

13 - Perception of Pedagogical Translanguaging and Self-Reflection by L3 Learners in Higher Education

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Abstract

Translanguaging provides a unique perspective on multilingualism (Vogel & Garcia, 2017), emphasising the intentional use of learners' existing language skills to acquire new knowledge (Cummins, 2019). This approach can greatly benefit learners by enhancing the overall learning experience in addition to acquiring a language. The current study aims to investigate the Korean learners' perception change on translanguaging over time by employing a mixed-methods approach, pre- and post-semester surveys and students' weekly reflections. The intervention includes an explicit class discussion about translanguaging as a method and practising pedagogical translanguaging in teaching and learning. The quantitative results showed that students' perceptions meaningfully changed in the question about the necessity of translanguaging ($t(6)=2.4504, p=0.0498$), students especially recognised it as a resourceful way of using linguistic diversity in leveraging their knowledge of multiple languages. Student self-reflected that they could gain a deeper understanding of Korean proverbs by drawing on their knowledge of L1 proverbs, realise a limitation of direct application or translation of prior linguistic knowledge into Korean, and select one of their L1s as a source of transfer over the other. Concisely, the results demonstrate the students' positive view of cross-linguistic approaches, learning strategies, linguistic assets, and intellectual property through pedagogical translanguaging.

Keywords: Translanguaging, bilingualism, L3 learning, pedagogical strategies, multilingualism in education, higher education.

1. Introduction

Multilingualism has been studied from various perspectives. In earlier studies on bilingualism, it was defined as an individual's ability to use two languages. However, later research done by Cummins (1979) and Grosjean (1982) suggested that bilingualism extends beyond the mere presence of two linguistic systems in one brain. Subsequently, De Groot (2011) presented evidence suggesting that multiple languages are cognitively active during thought processing to produce linguistic output in a single language. Consequently, bi/multilingualism is a dynamic phenomenon that involves the use of multiple languages in the thought process to produce linguistic output in a single language. Therefore, all the languages in one's linguistic repertoire are interdependent in processing linguistic inputs in any medium of language. Garcia (2020, among others) re-defines this particular aspect of multilingualism as *Plurilingualism* while bringing in translanguaging to explain the aspect.

In language education, translanguaging is not just the use of more than two languages to instruct students. Translanguaging is a theoretical lens that offers a different view of multilingualism (Vogel & Garcia, 2017). It is a purposeful employment of learners' known languages to utilise their prior

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conceptual knowledge in teaching a new concept (Cummins, 2019). Cenoz and Gorter (2017) distinguish pedagogical translinguaging from spontaneous translinguaging. While spontaneous translinguaging refers to the fluid use of languages both inside and outside formal settings, pedagogical translinguaging refers to the designed instructional strategies that integrate available languages.

In Singapore, multilingualism is a shared feature, especially among higher education learners. Therefore, a carefully designed lesson plan incorporating translinguaging would encourage multilingual learners to select and deploy particular features from their linguistic repertoire to make meaning and negotiate particular communicative contexts (Vogel & Garcia, 2018). Translinguaging may not only include linguistic knowledge that would be facilitative in understanding the target language. For instance, learners may realise that there is no matching concept available in prior languages to understand a new word in the target language. Then, learners would control the possibility of relying on the pattern/direct translation, rather they may actively create a totally new concept to learn the new word. For instance, a Korean verb, *접접하다* (*seopseophada*) cannot be translated to a single matching word in other languages easily. It has to be described with a context and an example. From the pedagogical translinguaging perspective, learners become aware that there could be no direct mapping concept that they can tap into and create a context to learn this word. As a result, their world is expanded to include once an alien concept in one language but an existing concept in another language.

Instructors can practice pedagogical translinguaging by explicitly instructing, encouraging self-reflection for learners, and having a learning community among learners. This research aims to investigate the intervention of a third language course by adult learners in higher education settings from the perspective of pedagogical translinguaging. The intended data to collect includes teachers' and students' perceptions about translinguaging, classroom discourse and practice of pedagogical translinguaging in and outside the classroom, and learner reflection.

2. Literature Review

2.1 Translinguaging

Non-target language use in a language classroom has been viewed from various angles. One of the perspectives is from language ideology. When the target language of the classroom is the dominant language of the community that learners are living in, their first languages are not appreciated in the language learning process, especially in an official education system. For instance, in English-speaking societies, the traditional view is that using languages other than English to learn English is seen as a hindrance.

On the other hand, foreign language learners who reside outside of a target-language-speaking-society are willing to maximise their opportunity to expose themselves to a target language. Therefore, the learners perceive the language classroom as a target-language only environment. That implies that language courses need to be strategically and meticulously planned in terms of language use and inclusiveness of linguistic and cultural discussion in a non-target language.

ECML (European centre for modern languages) addresses the lack of extensive and wholesome contribution of language repertoire by emphasising plurilingual education at least in EU premises. "The plurilingual approach puts forward the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples, he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contribute and in which languages interrelate and interact." (CEFR, p.13)

To distinguish multilingualism from plurilingualism, we must consider their core definitions. Multilingualism broadly refers to the ability to use multiple languages, while plurilingualism emphasizes a deeper engagement with languages and cultures. According to the ECML, plurilingual individuals not only speak multiple languages but also understand the relationships between these languages and their cultural contexts. Two key aspects of plurilingualism—developing a learner's



plurilingual repertoire and fostering education through plurilingualism—closely align with the concept of translanguaging.

Garcia and Li (2014, p. 18) describe translanguaging as a means to embrace the complex practices of multilinguals, who navigate languages embedded in their identities while interacting across societal and semiotic contexts. Singapore serves as an illustrative example: a multiracial nation comprising three primary racial groups—Chinese, Malay, and Indian—along with long-term non-Singaporean residents, including 2.3 million permanent residents or foreigners (DSS, 2023). This diverse community fosters daily interactions with a “complex array of speakers,” highlighting the practical realities of translanguaging in such a dynamic sociolinguistic landscape.

2.2 Singapore as a multilingual society

Based on the national statistics of Singapore (2020), 84.3% of Singaporeans are proficient in more than two languages as their home language. Among the remaining 15.7% of the population who reported having only one home language, 6.4% stated that English is their sole home language. Those who report non-English as their sole home language still use English in social settings such as school or work. Therefore, except for the 6.4% who speak English only as their home language, other Singaporeans are exposed to at least two languages in everyday life. Consequently, one’s knowledge, experiences, and resources are gathered in various languages, in contact with different language-speaking micro-communities and social settings.

English is one of the official languages in Singapore. Vernacular language Singlish, or Singaporean English, is widely accepted but is not a variety of colonial English but rather a distinct creole or colloquial form of English that has developed uniquely in Singapore. Singlish incorporates elements from various languages spoken in Singapore, including Malay, Chinese dialects, and Tamil, reflecting the multicultural and multilingual nature of the society. As a result, Singlish is often characterised by its unique vocabulary, grammar, and pronunciation, and it has evolved over time as a form of linguistic identity for Singaporeans. While it may have some historical roots in the colonial period when English was introduced, Singlish has developed into a dynamic and distinct linguistic variety that reflects the local culture and linguistic diversity of Singapore. Language instructors in these multilingual contexts are aware of research highlighting the relevance of L1s and previously learnt languages for the development of an L3 or beyond. However, Singapore's education policy is restricted to English-medium unless it is officially approved by the authority. For instance, in primary school, where English is the instructional language, students are required to take a mandatory mother tongue course. There are three languages available for the mother tongue course: Mandarin Chinese, Malay, and Tamil (Tan, 2021).

Given the unique language context in Singapore, multilinguals naturally perform translanguaging to communicate with each other outside the institutional setting. While multilingualism is not appreciated in the classroom.

2.3 Pedagogical translanguaging and the perception

Garcia and Li (2014:43) argue that one of the functions of translanguaging is creating trans-spaces where new language practices and meaning-making multimodal practices. Importantly, they point out that translanguaging plays a dynamic role in the complex interactions of the 21st century. This argument proposes a new lens for language classrooms, especially for multilinguals. Pedagogically speaking, ‘to read and discuss a topic in one language, and then to write about it in another language, means that the subject matter has to be processed and digested’ Baker (2011:289). This idea suggests that providing extensive resources in multiple languages allows learners to engage with and overcome cognitive challenges, and eventually acquire procedural skills in addition to the language itself.

However, it is still unclear how much learners are cognitively aware of the process, and if the level of awareness would impact the learning outcome in short-term and long-term. To address this gap, the current study postulates the perception of the learning process incorporating pedagogical translanguaging impacts learning and aims to explore two research questions.

2.4 Research questions

How do multilingual adult learners of L3 perceive pedagogical translanguaging? And how does it change in a language course in higher education?

How do multilingual adult learners of L3 self-reflect learning experiences of an L3, in relation to their existing languages?

3. Methodology

3.1 Survey Questionnaire

The previous studies (Fang & Liu, 2020; Rajendram, 2021; Serna-Bermejo & Lasagabaster, 2022; Wang, 2020) have shown that the attitudes and beliefs of learners and teachers have a significant impact on their use of translanguaging. Additionally, we aim to understand how learners perceive their use of languages both inside and outside the classroom. To achieve this, we have developed the Perception Inventory of Pedagogical Translanguaging (PIPT), which investigates four main topics: 1) the current use of languages by stakeholders (e.g. self, peers, and teacher), 2) the necessity and usefulness of translanguaging in teaching and learning, 3) the belief in translanguaging, and 4) the impact of translanguaging from stakeholders on learning a language.

Table 1. Design of the PIPT

Topic	Sub-category	Aims
1) Use of languages	Self, Peers, Teacher	To the student's understanding, what languages and how often do each stakeholder use in and outside the class?
2) Necessity and usefulness	Translanguaging is NOT necessary (A)	This is to understand a student's perception of the common perception about using multiple languages in a language class.
	Translanguaging is necessary (B)	This is to understand how much students perceive the truth of research outcomes as a benefit of pedagogical translanguaging.
	Translanguaging is useful for teachers... (E)	This is to understand how students perceive the usefulness of teachers' translanguaging in performing various roles in class.
	Translanguaging is useful for students... (F)	This is to understand the student's understanding of how well students may utilise translanguaging as a learning strategy.
3) Belief	Teacher, students	What is the ideal translanguaging practice by a teacher and students in the student's option?
4) Impact	Self, Peers, Teacher	What is the impact of each stakeholder in learning Korean from translanguaging perspective?

The full questionnaire is in Appendix A. Although we assume that students have their own understanding of the term "*Translanguaging*" based on their background and experiences, we chose not to provide a linguistic and pedagogical explanation of the term in order to avoid influencing the results.

3.2 Weekly Reflections

Weekly reflections aim to capture students' individual learning process in relation to translanguaging and in general. Participants were requested to write weekly reflections on their learning journey in MS Teams, using either Korean or English, with the freedom to switch between languages as needed. To guide them in reflecting, a set of prompts (Appendix B) was given to the participants at the start of the semester. The instructor reviewed and provided feedback on the weekly reflections to offer support and address any questions raised, though the feedback did not concentrate on language performance or translanguaging. Instead, the reflections aimed to provide insight into the participants' experiences and perceptions. In total, each student produced 10 pieces of reflections over one semester.



3.3. Procedure

The participants (n=22, 17 females and 5 males) were all enrolled in an advanced-level Korean course, in their fifth semester of learning Korean at the university or at an equivalent proficiency level determined through a placement test. They come from various academic programs such as computing, business, and humanities. The course is an elective language course worth credits, with a total of 52 contact hours for the semester (4 hours per week for 13 weeks) in a small group setting.

The study used a research tool consisting of two identical PIPTs, administered via Qualtrics at the beginning and end of the semester to assess learners' perceptions. Each survey utilized a 5-point Likert scale and took approximately 20 minutes to complete. Participation was voluntary, and participants received SGD10 for completing both surveys. In addition to the surveys, reflections were used to complement the survey results.

To analyze the survey results and reflections, a mixed-methods approach was employed: quantitative analysis was used to understand the survey data (e.g., pre- and post-surveys), and qualitative methods were applied to analyze the reflections.

3.4 Intervention

One method of integrating pedagogical translanguaging into a course is to enable students to draw on their linguistic resources for additional language learning. To effectively use these resources, learners must develop metacognitive awareness and apply metalinguistic knowledge from previously acquired languages. This approach enhances their understanding of crosslinguistic connections in morphological, lexical, and syntactic aspects of the target language.

For example, when introducing the Korean noun *독서* (*tokseo*, reading books), students often mistakenly pair it with the verb *읽다* (*ikda*, to read), forming the incorrect expression *독서를 읽다* (*tokseolul ikda*, to read reading books). To address this, pedagogical translanguaging is employed by explaining the Chinese origin of the word (*读书*, reading books) and demonstrating why *하다* (*hada*, to do) is the appropriate compound verb. This method helps learners internalize the correct usage by leveraging their prior linguistic knowledge.

Another intervention involves teaching Korean verb argument structures using English, an L1 for many learners and the university's instructional language. Direct translation between Korean and English can lead to errors in argument structures. For instance, the Korean verb *필요하다* (*pilyohada*, often translated as "to need") is a descriptive verb requiring only a nominative argument (*to be needed*), unlike the English transitive verb "to need," which requires both nominative and accusative arguments. Explicit instruction highlights these differences, addressing errors and fostering crosslinguistic awareness.

Lastly, students are encouraged to use contextual knowledge in individual and group tasks, supporting their development as emergent bilinguals. This approach maximizes their available linguistic resources, helping them solve tasks effectively and recognize the value of their bilingual abilities.

3.5 Analysis

The PIPT results are analysed using ANOVA with the time effect as an independent factor for continuous data while using categorical variable distributions for polychotomous nominal data.

To further unpack the reasons for the changes in participants' perceptions over the course of the semester and how they utilised multiple languages to aid their Korean learning, we analyse the reflection notes using thematic analysis (Braun & Clarke, 2006, 2021; Nowell et al., 2017).

4. Results and Discussion

The results from the pre- and post-semester surveys are presented together according to the four topics for greater convenience in reporting data from two time points. And the excerpts

4.1 Use of Language

Table 2. Summary of the results in language use

	Pre		Post	
Do you switch languages in class?	N	%	N	%
False	2	9%	2	9%
True	20	91%	20	91%
How often do you think you switch between languages – to teachers	N	%	N	%
not at all	2	10%	0	0%
20% of the time	15	75%	15	75%
40% of the time	1	5%	1	5%
	Pre		Post	
60% of the time	2	10%	3	15%
80% of the time	0	0%	1	5%
How often do you think you switch between languages – to peers	N	%	N	%
20% of the time	4	20%	2	10%
40% of the time	8	40%	6	30%
60% of the time	6	30%	5	25%
80% of the time	2	10%	6	30%
100% of the time	0	0%	1	5%
Do you switch purposefully or unconsciously in Korean class? (to Teachers)	N	%	N	%
Both	6	30%	6	30%
Purposefully	14	70%	14	70%
Do you switch purposefully or unconsciously in Korean class? (to Peers)	N	%	N	%
Both	11	55%	8	40%
Purposefully	6	30%	7	35%
Unconsciously	3	15%	5	25%

In terms of language use in class, most participants reported switching between Korean and other languages during the class, with 20 out of 22 indicating this behavior in the pre-semester survey: 20% of the time with teachers and 40% with peers. In the post-semester survey, the same number of participants (20 out of 22) continued to report language switching, although two individuals who initially indicated they did not switch languages in the pre-semester survey now marked this response. Since this is a perception survey, participants’ responses are based on their own perceptions, which may not always reflect actual behavior.

The data shows that students tend to switch languages more frequently with peers than with teachers in both surveys. Over time, the frequency of switching languages with teachers has increased, and no participant reported never switching to a teacher. Moreover, over 50% (N=12) of participants in the post-semester survey reported switching languages with peers more than 60% of the time.

The results suggest that language switching with teachers occurs purposefully (30% of the time), or both purposefully and unconsciously (70%). In contrast, language switching with peers tends to happen unconsciously (15% in the pre-survey and 25% in the post-survey). This suggests that language switching, particularly with peers, serves to facilitate quick and effective communication, helping manage class time and space. Below are examples provided by participants demonstrating translanguaging in class:

“When they do not know how to express their thoughts in Korean during classroom discussions.” [Post-019]

“I actually strongly dislike using other languages other than Korean in Korean class but for the sake of time, I do not have the luxury of time to slowly think and therefore I use English to quickly convey my thoughts.” [Post-021]

4.2 The necessity and usefulness

The results under this topic are analysed quantitatively.

Table 3. Summary of the results in necessity and usefulness of translanguaging

Category	Pre-semester	Post-semester	Significance	Question
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A	2.51	2.44	none	Translanguaging is unnecessary
B	3.80	4.04	$t(6) = 2.4504, p = 0.0498$	Translanguaging is necessary
E	3.83	3.87	none	Translanguaging is useful for Teachers in class
F	3.78	3.80	none	Translanguaging is useful among students

There is a significant increase found only in question category B asking about the necessity of translanguaging in various aspects of learning. To compare a time-effect in categories A and B, two-factor ANOVA with repeated measures on one factor is employed. The results show that the question categories are significantly different from each other ($F(1, 13) = 73.05, p < .0001$), and the time-effect shows a reliable difference between the two question categories ($F(1, 14) = 5.33, p = .039571$). We performed a post-hoc analysis to understand the impact of each question in Category B.

Table 4. Post-hoc test results by time for each question in Category B

	To what extent do you agree with the following statements?	Pre-	Post-
B-1	Translanguaging IS necessary: - Using multiple languages is natural for bilinguals and/or multilinguals in Korean class	3.95	4.18
B-2	Translanguaging IS necessary: - Using multiple languages is essential for learning a new language like Korean	3.95	3.68
B-3	Translanguaging IS necessary: - Using multiple languages to study Korean in class develops my confidence in Korean	3.45	3.68
B-4	Translanguaging IS necessary: - If a teacher uses multiple languages in Korean class, it is helpful for bilingual and/or multilingual students (to conceptualise new grammar and/or to understand new vocabulary/to support cross-cultural views).	4.14	4.36
B-5	Translanguaging IS necessary: - Allowing multiple languages in Korean class is a way of using linguistic diversity as a resource for learning and teaching Korean	3.64	4.18
B-6	Translanguaging IS necessary: - Using multiple languages helps students to learn Korean better by capitalising on their knowledge of other language(s)	3.95	4.41
B-7	Translanguaging IS necessary: - Allowing students to use multiple languages in Korean class helps them to feel empowered about being a bilingual/multilingual	3.50	3.77

The participants increasingly agree with the statement "translanguaging is necessary" as they learn a third language (L3) in a higher education setting over a semester. The major impact is found in B-5 ($t(21) = 2.9823, p = .0071$) and B-6 ($t(21) = 3.1774, p = .0045$), both views change significantly positively over a semester. Both questions address metacognitive activities such as using linguistic diversity as a resource and encouraging learners to access the knowledge of other languages. It implies that Singapore learners perceive multiple languages as avenues to access the outer worlds in a learning context. Reading the translanguaging moments shared by the participants, their multilingual identity is also assured as a valuable asset to learn additional languages in translanguaging practices.

"I remembered a moment in class when we had to decipher the meaning of a poem with a partner. It was difficult to interpret a text with many words we don't know so me and my partner tried to translate parts of the Korean poem to English to get a better grasp of the meaning." [Post-003]

"Using English, a language we are all stronger in, to explain the meaning of new words and grammar helps me understand them better. When the teacher use Chinese, a language I know, to explain the Hanja of some of the new Korean words, it helps me form a better connection between the familiar Chinese and the new Korean word, helping me remember it better." [Post-022]

Even though the results from other categories (A, E and F) did not show statistical significant changes over time, they show interesting results from individual items.

Table 5. Summary of the results in Category E

E. To what extent do you agree with the following statements?		Pre	Post
It is useful for the TEACHERS to use multiple languages in the following situations in Korean class:			
E-1	- To explain Korean grammar	4.41	4.36
E-2	- To explain the meaning of Korean vocabulary	4.36	4.41
E-3	- To translate Korean terms/grammar to a language understood by peers	4.23	4.55
E-4	- To give feedback to students	3.77	3.77

E-5	- To praise students	2.86	2.86
E-6	- To build rapport with students	3.18	3.23
E-7	- To explain classroom activities	3.45	3.55
E-8	- To help students who learn Korean at a slower pace	4.27	4.41
E-9	- To ask students questions	3.00	3.09
E-10	- To communicate better with students	3.82	3.86
E-11	- To help students participate in class at specific moments when they cannot express certain ideas in Korean	4.77	4.50
F. To what extent to you agree with the following statements? It is useful for STUDENTS to use multiple languages in the following situations in Korean class:		Pre	Post
F-1	- To provide assistance to peers in classroom activities	4.05	4.18
F-2	- To brainstorm with peers during classroom activities	3.45	3.27
F-3	- To enable peers who learn Korean at a slower pace to participate	4.36	4.27
F-4	- To answer teacher's questions	2.45	2.82
F-5	- To correct peers' language use	4.00	3.82
F-6	- To explain to peers new vocabulary/grammar	4.45	4.32
F-7	- To provide translation for Korean terms/grammar	4.18	4.32
F-8	- To ask teachers questions in class	3.05	3.09
F-9	- To ask teachers questions outside class	3.36	3.55
F-10	- To ask their peers questions	3.82	3.64
F-11	- To generally communicate better with their peers and teacher in class	3.82	3.82
F-12	- To allow them to participate in class at specific moments when they are unable to express certain ideas in Korean	4.41	4.55

The participants showed a positive attitude towards the instrumental use of multiple languages by teachers such as to explain grammar, and vocabulary meaning, and help relatively low-performing students. However, the attitude towards communicational use is less positive such as asking questions and praising students. And this attitude is consistent towards the use of multiple languages by students. No significant difference between pre- and post-survey results may imply that the attitude is consistent and became one's belief. In other words, translanguaging is positively viewed to aid an instrumental purpose, while students prefer full immersion of Korean in an authentic conversation for teaching and learning an L3 in the context of limited target language exposure.

4.3 The belief

The survey results in belief of language switch in the class reveal that the students believe in higher exposure to the foreign language in class.

Table 6. Summary of the results in belief

	Pre		Post	
	N	%	N	%
Ideally, how often should the TEACHERS switch languages in Korean class?				
not at all	1	5%	1	5%
20% of the time	16	73%	16	73%
40% of the time	5	23%	4	18%
60% of the time	0	0%	0	0%
80% of the time	0	0%	1	5%
Ideally, how often should STUDENTS switch languages in Korean class?				
not at all	0	0%	1	5%
60% of the time	0	0%	1	5%
40% of the time	7	32%	7	32%
20% of the time	15	68%	13	59%

Most students view 20% of the time as ideal for TEACHERS (73%) and STUDENTS (68%) switching between Korean and other languages in Korean class from the pre-semester survey. The trends do not change much at the post-semester survey, yet one student is found to strongly believe more frequent switch between languages would be beneficial. Still, 95% of the participants believe that both teachers and students should use multiple languages less than 50% of the time. It is evident that multilingual learners idealise language immersion for a constructive language learning environment.



As one participant shared, “It is easier for me to understand but if I would like to have a full immersion experience that forces my brain to accustom to the language and stop thinking in other language other than Korean. Full Korean conducted class is the best” [PreS_001].

4.4 The impact

To measure the perceived impact of simple language switching, we asked the question, “To what extent do you think your Korean teacher/peer/self’s switching between languages helps you to learn Korean better?”.

Table 7. Summary of the results in impact from translanguaging

	Teacher				Self				Peers			
	Pre		Post		Pre		Post		Pre		Post	
TRUE	20	91%	22	100%	21	95%	22	100%	21	95%	22	100%
FALSE	2	9%	0	0%	1	5%	0	0%	1	5%	0	0%
Extremely helpful	7	32%	6	27%	2	9%	2	9%	1	5%	1	5%
Considerably helpful	10	45%	11	50%	8	36%	12	55%	11	50%	12	55%
Neutral	0	0%	0	0%	4	18%	2	9%	5	23%	3	14%
Slightly helpful	3	14%	5	23%	7	32%	5	23%	4	18%	6	27%
Not at all helpful	0	0%	0	0%	0	0%	1	5%	0	0%	0	0%
(blank)	2	9%		0%	1	5%		0%	1	5%	0	0%

In the pre-semester survey, 91% of the participants recognise that the teachers switch between Korean and other languages in Korean class, while 95% perceive self’s and peers’ language switches in class. We continued asking them to rate the helpfulness of the language switch and the responses are converted as a continuous factor (1 to 5) to measure a significance quantitatively. The mean score of helpfulness for the teacher’s language switch was 4.05 in the pre-semester survey and 3.8 in the post-semester survey. In comparison, the language switches by students—both their own and their peers’—were perceived as less helpful, receiving ratings of 3.2 and 3.4 for self-switching, and 3.4 across the board for peer switching.

Even though the participants believe in fewer language switches for a better learning outcome, they view language switches as helpful to a certain extent. It may seem inconsistent across their views, but our interpretation is that learners recognise pedagogical translanguaging as a beneficial resource while unplanned translanguaging among learners is not as facilitative as a teacher’s constructive translanguaging. In other words, the quality of translanguaging matters. This interpretation is supported by a few translanguaging examples shared by the participants in the survey.

We asked open-ended questions for specific examples for each stakeholder demonstrating translanguaging in class. One key observation from the examples of teachers effectively using multiple languages to teach Korean is their repeated mention of Sino-Korean vocabulary. Sino-Korean words are terms that originated from Classical Chinese and were incorporated into Korean during periods of cultural and linguistic influence from China. These words constitute a significant portion of the Korean lexicon, with roughly 60-70% of Korean vocabulary derived from Sino-Korean origins. Even though, the pronunciation and writing system is different from modern Korean, knowing Chinese characters (*Hanja*) corresponded to each Korean syllable is highly beneficial to Korean learners, especially in learning vocabulary.

The usage of Chinese characters helped me to understand the Korean characters more and also develop more interest in it. [Post-020]

When the teacher use Chinese, a language I know, to explain the Hanja of some of the new Korean words, it helps me form a better connection between the familiar Chinese and the new Korean word, helping me remember it better. [Post-022]

Interestingly, it is found that the teacher’s explicit instruction about the meaningful connection between Korean and Chinese does not only support comprehension but also long-term memory of

new words backed up by Chinese. The instructor observed that the students gradually understood the logic of compounding words using *Hanja* and analysed the morphological information of compound words using context and *Hanja* knowledge. The reflections below reveal the experience more extensively.

On the other hand, the participants did not mention using Chinese under the examples of their own or peers' multiple language use as a useful resource. The use of multiple languages aids a fluid conversation among students as non-Korean languages support overcoming barriers in conveying messages to solve a task. At the same time, the participants practise translanguaging as a learning strategy.

When I am unable to express my ideas entirely in Korean, I will express parts of it in English. In such cases, my peers or my teacher would help to translate my ideas to Korean. This way, I learn new ways of expressing my ideas in Korean. [Pre-013]

When I am talking to my peers and I don't know how to express an idea in Korean. I don't want to change what I want to say so I mix in a bit of English with my Korean. [Pre-018]

When my peers are unable to share their ideas with me, they use English and we can work together to understand it in Korean as well. [Post-017]

4.5 Concerns

In the PIPT, six out of 22 participants expressed concerns about the use of translanguaging in the classroom. They strongly believe that full exposure to the target language is facilitative and worry about the potential for incomplete language acquisition. One participant shared their experience of being fully immersed in the Korean language while studying in Korea, noting that the teacher was very strict and refused to speak or respond in English at all. Another participant highlighted the possibility of students resorting to English during group discussions with their peers. While, the same group of participants also mentioned how a teacher's language switch could be helpful in certain contexts such as in managing class time effectively, borrowing linguistic terminology to explain grammatical concepts, and explaining *Hanja* of Sino-Chinese words. It implies that their concern about translanguaging is limited to language switches to serve the conversational purpose among students.

4.6 Reflections

Weekly reflections offer valuable personal learning experiences regarding pedagogical translanguaging both in the classroom and in private settings. In this study, we present reflections that support the findings from the PIPT.

Firstly, several reflections illustrate the strategic use of translanguaging to analyse morphological information by utilising cross-linguistic knowledge. As shown below, many noted that cross-linguistic knowledge of *Hanja*(Chinese characters) in both Korean and Chinese is highly beneficial for learning Sino-Korean vocabulary.

Korean and Chinese are more similar to each other than to English, so comparing Chinese characters makes it easier to understand vocabulary. Thank you for teaching us Chinese characters in class as well—it's truly helpful. [N, W2]

Learners noted that by deepening their understanding of the meanings of Sino-Korean affixes in Korean compound words through Chinese and English, they also discovered new ways to combine these suffixes with English loanwords. One learner reported that after studying the Sino-Korean morpheme '-shil' (실, 室) found in compound words such as 'boksashil' (복사실, photocopy room), 'guallishil' (관리실, security room), and 'hugeshil' (휴게실, resting room, lounge), he/she was able to extend this knowledge to understand the English loanwords 'shower' and 'computer' when combined with '-shil' to form 'shower room' (샤워실) and 'computer room' (컴퓨터실).

Other participants presented that understanding linguistics in English has also helped them grasp the grammar rules more effectively.

We also went through common mistakes when using “은/는 데다가” and realized that it can only be used if the first and second clause usually happen together or are in support of one another and it should be referring to only one subject. I was a bit confused at first because when I first learnt this grammar rule, it translated to “and also” or “on



top of that” in English which can be used regardless of these conditions. For example, between a couple fighting, a possible sentence could be “I am busy with my work schedule and on top of that, you are preparing for your school project”. However, in Korean, it seems that this grammar rule can only be used if the two conditions mentioned above is met. I will try to keep this in mind when making sentences with this grammar rule. [S, W5]

I use English and Mandarin to help me make sense of a lot of the grammar. For example, I learnt to differentiate 동작동사 from 상태동사 by thinking that they are action verbs vs state verbs. State verbs are verbs that don't involve movements, conversely, action verbs are those that involve a movement. Learning vocabularies and linking them to its Mandarin counterpart definitely helped since I'm a lot more fluent in Mandarin than I am in Korean. [C, W3]

We also identified the reflections that demonstrate the students' strategic application of translanguaging to access knowledge and experiences acquired through previous languages for learning. L3 Korean learners do not approach the language as if they are starting from scratch. Instead, they bring with them concepts and practical knowledge of various natural, social, and cultural phenomena from the multiple languages they have previously acquired. Consequently, through translanguaging, they can effectively leverage this diverse knowledge in their learning of Korean.

I thought it would be easier to look up Korea-related information using Korean. But I learnt that I can use English is also helpful in searching some information. [A, W7]

By only directly translating the words to English, I often ignore the subtle context and usage of the words. This may lead me to misuse words and form phrases that make sense in English but not in Korean. I also realised that I often must think in English before translating it to Korean. Learning the meaning in Korean as well as some example sentences where it can be used will be much more beneficial in the long run.” [J, W1]

Another example can be found when understanding proverbs. Some learners successfully grasped the meaning of Korean proverbs by comparing them to Chinese proverbs. One of the participants reflected that he/she understood Korean proverbs based on their prior knowledge of English and Chinese proverbs. Similarly, another participant noted in his/her reflection that the Korean proverb 'Frog in a well,' which means 'to learn nothing while isolated in one's own space and thoughts,' shares the same meaning as the Chinese proverb, 井底之蛙. This similarity made it easier for him/her to understand the Korean proverb

Interestingly we found the reflections show how pedagogical translanguaging enhances their cross-cultural awareness while learning a language. For example, one learner wrote a reflective journal with the following content after studying “-ge doeda(-게 되다)”, which means “to just happen by the outside condition”.

It was interesting that ‘-게 되다’ is used when there is an external condition affecting the action i.e., just happened to be this way. It also serves as a form of humble speech! Which was very interesting to know. I feel like in Asian languages people tend to associate their success to external factors and rarely attribute it to their own hard work and talent... The more we know! [M, W12]

Another learner described how comparing Korean proverbs with their Chinese and English counterparts has heightened awareness of cultural similarities and differences.

While some Korean proverbs are similar to or even the same as Chinese or English proverbs, others uniquely reflect Korean culture. For instance, '가는 날이 장날' (The day you go is the market day) is better understood with knowledge of traditional Korean markets. Similarly, '금강산도 식후경' (Even Mount Geumgang looks better after a meal) can only be fully appreciated by recognizing the beauty of Geumgang Mountain." [A, W10]

Lastly, a number of reflections present the students' self-directed learning through translanguaging outside the classroom. Participants demonstrated proactive learning by using enhanced metacognitive skills through translanguaging to infer and remember the meanings of new vocabulary they encountered.

I often catch myself thinking more in English (like right now...) than Korean. Though, being trilingual (or TRYlingual, including Chinese), there are moments when I think in all three languages. One instance is when I am trying to memorise new Korean vocabulary. If the word doesn't stem from English (e.g. 샤워-shower), I would often compare

it to Chinese to see if there are any similarities (e.g. 이용권-使用券-shi yong juan). That way, I can link the two common languages together and better improve my memorisation of the new word. [M, W 2]

Students also demonstrated this proactive learning alongside their classmates. They noted that they discussed the meanings of new vocabulary with one another and shared how each of them learned vocabulary in their own unique ways.

Moreover, in completing tasks that require critical and creative thinking, learners did not rely solely on their limited Korean. Instead, they enhanced their ability to independently seek out and restructure information by leveraging the diverse language resources they already possessed.

By searching in other languages, I can access more information. From now until the presentation, I plan to continue gathering information in both English and Korean and organize it effectively. I will also aim to translate the English information into simpler terms using the grammar and vocabulary we learned in class. [A, W9]

Taken together, the reflections not only provide insights into supporting the results of PIPT but also present personal anecdotes that reveal how students approach learning from a pedagogical translanguaging perspective. The students' reflections provide more meaningful aspects of the learning experiences because they include their behaviour changes and the personal impact of translanguaging in the learning process. The students replicate the learning strategies introduced by the instructor and further evolve the methods to suit their individual goal.

5. Pedagogical Implication

The responses indicate that students generally “somewhat” agree on the necessity of translanguaging before and after the course intervention, with means of 3.8 and 4.04, respectively. They also find it useful for teachers (M = 3.83 and 3.87) and for themselves (M = 3.78 and 3.8). Conversely, a few participants strongly believe that full immersion in the target language is the best environment for learning a foreign language.

However, the positive feedback from participants highlights that translanguaging fosters a constructive learning environment by addressing time and space constraints and supporting clear communication to complete tasks. Additionally, the participants reflected deeply on how they engaged in self-directed learning by strategically using pedagogical translanguaging.

In summary, learners recognise the benefits of pedagogical translanguaging and actively employ various learning strategies after being exposed to it in class. This suggests that thoughtfully designed pedagogical translanguaging—such as incorporating morphological analysis, etymology, and cross-linguistic approaches—enhances language learning for multilingual students. Furthermore, they are able to apply these skills effectively in their self-study.

The results of this study indicate that incorporating pedagogical translanguaging in course design can benefit multilingual learners by providing them with cross-linguistic knowledge, diverse learning strategies, cross-cultural perspectives, and fostering self-directed learning. Additionally, translanguaging improves instructional efficiency in classroom management. When multiple languages or resources are available, a well-structured pedagogical translanguaging approach leverages these assets to enhance learning outcomes. However, pedagogical translanguaging must be introduced as a strategy to embrace multilingual identity rather than a substitute for the target language of the course.

6. Conclusion

This study explores learners' perceptions and their personal experiences in a third language (L3) course, in relation to pedagogical translanguaging. The course is designed to actively incorporate pedagogical translanguaging to support multilingual dynamics at a higher education setting. Participants generally hold a positive view of translanguaging, and this positive attitude remains consistent throughout the semester. Even, their attitude towards the necessity of translanguaging is significantly strengthened, especially as a way of using linguistic diversity as a resource for learning



and teaching Korean, and as a support to students to learn Korean better by capitalising on their knowledge of other languages. It includes metalinguistic knowledge and world knowledge through English and Sino-Korean vocabulary from Chinese background.

Conversely, survey results reveal concerns about translanguaging, stemming from the belief that there is a positive correlation between translanguaging and language deterioration. In sum, participants perceive translanguaging from mixed perspectives. They view it positively when it is involved in the process of learning by a teacher to aid their comprehension of the language, but they are more reserved about its use in the production during their conversations among peers.

The current study supports that the students in the class perceive one of the key functions of translanguaging, meaning-making multimodal practices (Garcia & Li, 2014) while learning L3 Korean. As Baker (2011) argued, the students are found to appreciate that translanguaging supports processing and digesting the subject matter. Additionally, the learners engage extensive resources through multiple languages to overcome cognitive challenges, and accumulated experiences enhance their autonomous use of the acquired skills in a more independent learning environment.

However, there are still areas to further explore. It is unclear if the positive perception of pedagogical translanguaging results from the intervention from the course, the impact of the perception, and if there are any behaviour changes in relation to the perception.

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Appendix A. Perception Survey: Language Use and Translanguaging in Korean Classes

PART I: Demographic Information

1. Participant's Demographic Information

- A. What is your age? Under 18 / 18–24 / 25–29 / 30–34 / 35–39 / 40–44 / 45–49 / 50 and above
B. What is your gender? Male / Female

2. Participant's Personal Language Learning Information

- A. What language(s) do you feel most comfortable in? (*Open-ended*)
B. What language(s) do you use at home? Please indicate the weightage of each (e.g., English 60%, Mandarin Chinese 20%, Hokkien 20%). (*Open-ended*)
C. How would you describe your bilingual status? 1) monolingual 2) balanced bilingual (all the known languages are similarly proficient) or dominant bilingual (proficiency level of languages that you know vary) 3) multilingual
D. How long have you studied Korean? ___ years ___ months
E. In what context(s) have you studied Korean? Formal / Informal / Mixture of formal and informal
F. What other language(s) have you learned? (*Open-ended*)
G. In what context(s) did you study these languages? Choose one for each language: Formal / Informal / Mixture of formal and informal (*Please specify for each language*)
H. For the languages mentioned above, rate the proficiency of each on a scale of 0 (none at all) to 100 (native-like).
Language 1: ___ / Language 2: ___ / Language 3: ___

PART II: Translanguaging Practices and Beliefs

1. Participant's Reported vs. Actual Use of Languages in Class

- A. Do you switch between Korean and other languages in Korean class? Y/N
B. If yes, what languages (other than Korean) do you switch to? (*Open-ended*)
C. How often do you think you switch between languages in Korean class? Not at all / 20% of the time / 40% of the time / 60% of the time / 80% of the time / 100% of the time
D. When switching languages in class, do you do so purposefully or unconsciously? Purposefully/ Unconsciously

2. Views on Translanguaging

- A. To what extent do you agree with the following statements? (*Strongly disagree, Disagree, Neutral, Agree, Strongly agree*)
Translanguaging is not necessary:
 - Using multiple languages in Korean class indicates a lack of proficiency in Korean.
 - Teachers should avoid using multiple languages as it hinders proper Korean teaching.
 - Students should avoid using multiple languages as it hinders proper Korean learning.
 - Use of other languages in Korean class may lead to excessive reliance on them.
 - Korean class should be conducted purely in Korean.
 - Using multiple languages in class means the Korean used is not authentic.
 - Students may not know when to switch languages appropriately if multiple languages are allowed.

B. Translanguaging is necessary:
 - Using multiple languages is natural for bilinguals/multilinguals in Korean class.
 - It is essential for learning new languages like Korean.
 - It builds confidence in learning Korean.
 - Teachers' use of multiple languages helps bilingual/multilingual students (e.g., understanding grammar, vocabulary, or cross-cultural views).
 - It uses linguistic diversity as a resource for teaching and learning.
 - It helps students learn Korean better by leveraging their knowledge of other languages.
 - Allowing multiple languages empowers students as bilinguals/multilinguals.

C. Ideally, how often should teachers switch languages in Korean class?
 - Not at all / 20% of the time / 40% of the time / 60% of the time / 80% of the time / 100% of the time

D. Ideally, how often should students switch languages in Korean class?
 - Not at all / 20% of the time / 40% of the time / 60% of the time / 80% of the time / 100% of the time

E. To what extent do you agree with the following statements? (*Strongly disagree, Disagree, Neutral, Agree, Strongly agree*)
Teacher's use of multiple languages is useful for:
 - Explaining grammar and vocabulary.
 - Providing direct translations.
 - Giving feedback or praise.
 - Building bonds with students.
 - Explaining classroom activities.
 - Helping slower learners.
 - Asking questions or improving communication.
 - Facilitating student participation during challenging moments.

F. Students' use of multiple languages is useful for:
 - Assisting peers during activities.
 - Brainstorming or enabling slower learners.
 - Answering teacher questions or explaining vocabulary.
 - Providing translations or asking questions in and outside of class.
 - Communicating better and improving participation.

3. Perceived Impact of Teacher's Translanguaging

- A. Does your Korean teacher switch between languages? Y / N



- B. If yes, how much does this help you learn Korean? (*Does not help, Helps slightly, Neutral, Helps considerably, Helps a lot*)
 C. Provide examples of when your teacher’s language switching helped you learn Korean. (*Open-ended*)
- 4. Perceived Impact of Participant’s Own Translanguaging**
 A. Provide examples of when your own use of multiple languages helped you learn Korean. (*Open-ended*)
- 5. Perceived Impact of Peers’ Translanguaging**
 A. Do your peers switch between languages in class? Y / N
 B. If yes, how much does this help you learn Korean? (*Does not help, Helps slightly, Neutral, Helps considerably, Helps a lot*)
 C. Provide examples of when your peers’ language switching helped you learn Korean. (*Open-ended*)
- 6. Participant’s Translanguaging Outside of Lesson Time**
 A. What language(s) do you use to communicate with your Korean teacher outside class? Korean / English / Mixture of Korean and English
 B. In what situations do you communicate with your teacher outside class? (*Select all that apply*)
 Talking about Korean class / Discussing Korea in general / Asking personal questions / Casual interaction / Others (please specify: ____)
 C. What language(s) do you use to communicate with peers outside class? (*Open-ended*)
 D. In what situations do you communicate with peers outside class? (*Select all that apply*) Talking about Korean class / Discussing Korea in general / Asking personal questions / Casual interaction / Others (please specify: ____)
- 7. Other views about translanguaging**
 Do you have any other concerns or thoughts about switching between languages in Korean class? (*Open-ended*)

Appendix B. Reflection prompt

During e-Lecture	During Lecture	After Lecture
I learnt and noticed... I wonder ... I want to find out ... So, I did....	I can resolve (my doubts)... I can further find... I am not still clear about	Therefore, I want to ... I want to find out further of ... After the class, I did
What kind of information/resources do I rely on while trying to make sense of new information of Korean? Am I thinking in Korean or English or any other languages in conceptualising? Do I compare Korean with any other languages to make sense of new information?		