Exploring Practical Pathways for College English Teaching under the Concept of Translanguaging

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Abstract. There are practical problems in college English teaching, such as the solidification of traditional monolingual models and insufficient language application abilities of students, which make it difficult to meet the needs of talent cultivation in the new era. Translanguaging, as a key theory in the field of multilingual education, focuses on flexibly integrating multilingual resources and highlighting the essence of language communication, providing a scientific direction for teaching reform. This article summarizes the core connotation and educational value of this concept, analyzes the current difficulties and adaptability of English teaching in universities, clarifies practical principles such as "learner led, scenario practical", explores specific paths such as teaching content reconstruction and classroom mode innovation, as well as guarantee mechanisms such as faculty and resources, aiming to provide practical and feasible references for improving the quality of English teaching in universities and cultivating students' comprehensive language abilities.

Keywords: Translanguaging, Cross language practice, college English teaching, teaching practice path, English teaching reform, language ability cultivation.

1. Introduction

Under the demand for cultivating composite talents in the new era, the limitations of English teaching in universities are becoming increasingly prominent, forming multidimensional practical difficulties: on the one hand, the traditional monolingual teaching model has fallen into the "fragmented" misunderstanding, deliberately avoiding the use of the mother tongue in the classroom and ignoring the long-term accumulation of students' mother tongue cognitive foundation, resulting in low efficiency in understanding complex English grammar, academic texts or cultural connotations due to the lack of cognitive connection points, and some students with weak foundations even experience learning anxiety; On the other hand, the teaching orientation of "knowledge transmission first" exacerbates the "disconnection between learning and application". Although students can cope with theoretical tests such as vocabulary and grammar, they find it difficult to flexibly access language resources in real contexts such as academic report writing, professional communication, and cross-cultural exchange. There is a significant gap between language application ability and social needs, which restricts the improvement of talent cultivation quality.

In this context, the educational value of the Translanguaging practice concept is becoming increasingly prominent. This concept breaks through the cognitive limitations of traditional monolingual teaching, treating learners' mother tongue and English as a unified "language resource library". It is not simply a language switch, but rather a "functional integration" as the core, guiding learners to activate their multilingual reserves, build a cognitive bridge for English learning through their mother tongue, lower the threshold for knowledge understanding, and restore the communicative essence of language through cross linguistic interaction, making the teaching scene closer to real language use situations, providing scientific ideas for solving teaching difficulties [1].

This article is based on the actual situation of English teaching in universities, guided by the concept of Translanguaging. It systematically analyzes the teaching difficulties and adaptability of concepts, clarifies practical principles, and explores specific paths. The aim is to provide practical solutions for the transformation of English teaching in universities from a "knowledge based" to an "ability based" approach, ultimately enhancing students' Translanguaging competence (i.e. the ability to flexibly integrate multilingual resources to solve practical problems), helping to improve students' cross language application ability and comprehensive literacy, and aligning with the core goal of talent cultivation in universities in the new era.

2. The Core Connotation and Educational Value of the Translanguaging Concept

The concept of Translanguaging originated from bilingual education research in the 1980s, proposed by Welsh education researcher Cen Williams for bilingual classroom practice. Translanguaging emphasizes the "functionality" of language use - the value of language lies in serving meaning construction and communication needs, rather than being limited to the purity of a single language. The core refers to language users flexibly integrating multiple language resources they have mastered, breaking through the limitations of single language use, and achieving effective communication and meaning construction in language practice behavior. Its essence is not simply language switching, but the systematic integration and functional use of multiple language resources. From the perspective of connotation extension, this concept recognizes the holistic nature of learners' language systems and rejects the cognitive approach of viewing different languages separately [2], advocates taking language communication needs as the core, fully activating learners' existing language foundations, and leveraging the collaborative role of various language resources in knowledge transmission and thinking cultivation.

In college English teaching, the Translanguaging concept has significant educational value. From the perspective of teaching objectives, the core of college English teaching is to cultivate students' comprehensive English application ability. The Translanguaging concept integrates mother tongue and English resources to help students understand English knowledge based on their existing mother tongue cognitive foundation, such as using the mother tongue to analyze the logic of long and difficult English sentences, comparing the differences between Chinese and English cultural-loaded words, and reducing the threshold of language learning [3]. At the same time, it builds a cognitive bridge between the mother tongue and English, helping students form a coherent language thinking system and improving the flexibility and accuracy of language use. Its essence is to return language learning to the nature of "using language to do things" through Translanguaging practice. From the perspective of the teaching process, this concept breaks the closedness of traditional monolingual teaching and makes the teaching process more in line with the real situation of students' language learning. For example, it allows students to complete classroom notes in bilingual languages, flexibly switch languages in group discussions, alleviate students' learning anxiety caused by language expression limitations, and stimulate learning initiative. From the perspective of talent cultivation, the requirements for cross-language communication ability of talents in the new era are constantly increasing. The teaching model under the Translanguaging concept can cultivate students' ability to flexibly use language resources to cope with diverse scenarios, meet the social demand for cultivating composite language talents, and lay a foundation for students' subsequent career development and cross-cultural communication. Based on the core connotation and educational value of the Translanguaging concept, combined with the current practical difficulties of college English teaching, its adaptability and application necessity are further highlighted, providing a solid theoretical support for the subsequent design of teaching practice principles and paths.

3. The Current Difficulties in College English Teaching and the Adaptability of the Translanguaging Concept

There are three prominent difficulties in current English teaching in universities, which directly restrict the effectiveness of teaching.

Firstly, the solidification of teaching modes leads to cognitive barriers, with most classrooms using "pure English output" as the criterion and deliberately blocking the use of the mother tongue. This is completely contrary to the concept of "resource integration" advocated by Translanguaging; Understanding complex concepts in English requires a native language bridge, and forcibly cutting them apart can lead to low efficiency in knowledge absorption. Additionally, pure English scenarios

are disconnected from real language communication, making it difficult for students to develop practical language abilities.

Secondly, the teaching content is detached from practical needs, with courses mostly focusing on vocabulary and grammar systems in textbooks, and weak connections with students' professional learning (such as interpreting English technical documents for engineering students, writing English literature reviews for humanities students) and life scenarios (such as overseas life communication and daily social communication for international students) [4], leading to the prominent problem of "what has been learned cannot be used, and what needs to be used has not been learned" and a serious disconnection between learning and application; This difficulty can be precisely solved through the "scenario-based practice" proposition of Translanguaging.

Thirdly, the evaluation system deviates from the ability oriented approach. The existing evaluation still focuses on written tests, emphasizing vocabulary memory and grammar correctness, and does not include students' practical performance such as bilingual oral presentations and English technical translation. There is a lack of effective evaluation of core abilities such as cross language communication and academic English application, making it difficult to guide teaching to focus on the goal of "ability cultivation".

The Translanguaging concept is highly adaptable to these difficulties and can accurately solve the problems. In response to the cognitive barriers of monolingual teaching, its advocated "multilingual resource integration" can break through the limitations of pure English. Essentially, it uses the "holistic language view" of Translanguaging to activate students' existing language reserves, such as using the mother tongue to analyze the logical structure of long and difficult English sentences, helping students quickly grasp semantics, using the mother tongue to assist in understanding complex knowledge, and at the same time restoring bilingual communication scenarios to make up for the shortage of scenario disconnection; In response to the deviation of evaluation orientation, the concept with "the essence of language communication" as the core can promote the evaluation system to shift from "knowledge assessment" to "ability evaluation", such as including the quality of bilingual project completion and the fluency of cross-language communication into the scoring dimensions, and incorporating cross-language practice performance; In addition, the concept respects individual differences in students' mother tongue foundation and language acceptance ability, providing support for designing differentiated teaching plans [5], effectively solving the problem that unified teaching ignores students' differences, and fully meeting the needs of teaching reform.

The above difficulties are highly consistent with the core propositions of the Translanguaging concept, which not only clarifies the practical target of the concept application, but also provides a logical basis for determining the teaching practice principles and designing specific implementation paths in the future.

4. The Core Practical Principles of College English Teaching under the Translanguaging Concept

The implementation of the Translanguaging concept needs to follow four principles to ensure that teaching conforms to the essential goal of "functional integration of language resources".

Based on the core proposition of "learner centeredness" in Translanguaging, One of them is the principle of "learner autonomy in resource allocation". The core is to enable students to independently decide their language use according to the learning scenario: for example, when reading English professional literature, they can independently annotate logical frameworks in their native language; The oral expression card immediately allows bilingual connection to convey meaning; When writing an English thesis outline, one can use their native language to organize the logical arguments. Avoiding teachers from unilaterally regulating language use not only respects students' cognitive habits, but also cultivates their ability to flexibly access language resources.

Based on the core requirement of "communicative practicality" in Translanguaging, The second is the principle of "scenario based practical orientation". Design teaching based on real communication

needs and enable cross language practice to serve practical applications: When interpreting English technical manuals in engineering classrooms, use native language to break down terminology logic, organize operational steps in English, and generate bilingual technical interpretation reports; Business simulation cross-border negotiations allow for bilingual supplementary explanations at key communication nodes, generate bilingual negotiation minutes, and eliminate formal language switching that is detached from the scenario [6]; This principle fully conforms to the essential requirement of Translanguaging for "language serving communication".

Based on the "ability progression" development logic of Translanguaging, the third is the "progressive systematic connection principle". Construct a "basic-advanced-high-level" cross-language ability system: in the basic stage, use the mother tongue to assist English understanding (such as bilingual comparison of grammar rules); In the advanced stage, focus on bilingual collaborative expression (such as writing bilingual academic reports); In the high-level stage, focus on cross-language thinking transformation (such as analyzing the impact of Chinese and English cultural differences on communication), and at the same time connect pre-class preview sheets (designing bilingual vocabulary comparison tables), in-class practice, and post-class reflection logs (summarizing learning difficulties in bilingual languages) to achieve ability progression.

Based on the "mother tongue assistance" positioning definition of Translanguaging, the fourth is the "moderate mother tongue assistance principle". Clarify the positioning of the mother tongue as "assistance rather than dominance": use the mother tongue to give brief guidance when explaining complex grammar, and focus on English in basic vocabulary teaching; When encountering complex language segments in listening classes, use the mother tongue to briefly summarize the main idea, while focusing on English interaction in oral classes; For students with weak foundations, appropriately increase the proportion of mother tongue bridging; For students with good foundations, reduce mother tongue intervention and focus on English output, balancing the needs of reducing cognitive thresholds and consolidating English ability.

5. The Specific Practical Paths of College English Teaching under the Translanguaging Concept

5.1 Reconstructing Teaching Content and Connecting Bilingual Resources

Firstly, based on the core requirement of Translanguaging for "functional integration of resources", reconstructing teaching content is the foundation for the implementation of the Translanguaging concept. It is necessary to integrate bilingual resources with "practical relevance" as the core: on the one hand, establish a cognitive connection between the mother tongue and English, such as supplementing bilingual semantic comparison in vocabulary teaching (e.g., the connotative difference between "culture" and "文化" - the former focuses more on social norm systems, while the latter contains historical and cultural accumulation), and using the mother tongue to explain complex rules in grammar teaching (e.g., the logical relationship of attributive clauses); On the other hand, integrate professional scenario content: add bilingual interpretation tasks of English technical documents (such as key parameters of mechanical design specifications) in engineering classrooms, and design bilingual discussion materials on cross-cultural topics in liberal arts classrooms, so that the content is in line with students' professional and life needs [7]; Through content reconstruction, transform the "resource integration" concept of Translanguaging into specific teaching materials.

5.2 Innovating Classroom Modes and Building Practical Scenarios

Secondly, based on the "real communication" practical orientation of Translanguaging, innovating classroom modes is the core carrier of cross-language practice. It is necessary to focus on "real communication" to build practical scenarios: adopt a situational simulation mode, such as simulating "cross-border order communication" in business English classes, allowing students to respond to customer needs in bilingual languages (e.g., explaining product delivery cycles); Promote group

collaboration tasks, group students according to their language foundations, and focus on "writing English research reports" (e.g., surveys on the current situation of campus low-carbon life), complete tasks through mother tongue discussion frameworks and English output content, and activate bilingual resources in collaboration; Its essence is to implement the practical logic of Translanguaging through specific tasks.

5.3 Optimizing Teaching Methods and Adapting to Diverse Needs

In addition, based on the "respect for differences" concept of Translanguaging, optimizing teaching methods needs to accurately adapt to students' differences and concept requirements, and optimize methods with "precision adaptation": use the comparative teaching method to systematically compare Chinese and English expression habits (e.g., the format difference between English emails and Chinese letters - English focuses on clarifying intentions at the beginning, while Chinese often starts with greeting and foreshadowing), helping students avoid negative language transfer; Adopt the hierarchical task method: design "mother tongue-assisted English abstract" tasks for students with weak foundations, and assign "bilingual academic speech" tasks for students with good foundations, taking into account the needs of different learning starting points [8]; Enable students with different language foundations to participate in Translanguaging practice through adaptive methods.

5.4 Improving the Evaluation System and Focusing on Ability Orientation

Finally, based on the "ability-oriented" evaluation logic of Translanguaging, improving the evaluation system is the key direction for the implementation of the concept. It is necessary to break the "knowledge-based" evaluation: in terms of content, increase the assessment of cross-language communication ability (such as bilingual scenario response, English translation of professional content); In terms of methods, combine process evaluation (classroom bilingual participation, completion of practical tasks, performance of bilingual group reports) and summative evaluation (oral tests, bilingual application reports); In terms of subjects, introduce student mutual evaluation, allowing students to evaluate each other around the "rationality of bilingual resource application", and comprehensively reflect the improvement of abilities; Guide teaching to focus on the cultivation of Translanguaging ability through evaluation reform.

6. The Guarantee Mechanisms for the Implementation of the Translanguaging Concept in College English Teaching

6.1 Strengthening Teachers' Cross-Language Teaching Ability

Teachers are the core subject for the implementation of the concept. Teachers need to first understand the theoretical connotation and practical logic of Translanguaging, avoid equating it with "simple code-switching", and prioritize strengthening teachers' cross-language teaching literacy, focusing on cultivating teachers' ability to integrate bilingual resources and control classroom rhythm. Colleges and universities can carry out special training, covering the analysis of Translanguaging teaching cases and the control of bilingual classroom rhythm (such as judging the timing of mother tongue assistance); Organize cross-language teaching and research activities, such as collective lesson preparation to design "bilingual academic reading tasks", or observe the cross-language classroom recordings of excellent teachers, and improve teachers' teaching design and implementation abilities through practical communication; At the same time, encourage teachers to participate in cross-language teaching research projects, and deepen their practical understanding of the Translanguaging concept [9].

6.2 Building an Adaptive Teaching Resource System

Resources are the basic support for promoting practice. The resource system needs to closely meet the "diversified integration" needs of Translanguaging, and build a resource system suitable for cross-

language teaching: integrate resources with "cross-language practice" as the core: when compiling school-based textbooks, integrate bilingual comparison cases (such as English professional literature excerpts + mother tongue logical annotations) and cross-language task modules (such as "sorting out disciplinary concepts in bilingual languages"); Build a digital resource platform, upload bilingual learning tools and cross-cultural communication materials; Promote inter-school resource sharing, establish an inter-school cross-language teaching case database, and make up for the resource shortcomings of a single university.

6.3 Creating an Inclusive Cross-Language Teaching Atmosphere

Atmosphere is the environmental guarantee for sustainable implementation. The core is to enable teachers and students to understand the scientificity and necessity of Translanguaging, eliminate prejudices against "mother tongue-assisted English learning", and create an inclusive atmosphere from both classroom and campus levels: in the classroom, teachers clearly allow students to use bilingual transitions when encountering difficulties in expression (such as "using mother tongue to supplement and explain English viewpoints"), and avoid negative evaluations; On campus, regularly hold bilingual practice activities, such as "Cross-Language Academic Salons" and "Bilingual Cultural Festivals", to provide students with after-class cross-language application scenarios [10]; Spread the concept of cross language learning through campus bulletin boards and teaching platforms, and eliminate students' concerns about using their mother tongue to assist English learning.

6.4 Establishing Sound Supporting Management Mechanisms

Management is the institutional support for long-term operation. The management mechanism needs to provide institutional support for the long-term implementation of Translanguaging, and avoid the formalization of concept implementation. It is necessary to improve supporting management mechanisms and incentive policies: clarify the basic requirements of cross-language practice in teaching standards (such as the proportion of classroom bilingual activities, the design specifications of cross-language tasks); Establish a teaching feedback mechanism, collect problems in cross-language teaching through student questionnaires and teacher interviews every semester, and adjust strategies in a targeted manner; Establish an incentive mechanism, give preference to teachers who develop cross-language teaching resources and innovate cross-language teaching methods in evaluation and performance assessment, and stimulate teachers' participation enthusiasm.

7. Conclusion

The Translanguaging concept, with "functional integration of language resources" as the core, provides a scientific solution to the difficulties of monolingual limitations and disconnection between learning and application in college English teaching. Translanguaging does not negate the core position of English teaching, but rather an innovation of the concept of "how to cultivate language ability more efficiently". Its essence is to activate students' mother tongue cognitive foundation and restore real language communication scenarios, realizing the teaching transformation from "knowledge transmission" to "ability cultivation", which fully conforms to the training goal of composite language talents in colleges and universities in the new era.

This article clearly points out through systematic exploration: the implementation of this concept needs to be guided by four principles of "learner-led, scenario-practical, systematic progression, and moderate mother tongue assistance", promoted through four core paths of "teaching content reconstruction (bilingual resource connection), classroom mode innovation (real scenario practice), teaching method optimization (hierarchical adaptation), and evaluation system improvement (ability orientation)", and supported by four guarantee mechanisms of "teacher ability enhancement, resource system construction, teaching atmosphere creation, and management mechanism improvement". The principles, paths, and guarantees are progressive layer by layer, forming a complete practical system with strict logic and feasibility.

It should be noted that the application of Translanguaging does not negate the core position of English teaching, but avoids formalized language switching. It must always be flexibly adjusted based on students' language foundations and professional needs. In the future, college English teaching can further integrate Translanguaging with professional English teaching, combine the differentiated needs of different majors (such as engineering technical English, liberal arts cross-cultural communication), integrate digital teaching tools (such as bilingual learning platforms), and continuously optimize practical strategies.

With the deepening of practice, this concept will drive the formation of a new paradigm in university English teaching characterized by "efficient resource integration, precise ability cultivation, and scientifically oriented evaluation." It will effectively enhance students' cross-linguistic application skills and comprehensive competencies, deliver more versatile talents suited to international communication and professional development needs, and provide sustained impetus for the high-quality advancement of university English education.

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