

IMPLEMENTING A WRITING WORKSHOP APPROACH WITH TRANSLANGUAGING IN TAIWANESE VOCATIONAL EFL CLASSROOMS

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Abstract

Writing is a fundamental skill in language learning, yet many EFL students struggle with generating ideas, organizing sentences, and maintaining coherence. This study investigated how a Writing Workshop, combined with translanguaging strategies, could support Taiwanese vocational high school students in developing their English writing skills. Thirteen tenth-grade students participated in six 90-minute sessions on the theme “My Dream Job,” following workshop stages of mini-lesson, independent writing, peer conferring, sharing, and reflection. Translanguaging allowed students to alternate between Mandarin (L1) and English (L2) during brainstorming, drafting, and revising, helping them focus on meaning and creativity before accuracy. Data from drafts, peer feedback, observations, and reflection sheets were analyzed thematically, revealing that translanguaging promoted active participation, idea development, and confidence, while the Writing Workshop provided structure, scaffolding, and collaborative opportunities. Visual tools like thinking bubbles and illustrations enhanced comprehension, vocabulary, and engagement. Students demonstrated creativity, ownership, and confidence in expressing ideas, supported by bilingual peer discussions and teacher guidance. Overall, integrating the Writing Workshop with translanguaging created an inclusive, student-centered environment that fostered both language development and learner confidence, offering a practical framework for enhancing EFL writing in vocational classrooms.

Keywords: *EFL Writing, Translanguaging, Vocational students, Writing Workshop*

INTRODUCTION

Writing is a fundamental skill in language learning, including not only the transcription of speech but also the organization and presentation of ideas in a coherent manner. This process requires learners to engage deeply with the language, making writing a complex yet essential component of language acquisition (Klimova, 2013). Mastery of writing requires not only knowledge of vocabulary and grammar but also the ability to structure ideas clearly and express them effectively (Tillema, 2012). In English as a Foreign Language (EFL) classrooms, students often struggle with generating ideas, organizing sentences, and maintaining coherence in their writing. Consequently, teachers seek instructional approaches that enhance students’ engagement and writing performance. Creating a supportive and creative learning environment has been found to significantly influence students’ motivation and willingness to participate in writing activities. Calkins (1986) emphasizes that such an environment should be consistent and predictable, allowing students to understand classroom expectations and engage more confidently in the writing process. One instructional approach that represents this philosophy is the Writing Workshop, as proposed by Calkins (1986). This model combines a sociocultural, process-based approach to teaching writing with structured teacher-student interactions. Key components include a mini-lesson to introduce strategies, individual or collaborative writing time, teacher-student conferences, and sharing sessions where students present their work. The workshop encourages students to interact actively with their writing, make revisions, and reflect on their progress, creating a dynamic, student-centered learning environment. Its flexibility allows students to explore topics, experiment with different genres, and receive feedback from teachers and peers which collectively fostering engagement and development in writing. Aligned with this student-centered and flexible approach, recent perspectives in EFL writing have emphasized the importance of valuing students’ linguistic resources as tools for learning (Tai & Wong, 2023). Recent scholars have highlighted the role of translanguaging in EFL writing, emphasizing that students can draw upon all their linguistic resources, such as their first language (L1) and English

(L2), to support idea generation, comprehension, and expression (García & Li, 2014). Studies have demonstrated that translanguaging can enhance students' critical thinking, content comprehension, and communication skills in writing (Yang, 2022). Within a Writing Workshop, translanguaging practices may allow students to brainstorm ideas in their L1, draft in a mixture of languages, and gradually develop texts in English. This process not only scaffolds understanding but also encourages metalinguistic awareness and cognitive flexibility, helping learners navigate the complexities of academic writing. By incorporating translanguaging, teachers can create more inclusive classrooms that recognize students' full linguistic repertoires as assets rather than obstacles.

Previous studies have demonstrated the effectiveness of the Writing Workshop in improving students' writing skills. Meisani (2022) conducted an action research project showing that Writing Workshop implementation significantly enhanced students' performance. Lain (2017) supports this by summarizing the benefits of the workshop in four categories: time, ownership, feedback, and community. As student writing improves with practice, the workshop refines multiple aspects of writing by providing ample time to write. Students can explore genres and topics, experiment with organization, voice, and sentence choices, which increases engagement and motivation, leading to improved performance (Poll, 2014). Other studies echo these findings, highlighting that the workshop provides meaningful feedback, a sense of ownership, and a supportive classroom community (Brookhart, 2007). By engaging in this process, students develop confidence while improving both technical and expressive aspects of their writing.

Despite these advantages, most research on Writing Workshop has focused on general EFL classrooms or secondary education in different cultural contexts, leaving a gap in understanding how it works in Taiwanese vocational high schools. Vocational students often face unique challenges, such as varying levels of English proficiency, limited exposure to academic writing, and tight schedules in their busy curricula. This study addresses this gap by exploring how a Writing Workshop, supported by translanguaging strategies, can be adapted for a vocational classroom. By focusing on face-to-face instruction with direct teacher guidance, the research provides insight into how writing instruction can make use of students' full linguistic resources to meet their diverse learning needs. This study is significant because it can improve both teaching and learning practices in EFL writing. A Writing Workshop in a vocational high school setting offers students opportunities to practice writing, strategically use their L1, receive constructive feedback, and build confidence in expressing their ideas. For teachers, it provides a clear yet flexible framework for instruction. The findings may also inform curriculum design, suggesting strategies to enhance engagement, creativity, and continuous improvement in writing skills through the use of both L1 and L2 resources. Specifically, the study examines students' brainstorming, drafting, revisions, and reflections, as well as the effects of teacher and peer feedback on their development. By focusing on a small group of 10th-grade students during classroom lessons, the research highlights practical strategies for improving writing in a real-world vocational context. Overall, the study shows that combining a process-oriented, student-centered approach with translanguaging can help students overcome common challenges in EFL writing—such as grammar, organization, and creativity—while fostering a supportive environment where they feel motivated to write, experiment with language, and learn from both teachers and peers.

LITERATURE REVIEW

Writing Workshop

The Writing Workshop is a student-centered, process-oriented instructional model designed to create a community of writers, where teachers and students collaborate to develop writing skills (Fletcher & Portalupi, 2001). Unlike traditional instruction that emphasizes only final products or isolated grammar drills, this approach focuses on the writing process, reflection, and interaction, and it allows students to engage deeply with ideas and language. Consequently, learners can develop both creativity and ownership of their work. Furthermore, the workshop accommodates varying skill levels within the same classroom, providing opportunities for differentiated instruction. By emphasizing process over product, students can experiment, take risks, and learn from both successes and mistakes, which in turn supports motivation and a positive attitude toward writing. A typical Writing Workshop session consists of three main components: mini-lessons, independent writing with teacher conferencing, and sharing (Atwell, 1987; Calkins, 1986). Mini-lessons are brief, focused instruction periods, usually lasting 10–15 minutes, during which teachers introduce specific writing strategies, genres, or techniques. Moreover, teachers often use mentor texts, their own writing, or exemplary student work to model skills and demonstrate organization and style.

Therefore, students receive concrete guidance while also being encouraged to apply these strategies independently. In addition, mini-lessons help develop metacognitive awareness, enabling students to understand the purpose and process behind effective writing. Overall, this component provides essential scaffolding that prepares

learners for the independent writing phase. During the independent writing phase, students are given extended, protected time to draft, revise, and refine their work in a recursive, iterative manner (Fletcher & Portalupi, 2001; Atwell, 1987; Calkins, 1986). While students write, teachers circulate to provide individual conferences or small-group instruction, which allows them to offer personalized feedback and address challenges in grammar, mechanics, organization, or idea development. As a result, learners can reflect on their choices, identify areas for improvement, and gradually strengthen their writing skills. Furthermore, independent writing encourages responsibility and self-regulation, as students monitor their progress and manage their time. By combining guidance with autonomy, this phase supports both competence and confidence in writing.

The sharing phase emphasizes collaboration, reflection, and peer learning. During this stage, students present, discuss, and evaluate their work, while receiving constructive feedback from classmates in a supportive environment. Sharing activities can take various forms, such as Think-Pair-Share, Roundtable, Pairs Check, or Jigsaw. (Stone, 1990). Consequently, students develop audience awareness, improve self-assessment skills, and refine their writing based on peer input. The workshop's core principles—time, choice, feedback, and community—ensure that students have ample opportunity to practice, take ownership, and learn collaboratively (Lain, 2017; Poll, 2014). In addition, empirical studies indicate that Writing Workshops enhance not only writing performance but also motivation, engagement, and confidence across diverse learner populations (Christopher et al., 2000).

Translanguaging

Translanguaging can be defined as an educational approach in which learners use two languages interchangeably for both receiving and producing information within a single activity (Henderson & Sayer, 2019). In this process, knowledge may be provided in one language, while students process, interact with, and express that knowledge in another. Essentially, translanguaging involves using and navigating between multiple languages to create meaning and communicate ideas effectively. In the context of education, the term “bilingualism” describes approaches that view learners' linguistic resources as assets rather than deficits, thereby promoting equity and inclusion (Henderson & Sayer, 2019). Baker (2011) defines translanguaging as the process of using two different languages to construct meaning, shape experiences, and enhance understanding and knowledge. This approach allows students to leverage their stronger language to support learning in their weaker language, providing scaffolding that facilitates comprehension and idea development. For example, learners may brainstorm or take notes in their first language (L1) while producing final written work in their second language (L2). Consequently, translanguaging supports both cognitive processing and language development, enabling students to express complex ideas more confidently.

The educational significance of translanguaging also extends to promoting equity and access for underrepresented or linguistically diverse learners (Cenoz & Gorter, 2021). By integrating multiple languages in instruction, teachers can provide a wider array of resources and strategies that accommodate diverse learning needs. Translanguaging encourages students to engage deeply with content, examine texts more thoroughly, and reflect on language choices, which enhances both comprehension and critical thinking. In addition, it fosters an environment where learners' linguistic and cultural knowledge is recognized and valued, increasing motivation and participation in classroom activities. Finally, translanguaging in the classroom aims to develop multilingual proficiency, increase subject-specific confidence, and enhance the ability to explain content fluently in any language (Henderson & Sayer, 2019). By allowing students to draw on all their linguistic resources, teachers can scaffold learning more effectively and support gradual proficiency in the target language. Furthermore, translanguaging encourages metalinguistic awareness, as learners reflect on similarities, differences, and strategies across languages. Overall, translanguaging provides both cognitive and social benefits, making it a powerful pedagogical tool in EFL and multilingual education contexts.

Integrating Writing Workshop and Translanguaging

Integrating the Writing Workshop and translanguaging in EFL classrooms represents a synergistic approach that combines the process-oriented, student-centered principles of the workshop with the cognitive and linguistic flexibility afforded by translanguaging. Writing Workshop emphasizes iterative drafting, reflection, and peer-teacher interaction, which aligns naturally with the use of multiple linguistic resources to support idea development and comprehension (Calkins, 1986; Fletcher & Portalupi, 2001). Translanguaging, in this context, allows students to draw on their first language (L1) for brainstorming, outlining, and even drafting initial content while gradually producing more polished texts in the target language (L2), fostering scaffolding and metalinguistic awareness (García & Li, 2014). The combination of these approaches can be operationalized in several ways. For instance, during the

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mini-lesson phase, teachers can model writing strategies using bilingual examples or provide instructions in L1 to ensure understanding. During independent writing, students can freely alternate between languages to plan ideas, annotate drafts, or self-correct, thereby reducing cognitive load and enhancing clarity of thought. Teacher-student conferences can incorporate discussions of linguistic choices across both languages, helping students reflect on stylistic, grammatical, and rhetorical decisions. In the sharing phase, students may present their work in English, but bilingual peer feedback can support revision by highlighting areas of content clarity, vocabulary, or coherence that may benefit from further development (Yang, 2022).

Empirical studies suggest that integrating translanguaging within Writing Workshop not only supports language development but also enhances critical thinking, creativity, and learner engagement. For example, students can experiment with sentence structures and vocabulary in L2 while using L1 to scaffold complex concepts, thereby facilitating deeper understanding and more effective communication (Henderson & Sayer, 2019). Moreover, this integration promotes an inclusive classroom culture that validates students' full linguistic repertoires, fostering motivation, confidence, and ownership over their writing (Cenoz & Gorter, 2021). In the context of Taiwanese vocational EFL classrooms, where students often face time constraints, limited English proficiency, and diverse linguistic backgrounds, combining Writing Workshop with translanguaging may address key challenges. It allows learners to develop ideas efficiently, receive meaningful feedback, and build writing confidence while gradually enhancing English language competence. Consequently, this integrated approach provides a practical framework for supporting both the cognitive and affective dimensions of writing, aligning with contemporary pedagogical goals that emphasize process, agency, and multilingual literacy.

METHODOLOGY

Research Design

This study employed a qualitative design by implementing a Writing Workshop lesson plan, adapted from Calkins' (1986) framework, in a Taiwanese vocational EFL classroom. The participants were 13 tenth-grade students (7 female, 6 male) with varying levels of English proficiency and different experiences with academic writing. The lessons took place in a standard classroom, with desks arranged to allow both individual work and pair interactions. Each lesson lasted 90 minutes and included worksheets and visual materials to support learning. Translanguaging was incorporated throughout the lessons, allowing students to alternate between Mandarin and English to generate ideas, clarify meaning, and express themselves more confidently.

The lesson plan was based on Lesson 5, Living Above the Earth—and Beyond, from the 龍騰 (lóngténg) textbook, which introduces different types of jobs and the skills needed to perform them. From this lesson, the central theme "Dream Job" was selected, with the main focus on the subtopic my dream job. An optional subtopic, my friend's dream job, was provided for students who finished early or wanted extra practice.

The instructional design followed Calkins' (1986) Writing Workshop stages— mini-lesson, work time, peer conferring and revision, share session, celebration and publication, and feedback. These stages were adapted to the EFL context, emphasizing translanguaging as a pedagogical strategy to support comprehension, idea development, and language expression. The structure of the Writing Workshop lesson is illustrated in Figure 1.

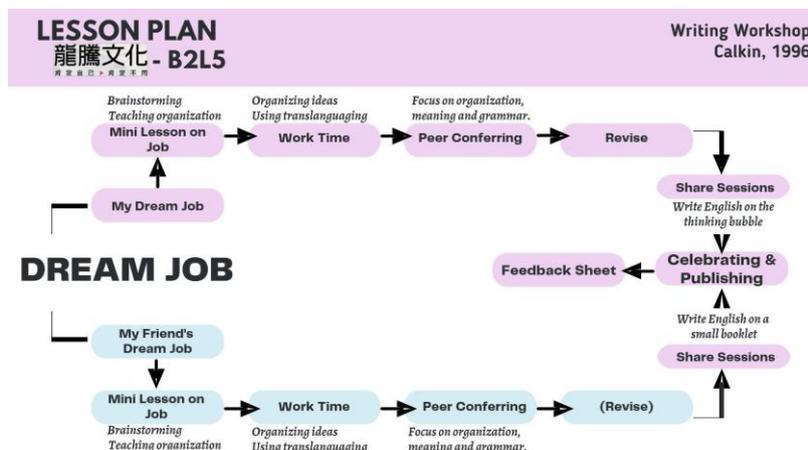


Figure 1. Writing Workshop Lesson Flow (adapted from Calkins, 1996)

The lessons were implemented over three weeks, with two sessions per week, totaling six sessions. Each

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session followed a consistent structure: a mini-lesson to introduce the topic, guided brainstorming, independent writing, peer feedback and revision, and a reflective closing activity. PowerPoint slides were used to explain job-related vocabulary, provide sample paragraphs, and model writing organization. Translanguaging was integrated throughout the process, allowing students to alternate between Mandarin (L1) and English (L2) to generate ideas, clarify meaning, and build confidence in expressing themselves.

Lesson Implementation

The lesson focused on the subtopic “My Dream Job” and proceeded through six sequential stages, repeated across six sessions over three weeks. Each stage aligned with the principles of the Writing Workshop, incorporating translanguaging to promote comprehension, creativity, and participation.

Table 1. Lesson Plan: Translanguaging in EFL Writing Workshop

No	Stage	Activities	Translanguaging Integration
1	Mini-Lesson	Explain what a job is using PPT slides; brainstorm jobs on a worksheet; teach sentence and paragraph structure; provide a sample paragraph	Students can brainstorm in L1 or mix L1 and L2 to generate ideas and reduce cognitive load
2	Work Time	Draft paragraphs using ideas from brainstorming; draw their dream job on the worksheet; teacher circulates to provide guidance	Students alternate between L1 and L2 for idea generation, vocabulary support, and self-expression
3	Peer Conferring and Revision	Pair up to check each other’s writing; give feedback on clarity, content, vocabulary, and grammar; revise drafts based on feedback	Feedback and discussion may be in L1, L2, or both, supporting comprehension and correction
4	Share Session	Read paragraphs aloud to the class; receive peer feedback on content and language	Students may present in English but clarify ideas in L1 if needed; bilingual feedback is allowed
5	Celebration and Publication	Write key English words from paragraphs in a “thinking bubble”; display selected work	Students consolidate vocabulary and concepts in L2, while prior ideas may originate from L1
6	Feedback Sheet	Complete a feedback sheet evaluating their writing process and learning experience	Students may write reflections in L1, L2, or a combination, supporting metacognitive awareness

Data Collection and Data Analysis

Data were collected through multiple sources to capture students’ writing development, engagement, and interactions within the Writing Workshop. First, students’ writing samples, including drafts before and after revision, were collected to track progress in idea development, vocabulary use, grammar, and paragraph organization. Peer feedback notes, which recorded suggestions, corrections, and comments exchanged during conferring sessions, were also gathered to understand how students mediated each other’s learning and engaged in collaborative language use. Classroom observations provided detailed field notes on student participation, collaboration, translanguaging practices, and responses to teacher guidance and PowerPoint scaffolds. Reflection sheets completed by students offered insights into their self-perceptions regarding the writing process, use of L1 and L2, language choices, and confidence, highlighting their metacognitive awareness and engagement in learning. The collected data were analyzed qualitatively using thematic analysis. Writing samples and peer feedback were coded for evidence of idea development, vocabulary range, grammatical accuracy, and the strategic use of translanguaging. Reflection sheets were examined to identify recurring patterns in students’ perceptions of the writing process, engagement, and confidence. Finally, classroom observation notes were triangulated with the written data to provide a comprehensive understanding of how the Writing Workshop, combined with translanguaging strategies and PowerPoint scaffolds, influenced students’ writing development and overall learning experience.

RESULTS AND DISCUSSION

The Writing Workshop lesson, based on Calkins' (1986) framework, was implemented over one instructional cycle in a Taiwanese vocational high school's EFL writing class. The lesson centered on the subtopic "My Dream Job" and unfolded in six sequential stages conducted over six sessions within three weeks. Each session followed the Writing Workshop structure: mini-lesson, work time, peer conferring, share session, celebration and publication, and reflection which was designed to scaffold students' writing development through meaningful and personalized tasks. The lessons took place in a standard classroom, where desks were arranged to allow flexible interaction and collaborative learning.

Teaching Context and Preparation

Before the lessons, the instructor collaborated with the school's English teacher to align the plan with the curriculum and anticipate classroom management needs. The class consisted of 13 tenth-grade students—seven female and six male—with mixed English proficiency levels. Some students could write short paragraphs independently, while others relied heavily on their first language (L1) for idea generation and translation.

Students were informed that they would write a paragraph about their dream job following the Writing Workshop stages. Materials such as worksheets, brainstorming templates, and a sample paragraph were prepared in advance. PowerPoint slides were used to introduce job-related vocabulary, sentence patterns, and paragraph structure. Bilingual explanations in English and Mandarin were intentionally included to encourage translanguaging, helping students access ideas, vocabulary, and meaning without interrupting the flow of writing.

Lesson Implementation Process

The lesson began with a brief mini-lesson introducing the topic "Dream Job." The instructor greeted students warmly in both English and Mandarin, helping to establish a welcoming and low-pressure atmosphere. To model the activity, the instructor shared their own dream job and explained why it was meaningful to them, showing how personal motivation can guide writing. Students were then asked to brainstorm as many job names as possible using the worksheet provided. Most students participated eagerly, switching between Mandarin and English to list occupations such as engineer, teacher, chef, artist, designer, mechanic, magician, singer, baker, and English-related careers such as translator or English teacher. This code-switching helped activate prior vocabulary knowledge and encouraged spontaneous language use.

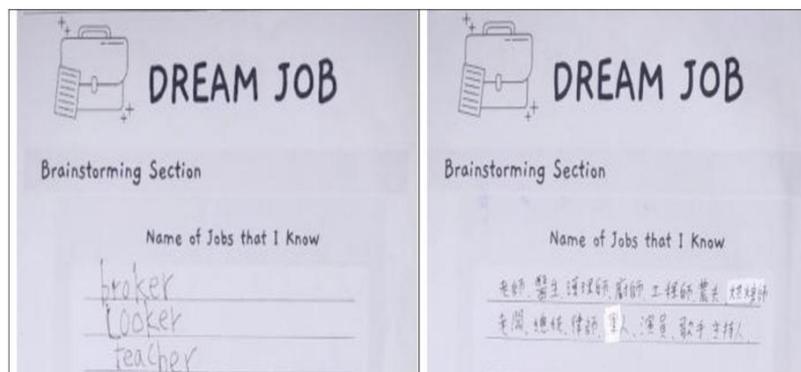


Figure 2. Sample of Students' Brainstormed Job Lists

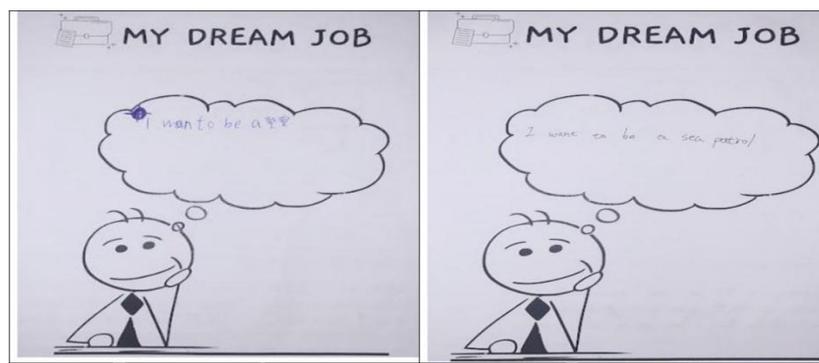
The instructor then explained paragraph structure in a bilingual manner, clearly defining the functions of a topic sentence, supporting details, and a concluding sentence, while also providing Chinese translations. To model sentence use, the instructor introduced key structures such as "My dream job is..." and "I want to be..." to help students express their ideas accurately and fluently. A sample paragraph was then shown as a model, demonstrating how ideas could be logically organized into a unified piece of writing. This modeling phase was crucial for helping students visualize the writing process and understand how their brainstormed ideas could be transformed into structured text. During independent writing, students drafted paragraphs about their dream jobs using their brainstormed ideas. Those who struggled with vocabulary or sentence formation were encouraged to outline in Mandarin first and then gradually translate into English, a translanguaging strategy that allowed them to focus on meaning and creativity before worrying about

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grammatical accuracy. Students were encouraged to mix languages in their writing, which helped reduce hesitation and allowed them to capture personal ideas more fully. After drafting, students engaged in peer conferring, exchanging paragraphs with partners to provide feedback on clarity, content, vocabulary, and grammar. Feedback could be given in L1, L2, or a combination, ensuring comprehension and meaningful revision. Anonymized examples were discussed collectively to highlight common patterns and strategies, allowing students to learn from one another and reinforce correct structures.

After revising their drafts based on peer feedback, students moved on to the celebration and publication phase. They first created “thinking bubbles,” selecting key English words or short phrases from their paragraphs—such as help people, fly a plane, or bake bread—and writing them inside bubble templates. This activity highlighted essential vocabulary and ideas from their writing, helping students visualize their learning outcomes. These drawings allowed them to personalize their projects, combining linguistic expression with creativity. As shown in Figure 3, one student wrote that he wanted to be a “警察 (jingcha)” —a police officer—combining Chinese and English naturally to express his career aspiration. Another student illustrated his goal of joining the sea patrol.



Students then expanded on their ideas by adding illustrations of their dream jobs, which helped them visualize their career goals and made their work more personal and engaging. These drawings served as a creative extension of the thinking bubble activity, reinforcing the vocabulary and concepts they had highlighted.



Figure 4. Sample of Students' Drawings

Students also submitted their full paragraphs for review, which provided a concrete record of their thinking, creativity, and language development. These paragraphs clearly demonstrated the integration of bilingual language use, with students freely mixing Mandarin and English to express ideas, explain motivations, and describe aspects of their dream jobs that they might not yet have the vocabulary for in English.

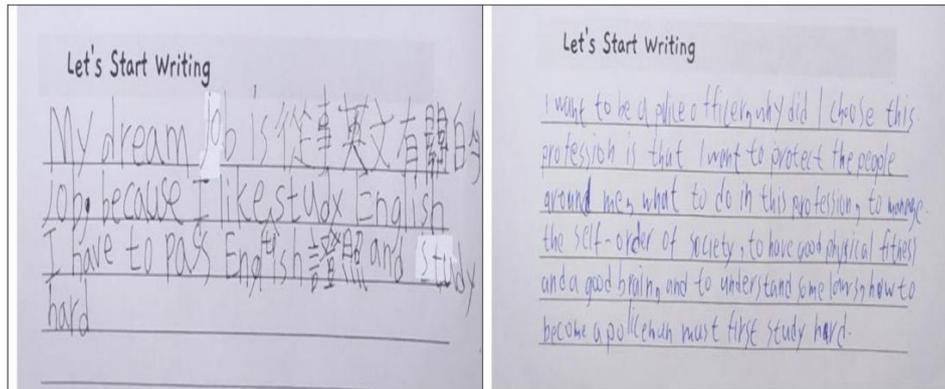


Figure 5. Sample of Students' Paragraphs

Finally, students completed a short reflection sheet evaluating their writing process and learning experience. Many reported that outlining ideas in Mandarin first helped organize thoughts and translate them into English more easily, and that writing about personal goals made the task engaging and meaningful. Throughout the lessons, students displayed enthusiasm, creativity, and active participation. Translanguaging proved particularly effective in reducing anxiety, supporting comprehension, and enabling students to express ideas confidently in English. The Writing Workshop framework successfully guided students through each stage of the writing process, fostering collaboration, creativity, and ownership of their work. Combining structured stages, bilingual scaffolding, and visual representation of ideas created a motivating and productive environment where all students could meaningfully engage with the writing task and develop their EFL writing skills.

Challenges and Observations

During the lesson, some challenges were related to managing a classroom with students of mixed English proficiency levels. While most students actively participated, a few initially hesitated when trying to express complex ideas in English or construct complete sentences. Some students needed extra support recalling vocabulary, forming grammatically correct structures, or organizing their ideas logically. The instructor addressed these challenges by circulating the classroom, offering individualized guidance, prompting questions, and modeling strategies for translating ideas from Mandarin to English. Although the instructor's ability to speak Chinese was limited, she used it strategically to clarify key vocabulary, explain instructions, or support students' comprehension when necessary. Despite these differences in proficiency, all students remained engaged, motivated by the relevance of the topic and the opportunity to write about their personal aspirations.

Students demonstrated a high level of enthusiasm throughout the class. Many eagerly brainstormed jobs, shared ideas with peers, and used translanguaging to facilitate thinking and communication, switching between Mandarin and English as needed. This bilingual approach helped reduce anxiety, encouraged risk-taking in language use, and allowed students to express nuanced ideas that they might not have been able to convey in English alone. Peer interactions, especially during conferring and group discussions, fostered collaboration and reinforced learning, as students could support one another in clarifying meaning, sharing vocabulary, and revising sentences. The use of visual aids, such as thinking bubbles and drawings, further enhanced comprehension and motivation, helping students link language to concrete representations of their dream jobs. In summary, while managing a classroom with mixed proficiency levels presented some challenges, the combination of structured activities, translanguaging, and visual supports allowed all students to remain engaged and actively participate. The strategic use of both English and Mandarin, even with the instructor's limited Chinese ability, helped students clarify ideas, reduce anxiety, and express their thoughts more fully. Overall, the lesson fostered collaboration, creativity, and confidence, enabling students to meaningfully connect language learning with their personal aspirations.

Reflection on Implementation

Although some parts of the lesson had to be modified from the original plan, the Writing Workshop framework still worked effectively in guiding students through each stage of the writing process. The flexibility of Calkins' model made it possible to adapt the lesson to an online format without losing its core principles—student-centered learning, reflection, and collaboration. Translanguaging played a central role in ensuring

comprehension and maintaining motivation, acting as a bridge that supported both language learning and emotional comfort. By using both English and Mandarin strategically, students could focus on developing ideas first and refine accuracy later, which aligned well with the process-oriented nature of the Writing Workshop. The experience also showed that vocational EFL students, even with differences in language ability and learning styles, can actively engage in meaningful writing activities when provided with a clear structure, relatable topics, and bilingual support. Students demonstrated creativity, ownership, and authentic self-expression in their writing, illustrating that integrating visual, interactive, and translanguaging strategies can make the writing process engaging, motivating, and accessible. Overall, combining the Writing Workshop model with translanguaging created a classroom environment that fostered both language development and student confidence, showing that effective writing instruction can be dynamic, supportive, and learner-centered in a face-to-face EFL context.

CONCLUSION

This study showed that using a Writing Workshop, supported by translanguaging, can effectively engage vocational EFL students in the writing process. Allowing students to alternate between Mandarin and English gave them the freedom to brainstorm ideas, express thoughts, and organize their paragraphs without the pressure of relying solely on English. This flexibility helped students focus on meaning and creativity first, while gradually refining grammar and sentence structure. Incorporating visual tools like thinking bubbles and illustrations also made the lessons more interactive and enjoyable, giving students a concrete way to connect vocabulary and writing with their personal goals. Students explored a variety of dream jobs, from traditional roles like teacher and baker to more imaginative or English-related careers, showing that personal relevance motivated engagement.

The classroom environment fostered collaboration, confidence, and risk-taking. Even though students had different English proficiency levels, they all actively participated in brainstorming, peer feedback, and revising their work. The instructor's limited Mandarin ability did not hinder learning; strategically using L1 when necessary helped clarify instructions, explain vocabulary, and support understanding. Peer discussions, where students could mix languages naturally, encouraged shared learning and helped them see alternative ways of expressing ideas. Students also reflected on their writing process, noting that starting in Mandarin made translating thoughts into English easier, and that writing about personal aspirations made the activity meaningful and enjoyable.

In sum, combining the Writing Workshop with translanguaging created a supportive, learner-centered environment that went beyond just improving writing skills. Students developed creativity, confidence, and a sense of ownership over their work, while also practicing English in authentic and meaningful ways. This approach shows that even in classrooms with mixed proficiency levels, teachers can encourage experimentation, engagement, and deep thinking by recognizing and leveraging students' full linguistic resources. For vocational EFL contexts, where students may have limited exposure to formal writing, this method provides a practical and effective way to make writing lessons both accessible and motivating.

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