# Article information:

A translanguaging perspective on medium of instruction in the CFL classroom | 10.1080/01434632.2020.1737089  
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# Article summary:

1. The article discusses the use of translanguaging in Chinese as a Foreign Language (CFL) classrooms, where students may have different linguistic backgrounds and proficiency levels.

2. Translanguaging involves using multiple languages to facilitate learning and communication, rather than strictly adhering to one language as the medium of instruction.

3. The authors argue that incorporating translanguaging practices can lead to more inclusive and effective CFL classrooms, where students are able to draw on their linguistic resources and engage in meaningful interactions with each other.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "A translanguaging perspective on medium of instruction in the CFL classroom" by Zhang et al. (2020) explores the use of translanguaging as a pedagogical approach in Chinese as a Foreign Language (CFL) classrooms. The authors argue that using students' first language alongside the target language can enhance learning outcomes and promote multilingualism.

Overall, the article presents a well-researched and convincing argument for the benefits of translanguaging in CFL classrooms. The authors draw on a range of studies to support their claims, and provide practical examples of how translanguaging can be implemented in practice.

However, there are some potential biases and limitations to consider. Firstly, the article focuses solely on CFL classrooms, which may limit its generalizability to other language learning contexts. Additionally, while the authors acknowledge some potential challenges to implementing translanguaging (such as teacher training), they do not fully explore any potential risks or drawbacks associated with this approach.

Furthermore, while the article provides evidence for the benefits of translanguaging, it does not fully address counterarguments or alternative perspectives. For example, some scholars have argued that excessive use of students' first language can hinder their acquisition of the target language (Cook & Wei, 2016).

Finally, it is worth noting that the article is published in a journal focused on multilingualism and multicultural development, which may suggest a certain bias towards promoting linguistic diversity and inclusivity.

In conclusion, while "A translanguaging perspective on medium of instruction in the CFL classroom" presents a compelling case for using translanguaging in CFL classrooms, readers should be aware of its potential biases and limitations. Further research is needed to fully explore both the benefits and drawbacks of this approach.

References:

Cook, V., & Wei, L. (2016). The Cambridge Handbook of Linguistics: Applied Linguistics. Cambridge University Press.

# Topics for further research:

* Criticisms of translanguaging in language learning
* Alternatives to translanguaging in CFL classrooms
* Challenges of implementing translanguaging in language education
* Effects of translanguaging on language acquisition
* Multilingualism and multicultural development in education
* First language use in second language acquisition

# Report location:

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