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### The Reflections of Translanguaging Pedagogy in Language Education: A Triangulated State-of-the-Art Review of Stakeholders' Perspectives

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# The Reflections of Translanguaging Pedagogy in Language Education: A Triangulated State-of-the-Art Review of Stakeholders' Perspectives

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## ABSTRACT

Translanguaging provides a multilingual and inclusive language learning environment that emphasizes the equal value of various languages by strategically and consciously using two or more languages. This state-of-the-art review study aims to examine Translanguaging pedagogy from the perspective of English language learners, prospective English language teachers, and English language teachers. As part of the literature review for this study, 30 empirical studies relevant to the field were included and analyzed using the PRISMA method. As a result of the analysis, the studies examined were divided into three categories. The findings were synthesized thematically. Based on the results of the study, it was deduced that this pedagogy could boost students' language learning efficiency by reducing language learning anxiety, and prospective English language teachers and English language teachers have a positive awareness of Translanguaging pedagogy, which offers a more flexible and personalized learning environment than the traditional monolingual language learning approach. Furthermore, this research comprehensively addresses the needs of three stakeholders and provides valuable recommendations for educational stakeholders, promising findings, and identifies important research areas for future studies.

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In today's world, the increasing interaction among people of different national identities has led to a growing need for language learning and teaching, driving the development of new approaches. In this context, bilingual individuals are those who know and use at least two languages in their daily lives, demonstrating proficiency and performance in these languages. Bilingualism has various causes, including migration, education, extended family structure, and temporary residence, which are said to affect individuals' cognitive and intellectual development. Traditional monolingual systems used in language education often focus on the target language while excluding other languages and may overlook the cognitive and linguistic benefits that individuals develop by using all their language skills. The translanguaging (TL) approach, on the other hand, contributes to the development of individuals' multilingual abilities by integrating their existing language knowledge into the learning process within an appropriate framework that addresses this need. This approach can enhance outcomes in the language learning process and facilitate the acquisition of cognitive awareness necessary for academic success in a multilingual world. At the same time, this concept presents itself as an approach to integrating language or languages, rather than adhering to traditional distinctions such as those between native and non-native speakers. It is seen as a concept that aims to build upon the learner's existing language and cultural background without harming their identity in multinational countries where education is conducted in the official language. Learning a language requires both the acquisition of basic language skills (reading, listening, writing, and speaking) and the acquisition of language domains (phonology, pragmatics, syntax, semantics, and morphology). In this context, the concepts of bilingualism or multilingualism should not be oversimplified. At the same time, context can also vary depending on the person with whom bilingual individuals are speaking and the purpose of their communication. If an individual lives as a bilingual person in a monolingual society, they may not have the opportunity to use both languages in their daily life. In contrast, if they live in a bilingual

community, they can quickly switch from one language to another. Another concept that influences language use is identity. For example, young people in a second-generation community may prefer to use the language of other young people with high status in the majority group. In this context, bilingualism, when approached as a holistic structure, ensures that traditional boundaries between languages are reconsidered pedagogically. The TL approach refers to the integrated use of all linguistic and symbolic resources in the learning processes of language learners who possess more than one language.

The concept of TL emerged in educational settings alongside efforts to revitalize the Welsh language, and it is observed in communities, though its form and degree vary depending on the context. In this context, the concept of TL refers to the linguistic repertoire that an individual possesses. In this pedagogy, which is based on Williams' Welsh *trawsieithu* concept, learners use one language for receptive skills (reading and listening) and another language for productive skills (speaking and writing). In other words, students can use two different languages together (Baker, 2011). This concept goes beyond making fluent and meaningful communication easier. This approach is particularly important in contexts where language diversity is widespread and pronounced. This concept challenges traditional views that perceive language as a static state, emphasizing that language is a dynamic and continuous process. By challenging the accepted concept of language boundaries, it encourages individuals to draw on all language resources to achieve their communicative goals. Furthermore, the TL approach encourages individuals to utilize their native languages and prior knowledge in foreign language teaching by enabling multilingual students to draw on their entire language repertoire in learning environments. By granting individuals the freedom to express their views based on their linguistic repertoire, it also prioritizes language learning.

Although the term “code switching” is often equated with “translanguaging” in the field, and although these two terms are used interchangeably

and are considered to describe multilingual speakers' natural switching between two languages, various researchers have made distinctions. According to García and Wei (2014), the fundamental difference between these two concepts is that the TL concept encompasses not only a simple transition between languages but also the complex and interrelated linguistic practices used by people, thereby shaping their entire linguistic range. Furthermore, Lewis et al. (2012) argue that the concept of code-switching refers to the sequential use of two separate languages. According to Garcia (2009), the concept of TL extends beyond what is referred to as code-switching, encompassing code-switching and other types of bilingual language use, as well as bilingual themes. Furthermore, Goodman and Tastanbek (2021) distinguish between the two terms in their study and argue that research on code switching views bilingualism as a practical division of languages. TL, on the other hand, treats the linguistic resources of bilingual individuals as a single, holistic repertoire, emphasizing the flexible and pedagogical use of these resources.

According to language educators and researchers, the concept of multilingualism is being studied not as the independent use of separate language codes, but rather as an expanded and integrated language repertoire (Hardigree & Ronan, 2019). They have interpreted the five key benefits of integrating the concept of TL into education as follows:

1. TL to both support and encourage learning,
2. TL to provide advanced metalinguistic awareness and linguistic awareness, including critical and sociolinguistic awareness,
3. To raise awareness of bilingual identities,
4. To enable more social interaction and communication, including home-school collaborations,
5. To enhance meaning (García, 2017).

Furthermore, some linguists and academics emphasize that the application of TL enables students to better understand the target language content. Therefore, implementing TL in the classroom can be a very useful practice as it

facilitates understanding by building a bridge between students and teachers. With the use of TL in classrooms, multilingual students can become the critical, creative, and confident individuals they need to be, and thus they can fully utilize their language and communication skills to participate in cognitive tasks. According to García and Wei (2014), implementing TL in the classroom helps students better access complex concepts, thereby eliminating difficulties that occur in monolingual environments. According to Lewis et al. (2012), the TL method helps individuals acquire more language, achieve mental adaptation, and display positive attitudes toward different cultures and languages. Hornberger (2005) emphasized that when bilingual or multilingual individuals are allowed to draw on their existing language repertoire (two or more languages) rather than being restricted to a single language, the best results are achieved in foreign language learning. Moreover, since TL practices facilitate deeper thinking, participation, and understanding, helping students demonstrate their entire language repertoire in both written and oral domains, they can improve comprehension skills and increase motivation for language learning by accurately assessing what students are capable of (Cenoz & Gorter, 2011). This approach connects elements of different structures in students' languages rather than merely emphasizing the use of the target language, facilitating a deeper understanding of language structure within meaningful contexts. In this context, translanguaging, a concept that has gained popularity recently, is considered beneficial for foreign language learning because multilingual students can use their languages flexibly.

## **2. Literature Review**

The concept of TL was proposed by Williams (1996) and developed by Garcia (2009), Blackledge and Creese (2010), and Canagarajah (2011). TL is emerging as dialects and heritage languages become increasingly formalized, and the positive effects of multilingualism in foreign language education are considered. TL is a perspective that has emerged based on the dynamism arising from the grammar or vocabulary of a new language or

the interaction of languages in the repertoires of multilingual individuals (Canagarajah, 2016). This approach does not view the languages of bilingual or multilingual individuals as separate language systems, arguing instead that these individuals make flexible, meaningful choices from their ongoing linguistic repertoires to communicate. In other words, this concept involves an approach that draws on various multilingual, multidimensional, and multimodal resources, including different languages, dialects, styles, and other variations in language use, such as written, spoken, and nonverbal forms (Li, 2018). In this context, translanguaging pedagogy is an approach that aims to break down the taboos of fixed language ideologies by eliminating the perceived superiority of one language over another, thereby paving the way for new linguistic identities (Garcia & Li, 2014). This concept is defined as language learners building bridges between two languages with a balanced approach and developing a culture of learning (Williams, 2023). TL pedagogy activates students' cognitive processes by receiving input in one language and producing output in another.

In recent years, the concept of TL has emerged as a powerful pedagogical tool in applied linguistics worldwide, particularly in multilingual contexts. To be effective, TL language production requires the strategic use of the learner's language resources and the conscious use of all languages. Language learners can develop the metalinguistic awareness they need to reflect and use language structures in different languages through TL pedagogy and gain flexibility in their cognitive development processes. Furthermore, with this approach, students can understand the necessity of integrating languages. Multilingual learners can acquire diverse learning experiences through linguistic and cognitive resources, creating new areas of meaning. Thus, by blurring the boundaries between languages, students can easily learn languages using all their language reserves and improve their academic performance. In other words, with this approach, students can develop the cognitive and linguistic background they acquire during the language learning process and

transfer it between languages. In this context, addressing English as a foreign language in foreign language education emerges as a necessary pedagogical approach. The adoption of the TL approach in foreign language education can lead to a reduction in language learners' anxiety and prejudice about language learning, as well as the cultivation of students who are not afraid to take risks and possess high self-confidence (Ulum, 2024). Utilizing the TL approach in language learning environments not only encourages recognition and tolerance of students' native languages but also supports language development through the application of these languages in teaching and learning, thereby promoting bilingualism and multilingualism in foreign language classes. In foreign language education, TL can enable students to understand topics more deeply and develop their proficiency in the target language they are learning. Furthermore, research indicates that the TL approach can enhance the literacy skills of bilingual and multilingual learners (Ledwaba, 2020). By integrating this pedagogy into the classroom, students will benefit from various linguistic repertoires, enabling the implementation of inclusive education practices with an egalitarian approach (Garcia & Lee, 2014). Language learners can more effectively and comfortably engage in their target language learning processes by utilizing their native languages, thereby leveraging multilingual and multimodal resources. Additionally, individuals who are unable to actively participate in the language learning process due to the exclusive use of the target language in TL pedagogy can express themselves more comfortably with this approach.

In this context, according to Cenoz (2017), since TL is a strategic pedagogical practice, it is mentioned that language teachers should utilize different languages to achieve the language learning outcomes they design. TL pedagogy, which can provide an egalitarian and diverse learning atmosphere, enables multilingual students to utilize linguistic resources to comprehend the current language and content, while allowing

teachers to develop more creative teaching methods (Lin, 2016). Teachers do not need to be bilingual or multilingual to use translanguaging in the language learning process; instead, teachers can diversify their own methods and techniques by taking the principle of inclusivity into account. In this context, language educators' attitudes toward the TL approach, their design ideas for it, and applications that are flexible in response to changing conditions and meet the needs of bilingual or multilingual learners are necessary (García et al., 2017). Studies that thoroughly examine the role of this approach in foreign language education are necessary for a comprehensive exploration of TL pedagogy, keeping pace with the latest developments in the field of foreign languages, and assessing the future of translanguaging pedagogy. A systematic review of the literature (Aydın & Dikilitaş, 2024; Cheung & Ng, 2025; Lu, Gu & Lee, 2025; Tian et al., 2025) reveals that there is not much notable research in language education that addresses the TL approach simultaneously and holistically from the perspectives of students, prospective English language teachers, and English language teachers.

Therefore, this study aims to present a comprehensive investigation of the importance of TL pedagogy in language education and recent developments in this approach through a systematic literature review, considering the perspectives of students, future teachers, and educators in line with empirical studies.

### 3. Method

#### 3.1. Research Design

The present study addresses the topic of translanguaging in language education from the perspectives of students, prospective English language teachers, and in-service teachers. In this context, the research was conducted using the systematic review method. A systematic review involves the impartial, transparent, and planned identification, selection, synthesis, and evaluation of

findings from existing studies based on a specific topic (Karaçam, 2013; Petticrew & Roberts, 2006).

During the compilation of the studies, a literature review report was prepared in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines.

#### 3.2. Databases and Search Strategy

The literature review for this study comprises works published in the field of language education or teaching between 2015 and 2025, as presented in the Scopus, ERIC, Web of Science, and Google Scholar databases. Key words used during the search: “Translanguaging in Language Education” OR “Translanguaging in Language Teaching” OR “Translanguaging in Teacher Education” OR “Translanguaging for Students” OR “Translanguaging for Learners” OR “Translanguaging for Teachers” OR “Translanguaging for prospective English language teachers.”

Table 1  
PRISMA Identification Stage

Number of studies obtained from the literature review	684
Duplicate Studies	229
Publications Excluded as a Result of Title and Abstract Screening	354
Full-Text Reviews	101
Full-Text Reviews Not Included	71
Total Number of Studies Included	30

The number of articles obtained from the search exceeds 600, and some of these studies are duplicated. After scanning the titles and abstracts of the studies, those not directly related to the topic were excluded. The remaining approximately 100 studies were selected for full-text evaluation and included or excluded from the research. The criteria for including studies in the research were, in order: the focus of the study, the sample, the time frame, and the inclusion of empirical data. As a result, 30 studies that were suitable for the purpose and scope of the review were included.

#### 4. Findings

After collecting information such as the author, publication year, study context, sample, research method, and research findings from the reviewed studies, two researchers independently coded the data and reached an agreement on any discrepancies in coding. Based on the coded data, it was determined which content each study should include. Accordingly, studies focusing on students, prospective teachers, and students became the main themes. Subsequently, sub-themes such as “impact on learning and comprehension processes,” “affect (anxiety/motivation),” “classroom interaction,” and “multicultural thinking” emerged for student-

focused studies. For studies on prospective teachers, topics such as “pedagogical awareness” and “application skills” were identified as sub-themes. Finally, in teacher studies, the sub-themes were “classroom application methods,” “institutional and political barriers,” and “professional development.” The sample of the studies varied from elementary school level to university level, from teacher training faculties to in-service teachers. When the studies were evaluated methodologically, most of them used qualitative and mixed methods. It was found that there were few quantitative studies. The findings included in each category are presented in separate tables below.

##### 4.1. Thematic Findings of Studies Focused on Students

Table 2

Student-Focused Research in TL

No	Studies	Journals	Context	Method	Findings
1	Ke & Lin (2017)	English Teaching and Learning Research	Taiwan EFL Context	Theoretical (conceptual)	Students have developed their own cognitive strategies and shown greater learner agency in the learning process by translanguaging,
2	Kuncoroningtyas et al. (2025)	Journal Languages and Language Teaching (JLLT)	Indonesian EFL Context	Qualitative	The use of translanguaging has significantly increased students' willingness to communicate in English (WTC).
3	Mena Orduña, Cots & Llanes (2025)	Journal of Multilingual Multicultural Development	Spanish EFL	Qualitative Case	The use of TL has reduced students' anxiety about oral exams and helped them produce more fluent, content-rich responses.
4	Qureshi & Aljanadbah (2022)	International Multilingual Research Journal	University EFL context in the United Arab Emirates	Experimental	TL-supported reading instruction has led to a significant and statistically meaningful increase in students' reading comprehension test scores.
5	Raja et al. (2022)	Indonesian Journal of Applied Linguistics	Indonesian EFL Context	Qualitative Multiple Case)	Students rated teacher-guided controlled translanguaging practices as more effective and reassuring.
6	Rivera & Mazak (2017)	HOW Journal	Porto Rico – University students	Mixed	Students generally showed a positive attitude towards translanguaging and stated that the practice facilitated understanding and increased participation.
7	Ulum (2024)	Heliyon	Türkiye EFL High School	Mixed	Students used translanguaging as an effective cognitive support tool, particularly in making sense of challenging academic texts.
8	Wang (2022)	Frontiers in Psychology	China - University Students	Qualitative	TL facilitated the meaning-building process in collaborative group work and supported students in completing complex tasks.

Table 2 (continued)

No	Studies	Journals	Context	Method	Findings
9	Yüzlü & Dikilitaş (2022)	Innovation in Language Learning and Teaching	Türkiye - EFL Students	Quasi-Experimental Mixed	TL pedagogy improved students' performance in the four core language skills and significantly strengthened their self-confidence.
10	Zapata & Laman (2016)	Language Arts	USA - Multilingual ESL	Qualitative	Students expressed themselves more comfortably in written production processes using TL and made their multilingual identities more visible.

When examining the studies presented in the table, the most prominent point identified when examining the impact of the first theme, TL pedagogy, on the “learning and understanding” process is that this approach acts as a cognitive bridge in students' comprehension processes (Ke & Lin, 2017; Wang & Fang, 2023). For example, EFL students can switch between two languages to identify the main idea of texts with a high concentration of abstract concepts. In addition, it has been observed that the TL approach activates higher-order thinking processes, supporting students' construction of meaning and enabling them to easily perform skills such as establishing logical flow, analyzing text structure, problem-solving, restructuring information, and planning. Unlike those learning English through traditional methods, students taught using the TL approach show improved reading comprehension skills, increased language proficiency, enhanced overall

learning experiences, increased verbal fluency, and reduced cognitive load (Qureshi & Aljanadbah, 2022; Mena-Orduña et al., 2025; Yüzlü & Dikilitaş, 2022).

The second theme identified in the studies reviewed is “affective effects” (motivation and anxiety levels). The TL approach has been found to significantly reduce anxiety about language learning, particularly among students with low language proficiency, and to create a more secure learning environment. In addition, it is seen that students' willingness to participate and communicate increases with the TL approach, and there is an increase in classroom social interactions (Kuncoroningtyas et al., 2025; Raja et al, 2022; Ulum, 2024). With the theme of “multicultural thinking,” students can integrate elements from both their own culture and the target culture, developing a multilingual or multicultural perspective (Rivera & Mazak, 2017; Zapata & Laman, 2016).

#### 4.2. Thematic Findings of Studies on Prospective English Language Teachers

Table 3

##### Prospective EFL Teachers-Focused Research in TL

No	Studies	Journal	Context	Method	Findings
1	Cenoz & Gorter (2011)	The Modern Language Journal	International School Context	Conceptual Qualitative	Candidates have developed more flexible and inclusive pedagogical practices by integrating TL into multilingual lesson design.
2	Ergül (2023)	Bartın University Journal of Faculty of Education	Türkiye – ELT Context	Qualitative	Prospective EFL teachers find TL pedagogy natural and beneficial, as it enables them to reduce students' anxiety, boost their self-confidence, and improve their classroom participation.
3	Goodman & Tastanbek (2021)	TESOL Quarterly	TESOL-Prospective English Language Teachers	Qualitative	Throughout the TL-focused training process, prospective teachers' level of adoption of multilingual pedagogy has gradually increased.

Table 3 (continued)

No	Studies	Journal	Context	Method	Journals
4	Iversen (2020)	Language and Education	Norway-Prospective English Language Teachers	Qualitative	Prospective EFL teachers have begun to view TL as a natural and necessary teaching practice in multilingual classrooms.
5	Robinson et al. (2018)	Journal of Language and Education	Undergraduate TESOL Course in the USA	Qualitative	TL pedagogy has contributed to prospective EFL teachers developing a teaching approach based on justice and equality.
6	Semiante & Tian (2020)	TESOL Journal	Global TESOL Context	Qualitative	TL practices have helped candidates transform their perceptions of multilingual student profiles, enabling them to develop a more inclusive teaching approach.
7	Taş & Mirici (2025)	Pegem Journal of Education and Instruction	Türkiye – ELT Context	Quantitative	EFL teacher candidates evaluate TL positively but hesitate to apply it due to English-only pressure stemming from exams and the curriculum.
8	Tekin (2023)	RumeliDE	Turkish EFL Context-Prospective English Teachers	Qualitative	Candidates have indicated that translanguaging is an effective method that increases comprehensibility, especially in early age groups.
9	Ulum (2024)	PLOS ONE	Türkiye – ELT Context	Mixed	Translanguaging training has significantly increased prospective teachers' awareness of TL and helped them move away from monolingual ideology.
10	Zhou et al. (2025)	System (SSCI)	Hong Kong - LOTE PST	Longitudinal	Participation in translanguaging practices accelerated the development of prospective teachers' pedagogical identities, enabling them to develop multilingual teaching strategies.

When examining the studies conducted for prospective English language teachers, the main themes identified based on the common characteristics of the studies were “pedagogical awareness” and “application skills.” Most prospective teachers viewed the TL approach as a supplementary tool in the classroom; however, and vocabulary teaching (Tekin, 2023; Ulum, 2024). TL pedagogy can be seen as natural and beneficial, as it enables students to reduce their anxiety, boost their self-confidence, and improve their classroom participation (Ergül, 2023). Prospective teachers teaching in multilingual environments adopt it as a strategy to manage the classroom effectively (Iversen, 2020). In addition, prospective teachers receiving TL training believe that the monolingual approach limits learning in language teaching and that the TL approach should be used as a pedagogical strategy in lessons (Cenoz

through the applications carried out, this approach is seen as a systematic and pedagogically valuable method. According to prospective English language teachers, TL can easily convey instructions, bridge the gap between the students' native language and the language they want to learn, and support speaking practice (& Garter, 2011; Goodman & Tastanbek, 2021; Robinson, 2018).

Although candidates have positive views about the TL pedagogy, the examination system reveals that they are reluctant to adopt the TL approach in the classroom environment due to the pressure of the English curriculum (Taş & Mirici, 2025). Some findings from the research indicate that candidates have begun to incorporate this approach into their teaching practices through translation and comparison exercises, bilingual vocabulary activities, multilingual group work, and bilingual

discussion activities (Cenoz & Gorter, 2011; Sembiante & Tian, 2020; Zhou et al., 2025). In conclusion, prospective English language teachers have positive views on TL as a pedagogical tool that transforms monolingual ideology, embraces to be fully implemented, institutional structures, curriculum policies, and teacher education programs must provide support.

multilingualism, and facilitates the teaching process. For this pedagogy to be fully implemented, institutional structures, curriculum policies, and teacher education programs must provide support.

#### 4.3. Thematic Findings of Studies on English Language Teachers

Table 4  
English Language Teachers-Focused Research in TL

No	Studies	Journals	Context	Method	Findings
1	Chen (2024)	Journal of English and Applied Linguistics	Chinese – EFL Secondary Context	Qualitative	EFL teachers have a positive attitude towards translanguaging, but exam-focused curricula limit the use of this pedagogy in the classroom.
2	Chicherina & Strelkova (2023)	Education Sciences	Russian EFL Context	Quantitative	In the context of EMI, it is stated that teaching solely in English is not beneficial; therefore, it should be used in a controlled and limited manner for the purpose of explaining TL pedagogy and translation activities.
3	Cui & Pacheco (2023)	Journal of World Languages	US- K12 English for Speakers of Other Languages (ESOL)	Qualitative Case Study	Teachers use TL as a pedagogical tool that supports students' meaning construction, but institutional monolingual ideology reduces its frequency of use.
4	Genç et al. (2023)	Journal of Multilingual Theories and Practices	Türkiye-EMI university context	Qualitative	Although lecturers state that the TL approach facilitates comprehension in EMI courses, particularly for students with low language proficiency, and that it clarifies the meaning of TL and maintains a steady pace of teaching, they also note that TL reduces the use of foreign languages, creating inequality of opportunity for international students.
5	Jeon et al. (2025)	International Journal of Bilingual Education and Bilingualism	Secondary/Tertiary EFL Context	Meta-ethnographic	Teachers embrace TL pedagogy as a practice that facilitates content comprehension through its multilingual repertoire, enables effective classroom management, and reduces student anxiety. However, it is noted that during TL implementation, teachers find themselves in a dilemma due to monolingual ideologies and exam-focused education.
6	Kirsch (2020)	System	Luxembourg – Multilingual	Qualitative	The professional development program transformed teachers' beliefs about TL and strengthened their strategic use skills.
7	Lin & He (2017)	Journal of Language, Identity & Education	Hong Kong – EFL	Qualitative	Teachers use TL as a targeted teaching strategy to explain complex concepts and clarify meaning.
8	Poza (2017)	Berkeley Review of Education	US- K12 Context	Systematic Review	Teachers' strategic use of TL strengthens students' identity expressions, participation, and meaning-making processes.
9	Sahib et al (2020)	ELT – Lectura	Indonesia – EFL	Qualitative	Translanguaging is seen by teachers as an effective tool for enhancing understanding, but the pressure of the official curriculum limits its application.
10	Yuvayapan (2019)	Journal of Language and Linguistic Studies	Türkiye –K12 EFL Teachers	Mixed	Although teachers acknowledge that TL supports learning, they are reluctant to use it in practice due to institutional pressure to use English only.

When examining the studies conducted with English language teachers, the themes of “classroom practices,” “institutional constraints,” and “professional development” stand out. The studies reveal that teachers use TL pedagogy to clarify meaning, explain complex concepts, make instructions understandable, and increase student interaction, viewing it as a facilitating tool (Lin &

He, 2017; Poza, 2017). Furthermore, it is noted that TL pedagogy has cognitive, affective, and social effects in the teaching process, thereby increasing students' motivation with the TL approach, that TL is seen as a natural form of communication in multilingual classrooms, and that it increases student participation in virtual learning environments (Doiz & Lasagabaster, 2017; Poza,

2017; Wu et al., 2024). Studies show that although teachers have positive views on the implementation of TL pedagogy, this approach is limited due to language ideologies, institutional policies, and exam-focused curricula (Chen, 2024; Chicherina & Strelkova, 2023; Sahib et al., 2020; Yuvayapan, 2019). When considering the impact of TL pedagogy on teachers' professional development processes, it is stated that the use of TL promotes teacher agency, enables them to develop more flexible and creative methods and techniques for multilingual practices, and improves the quality of teaching (Kirsch, 2020).

## **5. Discussion**

The findings from this review demonstrate that the concept of translanguaging is proposed as a multidimensional and context-sensitive pedagogical approach in language education. Although the studies have certain thematic commonalities, the results obtained from English language teachers, prospective English language teachers, and students emerge at different levels. In this context, the concept of translanguaging is consistent with previous research, which shows that it encompasses a broad ideological and pedagogical field and is not limited to classroom interaction (Garcia & Kleyn, 2016; Li, 2018; Vogel & Garcia, 2017). Studies conducted with students have found that translanguaging provides students with distinct advantages in cognitive processes such as the four core skills (reading, writing, listening, and speaking). These results are consistent with the research findings of Quershi and Aljanadbah (2022), which highlight a significant increase in students' reading skills, Rafi and Morgan (2024), which emphasize a significant improvement in student agency, and Wang (2023), which underscores the strengthening of collaborative meaning-making. Furthermore, findings that translanguaging improves affective processes, such as reducing test anxiety, decreasing language anxiety, and increasing class participation, as reported by Mena-Orduña et al. (2024), are also consistent with the broader literature (Galante, 2020; Henderson & Sayer, 2019). At the same time, it has been observed that in some contexts, students struggle to use translanguaging as a strategic tool without teacher

guidance, highlighting the importance of pedagogical guidance (Raja, 2022).

Studies conducted on prospective English language teachers indicate that translanguaging holds significant pedagogical and ideological importance in the education of prospective teachers. These findings strongly parallel previous studies indicating that prospective English language teachers perceive translanguaging as a perspective that challenges monolingual ideologies and emphasizes multilingual pedagogy, and that prospective teachers' translanguaging experiences in teacher training programs lead them to adopt a more inclusive attitude in the classroom (Cenoz & Gorter, 2017; Robinson et al., 2018). Furthermore, according to Wong (2023), teacher candidates embrace translanguaging as an understanding that embraces language diversity and adopts an equal and equitable education approach for all students. According to Ergül (2023) and Taş and Mirici (2025), even if teacher candidates theoretically embrace the concept of translanguaging, their hesitation in applying it reveals structural tensions stemming from exam-focused approaches and institutional pressures toward Anglicization. In this context, studies in the literature support that translanguaging is not only a pedagogical technique but also an ideological structure (García & Li, 2014). Accordingly, teacher training practices should address the concept of translanguaging not only as a pedagogical strategy but also within the framework of a critical multilingual pedagogy. In studies conducted with currently serving teachers, the application of the translanguaging concept in the classroom environment generally occurs within the framework of institutional policy constraints. The findings of Chen et al. (2024) and Sahib et al. (2020) consistently demonstrate that language teachers exhibit positive attitudes, particularly in terms of clarifying meaning, facilitating explanations, and enhancing student participation in class. However, as seen in the studies by Poza (2017) and Mazak & Carroll (2017), the frequency with which teachers apply translanguaging in the classroom environment shows a significant decrease in places and situations where English-only policies are dominant. This contradictory

situation is supported by studies showing that translanguaging is a process that progresses according to institutional language policies rather than teachers' individual agency (Thongwichit & Ulla, 2024). At the same time, the free and flexible application of translanguaging in online learning environments (Wu & Othman, 2024) raises a new discussion point regarding the potential of digital pedagogy to enhance multilingual practices. While the place of translanguaging in education is a debated topic, another issue that must be considered is assessment and evaluation. Language proficiency assessment tools used in traditional education are mostly structured around monolingualism. Students are expected to respond only in the target language, and their other language repertoires are not included in the assessment process. This approach limits the utilization of the pedagogical advantages offered by translanguaging practices. Systematic reviews indicate that although translanguaging pedagogy has become more prevalent in the classroom, assessment and evaluation systems appropriate for this pedagogy have not developed at the same rate (Galante, 2020). A systematic review focusing on English-Medium Instruction (EMI) and Content and Language Integrated Learning (CLIL) contexts highlights the lack of translanguaging assessment methods (Hamman-Ortiz et al., 2025). Furthermore, the scarcity or absence of translanguaging-based assessment criteria negatively impacts the sustainability of pedagogical practice and makes it difficult to understand the effect of this practice on learning outcomes. In this context, neither student's performance can be fully assessed, and the holistic approach brought about by multilingualism is hindered.

The findings of this systematic review emphasize that the concept of translanguaging supports learning and interaction across all three categories; however, structural transformations are crucial for making it more effective and sustainable. TL benefits students cognitively, emotionally, and in terms of identity, while prospective teachers demonstrate ideological repositioning and the development of pedagogical skills. Among currently practicing teachers, translanguaging

practices are pedagogically important but are limited due to systemic pressures. Considering all these results, translanguaging is an approach that supports and facilitates learning in multilingual classrooms. However, since this concept is not a magic wand, it requires transforming the examination system, institutional policies, and teacher training practices. It is emphasized that when integrating translanguaging into the education system, it is crucial to provide ongoing support through continuous research, develop context-appropriate strategies, and ensure accurate and effective collaboration with all stakeholders.

## **6. Conclusion and Suggestions**

This systematic review study aims to contribute to the field by examining TL pedagogy simultaneously from the perspectives of students, prospective English language teachers, and learners. TL pedagogy is an approach that supports both teaching strategies and a multilingual pedagogical transformation in the context of language education. This approach not only supports individuals' language development but also strengthens their sense of identity and belonging. Students can utilize their entire language repertoire in the classroom, thereby feeling valued. The TL approach enables an increase in inclusive and egalitarian learning potential, facilitates teacher-student interaction, and fosters a learning environment that supports cultural and linguistic diversity, rather than monolingual hegemonic practices. Studies conducted on students, teachers, and in-service teachers using the TL approach show that it has different effects. The TL approach supports students' cognitive and metacognitive development, as well as their affective growth and identity formation. When TL pedagogy is evaluated at the level of English teacher candidates, it enables candidates to re-examine their own language ideologies and develop more flexible and inclusive teaching techniques. When the TL approach is examined from the perspective of English teachers, it is evident that teachers have positive attitudes towards this approach; however, they encounter institutional and ideological limitations in its implementation. A key finding from this systematic

review is the lack of focus on assessment and evaluation systems based on TL pedagogy. For example, tests based on monolingual ideologies prevent students from utilizing their multilingual repertoires.

This study offers recommendations to educators and stakeholders on how TL pedagogy can be effectively integrated into language teaching.

1. Student-centered practices should be implemented in the language learning environment to apply the TL teaching approach.

2. Teacher training programs should include training on TL pedagogy and re-examine the ideology of monolingualism with a critical eye.

3. Educational institutions should revise their language policies in line with the TL approach and offer flexible practices.

4. Equal, creative, and innovative assessment and evaluation criteria based on the ideology of multilingualism should be determined.

5. The use of artificial intelligence-based applications in the implementation of TL pedagogy allows language learners to use their linguistic reserves in a more flexible, personalized, and interactive way. Teachers need to take advantage of professional development programs to adapt to the TL approach and consciously and actively use AI-supported tools.

In conclusion, TL offers a perspective of institutional, pedagogical, and ideological development and renewal in language education. For this development to transition from theory to practice and for multilingual education and flexible learning systems to be adopted in language education, there is a need for critical pedagogical TL awareness, a holistic pedagogical TL approach, and multi-layered structural changes.

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