

Translanguaging: strengthening english teaching in ecuador through linguistic connections and bridging techniques

DOI: 10.46932/sfjdv5n5-010

Received on: Apr 02nd, 2024

Accepted on: Apr 22nd, 2024

Paula Agustina Vélez Yanza

Master in Pedagogy in English as a Foreign Language
Institution: Universidad Católica de Cuenca
Address: Av. de las Américas y Humboldt, Cuenca, Ecuador
E-mail: paula.velez@ucacue.edu.ec

Ángel Eduardo Carrión Espinosa

Master in Pedagogy in English as a Foreign Language
Institution: Universidad Católica de Cuenca
Address: Av. de las Américas y Humboldt, Cuenca, Ecuador
E-mail: angel.carrion@ucacue.edu.ec

Claudia Hernández Colon

Master in Teaching English as a Foreign Language
Institution: Universidad Católica de Cuenca
Address: Av. de las Américas y Humboldt, Cuenca, Ecuador
E-mail: claudia.hernandez@ucacue.edu.ec

María José Salamea Ávila

Master in Teaching English as a Foreign Language
Institution: Universidad Católica de Cuenca
Address: Av. de las Américas y Humboldt, Cuenca, Ecuador
E-mail: maria.salamea@ucacue.edu.ec

ABSTRACT

In this study, the potential of translanguaging to revolutionize English language education is investigated. Through a systematic literature review of 15 articles, the breadth of literature on translanguaging is explored, and aspects such as research contexts, age groups, and key findings are identified, along with highlighting gaps in the current understanding. The study reveals a growing interest in translanguaging within English Language Teaching, emphasizing its flexibility in different learning environments and its impact on language learning and identity development. While the research highlights the promise of these techniques, it also identifies limitations in the existing literature, such as the lack of age information, quantitative data, and generalizability. The study concludes that translanguaging and bridging techniques hold significant potential to bridge gaps in language education, particularly in multicultural and multilingual settings. To advance knowledge, future research should address these limitations and involve students in narrative inquiries, exploring the long-term effects of these pedagogical approaches.

Keywords: Translanguaging, ELT, Pedagogical Strategies, Multilingual Education.

1 INTRODUCTION

1.1 GENERAL OVERVIEW OF ENGLISH LANGUAGE TEACHING AROUND THE COUNTRY

In accordance with the English Education First (2022) ranking, Ecuador finds itself situated at one of the lower places within the Latin American context in terms of English language proficiency. This prevailing circumstance is commonly attributed to the perceived deficiency of effective pedagogical strategies in the realm of English language instruction for students. According to Calle *et al.* (2012), there are a number of aspects of the teaching and learning of the English language in the Ecuadorian environment that have an impact on students' subpar performance. One of these causes has to do with the fact that English language instructors in public schools do not use teaching methods that foster the growth of communicative competence in their classes. This is primarily due to the fact that they still rely on conventional teaching techniques, which have a direct bearing on the general low academic performance of Ecuadorian students.

There was a remarkable historical trajectory for the introduction of English language instruction in secondary schools in Ecuador. Such training was noticeably absent before 1912, though. After that, English language instruction began in many schools across the country, eventually leading to its required inclusion in the national curriculum in 1950. The allocation of instructional hours for English was still in its early stages, and it was clear that there were few instructors who were proficient in teaching the language. But as time passed, there were noticeable improvements in this circumstance. In 1992, the pedagogical environment for English instruction in Ecuador saw significant improvement, particularly as a result of the Ministry of Education's implementation of the CRADLE project (Cifuentes-Rojas, *et al.*, 2019).

As per Harvey (2016), between 2006 and 2015, Ecuador underwent a comprehensive education reform under the administration of Rafael Correa, which introduced several changes concerning the rights of teachers and students. Presently, English teachers are required to obtain a certification at a B2 level or higher. The teaching of the English language in Ecuador has evolved progressively to the extent that it is now incorporated into the curriculum of all schools, be they public, private, and semi-private schools (Vélez, *et al.*, 2023).

Regarding higher education, knowing a second language, usually English, at a B1 level at least, following the proficiency levels outlined by the Common European Framework of Reference for Languages (CEFR), is a graduation requirement. According to the Academic Regulations, approved in 2017, Article 31 states the following:

The Higher Education Institution shall ensure the language proficiency level to meet the graduation requirement for undergraduate programs... In third-level, undergraduate programs, proficiency in a foreign language shall be understood as at least the level corresponding to B1 of the Common European Framework of Reference for Languages (p. 17).

Furthermore, the methodology employed in the teaching and learning process of this language varies from one university to another and is contingent on the instructor delivering the course (Rodas, 2023).

The four universities in Cuenca include English as a requirement for graduation, with each university having a different proficiency standard that students must meet. Students at the Catholic University, for instance, must achieve at least a B1 level. The Language Department is in charge of providing these courses.

1.2 BRIDGING TECHNIQUES FOR MEANING CLARIFICATION

Educators around the world continually seek new approaches and techniques to effectively engage students as they try to improve their English language proficiency. The use of translanguaging as a link to meaningful communication and understanding is an ongoing debate in English language education research. Basically, translanguaging encourages students to strategically use their entire linguistic repertoire, including their first language, to enhance learning by recognizing their multilingual capacity (García, 2019; Wei, 2022).

The use of bridging strategies is crucial within this paradigm. They serve as an essential link between the student's present language proficiency and the target language, in this case, English. These methods offer a more thorough and contextually significant way to learn a new language by utilizing brain connections between various languages (Back; Han; Weng, 2020; Fine, 2022).

Considering that students learning English frequently encounter foreign vocabulary, challenging grammatical structures, and pronunciation problems, bridging strategies are particularly useful in this environment. These approaches recognize that language does not exist in a void but is linked to people's cultural and cognitive experiences. (Barbour; Lickorish Quinn, 2020; Khote, 2018) They provide students with the ability to communicate in and understand English using the grammar and vocabulary of the language (Barbour; Lickorish Quinn, 2020; Khote, 2018).

Bridging techniques also reinforce the pedagogical premise that learning should be a cognitive activity that builds on prior knowledge (Hansen-Thomas *et al.*, 2021). Teachers can foster a more inclusive and empowered learning environment by promoting students' use of their first language and fostering knowledge transfer between this latter and the new targeted language.

It is essential to take into account the English teachers' involvement in this situation. Teachers are becoming more than just stewards of the English language; they are also guides who help students find

their way through the language learning path (Pontier; Gort, 2016). A friendly and encouraging environment where students feel comfortable experimenting with language and meaning-making must be created by teachers in order to guide students in the effective use of connection approaches (Lee, 2022).

This research piece intends to shed light on the relevance of translanguaging and bridging strategies in the Ecuadorian educational setting as we go deeper into the investigation of their use in teaching English as a foreign language. These novel strategies could be advantageous for Ecuador, like many other nations working to increase English language competency (Ra, 2021). We aim to clarify how translanguaging, in combination with bridging techniques, might empower learners, challenge traditional paradigms in language education, and contribute to a more robust English language teaching experience by evaluating existing literature and research data, efficient and open to anyone.

The next sections of this study will go into greater detail on the idea of translanguaging, exploring its numerous facets and offering information on how it has been successfully used in EFL classes. It will also look into the unique situation of Ecuador and its educational system in order to identify the advantages and disadvantages of the use of translanguaging and bridging methods (Schissel *et al.*, 2021). It aims to add to the ongoing discussion surrounding cutting-edge EFL teaching approaches and their potential to revolutionize language education in Ecuador and beyond through a thorough systematic review of bibliographic studies and available literature on the topic (Moody *et al.*, 2022).

1.3 TRANSLANGUAGING

The idea of translanguaging encourages students to move beyond the limitations of certain linguistic characteristics like modes and structures by focusing on the interconnection of languages. This strategy tries to promote language learning and meaning creation. It is frequently used as an instructional method to enhance learning and recognize speakers' dynamic and varied linguistic and cultural identities (Mazak; Carroll, 2016). This strategy offers four possible educational advantages: improving topic knowledge, assisting in the development of weaker languages, encouraging parent-school communication, and easing the integration of proficient speakers with young learners (Caruso, 2018).

In line with Canagarajah's perspective (2013), the concept of translanguaging practice challenges the conventional separation of languages in English as a Foreign Language (EFL) instruction. Canagarajah asserts that English has always evolved as a creolized language, interweaving with various other languages throughout its history (p. 90). Therefore, when we take into account the ideologies, historical contexts, and identities that influence language usage, we actively contribute to its ongoing development. This approach yields significant benefits when implementing Translanguaging in EFL classrooms, as it enables

students from diverse linguistic backgrounds to utilize their native language strategically as a tool for bridging gaps in their English proficiency (Barros *et al.*, 2021).

Caruso's study (2018) demonstrates that in classrooms where translanguaging was employed, students' individual language skills became more actively utilized, leading to the establishment of a collaborative learning environment facilitated by the collective linguistic resources within the classroom. This stands in contrast to other language policies that promote the use of a single lingua franca, typically English, resulting in diverse linguistic backgrounds within the same classroom. While implementing multilingualism may pose challenges on a larger scale, such as due to curriculum requirements or the emphasis on monolingual assessment standards, it can be advantageous for teacher education by introducing "an alternative cultural approach for envisioning fairer instruction that aligns with the linguistic complexities observed in transnational classrooms" (Barros *et al.*, 2021, p. 13).

That being said, it is worth noting that the majority of research on the educational application of translanguaging has predominantly concentrated on primary and secondary education within countries like the UK and the US. Consequently, investigations targeting university-level students in multilingual nations have been relatively recent and limited in number which poses a potential niche of research especially in our context. One of the rare instances can be found in the research conducted by Carroll and Mazak (2017) in Puerto Rico. In this context, many universities lacked explicit policies regarding the language of instruction. Nevertheless, those institutions that had an open approach demonstrated a higher incidence of translanguaging practices, provided that these language practices were deliberate and student-centric. This situation can be attributed to Puerto Rico's colonial relationship with the United States and the prominence of English as an international academic language. As a result, the examination of translanguaging in settings like Ecuador, where the presence of languages other than Spanish in a multicultural environment is still relatively underexplored, is particularly significant.

1.4 TRANSLANGUAGING VS CODE-SWITCHING

As mentioned before, translanguaging is about showing how everything is connected and looking at individuals, their background, their perceptions of the world, and their internal points of view of language use. It acts as the input, representing the first language that undergoes a process of analysis and, finally, becomes the output, which is the target language.

Whereas, code-switching looks only at language from the outside and its grammatical patterns, as well as interactional rules. In other words, it refers to the switch from one language to another without caring about the language processing of any of them in a particular communicative episode. Additionally, code-switching can be considered a strategy used in translanguaging practices and at specific moments of a class.

1.5 ENCOMPASSING TRANSLANGUAGING AND THE NATIONAL CURRICULUM – IS IT DIVERGENT FROM IT?

The discussion revolving around curriculum and English language teaching methods has been a constant concern of lawmakers and those who abide by them. Many places have tried to adapt their educational paradigms to the most 'innovative' ones. The core argument put forth in this context suggests that the integration of translanguaging principles necessitates the reshaping of curriculum design and execution. In this light, there is a resounding call to action for the creation of a multilingual curriculum, one that not only recognizes the inherent value embedded within learners' preexisting knowledge and experiential backgrounds but also actively promotes the incorporation of multiple languages (should that be the case) and diverse meaning-making tools throughout the entire educational process (Wei, 2022).

Cascading our focus to the Ecuadorian educational landscape, the Communicative Language Teaching (CLT) has gained a reputation as a powerful approach to language instruction by making it part of its curricular core since 2016. Teachers all around the country were lighting up with enthusiasm as they put CLT principles into practice in their classrooms (Murga *et al.*, 2018). But our educational landscape is diverse, and one-size-fits-all approaches do not always work. While CLT is crucial, we also recognize the value of drawing from various teaching methods and techniques to meet the needs of our students. Nowhere is translanguaging mentioned in the national curriculum. Nonetheless, it is important to remember that most of our teachers here are not native English speakers, as Carrión *et al.* (2023) mentioned. This context brings its own set of challenges and opportunities. One of those opportunities is to make use of translanguaging to empower students by giving value to the things they already know. To illustrate the effectiveness of translanguaging in our context, Pánchez-Jiménez's (2021) research looked into how translanguaging can help students improve their oral reading skills, and the results were positive. Not only does this research highlight the value of translanguaging, but it also showcases how it fits right into our educational setting.

Moreover, Pánchez-Jiménez's work sheds light on the importance of translanguaging in Latin American countries like ours. It acknowledges the nuances and challenges specific to our region, which is a significant step forward in our academic discussions on language teaching. Translanguaging, as described by Galante (2020), is a game-changer since it strengthens students by letting them connect their existing knowledge and language skills with their journey to learn a foreign language - English. This approach helps them grasp the finer details of vocabulary choices and meaning-making processes, all while considering their native language and cultural background. It is like starting from familiar grounds and then building upon it to construct a deeper understanding of the target language.

There is some discussion of curriculum development in the PDF file. The article argues that the use of translanguaging in language education requires a shift in curriculum development from a monolingual to a multilingual approach. It suggests that a multilingual curriculum should be developed that recognizes the value of learners' existing knowledge and experiences, and that promotes the use of multiple languages and other meaning-making resources in teaching and learning. The article also discusses the need for teacher training and support to enable them to implement a multilingual curriculum effectively.

2 METHODOLOGY

This research piece aims to find whether or not the use of translanguaging in an EFL has been proven to be useful. In order to get quantitative information that may serve as a solid foundation for future research projects, this study was carried out as a systematic literature review. For this study, 15 articles on the topic have been dissected to analyze aspects related to the study participants, their ages, key findings, and the rise or decrease in popularity in the last few years.

The selection criteria for the chosen articles in this systematic literature review were the following: (1) articles that have been published and peer-blinded reviewed in high-impact journals preferably belonging to any of the quartiles of the clusterings in scopus, (2) the articles have been written in terms of English either as a foreign or second language, with students belonging to different age groups and levels of proficiency, and (3) studies carried out in the last 5 years. In the realm of academia, it is imperative that each of these documents adheres to an information standard encompassing statistical data, precise definitions, pedagogical interventions, recommendations, and comprehensive literature reviews. The search engines used for this study are Scopus, Google Scholar, ERIC, and BASE.

2.1 OBJECTIVES

- Explore the breadth of literature available on translanguaging;
- identify aspects such as age, English proficiency level, participants, and key findings;
- highlight aspects that may be pondered in terms of the relevance of this in our context;
- identify niches of investigations so as to propose further studies to enrich the available literature.

2.2 RESEARCH QUESTIONS

- In what contexts, age groups, and countries, has translanguaging been explored and researched in the selected studies?

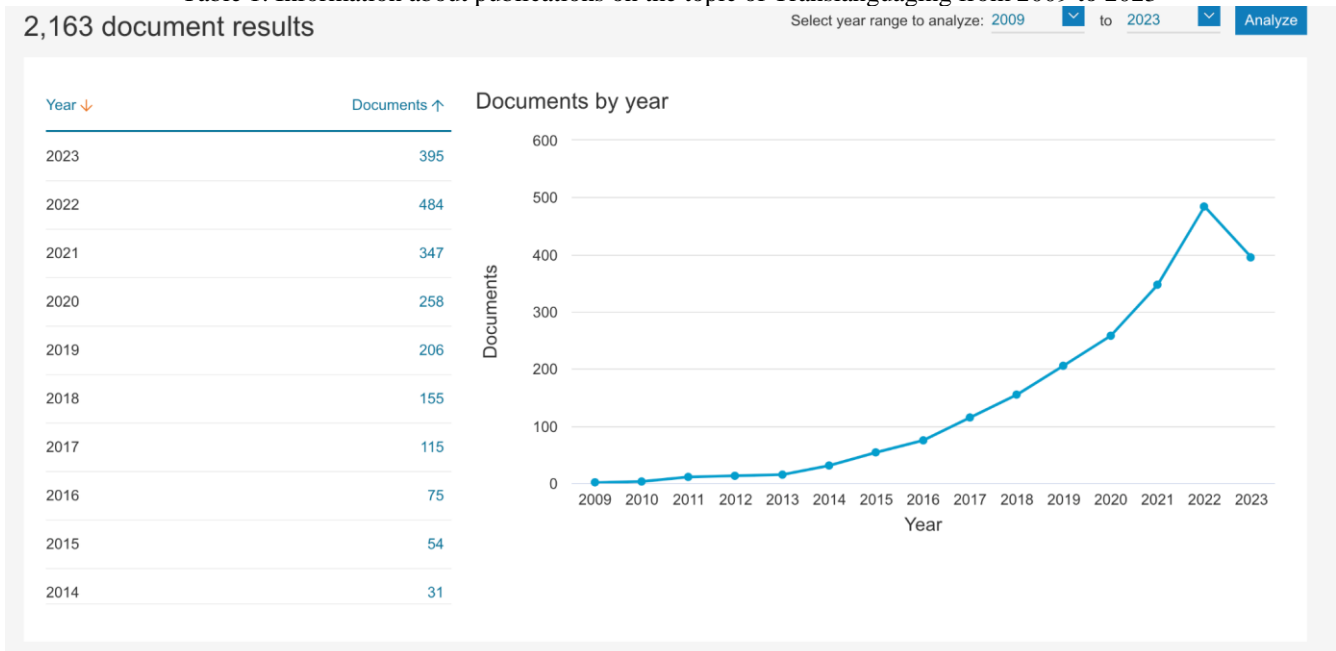
- What gaps and unexplored areas exist within the current understanding of translanguaging?

3 RESULTS AND DISCUSSION

This section is meant to provide the results and foster a comprehensive discussion on the impact and implications of translanguaging as an innovative pedagogical strategy popularity in recent years, by leveraging the power of linguistic connections and bridging techniques, this research seeks to illuminate the ways in which this approach can enhance English language instruction, making it more inclusive and effective. The forthcoming results and discussion aim to shed light on the potential of translanguaging to enrich the teaching and learning of English, ultimately fostering cross-cultural communication and linguistic empowerment.

The purpose of this part is to provide the findings and promote a thorough debate of the effects and consequences of translanguaging as a cutting-edge pedagogical approach. This study aims to shed light on how this method can improve English language training by making use of linguistic linkages and bridging strategies, making it more inclusive and efficient. The upcoming findings and debate are intended to highlight how translanguaging might improve English teaching and learning, eventually promoting cross-cultural interaction and language empowerment.

Table 1. Information about publications on the topic of Translanguaging from 2009 to 2023



Source: Tables obtained from scopus.com

As seen in Table 1, the subject of translanguaging within the English Language Teaching (ELT) field has gained a noticeable popularity over recent years. This surge in interest can be attributed to a

growing inclination to rekindle certain pedagogical approaches prominent to the so-called ‘traditional’ methods. Simultaneously, it shows appropriateness to the reality of today’s globalized world. Furthermore, giving a glance and search on Scopus, high-impact articles appeared with a total of 2,163 on translanguaging published in the last years. Interestingly, it is worth mentioning that the two nations in which the topic has been more popular - the United States, with 723 publications, and the United Kingdom, with 279 publications - are countries predominantly associated with a population with various language and cultural backgrounds, and have collectively contributed significantly to this discussion. This phenomenon is particularly noteworthy considering the rich cultural diversity within these countries, underlining the significance of acknowledging and empowering such multilingual practices on a global scale. As emphasized by a prominent scholar and a big player in the area, Ofelia Garcia (2019), this trend aligns with the broader recognition of the importance of linguistic and cultural diversity in contemporary education.

Table 2. Regular Demographic/Informational Table

<i>N</i>	<i>Author and Name</i>	<i>Participants</i>	<i>Key Findings</i>	<i>Language Level</i>	<i>Ages</i>	<i>Year</i>
<u>1</u>	Adinolfi, L., & Astruc, L. (2017). <i>An exploratory study of translanguaging practices in an online beginner-level foreign language classroom.</i>	Two teachers and their students in online classes	The teachers in this study frequently used code-switching as a pedagogic tool, particularly in the form of L2-L1 paraphrasing. The online classroom space offered limited opportunities for pedagogic translanguaging, with most interactions adhering closely to instructions and involving movements between communicative modes but not between languages.	A2	Adults (University Context)	2017
<u>2</u>	Anderson, J. (2022). <i>The translanguaging practices of expert Indian teachers of English and their learners.</i>	Eight English teachers	In each context, learners invariably mirrored the varied translanguaging practices of their teachers. The practices of the classroom community were found to be reflective of practices in wider Indian society, enabling learners both to meet the normative requirements of monolingual written exams while also learning to integrate English more flexibly in their spoken repertoires.	The English curriculum was observed to be overambitious for the majority of learners, some of whom were still challenged by basic literacy in English.	Children (schools)	2022
<u>3</u>	Axelrod, Y., & Cole, M. W. (2018). <i>'The pumpkins are coming...vienen las calabazas...that sounds funny': Translanguaging practices of young emergent bilinguals.</i>	Latinx students in an elementary school, college students, and a faculty advisor.	Emergent bilingual children draw upon their full repertoire of language and literacy skills in a unique bilingual space, utilizing orthographic and syntactic resources across their linguistic repertoires consciously and with increasing complexity as they age and gain competence.	It can be inferred that the students had some level of proficiency in both Spanish and English		2018
<u>4</u>	Hamman, L. (2018). <i>Translanguaging and positioning in two-way dual language classrooms: A case for criticality.</i>	Second-grade students.	This article examines the role of translanguaging practices and pedagogies in two-way dual language classrooms. This case study of a Midwestern dual language classroom provides evidence that flexible language practices can both bolster and hinder the aims of two-way programs.	between English-dominant and Spanish-dominant students	7 to 8 years old.	2018
<u>5</u>	Hansen-Thomas, H., Stewart, M. A., Flint, P., & Dollar, T. (2021). <i>Co-learning in the high school English class through translanguaging: Emergent bilingual newcomers and monolingual teachers.</i>	The participants in the study were adolescent emergent bilinguals (EBs) in a secondary English language arts classroom.	The primary resource the teachers used in their translanguaging pedagogy were the students themselves, and suggest that teachers' willingness to participate as co-learners with adolescent EBs is crucial. Co-learning has been found to be an appropriate pedagogical tool with teachers of multilinguals due to the rich experiences it can foster and this study supports such literature. Additional study findings revealed tensions students and teachers felt through these practices, specifically in regards to translating, technology use, and students' desire to learn the L2	The students' English proficiency levels were categorized based on the WIDA Consortium standards, ranging from 1-Entering to 4-Expanding.	16 to 18 years old	2021
<u>6</u>	Huang, J. (2018). <i>Translanguaging in a Birmingham Chinese</i>	The article does not specify individual participants by name or age. Instead, it	This paper presents a critical examination of key concepts in the study of (signed and spoken) language and multimodality. It shows how shifts in conceptual understandings of language use, moving	The article discusses the concept of "semiotic repertoires" in the context of language and		2018

	<i>Complementary School: Ideology and identity.</i>	<i>discusses various theoretical concepts and frameworks related to semiotic repertoires and multimodal interaction.</i>	<i>from bilingualism to multilingualism and (trans)languaging, have resulted in the revitalisation of the concept of language repertoires</i>	<i>communication but does not provide information about specific individuals' proficiency levels or skills.</i>		
7	<i>Jones, B. (2017). Translanguaging in bilingual schools in Wales.</i>	<i>Teachers and students in Welsh-medium and bilingual primary schools in Wales.</i>	<i>1.Despite Wales having a progressive tradition in bilingual education, there tends to be some degree of language separation rather than a considered approach to translanguaging, especially at the secondary school classroom level 2. There is a general lack of training, advice, and guidance at a national, regional, and county level for devising and implementing a robust Welsh language policy in each establishment. 3. Teacher training in bilingual classrooms, obtaining more Welsh-medium education resources, and forging closer links with the higher education sector are highlighted as priorities to improve Welsh-medium and bilingual provision. 4. Pupils in Welsh-medium schools are often competent in using academic terminology in Welsh but have less command of Welsh in informal contexts</i>	<i>The article discusses translanguaging practices in Welsh-medium and bilingual schools in Wales, primarily in the context of primary education.</i>	<i>7 to 11 years old</i>	<i>2017</i>
8	<i>Moody, S. M., Matthews, S. D., & Eslami, Z. R. (2022). Translanguaging during shared read alouds: A case study.</i>	<i>Blanca is the primary participant in the study. She is a Spanish-English bilingual mother and her daughter Nayeli.</i>	<i>Findings showed that Blanca engaged in translanguaging during four out of five book readings for the purpose of responding to her children, asking recall and summarization questions, directing children to pictures, and pointing out new vocabulary.</i>	<i>The article discusses complex topics related to language use and literacy development in bilingual children, making it suitable for individuals with a strong background in these areas. It may not be intended for general readers</i>	<i>Adult</i>	<i>2021</i>
9	<i>Pontier, R., & Gort, M. (2016). Coordinated Translanguaging Pedagogy as Distributed Cognition: A Case Study of Two Dual Language Bilingual Education Preschool Coteachers' Languaging Practices During Shared Book Readings.</i>	<i>A multi-age group of 17 emergent bilingual students.</i>	<i>The findings elucidate how teachers drew on their own and each other's dynamic bilingualism through both monolingual and bilingual performances, supporting the coordination of instructional targets (e.g., vocabulary, narrative genre) and instructional practices (e.g., translation, explanation). Findings have implications for DLBE program language policy and practice as they highlight the utility of a bilingual pedagogy.</i>	<i>Specialized terminology - Complex ideas - Research methods - In-depth analysis</i>	<i>Ranging from 3;3 - 4;11 years</i>	<i>2016</i>

10 Poza, L. E. (2019). "Los dos son mi idioma": Translanguaging, identity, and social relationships among bilingual youth.	Students from Rivera Elementary, a K-5 school in the San Francisco Bay Area's Silicon Valley.	It shows how students leverage their multilingual and multimodal communicative competencies to forge alliances, tell stories, and reject stereotypes	The article primarily focuses on students who are part of a dual-language bilingual program, which suggests that they have exposure to both Spanish and English as languages of instruction.	5 to 11 years old	2019
11 Prada, J. (2021). The critical awakening of a pre-service teacher in a Spanish graduate program: A phenomenology of translanguaging as pedagogy and as content.	Álvaro, an adult male who was a graduate student in a Master of Arts in Spanish (MAT) program.	Results chart out a baseline of beliefs held by Álvaro prior to entering the program, and three types of belief-shift he experienced during his studies; these regard the dynamic nature of Spanish, the link between race and language, and the value of multilingual practices in society and education. Critical awakening/despertar crítico is introduced as a metacategory.	It mainly discusses Álvaro's evolving beliefs and perspectives related to language, multilingualism, and language teaching during his participation in a Master of Arts in Spanish (MAT) program.	Adult	2021
12 Pun, J. K. H., & Tai, K. W. H. (2021). Doing science through translanguaging: A study of translanguaging practices in secondary English as a medium of instruction science laboratory sessions.	Teachers and students from 10 Grade classrooms	Using translanguaging as a theoretical framework, the analysis shows that even though schools have imposed an English-only policy, students use their linguistic and semiotic resources to both co-construct their scientific knowledge and practise their science apprenticeship. Translanguaging plays a role in mediating the students' understanding of science, facilitating peer work and creating an enjoyable learning environment in the lab.	The teachers had an English proficiency equivalent to the score of 6 in the International English Language Testing System examination (IELTS Academic, 2012). The proficiency level of the students was not specified, but all of them had experienced a similar period of English exposure before Grades 10.	15 to 17 years old	2021
13 Rivera, A. J., & Mazak, C. (2019). Pedagogical translanguaging in a Puerto Rican university classroom: An exploratory case study of student beliefs and practices.	Four students of an upper-level psychology undergraduate classroom.	It was found that students' stated views about translanguaging differed in significant ways from their practices of translanguaging in the classroom.	The specific proficiency levels of the students participating in the study were not mention	University students, and most likely over the age of 18.	2015 and 2016
14 Schissel, J. L., De Korne, H., & López-Gopar, E. (2021). Grappling with translanguaging for teaching and assessment in culturally	Teachers in Oaxaca, Mexico.	The approach of taking an explicitly pro-translanguaging role meant that we were able to move forward to apply translanguaging in classroom assessment approaches	The article doesn't mention the levels; however the participants are teachers in Oaxaca, Mexico who have experience working in	Ages are not mentioned; however, the participants were practicing teachers	2018

<p><i>and linguistically diverse contexts: Teacher perspectives from Oaxaca, Mexico. International</i></p>		<p><i>with varying degrees of integration, which was in we attribute at least in part to our use of action research case study and PAR methodologies.</i></p>	<p><i>multilingual education environments.</i></p>	<p><i>who were enrolled in an MA program in 4th semesters</i></p>
<p>15 Stavrou, S., Charalambous, C., & Macleroy, V. (2021). <i>Translanguaging through the lens of drama and digital storytelling: Shaping new language pedagogies in the classroom. Pedagogy, Culture and Society,</i></p>	<p><i>The participants are children in a primary school in a village in South-Eastern Cyprus in the non-occupied area of Famagusta</i></p>	<p><i>Children’s translanguaging practices encouraged them to move beyond traditional pedagogic ideologies and to think more independently and creatively. The research study showed the importance of trying out new language pedagogies in the classroom.</i></p>	<p><i>the participants were very young, and were able to express their ideas about important issues which were relevant to their lives such as migration, racism and refugees . It is also suggested that the participants went beyond</i></p>	<p><i>7 years old</i> <i>2019</i></p>

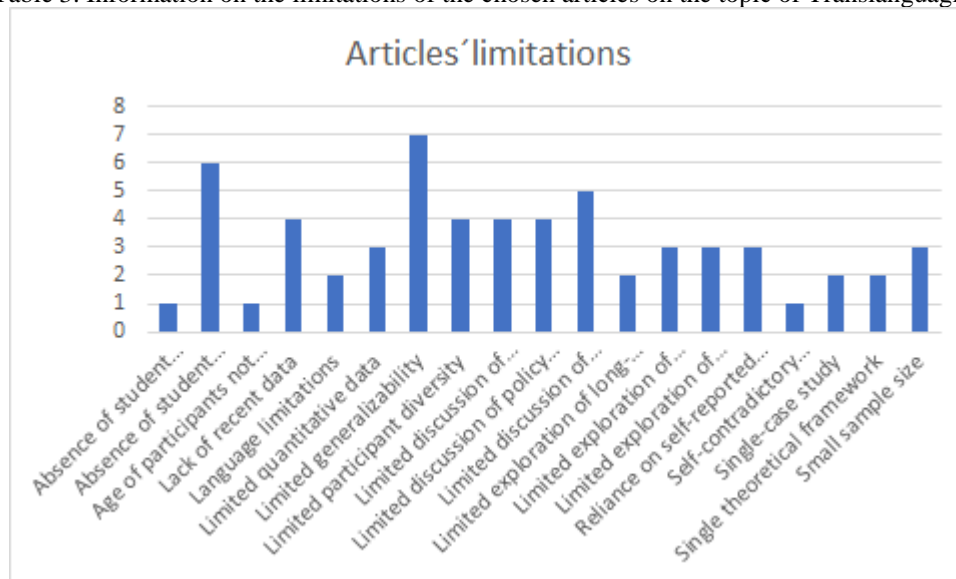
Note. 15 articles were listed in this study

Source: Own elaboration. The data presented in this table were compiled from the following 15 articles: [List of full references of the 15 articles].

As seen in Table 2, the studies focusing on translanguaging practices in a wide variety of educational contexts bring some interesting findings. Translanguaging, as the strategic and purposeful mixing of languages used as a pedagogical tool, is illustrated as a flexible approach in contextual requirements for different learning types. For instance, in the study carried out by Adinolfi and Astruc (2017) mentions that teachers often resorted to code-switching mainly through L2-L1 paraphrasing as it was one of the ways of assisting students in online beginner-level foreign language classrooms. However, this was not the case in complete online settings where this practice was limited, hence further emphasizing the impact of the learning environment on translanguaging dynamics.

Moreover, it proved instrumental in increasing and reshaping their multilingual competence and adaptability to a large extent. In an emergent bilingual children study by Axelrod and Cole (2018), they stated that the students started using their whole linguistic repertoires, increasingly sophisticated, suggesting that they were capable of being conscious and strategic users of multiple languages. In the results of a study conducted by Hansen-Thomas *et al.* (2021), the effectiveness of co-learning via translanguaging in high school English classrooms is also highlighted. While it may have been an inappropriate pedagogic tool for teachers of multilingual students, tensions arose as to translation and technology and even the eagerness of students towards learning the target language. Taken together, these studies in combination collectively reveal the nuances of translanguaging and its inflection on language learning, instruction, and multilingual identity development, which is key to knowing where and how translanguaging should be better applied.

Table 3. Information on the limitations of the chosen articles on the topic of Translanguaging



Source: Own elaboration. Compiled from information gathered from 15 articles

As seen in Table 3, there were certain restrictions in the selected bibliography. One publication lacked information on the actual results or effects of the translingual strategy on students, which was reflected in the absence of student outcomes. This can make it difficult to evaluate the strategy's efficacy. Six articles in particular lack student perspectives, which may point to a knowledge gap on how students experience and see translingualism. It can be more effective if student opinions are taken into consideration. Insufficient age information (1 article) makes it difficult to determine whether the translingual technique is appropriate for particular age groups or educational levels. Few recent data (4 articles) may suggest that some publications rely on earlier research, which may be less applicable in an educational environment that is continuously changing. Understanding current trends and behaviors necessitates having access to current information. Two articles with language restrictions imply that some articles may not fully address language-related concerns, which are essential to translingualism. This might have an effect on how thorough the study is. Drawing statistically meaningful conclusions on the efficacy of translingual techniques can be difficult due to the small amount of quantitative data (3 articles). To establish stronger evidence, additional quantitative study may be required. The majority of studies have limited generalizability (7 articles), which suggests that researchers may not have given enough thought to how broadly applicable their findings might be. This could have an impact on how applicable the research is to various educational situations. Limited participant diversity (4 articles) raises the possibility that certain studies may not have included a diverse group of participants, which may affect the applicability of the findings to other populations and the ability to generalize the findings. Articles (4 articles) that don't go into great detail about the pedagogical consequences may miss the chance to help teachers successfully apply translingual teaching strategies in the classroom. The narrower issue of translingualism in education may not be fully addressed by the limited discussion of policy consequences (4 articles). Policy talks can aid decision-makers in education with their planning. Readers may not fully appreciate the various barriers and problems connected with implementing translingualism in educational settings due to the limited treatment of challenges (5 articles). The minimal study of long-term effects (2 articles) may suggest that some articles concentrate on immediate results rather than exploring the long-term consequences of translingualism on students and education. Three articles' scant examination of complicated texts raises the possibility that some of them fall short in explaining how translingual techniques might be used to tackle increasingly difficult and complex linguistic issues. Three publications just briefly examine teachers' opinions, suggesting that some articles may not have fully analyzed how educators view and use translingualism. Relying largely on self-reported data (3 articles) increases the risk of biases and mistakes being introduced into research findings, which may undermine the validity of the conclusions. The credibility of research might be damaged by self-contradictory claims (1 article), hence it is crucial to establish internal consistency within articles. The generalizability of results can be

restricted by relying just on single-case studies (2 articles), as they could not accurately reflect larger trends or settings. The depth of study and the capacity to make connections between various features of translanguaging may be constrained by the sparse use of theoretical frameworks (2 articles). A small sample size (3 articles) can limit the statistical power of the study and the capacity to draw conclusions that are generalizable. Future study that addresses these constraints may produce a more thorough knowledge of translanguaging educational practices.

3.1 GAPS FOUND IN THE LITERATURE

Translanguaging pertains to the capacity to navigate across diverse languages and cultures. Translanguaging can prove to be valuable in several educational niches, including multilingual classrooms, language immersion programs, heritage and multilingual maintenance efforts, Content-Based Language Learning (CBL), translanguaging pedagogy, language for specific purposes, cross-cultural communication, as well as in teacher training and professional development. Notably, the literature review reveals a predominant focus on young learners in previous studies conducted by Hamman (2018), Jones (2017), and Poza (2019), among others. In contrast, studies such as those by Moody, Mathews, and Eslami (2022) and Pun and Tai (2022) predominantly center their attention on educators, overlooking the examination of translanguaging's impact or utilization among adult learners—an aspect that this study aims to address. It is worth noting that translanguaging enhances communication skills among adults by endowing them with a broader array of linguistic resources. Consequently, adult translanguaging individuals often possess diverse language backgrounds shaped by experiences such as residing in multilingual communities, migration, or a multicultural upbringing, all of which contribute to their translanguaging abilities (Dobchin & Dryden, 2022).

4 CONCLUSION AND RECOMMENDATIONS

The studies dissected in this systematic review show how complicated translanguaging techniques are and how they affect language education. As a result, educators frequently employ code-switching and L2-L1 paraphrasing - not being this the only technique way of implementing translanguaging as an educational approach. Students frequently copy the translanguaging techniques used by their instructors, which helps them perform well on monolingual written exams as well as in flexible spoken English. The findings of these studies demonstrate the numerous applications of translanguaging and how they impact various educational settings showing the need to implement these strategies in higher education or as an alternative to EMI (English as a

Medium of Instruction). Moreover, students are also taught how to use their multilingual and multimodal skills to challenge stereotypes, develop relationships, and communicate successfully.

Teachers play a critical role in co-learning with emerging bilingual students in dual-language classrooms, where flexible language practices can help or hurt program goals. Additionally, attitudes about multilingualism, language dynamics, and race dynamics are evolving. It has been demonstrated that translanguaging in science classes promotes scientific comprehension, teamwork, and a good learning environment, yet there is a discrepancy between student's ideas and their actual translanguaging behaviors. Lastly, children who translanguage engage in behaviors that foster independent and creative thinking, highlighting the value of experimenting with cutting-edge language pedagogies in educational settings according to the analyzed studies.

Together, these results show how multifaceted translanguaging is and how it might revolutionize pedagogy and language learning by giving value and recognizing everybody's uniqueness and background. In the chosen bibliography on translingual techniques in education, several shortcomings were found. These restrictions include the absence of student outcomes and viewpoints in some articles, which makes it difficult to evaluate the efficacy of the technique and comprehend how students interact with it. Additionally, it opens up opportunities to study the perceptions students have towards the use of these techniques in class and why not focus on narrative inquiries to see in more detail the stories behind those who translanguage to have a deeper understating of this pedagogical approach. Finally, it is difficult to draw firm conclusions about the efficacy and application of translingual techniques because of the participants' lack of age information (in some cases), the limited language-related concerns, and the absence of quantitative data in some papers – an undeniable gap to look into in future research. The number of articles noted that limited generalizability, participant diversity, discussions of pedagogical and policy implications, exploration of challenges, long-term effects, complex texts, teacher perspectives, and an over-reliance on self-reported information had an impact on the thoroughness, relevance, and credibility of the research. These restrictions highlight the demand for additional studies to address these concerns and provide a more thorough knowledge of translingual techniques in education.

REFERENCES

- Back, M., Han, M., & Weng, S.-C. (2020). Emotional scaffolding for emergent multilingual learners through translanguaging: Case stories. *Language and Education*, 34(5), 387-406. <https://doi.org/10.1080/09500782.2020.1744638>
- Barbour, C., & Lickorish Quinn, K. (2020). Los pájaros are feliz and are dreaming about gwiazdy: Facilitating translingual creative writing in the primary classroom. *English in Education*, 54(1), 6-26. <https://doi.org/10.1080/04250494.2019.1703553>
- Barros, S., Domke, L. M., Symons, C., & Ponzio, C. (2021). Challenging monolingual ways of looking at multilingualism: Insights for curriculum development in teacher preparation. *Journal of Language, Identity, and Education*, 20(4), 239-254. <https://doi.org/10.1080/15348458.2020.1753196>
- Canagarajah, A. S. (2013). *Translingual Practice: Global Englishes and Cosmopolitan Relations*. Routledge.
- Calle, A., Calle, S., Argudo, J., Moscoso, E., Smith, A., y Cabrera, P. (2012). Los profesores de inglés y su práctica docente: Un estudio de caso de los colegios fiscales de la ciudad de Cuenca, Ecuador. *Maskana*, 3(2), 1-17.
- Carrion, A. E., Velez, P. A., Alban, M. L., & Argudo, A. L. (2023). Reimagining English Language Education: Unveiling the Strengths of Native and Non-Native English-Speaking Teachers: Reimaginando la Educación en el Idioma Inglés: Descubriendo las Fortalezas de los Profesores Nativos y No Nativos de Inglés. *LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades*, 4(2), 6117-6129.
- Carroll, K. S., & Mazak, C. M. (2017). Language Policy in Puerto Rico's Higher Education: Opening the Door for Translanguaging Practices. *Anthropology & Education Quarterly*, 48(1), 4-22. <https://doi.org/10.1111/aeq.12180>
- Caruso, E. (2018). Translanguaging in higher education: Using several languages for the analysis of academic content in the teaching and learning process. *Language Learning in Higher Education*, 8(1), 65-90. <https://doi.org/10.1515/cercles-2018-0004>
- Cifuentes-Rojas, M. T., Contreras-Jordán, R. M., & Beltrán-Moreno, M. E. (2019). The Development of the English Language Teaching in the High Schools of Ecuador during the last two decades. *Polo del Conocimiento*, 4(10), 89-98.
- EF Education First (2022). *English Proficiency Index: A Ranking of 100 Countries and Regions by English Skills* (9th ed.). <https://www.ef.com/wwen/epi>
- Fine, C. G. M. (2022). Translanguaging interpretive power in formative assessment co-design: A catalyst for science teacher agentive shifts. *Journal of Language, Identity, and Education*, 21(3), 191-211. <https://doi.org/10.1080/15348458.2022.2058858>
- Galante, A. (2020). Translanguaging for vocabulary development: A mixed methods study with international students in a Canadian English for academic purposes program. *Envisioning TESOL through a translanguaging lens: Global perspectives*, 293-328.
- García, O. (2019). Translanguaging: A coda to the code? *Classroom Discourse*, 10(4), 369-373. <https://doi.org/10.1080/19463014.2019.1638277>

- Hansen-Thomas, H., Stewart, M. A., Flint, P., & Dollar, T. (2021). Co-learning in the high school English class through translanguaging: Emergent bilingual newcomers and monolingual teachers. *Journal of Language, Identity, and Education*, 20(3), 151-166. <https://doi.org/10.1080/15348458.2020.1726759>
- Khote, N. (2018). Translanguaging in Systemic Functional Linguistics: A Culturally Sustaining Pedagogy for Writing in Secondary Schools. *Educational Linguistics*, 34(2), 153-178. https://doi.org/10.1007/978-3-319-60953-9_8
- Lee, J. W. (2022). Translanguaging research methodologies. *Research Methods in Applied Linguistics*. Advance online publication. <https://doi.org/10.1016/j.rmal.2022.100004>
- Mazak, C. M., & Carroll, K. S. (Eds.). (2016). *Translanguaging in Higher Education: Beyond Monolingual Ideologies*. Channel View Publications.
- Ministerio de Educación (2019). *Currículo de los niveles de educación obligatoria: Nivel Bachillerato* (2a ed., Vol. 2). Quito: Ministerio de Educación del Ecuador.
- Moody, S. M., Matthews, S. D., & Eslami, Z. R. (2022). Translanguaging during shared read alouds: A case study. *Literacy Research and Instruction*, 61(2), 113-136. <https://doi.org/10.1080/19388071.2021.1889724>
- Murga et al., (2018). Desarrollo del currículo de inglés como lengua extranjera en el Ecuador. *Revista Boletín Redipe*, 7(9), 125-139.
- Pánchez-Jiménez, T. (2021). The use of TransLanguage to improve oral reading proficiency in a foreign language classroom. *Cátedra*, 4(3), 57-73.
- Pontier, R., & Gort, M. (2016). Coordinated Translanguaging Pedagogy as Distributed Cognition: A Case Study of Two Dual Language Bilingual Education Preschool Coteachers' Linguaging Practices During Shared Book Readings. *International Multilingual Research Journal*, 10(2), 89-106. <https://doi.org/10.1080/19313152.2016.1150732>
- Ra, J. J. (2021). The perceptions of translanguaging through English as a lingua franca among international students in Korean higher education. *Journal of English as a Lingua Franca*, 10(1), 59-87. <https://doi.org/10.1515/jelf-2021-2049>
- Rodas, F. (2023). *Concepciones sobre la Competencia Comunicativa Intercultural en la formación de docentes de inglés como lengua extranjera: un estudio de caso en la Carrera de Lengua y Literatura Inglesa de la Universidad de Cuenca* (Doctoral dissertation). Universidad nacional de la Plata, Buenos Aires. <https://www.memoria.fahce.unlp.edu.ar/tesis/te.2464/te.2464.pdf>
- Schissel, J. L., De Korne, H., & López-Gopar, E. (2021). Grappling with translanguaging for teaching and assessment in culturally and linguistically diverse contexts: Teacher perspectives from Oaxaca, Mexico. *International Journal of Bilingual Education and Bilingualism*, 24(3), 340-356. <https://doi.org/10.1080/13670050.2018.1463965>
- Velez, P. A., Carrion, A. E., Alban, M. L., & Argudo, A. L. (2023). (2023). Management strategies in the English as a Foreign Language (EFL) teaching-learning process: A comparative analysis of Ecuadorian Public and Private institutions: Estrategias de gestión en el proceso de enseñanza-aprendizaje del inglés como lengua extranjera (EFL): Un análisis comparativo de instituciones ecuatorianas públicas y privadas. *LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades*, 4(2), 6101-6116.
- Wei, L. (2022). Translanguaging as a political stance: Implications for English language education. *ELT Journal*, 76(2), 172-182. <https://doi.org/10.1093/elt/ccab083>