

Researcher

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Title of Project

Exploring Technology-Mediated Translanguaging in
Inclusive Lower Elementary EFL Classrooms in China:
A Multi-Method Study

Research Supervisor

Prof. Alison Bailey
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**TIRF Research Topics Investigated**

Digital Technology in Language Education
Teaching Second and Foreign Languages to Young Learners

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Bio

Phoebe Yifei Wang is a Ph.D. candidate in Education at the University of California, Los Angeles. Her research focuses on translanguaging, multilingual classroom interaction, bilingual language development among typically developing and neurodivergent populations, and the role of digital technology in young learners' bilingual language development. Her dissertation examines how lower-elementary EFL teachers in China coordinate translingual, multimodal, and digital resources to support inclusive participation and learning.

Project Summary

This dissertation examines how translanguaging operates in inclusive lower elementary English-as-a-foreign-language (EFL) classrooms in China and how interactive digital technologies mediate multilingual and multimodal classroom practices. It responds to a significant gap in research by focusing on young EFL learners in China, a context where English teaching is often shaped by monolingual assumptions, assessment pressures, and increasing use of classroom technologies.

Grounded in sociocultural theory, translanguaging theory, and Universal Design for Learning, the study conceptualizes EFL classrooms as socially organized, multimodal, and digital tool-mediated learning environments. The study asks how teachers translanguage across lesson phases and instructional purposes, and how interactive digital tools such as interactive whiteboards enable or constrain these practices.

Using a multi-method qualitative design with systematic coding, the study analyzes classroom video recordings, lesson-related artifacts, and semi-structured teacher interviews collected in a mainstream elementary school in a socioeconomically disadvantaged city in North China. Data will be collected with



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four English teacher participants, including approximately 30-40 recorded lessons and 20-25 hours of classroom video. Multimodal conversation analysis will be used to examine how teachers coordinate Mandarin, English, gesture, gaze, classroom materials, and digital displays to support instruction and participation.

Findings will contribute to translanguaging theory, inclusive EFL pedagogy, teacher education, and technology integration by showing how teachers mobilize linguistic, semiotic, and digital resources to support young learners' comprehension, participation, and engagement in early EFL classrooms.