

Translanguaging in Chinese Third Language Classrooms: Teachers' and Students' Practices and Attitudes

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Abstract

The term “translanguaging” is often mentioned in studies on bilingual education, multilingual education, and second language learning, and has gradually become a hot topic in recent years. The researcher surveyed 34 students and one teacher in a third language learning classroom and found that the vast majority of students had positive attitudes toward the teacher’s translanguaging behaviors in the classroom; teachers are proactive and flexible in using their multilingual resources in the classroom to accomplish instructional goals. This study also summarized and explained two purposes of teacher’s translanguaging behaviors in the classroom: explanatory purposes and managerial purposes. By demonstrating the practice of translanguaging behaviors in language learning classrooms, this study attempts to provide some insights for some educationalists, educational policy makers, and especially teachers in second foreign language learning classrooms, suggesting that they should update their knowledge and conceptions of translanguaging and do not overlook the integral role of translanguaging in the classroom. Future research could be devoted to understanding the application of multilingual translanguaging practices in more foreign language classrooms and the impact of teachers’ classroom translanguaging strategies on students’ foreign language acquisition.

Keywords

Translanguaging; Spanish; third language acquisition; language teaching.

1. Introduction

With society’s demand for complex talents, there is an increasing demand for language skills mastery for all types of positions. According to the survey, English has a high popularity rate in China and is a foreign language subject commonly offered in Chinese schools, while Spanish, as the third most spoken language and the second most used language in the world, is gaining more and more attention in China. Many students majoring in English in universities are learning Spanish as a second foreign language, while many non-language students are also choosing to learn Spanish due to job search or interest factors. For both, Spanish has become the third language they acquire, and inevitably the influence of their mother tongue as well as their first foreign language, English, is present in the teaching process and in the acquisition process. Translanguaging, a new terminology mostly referred to in literature of bilingual education, multilingual education as well as second language learning, has been a thriving academic focus in recent years. However, little is known about the interaction between the three languages in third language teaching classrooms and the impact of teachers’ native and second language language resources and learning experiences on third language teaching. Therefore, the researchers in the current study were prompted to explore a Spanish class at a second foreign language education institution in Wuhan from a multilingual perspective. Teaching and learning foreign languages other than English has always remained an underresearched area in China, with insufficient attention paid to teachers in these classrooms (Guo, Sit, & Bao, 2020). Teachers’ pedagogical translanguaging practices, together with teachers’

and students' attitudes, are examined to understand how bilingual and trilingual translanguaging between L1 Chinese, L2 English, and L3 Spanish is conducted, and the ways in which these translanguaging practices enhance students' L3 learning progress.

2. Literature References

2.1. Definition

2.1.1. Translanguaging

The definition of translanguaging varies from scholar to scholar in multiple perspectives and we can find the meaning and scope still developing. Actually, the root of the term can be traced back in the 1980s when the Welsh, a language minority community in Europe invented the word "trawsieithu". Originally, it was used to describe the strategy involving alternation of English and Welsh for input and output in bilingual classroom. Therefore, it was initially a pedagogical practice where students might change languages to communicate and learn more effectively. The Welsh word "trawsieithu" was later translated into English as "translanguaging". The "trans-" indicates to "transcend" all the boundaries of languages and "languaging" is appropriate to display the nature of language as dynamic and ongoing and furthermore indicates the complex interrelations among languages, between languages and this world.

After Williams proposes the definition of translanguaging as "a natural skill for any bilingual", García and Kleifgen (2010) introduce translanguaging as a general concept for bilingual education in which translanguaging is a dynamic and holistic process. By describing translanguaging as "the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages", Baker (2001) confirms García's concept. From the earlier perspective, translanguaging is more about two languages than multiple ones, that is, translanguaging is defined as the language practices of bilingualism. With further exploration, translanguaging is not constrained in the scope of only two languages. Instead, it transcends the so-called "boundaries" of languages and marks the integration of different languages within an individual. Canagarajah (2011) defines translanguaging as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system". Instead of seeing bilinguals/multilinguals as those who have separate competences in different languages, it sees them as fundamentally equipped with multi-competence that can be fully used in the organization of meaning and the process of delivery. It emphasizes a person's whole linguistic repertoire, including (particularly but not exclusively) their total understanding of languages, as well as the semiotic, modal, and sensory resources they possess (Canagarajah, 2011; Li, 2018).

Translanguaging, as a matter of fact, is ceaselessly in the process of extending its connotation. Faced by the challenges of Post-Multilingualism, translanguaging provides an understanding that incorporates practice and process—it is "a practice that involves dynamic and functionally integrated use of different languages and language varieties, but more importantly a process of knowledge construction that goes beyond language(s)" (Li, 2018). García & Otheguy (2020), constantly ameliorating their understanding about the connotation of translanguaging, argue that translanguaging not only drives us to think and perceive beyond the so-called conventional languages but also leads us to think within linguistic resources or linguistic systems.

A large number of scholars have enriched its definition by incorporating innovative implications and extensions which conforms to the academic as well as social trend in translanguaging. The latest understanding about translanguaging is that translanguaging is the process of how different modes, including our bodies, our gestures, our lives etc., add to the semiotic meaning-making repertoire that is involved in the act of communication." (Li, 2018; Zhu, Li & Pytel, 2019; García & Otheguy, 2019; Lin, 2019).

2.1.2. Third Language Acquisition

Learning a second foreign language, also termed third language acquisition. TLA is a new area of research that has expanded rapidly in recent years. It once fell under the umbrella term of second language acquisition, but has now become an independent area of linguistic research, providing an invaluable source of information for languages and language acquisition researchers. Safont and Jorda (2005) noted that TLA referred to the languages that were learned after an L2, thus, it could define the acquisition of a third, fourth or fifth language as well. It is claimed that TLA and multilingual may have the same learning process. Ringbom (2006) who is one of the most outstanding scholars lays the ground work for a breakthrough of TLA. He has tried to identify the cross-linguistic influence in TLA. However, many people still think that there are no differences between SLA and TLA at present. Therefore, the definition of TLA must be taken into consideration. Cenoz (2013) stated that “TLA” usually denoted “the acquisition of a language that is different from the first and the second and is acquired after them”; it was also used to denote the study of third language acquisition. He pointed that “third language” referred to a language acquired chronologically after the first and the second or after the two first languages in the case of early bilinguals.

In this thesis, the author will use the definition of Cenoz. In this study, the third language (Spanish) has been acquired chronologically after learning the first language (Chinese) and the second language (English).

2.2. Previous Studies on Translanguaging in Language Acquisition

Over the past three decades, many research has confirmed that monolingualism in foreign language teaching is “undesirable, unrealistic and untenable” (Levine, 2011). An equal number of studies have provided evidence for multilingualism in foreign language teaching and have liberated foreign language teachers and learners from monolingual foreign language classrooms (Auerbach, 1993; Cook, 2001; Butzkamm, 2003, 2011; Butzkamm & Caldwell, 2009). For example, Baker (2001) enumerates four merits of translanguaging in education: a. It may promote a deeper and fuller understanding of the subject matter; b. It may help the development of the weaker language; c. It may facilitate home-school links and cooperation; d. It may help the integration of fluent speakers with early learners.

Translanguaging, at the beginning, is inclined to be one terminology used in bilingual education. However, it goes beyond the code-switching and simple translation in bilingualism and bilingual education and it is distinct from the traditional language practices in bilingual education for that translanguaging provides the teachers and students with an innovative paradigm of mixing languages in a flexible and harmonious way. Creese and Blackledge (2010) confirms translanguaging’s advantages in bilingual education by observing a classroom in England where the teachers and students apply flexible language practices as well as multi-semiotic resources to deliver messages thus facilitating teaching and learning.

Nikula and Moore’s (2019) study presents the translanguaging practices in CLIL contexts in Austria, Finland and Spain. Their studies focus on the L1 use for teaching and learning and they argued that L1 use is essentially a boost in the classroom. What’s more, they have proposed that this problem deserves more attention in future studies. More similar studies about how translanguaging occurs and scaffolds teaching and learning in CBE classrooms are there (Duarte, 2019; Probyn, 2019).

Studies of language use in education can be found most in contexts of bilingual education. Jonsson (2019) probes into the translanguaging practices in a bilingual school in Stockholm. The study focuses on the mixed use of Swedish, English as well as Spanish in classrooms. Jonsson declares that translanguaging plays a significant role to promote teaching and learning but there exists a problem, which is, it is the teacher who decides whether to use

translanguaging and when to use translanguaging. Therefore, the students' attitudes towards translanguaging deserve to be probed into in further studies.

About the students' attitudes, Herrera (2017) examines how translanguaging practices in a Spanish-English bilingual classroom are used by students and how students view the use of both Spanish and English in the classroom. Herrera proposes that the students perceive translanguaging is indeed a helpful resource for learning and they expect a more flexible language policy in the classroom. The teachers' and students' attitudes towards translanguaging are a crucial factor for the appliance of translanguaging in education. Wang (2019) explores the translanguaging practices in Chinese learning classrooms in Hongkong and put forwards that almost all the students possess positive attitudes towards the mixed use of multiple languages while some teachers insist a Chinese-only policy in the classroom for that they hold a strong belief that immersion in the target language does facilitate the acquisition of a second language.

A review of existing research suggests that translanguaging research is primarily carried out in bilingual or second language classrooms where the interactional dynamic is limited to two languages, nearly always English and another language. In L3 learning situations, it is very common to see the mixed use of three or more languages. However, only a few studies in recent years have addressed the issue of pedagogical translanguaging in multilingual classrooms. They are frequently motivated by the goal of increasing teachers' awareness of translanguaging as a pedagogy or are only looking to compare teachers' and students' perspectives on translanguaging (Cenoz & Santos, 2020; Galante, 2020; Gorter & Arocena, 2020). There is still a dearth of research that provides direct evidence of how trilingual translanguaging practices are actually carried out or examines the attitudes of the interlocutors in the classroom toward these practices in the hope of offering implications for pedagogical improvement.

This is the reason that the current study concentrates on the use of Spanish as a third language in Chinese classrooms. The purpose of this study is to observe teachers' translanguaging practices and to learn about teachers' and students' attitudes on translanguaging as a pedagogical tool. Evidence of a stimulating fusion of several languages is anticipated, along with the opportunity to offer helpful advice on how to use one's entire linguistic repertoire when teaching or learning a third language.

3. Methodology

3.1. Research Questions

Based on previous studies and to fill the gaps left by them, the present research explored the translanguaging practices of one teacher of Spanish as a third language, as well as their own attitudes and those of her students and aims to achieve two goals. For one thing, it aims to describe and analyze the classroom interactions in multilingual classrooms where the teacher and students have a shared L1 (Chinese) and L2 (English). For another, it intends to inquire, from the translanguaging perspective, to what extent one's entire linguistic repertoire can be helpful in the teaching and learning of a third language. This research aims to address the following questions:

- (1) What are the students' attitudes to teachers' translanguaging practices in the classroom where Spanish is learned as a third language?
- (2) What are the teacher's attitude to her use of such translanguaging practices in the classroom?
- (3) What translanguaging practices can be observed and what are the purposes of translanguaging practices?

3.2. Participants

The study has observed one Spanish as a second foreign language classroom in a second foreign language education institution in Wuhan. One teacher and 34 students participated in this study. The ages of these students vary greatly and all of them are Chinese and thus Chinese is their mother tongue. It is admitted that all of the Chinese students have learned English for many years before they come to learn the Spanish. Students received two 120-minute intensive skill-based online Spanish classes per week. The main aim of the course is the attainment of Spanish language skills at the B1 and B2 level. Students are expected to be successful in reading, listening, writing and speaking in Spanish within one year. Teacher-led lecturing and teacher-initiated interaction account for a significant portion of the teaching.

The background information of the teacher is as follows: The teacher was a relatively young practitioner with teaching experience of 5 years. Born after 1990, She is considered as a fluent multilingual speaker of Chinese, Spanish and English. She possesses the ability to make full use of her linguistic repertoire as she makes language choices in classroom talk.

3.3. Instruments

As a mixed-method study, both qualitative and quantitative data collection methods were utilized with the objective of gaining views from teacher as well as students.

A questionnaire is mainly used in the quantitative part. The questionnaire was designed in two parts. The questionnaire is designed to investigate students' background information and attitudes towards translanguaging. The first part is about the basic information of the respondents, such as gender, grades, English proficiency, etc. The second part is about students' attitudes towards translanguaging practices in the classroom.

In the qualitative part, the present author conducted a semi-structured one-to-one interview. The interview is adopted to comprehend the teacher's and students's attitude towards translanguaging and the interview outlines was sent to the interviewees the day before the interview.

Because the Spanish course is online and is studied on the Voov Meeting. The recording function of the Voov Meeting was employed to record classroom interactions, particularly instances where the teachers' translanguaging practices took place.

3.4. Data Collection and Analysis

First of all, questionnaires were delivered to investigate students' attitudes towards translanguaging. The questionnaire was officially launched online on 15 Jan. The link to the questionnaire was valid for 3 days for respondents to participate. The questionnaire was designed in Chinese to make sure the students absolutely understand the questions. Second, the researcher asked the teacher to give the class video recordings for 4 consecutive weeks and a total of 960-minute video episodes were preserved. The researcher made some notes about the translanguaging practices while observing. Meanwhile, three students (10% of the total participants) were invited to participate in an interview with respect to some behaviors of translanguaging during the class. Then, the teacher was invited to participate in a semi-structured interview after all the observation work was finished. The semi-structured interview is mainly about teacher's attitudes towards language use in Spanish classroom. Each interview is about 30 minutes and the interviews were recorded and then transcribed into written forms. Finally, the results from the questionnaires, observations, field notes as well as interviews were integrated for deep analysis and discussions.



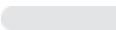
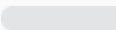
4. Results and Discussion

4.1. Students’ Attitudes to Teachers’ Translanguaging Practices

A total of 37 questionnaires were received, of which 3 were invalid responses, with an valid rate of 92%. All the participants were students who were taking Spanish as a second foreign language classes, only 4 of them were male and the rest were female, which is common in foreign language learning classes. After learning the English proficiency of the participants, all of the students were able to understand and use English for daily communication, as they had all scored over 123 out of 150 in the College Entrance Examination in China or passed the College English Test Band 4 (CET-4) and College English Test Band 6 (CET-6), and three English major students had passed the Test for English Majors Band 4 (TEM-4).




Regarding the languages used in the Spanish classroom, 100% of the students reported that they used other languages to communicate in the classroom. In later interviews with the students, they said that they used Chinese and Spanish most often to ask questions to the teacher, and sometimes they used Chinese, English and Spanish together when they encountered words and grammar that were very similar to English, and they used Chinese and Spanish or a mixture of three languages to communicate with their classmates. Therefore, it was difficult for them to express their mind in Spanish only. By using Chinese and English, they were able to express more of what they wanted to say. The data is illustrated in Table 4.1.

Table 4.1 Languages used by students in Spanish classes

Options	Subtotal	Proportion
Chinese+Spanish+English	18	 52.94%
Chinese+Spanish	16	 47.06%
English+Spanish	0	 0%
Spanish only	0	 0%

When asked what language they expected to use to communicate with their teachers and classmates in class, 70.59% of the participants indicated that they wanted to communicate in a combination of Chinese, Spanish and English. 20.59% of them wanted to communicate in Chinese and Spanish, and only one student indicated that she wanted to communicate in English and Spanish, while 5.88% of the participants indicated that they expected to use only Spanish to communicate with their teachers and classmates in Spanish class because they wanted to improve their Spanish proficiency. From later interviews with these students, they indicated that they expected to use only Spanish in class, but due to their limited level, they felt that a mixture of multiple languages helped them to express themselves more freely and easily, which facilitated the teaching and learning process. The data is illustrated in Table 4.2.


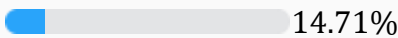
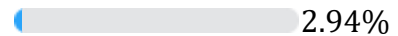
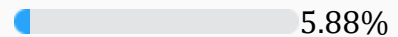
Table 4.2 Attitudes towards expected language use of students in Spanish classrooms

Options	Subtotal	Proportion
Chinese+Spanish+English	24	 70.59%
Chinese+Spanish	7	 20.59%
English+Spanish	1	 2.94%

Spanish only	2	 5.88%
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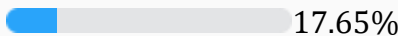
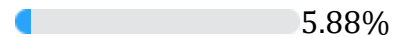
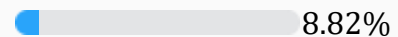
32 students agreed that the teacher’s use of other languages (besides Spanish) in the Spanish classroom was helpful for students to understand the content and to facilitate learning and communication in the classroom. 81.25% of these students ,who wanted the teacher to use three languages for effective communication and teaching, said in the follow-up interview that the combination of Chinese, Spanish and English did help them to understand what the teacher was trying to say. 14.71% of these students thought that they would like their teachers to use both Chinese and Spanish. In the interview, they thought that when it comes to some grammar points and some complicated contents, they can only understand all the contents and learn the knowledge well through the teacher’s use of Chinese. There was another student who wanted the teacher to use a combination of Spanish and English to teach the lesson. In addition to this, 2 other students insisted that in an ideal foreign language classroom, the teacher should only use Spanish. They believe that when you learn a new language, you should be immersed in an environment where only the target language is spoken. The data is illustrated in Table 4.3.

Table 4.3 Attitudes towards expected language use of teachers in Spanish classrooms

Options	Subtotal	Proportion
Chinese+Spanish+English	26	 76.47%
Chinese+Spanish	5	 14.71%
English+Spanish	1	 2.94%
Spanish only	2	 5.88%

When questioned about whether they would like to make any changes to the teacher’s classroom discourse patterns in the future, 67.65% of the participants indicated that they would like to continue using the trilingual teaching model without any changes, 17.65% of the participants thought they would like to increase the use of Spanish and decrease the use of Chinese and English, 5.88% of the participants would like to change the current trilingual model to one that uses Chinese and Spanish, and 8.82% of the participants wanted to use English and Spanish. The data is illustrated in Table 4.4.

Table 4.4 Students’ Attitudes to Desired Changes to Teachers’ Use of Languages

Options	Subtotal	Proportion
Continue to use “Chinese+Spanish+English”	23	 67.65%
More Spanish	6	 17.65%
More interchangeable use of Chinese and Spanish	2	 5.88%
More interchangeable use of English and Spanish	3	 8.82%

According to previous studies, students’ attitudes toward teachers’ translanguaging practices in teaching have been understudied. The current findings suggest that students share the view that the practice of translanguaging is a necessary and helpful instructional strategy that can positively affect students’ L3 learning progress because students’ L1 and/or L2 knowledge is

an essential resource for their learning of L3 (Bardel & Falk, 2007; Park & Starr, 2016). Understanding students' attitudes is therefore crucial for adjusting teachers' language choices when necessary. In this study, the students promoted a multilingual approach to learning and supported the teacher's continued trilingualism translanguaging.

4.2. Teacher's Attitudes to Her Own Translanguaging Practices

The semi-structured interviews with this Spanish teacher were analyzed to discover her attitudes toward using her multilingual skills in the classroom. She was opposed to a monolingual approach to teaching foreign languages and expressed a positive attitude towards using her knowledge of other languages and language learning experiences. Despite the teacher's lack of formal understanding of the concept of "translanguaging", she spoke with confidence about the importance of always using languages other than Spanish in different classroom tasks in order to help the classroom interaction and to ensure the rationality and necessity of understanding. Here are her points:

It is important to draw on knowledge of different languages to help you learn another language, and I think English is very helpful for learning Spanish. Compared to Chinese and Spanish, they are very similar When I was a beginner in Spanish, my knowledge of English used to provide me with many benefits in learning Spanish For example, when I explained the Spanish preposition 'de' to my students, I would automatically associate it with the English preposition 'of' instead of associating it with its Chinese counterpart, which could cause misunderstanding or confusion for the students in this case So I think it is right to use all my knowledge of the language to help my students learn Spanish now In my daily teaching tasks, I often refer to Chinese or English to explain new words and grammar; when I give homework to my students or inform them about upcoming tests and exams, I often explain it with them in both Chinese and Spanish. Because they are beginners, they should not be intimidated or discouraged in the first place.

Previous studies have suggested that students' L1 and/or L2 knowledge is an elemental resource in their learning of L3 (Bardel & Falk, 2007; Park & Starr, 2016), but few researchers have addressed this when studying teachers' translanguaging practices and students' attitudes to them, as we have done here. It can be argued that in L3 learning contexts where both teachers and students are fluent speakers of the L1 and L2, adopting a multilingual approach to teaching which fully engages the holistic sum of all the stakeholders' multiple language capacities is likely to benefit L3 acquisition. Nonetheless, the extent to which the shared L1 and L2 can be of help depends on various aspects, one of which could be how closely related the languages are. In this case, because they belong to the same Indo-European language family, L2 English and L3 Spanish clearly share more similarities than there are between L3 Spanish and L1 Putonghua, which is a member of the Sino-Tibetan language family. Unlike Zheng (2018), who suggests avoiding drawing on students' L2 English in the process of teaching L3 Spanish for fear of negative language transfer, the results of the present research demonstrate that students believe their prior linguistic knowledge of English can be reactivated and the skills and strategies obtained in previous English learning experience can be readapted in the process of learning Spanish. In this way their metalinguistic awareness is enhanced, as suggested by Gui (2014). Our results offer the view that a number of factors, including students' attitudes, language distance, and possibly the L2 proficiencies of both teachers and students, should be fully considered to maximize the potential benefits of trilingual translanguaging as a pedagogy.

4.3. Teacher's Translanguaging Practices in L3 Classrooms

Through comparison with earlier studies, the researcher discovered that translanguaging for explanatory and managerial purposes were the two most prominent categories, illustrated by the following examples taken from transcripts of classroom talk.

4.3.1. Explanatory Purposes

This type of translanguaging occurs when the teacher uses Chinese and Spanish, or a combination of Chinese, English and Spanish, to explain specific features of Spanish, such as grammar and vocabulary (in the textbook and in the exercises), as shown in examples 1 to 2.

Example 1 Chinese and Spanish

T: Estar,处于什么状态,在……,因为在西语中,动词有性别和数量的变化,所以我们estar根据规则可以变身为?

S: Estoy (yo), estas (tu), esta (el,ella,usted), estamos (nosotros/as), estais (vosotros/as), estan (ellos, ellas, ustedes).

T: Muy Bien. 那我们看一下这个句子: El esta enfermo. 这个句子是“他生病了”的意思,那么如果换成“她”呢? 句子会产生什么变化?

S: Ella esta enferma.

T: Muy bien. 后面接的形容词也要有性别和数量的变化。

Example 2 Chinese, Spanish and English

T: Desde...hasta...这是我们今天要学习的一个短语,相当于英语中的“from...to...”。它可以表示时间的起止点,例如:“La tienda estara cerrada desde hoy hasta el lunes.”用英语表示就是:“The shop will be closed from today until Monday.”是可以一一对应的。同时它还可以表示空间的起止点,我给一个句子请一位同学翻译一下:“马德里到卡萨布兰卡的航班距离不长。”Meli, 你来吧。

S: Meli: El vuelo desde Madrid hasta casablanca no es muy largo.

T: Muy bien. Gracias, Meli.

In Example 1, the teacher uses both Chinese and Spanish to explain the grammar rules to the students. Students, as beginners in Spanish, may not understand these grammar rules if they are explained in Spanish. Therefore, when talking about the words and grammar rules, the teacher clearly believes that a mixture of Chinese and Spanish will achieve the goal of promoting students' understanding and also, by way of example, maintain a certain amount of conversation in Spanish.

Example 2 represents an active and flexible mobilisation of the teacher's full range of linguistic resources. In terms of linguistic families, Chinese belongs to the Sino-Tibetan language family, while English and Spanish belong to the same Indo-European language family, so there is a correspondence between English and Spanish in terms of phonology, vocabulary and grammar; therefore, in teaching moments when new words and phrases are introduced to students, teachers will often use English to make a reference that will enable students to understand and remember the word or phrase more quickly, and also to exercise their multilingual skills with great pedagogical effect.

4.3.2. Managerial Purposes

In order to assign homework more clearly, maintain order in the classroom, etc., teacher prefers to send classroom instructions in a combination of Chinese and Spanish because beginners may not understand them if they are expressed entirely in Spanish. Therefore, the combination of Chinese and Spanish can facilitate communication, clarify misunderstandings, keep students' attention, and at the same time allow students to learn some new vocabulary and sentences that may not appear in the textbook.

Example 3

T: Eso es todo para la lección de hoy.

今天的课就上到这里为止,

我给大家布置一下tarea.

大家记得在群里enviar哦！

Through our study, we found that the teacher used a trilingual translanguaging method involving L1 Chinese, L2 English, and L3 Spanish in order to make students understand and facilitate communication in the classroom. This type of trilingual instructional translanguaging has not been observed in previous studies (Makalela, 2015; Mazak & Herbas-Donoso, 2015; Wang, 2019), and therefore more investigations in various contexts are needed to further validate its pedagogical value. It can be argued that it is beneficial for L3 learners that teachers mobilize their full linguistic resources by actively and flexibly using multiple languages in the classroom to transfer their prior language knowledge and language learning experiences. In this context, English, which has more similarities to Spanish in terms of vocabulary and grammar than Chinese, should be considered a very valuable language asset and should be widely used in L3 learning.

5. Conclusion

By investigating authentic practices in the L3 Spanish classroom, this study answered three questions. First, regarding students' attitudes toward translanguaging, most of them thought that using a language other than Spanish was helpful in the teaching process to understand the content and to facilitate learning and communication in the classroom, and And most of them want the teacher to continue to use trilingual translanguaging in the teaching process afterwards. Second, regarding teacher's attitude toward translanguaging, the teacher felt it was important to draw on knowledge from different languages to help the students learn another language, and in her daily teaching tasks she often quoted Chinese or English to explain new words and grammar. Regarding the last question, this study found that translanguaging is indeed practiced in classrooms of second foreign languages and that there are two main purposes of translanguaging in the teaching and learning process, namely, explanatory purposes and managerial purposes. This study attempts to provide some insights for some educators and educational policy makers as well as teachers in second language classrooms. The study attempts to suggest that educators and educational policy makers who adhere to the monolingual principle, as well as teachers in second language classrooms, update their understanding of the language of translation and encourage the practice of translanguaging so that students and teachers can actively participate in teaching and learning with the help of all available resources.

The limitations of this paper include two main points. First, the number of participants was small, with only 34 students and one teacher participating in the study, and the data from this empirical study were insufficient to draw more general conclusions. Second, this study is based on qualitative analysis, which has a tendency to be subjective, and the analysis may not be comprehensive and profound enough.

The study of translanguaging is still in its infancy and definitely needs further development. Future research needs more empirical evidence to further support these arguments, preferably with larger samples and thus more data on students' attitudes and their actual learning outcomes. Subsequent research could be conducted in settings where there are a large number of different language interactions, and to investigate the impact of teachers' classroom translanguaging strategies on students' foreign language acquisition.

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