycle

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ABSTRACT

This study examined the impact of translanguaging within a pedagogical cycle on CFL students' listening comprehension skills in a Thai university. The study utilized a sequential mixed-methods research approach focusing on a single group with a pre-and post-test design. This intact group of 28 Thai CFL second-year college students was purposively selected as participants and underwent 10 sessions of applying translanguaging within a pedagogical cycle. The findings revealed a significant difference in participants' pre- ($\bar{x}=8.18$) and post- ($\bar{x}=15.68$) listening comprehension tests, with "grammar and structure" and "content" as the most improved writing components. Additionally, the overall scores for the listening comprehension quiz performances showed a steady rise over time as evidenced by $\bar{x}=7.50$, $\bar{x}=10.54$, $\bar{x}=13.29$, $\bar{x}=16.93$ for the first, second, third, and fourth quizzes, respectively. Furthermore, participants perceived translanguaging as normal and respectful to L2 learners, with qualitative findings highlighting their positive reception of the intervention as

a means of improving listening comprehension.

The study emphasizes translanguaging as an agentive method to enrich language practices, enhance listening comprehension, and foster L2 learning, advocating for its strategic integration into pedagogical approaches. Discussions of recommendations for integrating translanguaging strategically into pedagogical approaches are also included, advocating for its broader application in language instruction.

Keywords: Chinese as a foreign language (CFL) learners, listening skill, pedagogical cycle, translanguaging

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INTRODUCTION

The significance of listening comprehension cannot be overstated in the second language (L2) learning domain, as it plays a pivotal role in facilitating effective language acquisition and communication (Bozorgian et al., 2021; Robillos & Bustos, 2022; Vandergrift & Tafaghodtari, 2010). Numerous studies consistently underscore the substantial contribution of communication to language competence, with listening accounting for 45%, speaking accounting for 30%, reading accounting for 15%, and writing accounting for 10% (Renukadevi, 2014). Effective communication, a cornerstone of language learning, heavily relies on proficient listening skills (Renukadevi, 2014; Robillos & Bustos, 2022), forming the basis for comprehension (Goh & Vandergrift, 2021), interaction, evaluation, and expression (Bozorgian et al., 2021; Renukadevi, 2014; Robillos & Bustos, 2022).

Proficiency in listening skills not only lays the groundwork for successful language acquisition but also empowers learners to effectively navigate academic settings and engage in meaningful real-life communication (Goh, 2008). However, the conventional approach to assessing listening comprehension through tests often induces passivity, anxiety, and nervousness among students (Goh, 2008; Robillos & Bustos, 2022). Goh (2008) argues that many conventional methods frequently employed in teaching listening remain reluctant and unwilling to change. She additionally contends that these listening practices, which center on

comprehension and employ test questions such as multiple-choice or gap-filling, primarily emphasize the results of listening instead of the complex procedures involved, essentially transforming listening tasks into miniature listening assessments. Robillos (2019) emphasizes that assessing listening through tests has the capability to generate nervousness and offers minimal support to students with the required strategies to manage the listening process and enhance their listening skills. Such assessments, centered on performance, may overshadow the core of language acquisition—the innate ability to comprehend, interpret, and respond to spoken language (Bozorgian et al., 2021). According to Graham (2017), persistent challenges in comprehending listening selections can lead to passivity and demotivation, ultimately hindering effective listening comprehension performance. Despite caution against using listening activities as disguised tests, this practice persists in many language classrooms (Goh, 2008; Goh & Vandergrift, 2021).

Furthermore, in the CFL context, listening skills often take a backseat, diminishing opportunities for learners to cultivate this crucial skill. Challenges arise in the CFL listening classroom, where strict language use may hinder the understanding of subject matter concepts and restrict meaningful expression in learners' first language (Liu & Thondhlana, 2015). The lack of encouragement to use languages for deeper comprehension (García & Wei, 2014; Otheguy et al., 2015; Robillos, 2023) exacerbates the issue, highlighting the

urgent need for targeted interventions. To overcome these challenges, incorporating learners' linguistic repertoires emerges as a potential strategy (Fang & Liu, 2020; García & Wei, 2014; Liu & Thondhlana, 2015; Robillos, 2023). Encouraging the strategic use of L1 in the CFL classroom aligns with the growing body of literature supporting bilingual practices as beneficial for language learning (Zhang & Hadjioannou, 2022).

Additionally, a number of academicians and scholars in the domain of SLA claim that a strategic and tactical approach, such as the pedagogical cycle to L2 instruction, enhances learners' control, confidence, and overall proficiency (Goh, 2008; Goh & Vandergrift, 2021; Robillos, 2023; Vandergrift & Tafaghodtari, 2010). Implementing this method in teaching listening fosters metacognitive awareness, enabling students to take ownership of their learning and reflect on their performance (Vandergrift & Goh, 2012). Moreover, this systematic approach consists of a series of structured learning activities and is believed to have a positive impact on learners' proficiency in listening (Goh, 2008). This linear progression aids learners in comprehending the text's context while simultaneously developing their metacognitive strategies. Several scholars view the pedagogical cycle as a process-oriented method for listening instruction (Vandergrift & Tafaghodtari, 2010).

The primary objective of the study is to enhance students' listening comprehension by translating their understanding into written compositions. The integration of

composition writing with listening activities not only fosters active engagement and synthesis of information but also encourages the expression of comprehension through written forms (Bozorgian et al., 2021; Rukthong & Brunfaut, 2020). By combining these elements, the approach not only promotes participative learning but also empowers students to effectively utilize their creativity and language skills (Robillos & Bustos, 2022). The use of integrated test tasks, which require both receptive and productive language skills, aligns seamlessly with the evolving landscape of L2 assessment (Rukthong & Brunfaut, 2020). Crucial to the success of this method is the incorporation of listening tasks within a pedagogical cycle, ensuring a systematic linear progression through its stages. The incorporation of translanguaging acts as a strong support mechanism, allowing students to use their diverse language skills to understand concepts, generate ideas, and improve both cognitive and linguistic fluency.

This study holds significant relevance as it addresses a critical issue within the Thai CFL context. The prevailing method for teaching listening comprehension to CFL students in this context heavily relies on traditional approaches, leading to diminished student motivation for collaborative learning activities. Compounded by the prevalent Chinese-only policy in CFL classrooms, students often lack opportunities to utilize their complete linguistic abilities, hindering their capacity for a deep and meaningful understanding of listening

selections. Furthermore, the existing body of research on this subject is limited to the Thai context of CFL. Hence, the principal objective of this research is to fill this void by examining how the use of students' linguistic repertoires or translingual abilities within a pedagogical cycle influences the listening comprehension abilities of Thai CFL students in the CFL listening classroom, with the aim of enhancing their listening skills.

Literature Review

Listening Skills and Listening Comprehension in the CFL Context

Effective listening skills play a crucial role in language proficiency (Renukadevi, 2014) as they mold both receptive and productive language abilities (Vandergrift & Tafaghodtari, 2010). Beyond its significance in language learning, listening is a skill extensively utilized in daily life (Bozorgian et al., 2021). Intriguingly, listening tends to improve at a faster pace than speaking, underscoring its dynamic nature in language development. Moreover, the influence of listening extends beyond its immediate impact, contributing substantially to the enhancement of reading and writing skills (Robillos & Bustos, 2022). As a foundational skill, proficient listening establishes a strong basis for comprehensive language acquisition and effective communication in diverse linguistic contexts.

In the context of CFL education, learners face specific challenges, particularly in listening comprehension activities. These difficulties stem from a

stringent requirement that mandates the sole utilization of the Chinese language in such engagements. This linguistic restriction not only influences classroom interactions but also significantly impacts students' ability to express themselves. The requirement to use only Chinese during listening exercises potentially limits students' capacity to convey thoughts with depth and nuance. This limitation becomes particularly noteworthy in situations where learners naturally rely on their L1 or linguistic repertoire. In such cases, these linguistic constraints may impede the richness and subtlety of their expression (Wei, 2018; Zhang, 2013).

Moreover, the strict adherence to the use of L2 in listening exercises prompts an inquiry into its potential ramifications for students' overall language development and cognitive engagement. It raises questions about the trade-off between the goal of language immersion and the potential hindrance to students' ability to express themselves meaningfully (Vaish, 2019; Wang, 2016; Zhang & Hadjioannou, 2022). The exclusion of L1, or the linguistic repertoire that students bring to the learning environment, may limit their opportunities for creative expression and nuanced communication (Robillos, 2023; Vaish, 2019; Wang, 2016). Moreover, the impact of this linguistic confinement extends beyond expressive challenges to encompass the comprehension of subject matter concepts. By restricting students to a designated language framework, there is a risk that they may face hurdles in fully grasping complex

ideas. The limitations in their linguistic expression within the mandated language may impede their ability to engage deeply with intricate concepts, impeding a thorough grasp of the topic (Zhang & Hadjioannou, 2022).

Translanguaging in Teaching

In 1994, Williams (1994) initially introduced the term “translanguaging” to highlight the significance of the native language (L1) in the process of acquiring the target or second language (L2). Translanguaging enables learners to access any linguistic assets without consistently conforming to socially and politically imposed limitations of specific languages (García et al., 2017; Otheguy et al., 2015). In other words, in an L2 classroom using translanguaging skills, the traditional monolingual method is discarded, and students are not viewed as “lacking” as defined by their shortcomings. Instead, they are acknowledged as adaptable individuals with varied linguistic skills and capabilities (García & Wei, 2014).

Translanguaging teaching methods, implemented globally across classrooms (Wei, 2018), involve incorporating languages spontaneously to enhance students’ cognitive engagement (Robillos, 2023) and streamline the learning process (Wang, 2016). This approach optimizes students’ linguistic capabilities during problem-solving, comprehension, and knowledge acquisition (Wei, 2018). In L2 classrooms, it is crucial for students to learn how to link their language skills cohesively (García & Wei, 2014). Educators

play a pivotal role in demonstrating how to employ translanguaging to conceptualize, comprehend, and enhance speaking and learning processes. Sobkowiak (2022) further emphasizes the importance of creating avenues for student expression, suggesting that teachers encourage the use of linguistic resources to demonstrate understanding and skills, ultimately fostering the generation of new linguistic knowledge (García & Wei, 2014).

Several researchers have presented empirical proof endorsing the efficacy of translanguaging within educational settings. In the writing domain, Chen et al. (2019) investigated the application of translanguaging and found that it led to improvements in college students’ writing skills across various areas. These improvements included enhanced writing content with more information expressed, improved literacy as evidenced by well-structured sentences in students’ drafts, and refined authorial manner demonstrated through academic writing conventions.

Likewise, Ha et al. (2021) carried out an observational investigation focusing on the use of translanguaging to improve oral fluency among 70 sophomore students in one of the universities in southern Vietnam. Their findings indicated that students had positive experiences with the lessons and experienced improvements in speaking fluency. The use of L1 was found to be supportive in boosting students’ confidence and fluency in English communication. Meanwhile, Mgijima and Makalela (2021) identified a favorable connection between

translanguaging and students' achievement in summary writing. Their study concluded that employing translanguaging techniques in the reading classroom could lead to significant gains in students' learning outcomes.

While research has extensively examined the efficacy of translanguaging in various language skills development, a noticeable gap exists in exploring its application specifically in enhancing listening skills, particularly within the realm of Chinese as a Foreign Language (CFL) education. Investigating the integration of translanguaging pedagogy in CFL listening instruction could offer valuable insights into effective strategies for improving listening comprehension and language acquisition among CFL learners.

The Pedagogical Cycle and its Implementation in Listening Tasks

The essence of teaching listening skills revolves around a curriculum that emphasizes specific techniques deemed effective for real-world listening activities (Goh & Vandergrift, 2021). Vandergrift and Tafaghodtari (2010) advocate for a strategic, procedural approach to teaching listening. One of these approaches is called a pedagogical cycle, which has shown remarkable effectiveness in enhancing learners' command, self-assurance, and overall proficiency (Robillos & Bustos, 2022). The pedagogical cycle (Vandergrift & Tafaghodtari, 2010) denotes a systematic, strategic method aimed at assisting learners in managing their listening activities, thus

improving their metacognitive awareness during listening. In essence, it provides a structured sequence designed to help learners comprehend the listening context while also addressing the metacognitive elements inherent in the process (Vandergrift & Goh, 2012).

Carrying out a listening topic via a pedagogical cycle aims to foster autonomy among learners as they engage in listening comprehension tasks. This process encompasses three primary objectives: promoting self-reflection regarding listening abilities, integrating challenges associated with task requirements, and improving the efficiency of listening tactics (Vandergrift & Goh, 2012). The pedagogical cycle (Vandergrift & Tafaghodtari, 2010) consists of five sequential stages, each contributing to the enhancement of listening proficiency. Initially, learners embark on planning and prediction, followed by the first verification phase, which involves monitoring, evaluation, and planning. Subsequently, the second verification stage entails activities such as monitoring, evaluation, and problem-solving. Moving forward, the final verification phase incorporates the use of oral text transcripts, culminating in the reflection stage, which integrates evaluation and self-reflection. Progressing through these stages empowers learners to refine their listening skills by honing abilities in planning, managing, evaluating, and ultimately, self-regulating their listening process.

Several scholars (Goh, 2008; Robillos & Bustos, 2022; Vandergrift & Tafaghodtari,

2010) regard the pedagogical cycle as a valuable method for teaching listening skills. For example, Robillos and Bustos (2022) conducted an intervention in listening comprehension using Vandergrift's (2003) pedagogical cycle model. The study utilized a research design incorporating both qualitative and quantitative methods, featuring assessments administered before and after the intervention. They concluded that adopting a process-based approach led to notable enhancements in listening comprehension.

While scholars have underscored the significance of strategic and tactical approaches, specifically the pedagogical cycle, in L2 instruction (Goh, 2008; Goh & Vandergrift, 2021; Robillos & Bustos, 2022; Vandergrift & Tafaghodtari, 2010), there has been limited attention given to exploring the synergistic potential that arises from combining a pedagogical cycle with translanguaging practices. Furthermore, despite an abundance of research on translanguaging in the CFL context (Fang & Liu, 2020; Zhang & Hadjioannou, 2022), there is a notable gap in investigations focusing on its implementation in the listening domain. Therefore, this study aims to fill these gaps by delving into the potential of such synergistic approaches and providing insights into their impact on students' listening comprehension skills and overall language learning experiences. The exploration is particularly pertinent in the context of CFL education in Thailand, where research on this specific aspect has been notably scarce. To address these issues,

the following research questions (RQs) are of primary focus:

1. Did the students' listening comprehension performance improve before and after translanguaging was provided within a pedagogical cycle (the intervention used)?
2. Are the students' quiz performances improved across writing components (grammar and structure, content, lexical resource, logical order, and supporting details) using the intervention?
3. What are the students' perceptions toward translanguaging within a pedagogical cycle in facilitating their listening comprehension tasks?
4. What learning experiences have the students obtained in enhancing their performance in listening comprehension after providing the intervention?

Hypotheses

1. There is no significant improvement in students' listening comprehension skills before and after the intervention was implemented.
2. The students' listening comprehension quiz performances across writing components (grammar and structure, content, lexical resources, logical order, and supporting details) do not improve using the intervention.

METHODOLOGY

Method, Design, and the Participants

The current research used a sequential, mixed-methods research design, including quantitative and qualitative parts. While the quantitative part was performed to investigate whether the use of translanguaging pedagogy within a pedagogical cycle (the intervention used) influenced CFL students' listening comprehension performance, the qualitative part helped explore how the students perceived the intervention in facilitating the listening comprehension tasks. In addition, four short informative video segments were utilized as listening comprehension materials—the informative video content covered topics corresponding to those taught in their regular listening classes. Additionally, the study consisted of a total of 10 sessions, with eight allocated for the implementation of the treatment, a single session for each pre- and post-listening comprehension test, and an interview to gather further insights regarding the use of translanguaging in listening comprehension.

Additionally, the study incorporated a design involving pre-test and post-test assessments involving a single group comprising 28 second-year university students—two males and 26 females at Khon Kaen University, Thailand. The participants were selected through purposive sampling, a method that involves choosing a sample with specific criteria in mind (Creswell & Plano-Clark, 2011). These students were enrolled in the Chinese for Teachers 4 subject, designed to improve their abilities in CFL listening and speaking. The course

emphasizes the improvement of all four language skills, with a particular focus on listening and speaking. These students, who took the course during the second semester of their second year, typically engage in listening courses designed to develop their ability to comprehend and learn in a second language, specifically Chinese. Nevertheless, the program requires CFL students to use Chinese as the primary language of instruction for nearly all subjects, leading to challenges in comprehending academic listening selections in L2 (Chinese). This difficulty may arise from limited exposure to L2 and the traditional teaching approach that concentrates solely on assessing listening outcomes. This concern prompted the main researcher, affiliated with the program, to initiate this investigation employing translanguaging pedagogy to assist students in overcoming challenges in listening comprehension.

Furthermore, all students involved in the study were duly briefed and willingly consented to participate. It is worth mentioning that all participants are fluent in Thai and Isarn dialects, with Chinese being their third (or fourth) language. Table 1 shows the students' demographic profiles.

Theoretical Framework

The study is grounded in Sociocultural Theory (Vygotsky, 1978) and Translanguaging Theory (García & Wei, 2014), which provide a robust foundation for exploring how translanguaging within a pedagogical cycle can enhance listening comprehension skills in CFL learners.

Table 1
Participants’ demographic profile

Demographic Profile		Frequency	Percentage (%)
Gender	Males	2	7.14
	Females	26	92.86
	Total	28	100.00
Age	19–20	28	100
	Total	28	100.00
First Language (L1) Used	Thai	28	100
	Isarn	28	100
Language/s Spoken	Thai	28	100
	English	1	3.57
	Chinese	20	71.42
Experience in Using the Chinese Language	One year or below	1	3.57
	One to two years	14	50
	Three to four years	10	35.71
	Five to six years	2	7.14
	Seven years or more	1	3.57
	Total	28	100.00

Note. The demographic details are self-disclosed, with a focus on clarifying that language proficiency is exclusively assessed in terms of speaking, excluding considerations of listening, reading, or writing skills

Sociocultural Theory posits that learning is a socially mediated process, emphasizing the role of interaction and scaffolding in cognitive development. According to this theory, language learners benefit from engaging in dynamic, collaborative environments where their Zone of Proximal Development (ZPD) is supported through structured guidance. In the context of this study, the pedagogical cycle leverages interaction and scaffolded tasks to support learners as they develop their listening comprehension skills.

Translanguaging Theory, on the other hand, challenges traditional monolingual paradigms by recognizing learners’ full linguistic repertoires as valuable resources in the language learning process (García &

Wei, 2014; Robillos, 2023). It posits that translanguaging allows learners to navigate between their L1 and L2 (or other linguistic resources) to deepen comprehension and construct meaning (García & Wei, 2014). This framework is particularly relevant for CFL learners, as it enables them to draw on their existing linguistic knowledge to overcome challenges in processing and understanding Chinese listening texts.

The integration of these two theories provides a comprehensive foundation for examining how translanguaging practices within a pedagogical cycle foster CFL learners’ listening comprehension. Sociocultural Theory underpins the structured and scaffolded nature of the pedagogical cycle, while Translanguaging

Theory highlights the cognitive and affective benefits of allowing learners to access multiple linguistic resources. Together, they support the hypothesis that combining these approaches can lead to significant improvements in listening comprehension skills.

Data Collection and Analysis

Pre- and Post-tests in Listening

These were administered to assess the impact of integrating translanguaging within a pedagogical cycle on participants' comprehension of four listening selections. These selections, lasting approximately three minutes, were aligned with topics covered during their typical listening sessions. The pre-listening test occurred one week before the treatment program was provided, following the standard listening instruction format involving question posing, brainstorming, and listening activities. The post-listening test took place a day after the treatment program. Furthermore, both tests were evaluated utilizing a writing assessment framework established by the researcher. To ensure its intellectual suitability, the assessment framework underwent review by two Chinese language experts who are university instructors.

Students' Four Listening Comprehension Quizzes

These quizzes were administered to evaluate their understanding of listening tasks. These quizzes, based on four short informative videos, required students to provide written

responses reflecting their comprehension. Each video was specifically crafted to align with course objectives and assess students' proficiency in comprehending Chinese-language listening tasks. The videos were segmented into three parts following the pedagogical cycle, with paired and group activities facilitating comprehension before students wrote paragraphs. Furthermore, each paragraph was meticulously assessed using a writing assessment framework developed by the researcher/s. This rubric encompasses five criteria: '*grammar and structure*,' '*content*,' '*lexical resource*,' '*logical order*,' and '*supporting details*.' Students could earn a maximum score of 20 points, whereby four points signify the highest score, while one point indicates the lowest. After the initial assessment, students received their written work back and were tasked with identifying errors, which were highlighted, encircled, or underlined by the teacher. Subsequently, students formed groups comprising four members, encompassing skilled, unskilled, and average students. Within these groups, students collaboratively identified errors in their papers, including structural, grammatical, vocabulary, and content-related errors. They then engaged in discussions to devise effective strategies for improvement. This process aimed to familiarize students with assessment tasks like identifying issues and evaluating strategies, all while encouraging them to translanguange for a meaningful engagement in error analysis and improvement strategies.

Questionnaire on Students' Perception Toward Translanguaging

This survey comprises 11 items designed to gauge participants' perceptions. It was administered in English, Thai, and Chinese languages after the intervention, prompting participants to rate survey statements on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The survey consists of two main sections: "Translanguaging as a practice" and "Translanguaging for L2 learning." It was adapted from Robillos (2023) with slight modifications by the researcher, reviewed by three experts, and piloted with second-year students at the study university who were not part of the study to detect any possible concerns with the survey questions. 0.78 was the determined reliability value.

Interviews

Interviews were conducted to gain further insights into how participants utilized translanguaging within a pedagogical cycle to enhance their listening comprehension tasks. These interviews took place one day after the post-listening test, with all participants providing voluntary consent. Each interview session, lasting approximately 30 to 45 minutes, facilitated detailed discussions. The collected responses underwent analysis using a topical coding approach (Creswell & Plano-Clark, 2011), systematically labeling, interpreting, and refining the texts to identify emerging themes within the interview responses.

Intervention Sessions

There were ten meetings utilized: one for each conducting the pre- and post-listening comprehension tests and eight meetings dedicated to implementing the intervention. In each 120-minute session, the researchers implemented listening comprehension through a pedagogical cycle (Vandergrift & Tafaghodtari, 2010). Translanguaging was encouraged during communication in pairs or groups to enhance understanding of the listening selections and improve L2 learning. The program incorporated four short informative video items, with each item spanning two sessions and adhering to the five phases outlined in the pedagogical cycle.

During the planning and predicting stage, learners received an overview of the topic and selection type, prompting them to anticipate potential content and specific vocabulary. First, the learners listened to the selection for the first time (the first verification stage), verifying their predictions and capturing additional details. The latter part of this stage involved partnering with a peer for comparison, where they discussed variances, identified challenges, and devised plans for future listening tasks, all under the teacher's facilitation, allowing them to translanguange during the collaborative activity.

During the second verification stage, learners revisit the selection to validate any discrepancies observed in the preceding phase, rectify errors, and gather supplementary information. Subsequently, a collective discussion ensues, where learners

are encouraged to translanguage, collaborate in orally reconstructing the text, and deliberate on strategies to tackle particular listening challenges. Transitioning to the final verification stage, learners concentrate on crucial points identified as problematic by the entire group, continuing to utilize translanguage. This stage entails ongoing monitoring and employs the strategy of selective attention. Students express their understanding of the listening material through written compositions, with the teacher acknowledging the importance of translingual expression. These compositions are then collected and corrected by the teacher, who identifies errors in language structure, grammar, cohesion-coherence, and vocabulary (but only by underlining or encircling the errors). Subsequently, the corrected papers are returned to the students. In groups, learners discuss and identify errors orally while still being allowed to translanguage and seeking assistance from each member. Transitioning to the final stage of the pedagogical cycle, the reflective stage, learners participate in a group sharing session where they reflect on effective

listening strategies employed during the tasks, discuss less effective strategies, and generate ideas for future listening tasks. Throughout this process, translanguageing is permitted, fostering open discussion and enabling learners to verbally share insights, thereby promoting collaborative and interactive reflection.

In the concluding phase, spanning the last eight sessions (fourth to ninth), each involving two sessions for a complete listening comprehension task, three additional rounds of listening comprehension tasks were undertaken. Here, participants actively engaged with four diverse topics generated through the intervention. The purpose was to further immerse them in the use of translanguageing for facilitating listening comprehension tasks, providing valuable exposure before transitioning to individual writing.

RESULTS

Quantitative Analysis

Table 2 shows the students’ listening scores both pre-and post-intervention. Notably, the post-intervention scores for the writing

Table 2
Students’ performances before and after the listening comprehension tests

Writing Components	Before the Intervention		After the Intervention		<i>t</i> – value	<i>p</i> - value
	Mean Scores	Standard Deviation	Mean Scores	Standard Deviation		
Grammar and Structure	1.39	0.497	3.07	1.359	-6.13	0.000
Content	2.00	0.000	3.61	1.397	-6.08	0.000
Lexical Resource	1.39	0.497	2.89	1.423	-5.26	0.000
Logical Order	2.00	0.000	3.18	1.307	-4.77	0.000
Supporting Details	1.39	0.497	2.93	1.464	-5.25	0.000
Overall	8.18	1.442	15.68	6.804	-5.70	0.000

components “grammar and structure” (\bar{x} =3.07) and “content” (\bar{x} =3.61) exhibited a significant difference. Conversely, the writing component related to “logical order,” with a mean score of \bar{x} =3.18, showed minimal improvement. The overall results demonstrated a significant contrast between the two score sets, backed by a p-value of .000, which falls below the 0.05 significance threshold. This difference is evident in the post-test (\bar{x} =15.68), significantly surpassing the pre-test (\bar{x} =8.18).

Table 3 presents the mean scores and standard deviation concerning the four quiz performances. Initially, the student’s quiz scores started at a lower baseline. However,

as the intervention was implemented, the overall scores for the listening comprehension quiz showed a steady rise over time. This progression is evident in the mean results of 7.50, 10.54, 13.29, and \bar{x} =16.93 for the first, second, third, and fourth quizzes, respectively. Additionally, a notable improvement is observed in all aspects of writing, progressing from Quiz 1 to Quiz 4. The components of ‘grammar and structure’ and ‘content’ exhibit the most significant improvements, while the ‘logical order’ component improved the least.

Furthermore, Table 4 shows the assessment of student performance, which encompasses two dimensions for each quiz:

Table 3
Descriptive statistics regarding students’ listening quiz performances

Writing Components	First Quiz		Second Quiz		Third Quiz		Fourth Quiz	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Grammar and Structure	1.68	0.772	2.04	0.693	2.61	0.786	3.61	0.737
Content	1.75	0.752	2.39	0.832	2.93	0.766	3.82	0.772
Lexical Resource	1.43	0.790	2.00	0.667	2.46	0.793	3.00	0.770
Logical Order	1.32	0.723	1.93	0.716	2.54	0.793	3.07	0.979
Supporting Details	1.32	0.723	2.18	0.772	2.75	0.799	3.43	0.920
Overall	7.50	3.469	10.54	3.294	13.29	3.650	16.93	3.839

Table 4
Quiz results on components and by distinction between the listening and writing skills

Writing Components	First Quiz (Mean)	Second Quiz (Mean)	Third Quiz (Mean)	Fourth Quiz (Mean)
Grammar and Structure	1.68	2.04	2.61	3.61
Content	1.75	2.39	2.93	3.82
Lexical Resource	1.43	2.00	2.46	3.00
Logical Order	1.32	1.93	2.54	3.07
Supporting Details	1.32	2.18	2.75	3.43
Average	1.50	2.10	2.65	3.38
Writing Skill	1.47	1.99	2.53	3.22
Listening Skill	1.53	2.28	2.84	3.62

for listening comprehension skills, content and details are assessed, while for writing performance, grammar, lexical resources, and logical order are considered. It is worth noting that the improvement in the listening comprehension part was more pronounced than in the writing skill.

Table 5 presents the mean and standard deviation (S.D.) results regarding students' perceptions of translanguaging across two aspects: "translanguaging as a practice" and "translanguaging for L2 learning." In the first aspect, participants strongly disagreed that using translanguaging pedagogy in the CFL classroom is disrespectful (\bar{x} =1.46). Additionally, they disagreed with statements asserting that bilinguals should avoid translanguaging (\bar{x} =2.18), that translanguaging suggests a deficiency in proficiency when learning Chinese (\bar{x} =2.64), and that translanguaging is confusing for them

(\bar{x} =2.54). In the second aspect, participants expressed positivity toward translanguaging as an agentive pedagogy for enhancing L2 learning. They agreed that translanguaging helps them learn CFL (Statement #1; \bar{x} =4.36) and believed that translanguaging is crucial for acquiring proficiency in both native and second languages (Statement #3; \bar{x} =4.00).

On the other hand, they held opposing views to statements suggesting that translanguaging indicates poor proficiency in learning a second language (Statement #2; \bar{x} =2.21) and that educators should refrain from incorporating translanguaging in their teaching of the Chinese language, as it might impede learning (Statement #5; \bar{x} =2.32).

Qualitative Analysis

Two main themes were identified following the completion of the semi-structured interviews.

Table 5
Students' perspectives regarding the utilization of translanguaging

Translanguaging as a Practice	Mean	SD	Description
1. Translanguaging should be avoided by bilinguals.	2.18	0.72	Disagree
2. Translanguaging is a normal practice for bilinguals	4.25	0.59	Agree
3. Translanguaging indicates a lack of linguistic proficiency in learning the Chinese Language	2.64	1.16	Disagree
4. Translanguaging is a disrespectful practice.	1.46	0.58	Strongly Disagree
5. Translanguaging is confusing for me.	2.54	1.00	Disagree
6. It is fine to apply translanguaging pedagogy in listening comprehension tasks	3.96	0.79	Agree
Translanguaging for L2 Learning	Mean	SD	Description
1. Translanguaging helped me learn the Chinese language	4.36	0.68	Agree
2. Translanguaging is a sign of low proficiency in learning a CFL	2.21	0.99	Disagree
3. Translanguaging is essential for learning both the L1 and the Chinese language	4.00	0.82	Agree
4. Translanguaging has helped me learn the Chinese language.	4.21	0.79	Agree
5. Language instructors should avoid translanguaging because it will prevent learning a CFL.	2.32	1.02	Disagree

Benefits of Translanguaging Pedagogy in Listening

Cultivated a Heightened Comprehension of the Subject. When asked about their perspectives on incorporating translanguaging pedagogy, participants (P) articulated that this approach facilitated a more profound understanding of the subject matter. They highlighted that ‘cognitive processes’ traditionally associated with the Chinese language, such as understanding, investigating, probing, and reasoning, transcended language boundaries. Emphasizing the importance of utilizing their entire linguistic repertoire, participants stressed the value of achieving a more comprehensive understanding, as narrated by P9:

“Translanguaging helped me understand the subject on a deeper level; it went beyond language boundaries, allowing me to engage more comprehensively with ideas and utilize my entire linguistic repertoire.”

Heightened Awareness and Consideration of L1 Structures and Systems. The incorporation of translanguaging as a pedagogical tool proves advantageous for students, particularly when articulating ideas about intricate subjects. In the current study, students who practiced translanguaging not only enhanced their grasp of the subject matter but also developed a greater sensitivity to language structures in their L1. They endeavored to link and grasp new concepts in light of their existing knowledge, offering them a new viewpoint

and enabling them to delve deeper into their understanding of their native language. Translanguaging facilitated proactive sense-making of new concepts by encouraging comparisons, serving as a versatile tool when expressing ideas became challenging. This not only enhanced their comprehension of the topic but also elevated their sensitivity to language intricacies, especially in their L1, as expressed by P2:

“Engaging in translanguaging heightened my awareness of linguistic intricacies in my L1, offering a versatile tool for comparing and making sense of complex concepts.”

Enhanced Listening Comprehension Through Translanguaging within A Pedagogical Cycle

Enhancing Listening Proficiency Through Thoughtful Planning and Collaborative Engagement. Participants, drawing from their diverse linguistic skills, strategically employed short text reading in planning sessions, fostering a rich exchange enriched by language diversity. This dynamic collaboration not only deepened their grasp of the subject matter but also facilitated anticipation of forthcoming listening selections. Harnessing their linguistic diversity, students approached listening tasks with a more comprehensive perspective. The activities centered around planning, collaboration, and the strategic use of language resources synergistically empowered and enriched participants’ listening comprehension experience, as highlighted by P5:

“Employing translanguaging in planning and collaboration enhanced my understanding and anticipation of listening selections, making the overall experience more meaningful.”

Optimized Monitoring Comprehension.

Monitoring comprehension is a metacognitive skill that involves assessing one’s understanding of the information presented (Robillos & Bustos, 2022). The integration of selective attention as a refined strategy during the final verification stage in the pedagogical cycle provides students with a targeted approach to monitoring comprehension. This deliberate focus on key points allows learners to allocate cognitive resources efficiently, honing in on specific challenges or gaps in understanding. Concurrently, the allowance for translanguaging at this stage empowers students to articulate their ideas and perspectives using their L1, enhancing the depth and nuance of their communication. P3 conveyed that:

“I use a selective attention strategy to focus on key points efficiently and use translanguaging to express insights in L1, enhancing my comprehension monitoring skills.”

DISCUSSION

Students Listening Comprehension Before and After Translanguaging Within a Pedagogical Cycle

The current study delves into the impact of using translanguaging within a pedagogical cycle in the Thai CFL context, focusing on

its influence on listening comprehension performance. Notably, participants demonstrated positive improvements in listening comprehension based on pre- and post-listening assessments. This improvement can be attributed to the implementation of the intervention, which effectively enhances both listening comprehension and writing skills. The utilization of translanguaging was crucial in helping participants express their thoughts while engaging with listening materials alongside their peers, thereby enhancing the enjoyment and productivity of their task. The study’s findings are consistent with Robillos (2023), confirming the benefits of translanguaging in bilingual educational settings. These studies emphasize that encouraging students to utilize their language resources not only taps into their existing knowledge but also facilitates the sharing of ideas and thoughts, enhances confidence and communication skills, and fosters higher levels of cognitive processing. Particularly noteworthy is the role of translanguaging in L2 classrooms, aiding in comprehension-building and negotiating understanding among learners and their teachers (García et al., 2017).

Additionally, the observed significant improvement in students’ grammar structure and content in their written drafts, as indicated by higher post-test scores compared to pre-test scores, can be attributed to the beneficial impact of the intervention. By allowing students to draw from their entire linguistic repertoire, they were likely able to express ideas more nuancedly and enhance

comprehension of the topic (Sobkowiak, 2022). As learners engaged in collaborative discussions, using their L1 to convey complex concepts, they were able to tap into a broader range of vocabulary and express ideas with greater precision. Moreover, the collaborative nature of translanguaging activities and the pedagogical approach used during their listening task processes created an environment where students could collectively identify and discuss grammatical and structural nuances in their drafts.

Conversely, the observed finding that logical order was the least improved component in students' writings could be attributed to several factors within the context of the study and the application of the intervention. These factors may be related to the complexity of logical and sequential organization. Achieving a well-structured logical order can be a complex task, requiring a deep understanding of the subject matter, effective organization of thoughts, and mastery of language structures. Students might have found it challenging to seamlessly organize their ideas, especially when expressing complex concepts in L2, even with the assistance of translanguaging pedagogy. Furthermore, while the intervention significantly contributed to content enhancement and grammar improvement, its direct impact on the sequential organization of ideas may have been less pronounced. Students may have been more focused on expressing their understanding and refining grammatical structures during translanguaging activities,

potentially resulting in less emphasis on the sequential arrangement of ideas.

The findings of this study confirm the assumptions of Sociocultural Theory (Vygotsky, 1978), particularly in the way translanguaging serves as a mediating tool to enhance students' cognitive development and language learning. By allowing students to access their full linguistic repertoire, translanguaging facilitated collaborative interactions that helped learners negotiate meaning and scaffold their understanding of complex listening tasks (García et al., 2017; Robillos, 2023). This aligns with Vygotsky's notion that learning is a socially mediated process and that interaction through language promotes deeper cognitive engagement (Swain, 2000). The improvement in listening comprehension and writing skills supports the idea that social interactions in a pedagogical context contribute to the development of higher-order thinking skills as learners work together to refine their understanding and language use (Robillos, 2023). Moreover, the observed enhancement of grammar and content in students' writing indicates that translanguaging, by encouraging students to use their L1 and L2, enhances their ability to express ideas more clearly and accurately, in line with the benefits outlined in the research on bilingual education (García & Wei, 2014).

However, deviations from the theoretical framework were observed in the relatively limited improvement of the logical organization in students' writing. Sociocultural Theory emphasizes

the importance of social interaction in the development of all cognitive functions, including the organization of ideas (Vygotsky, 1978). Nevertheless, the complexity of organizing thoughts sequentially in a second language may have posed additional challenges for the learners. Despite the benefits of translanguaging for improving grammar and content, students may have been more focused on expressing ideas accurately rather than structuring them logically. This suggests that while translanguaging can effectively mediate language production, additional instructional focus on writing organization and the logical sequencing of ideas may be necessary. These findings highlight the need for further research into how pedagogical practices can combine translanguaging with explicit instruction in writing skills to address more complex aspects of language learning, such as organizational coherence (Robillos, 2023).

Students' Quiz Performances Through Translanguaging Within a Pedagogical Cycle

Additionally, the four listening quiz results demonstrated a dramatic improvement from quizzes one to four. This positive trajectory suggests that the students were actively enhancing their listening comprehension skills over the course of the four quizzes. The consistent increase in scores across the four listening quizzes indicates that the students were becoming more adept at comprehending the content presented in the short informative video items. This

upward trajectory suggests a cumulative effect of the intervention and activities implemented during the study, contributing to an overall improvement in their listening comprehension performances. The most striking observation is the substantial improvement in grammar, structure, and content. This could be attributed to the focused attention on language use and structure during activities in the intervention program. The collaborative discussions and error-discussion processes likely contributed to heightened awareness of grammatical nuances, leading to a more significant improvement in this component.

Students' Perceptions Toward Translanguaging Within a Pedagogical Cycle

The study participants majoring in the Teaching Chinese as a Foreign Language (TCFL) program held a positive perception of translanguaging pedagogy, emphasizing its non-disruptive nature. During interviews, they expressed that translanguaging significantly aided their listening comprehension skills. Despite focusing on CFL, participants found translanguaging to be a supportive tool, helping them comprehend complex concepts. They acknowledged the necessity of engaging their L1 in thinking processes, aligning with the findings of Robillos (2023) on the common use of L1 in bilingual writing. Moreover, the participants recognized translanguaging as extending beyond breaking linguistic barriers; it serves as a platform for exploring various facets of their

L1, contributing to a more holistic language learning experience (Fang & Liu, 2020).

CONCLUSION

The findings of this study underscore the transformative potential of utilizing learners' linguistic resources within a carefully designed pedagogical cycle in the TCFL listening classroom. The evidence presented demonstrates the substantial positive impact on students' understanding and handling of L2 listening and writing assignments, showcasing translanguaging as a powerful tool for language learning. Furthermore, the resounding consensus among participants regarding the value of incorporating linguistic repertoires emphasizes the need for a systematic and strategic approach. Integrating translanguaging within a pedagogical cycle has been shown to enhance various dimensions of L2 writing, ranging from grammar and vocabulary to content, lexical resources, logical connections, and supporting details. This holistic improvement signifies the versatility and efficacy of a pedagogical cycle that incorporates translanguaging strategies.

The implications of this study are multifaceted, impacting both theoretical perspectives and practical applications in the field of CFL education. Theoretically, the study implies a shift in how translanguaging is viewed within CFL pedagogy. It suggests that students' L1 and other languages should be considered valuable assets rather than obstacles, reframing translanguaging from being perceived as a mere crutch to a strategic tool that enriches the learning process. This

theoretical perspective encourages a more holistic understanding of language learning, recognizing the benefits of a balanced approach that integrates students' linguistic repertoires with the target language.

Practically, the study advocates that CFL educators adopt a balanced approach in their teaching methods. This involves guiding students in effectively utilizing their existing linguistic knowledge while ensuring the appropriate use of the target language. By doing so, educators can create a more comprehensive and effective learning environment for language learning. The integration of translanguaging pedagogy within a systematic pedagogical cycle has the potential to enhance students' proficiency in L2 listening and writing tasks. Thus, the study provides actionable insights for educators, suggesting that embracing translanguaging strategies can empower students and improve overall educational outcomes in CFL settings.

Limitations and Recommendations

Several limitations were identified in the study, including the limited sample size (only 28 students), the scope of the pedagogical methods explored, and the exclusion of digital tools and technology in the translanguaging approach. The small sample size constrains the extent to which the findings can be generalized to a broader population. Additionally, the study focused primarily on the integration of translanguaging within traditional classroom settings, leaving the potential for integrating new technological resources unexplored.

These limitations may have affected the generalizability and comprehensiveness of the results.

Despite these limitations, the study provides valuable insights into the role of translanguaging in enhancing listening comprehension and writing skills in a Thai CFL context. Future research should focus on expanding the sample size to include a more diverse group of participants, which would help to confirm the findings and make them more applicable to a wider range of educational settings. Moreover, exploring the fusion of translanguaging with innovative methods, such as gamification, task-based learning, or content-based instruction, could open new avenues for language acquisition. Additionally, investigating the collaboration between translanguaging and digital tools, such as language learning apps or interactive media, could provide deeper insights into how technology can facilitate language learning. This integration holds the potential for creating more dynamic and effective pedagogical approaches, aligning with current trends in education and the growing role of technology in language learning (García & Wei, 2014). Expanding research in these areas could further enrich our understanding of how translanguaging functions in contemporary language classrooms and its potential to foster multilingual proficiency.

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