

PEDAGOGICAL TRANSLANGUAGING IN ENGLISH AS SECOND LANGUAGE (ESL) CLASSROOMS: A SURVEY OF EXISTING STUDIES

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Received: 07.02.2022

Accepted: 20.04.2022

ABSTRACT

Background and Purpose: There has been a strong assumption on part of ESL practitioners to use target language for teaching of ESL. However, in recent years, translanguaging has gained significant importance in teaching of ESL. This systematic review concentrates on empirical studies that draw on translanguaging framework in ESL classrooms in diverse contexts. By using the guidelines provided by PRISMA, the current work sheds light on the recent plethora of literature available across the globe. This systematic review identifies the differences with reference to the settings, participants' background, methodology, and research problem. Moreover, it also evaluates how translanguaging has helped to improve ESL in diverse contexts. Also, it also suggests possible avenues for future research.

Methodology: Data was collected from 2015 to November 2021. The studies that used translanguaging for improving ESL skills are focused and analyzed.

Findings: The findings of the study showed that predominantly the research was conducted at the school level in the contexts of Africa, Japan and Indonesia using the qualitative approach. The findings also showed that translanguaging is helpful to improve ESL performance generally, but specifically it improves reading comprehension, vocabulary and writing skills. Moreover, the findings also indicated the positive attitude of teachers and students towards translanguaging pedagogy.

Contributions: The study synthesizes the knowledge to inform practitioners, researchers, teachers' trainers, and policy makers about the recent advances in the field of teaching ESL, while using the learners' complete linguistic repertoire.

Keywords: Translanguaging pedagogy, English language learning, systematic review, survey, recent advances.

Cite as: Atta, A., & Naqvi, S. B. (2022). Pedagogical translanguaging in English as second language (ESL) classrooms: A survey of existing studies. *Journal of Nusantara Studies*, 7(2), 120-146. <http://dx.doi.org/10.24200/jonus.vol7iss2pp120-146>

1.0 INTRODUCTION

Though bilingual education seems quite a straightforward phenomenon, and is considered as the use of two languages; however, it is a quite complicated matter. Research suggests (Baker, 2001) that bilingual education is a complex multifaceted phenomenon. In the 20th century, research has taken a new direction. In these recent days, bilingual education is not a mere two-wheeled education, rather it involves “moon buggy” or “all-terrain vehicle”. These metaphors used by Garcia (2009) are noteworthy, as these clearly manifest the flexibility and freedom to use different legs with an ability to extend and contract, so that it can ground itself in the ground.

A similar case happens to children and teachers who come into interaction with each other in classrooms speaking multiple languages. Similarly, languages used separately like bicycles cannot be adopted in such scenarios (Garcia, 2009). This implies that Baker (2001) and Garcia (2009) shared the same token of bilingual education. According to the metaphors used by these researchers, bilingual education does not aim at some fixed method, rather it involves flexible bilingual teaching strategies. This seems beneficial as such a pedagogy can be used properly in different multilingual settings, where classrooms comprise students from diverse ethnic backgrounds.

In recent years, the two terms that are mainly used in educational programs are named as plurilingualism and translanguaging. Though apparently these terms seem similar, yet they are different epistemologically. One of the major differences in both the terms is that the former started from “supra-national body”, whereas the later from a small country context. It manifests that translanguaging started in a minority community; therefore, its epistemology is different from plurilingualism that originated from the council of Europe. Plurilingualism focuses on the development of linguistic tolerance and linguistic repertoire; however, translanguaging is broader in scope and goes beyond it. Translanguaging does not only talk about linguistic repertoire, but rather it also incorporates other semiotic features, for instance, bodies, gestures, and our lives that are helpful for communication (Garcia & Otheguy, 2020).

As the world has turned into a global village and the common medium of communication between communities is English; therefore, the importance of English has increased. English is the language of education and technology which increases its significance. Thus, the need to learn the English language has increased. However, English language learning is a challenge for bi/multilingual speakers (Ying, Siang, & Mohamad, 2021; Spahiu & Kryeziu, 2021). Considering the significance of English in the global world and by acknowledging the linguistic repertoire of multilinguals, it is necessary to use and change the language of input according to the needs of students. The free use of language resources according to the need of students for deeper understanding is similar to the concept of translanguaging that can be traced back to the work of Welsh scholars in 1994, wherein it was posited as a pedagogy (García & Wei, 2014). Translanguaging involves the use of languages in a fluid way to organize mental processes in learning. Translanguaging focuses on effective communication rather than form. This was understood against historic separation of two monolingualisms. In most bilingual educational setups, two languages are kept separate. However, now this notion of separating languages is moving away (Palmer, Martínez, Mateus, & Henderson, 2014). This implies that translanguaging is helping children to use two languages pragmatically in schools, streets, and homes effectively (Lewis, Jones, & Baker, 2012).

The major developments in the field of translanguaging started during the second half of twentieth century due to ethnic issues. Bilingual education was opted to develop bilingualism for “language-minoritized people”. Translanguaging is taken as an approach to bilingualism, and is centered on the practices of bilinguals (García & Lin, 2017). The notion of translanguaging can be defined as “the act of deploying all of the speaker’s lexical and structural resources freely” (Otheguy, García, & Reid, 2015, p. 297). However, Otheguy et al. (2015) differentiated with the original concept of translanguaging developed in Welsh that consider languages as separate despite of alternating languages for teaching perspectives. It acknowledges the effects of socially named languages on minoritized languages.

Translanguaging is categorized into two major categories, and these are proposed by García and Wei (2014) and Cenoz (2017). Though two categories are proposed by García and Wei and two others are proposed by Cenoz, there is a point of similarity among these categories. The two major categories, which are natural translanguaging (García & Wei, 2014) and spontaneous translanguaging (Cenoz, 2017) are used by students for understanding of subject material, and these also refer to fluid language practices inside and outside classrooms. The other category is official and pedagogical translanguaging proposed by García and Wei

(2014) and Cenoz (2017) respectively. It refers to the teacher's use of translanguaging with students to ensure understanding of subject material. Official translanguaging is pedagogy, and is conducted by teachers through their planned actions during interaction with students. Translanguaging as a pedagogy is significant as it helps to build students' linguistic strengths. Similarly, pedagogical translanguaging refers to language practices inside the classroom, and can be used for different language input and output. Cenoz and Gorter (2020) state that pedagogical translanguaging aims at fostering students' learning abilities and processes by allowing learners to use their complete linguistic repertoire. Pedagogical translanguaging accepts languages as separate entities; however, their boundaries are considered soft, thus giving freedom and flexibility in the use of languages. Also, pedagogical translanguaging can be used in language as well as content classes.

Though translanguaging is an emerging pedagogy to use in ESL classrooms; however, there is a dearth of literature available that has focused on the systematic review of the scholarly published work. To the best of my knowledge, the most recent study is Prilutskaya's (2021), on pedagogical translanguaging. However, the current work covers the gap in his study and focuses on the use of pedagogical translanguaging in ESL classrooms only. The current study does not only provide the present review of the latest research, but also extends the previous investigations. It covers this gap by answering the following questions:

- How are different studies distinguished with reference to the settings, participants' background, methodology, and research problem?
- How has translanguaging helped to improve ESL in diverse contexts?
- What are the future avenues of research in the field of pedagogical translanguaging in the teaching of English?

2.0 RESEARCH DESIGN

Using a qualitative approach, data was collected from the Google scholar database from 2015-2021. For the inspection of existing literature, the study utilized a systematic review method to appraise the existing research through systematic research from Google scholar database by initially abstracting the title and abstract to the screening of full text articles and final coding of themes. As translanguaging itself is a new field of research, there is less literature available beyond 2011 generally; however, there is no literature available beyond 2015, which shows that translanguaging helps to improve the second language (L2). The number of research on teaching of English and any other language as L2 has increased with the passage of time as

shown through Figure 1. The data collected for this research is based on only those papers which are peer reviewed. This research was mainly conducted at the school, college, and university levels.

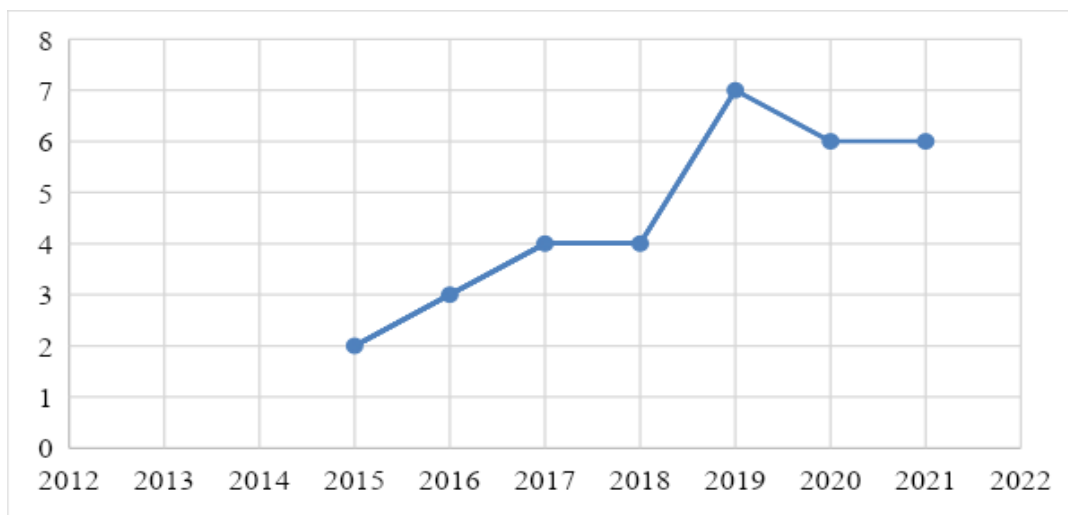


Figure 1: Graphical representation of research conducted across the globe from 2015-2021

As mentioned above, the data was collected through Google scholar database. Initially, the data was searched using the keyword ‘pedagogical translanguaging’, and 14,300 entries were found. These entries included research papers, books and theses. However, afterwards, the data was again searched using the keyword ‘pedagogical translanguaging in ESL/English as Foreign Language (EFL) classrooms’ and 5200 entries were found. After the first two initial screening steps, the search was done according to year, and the details are presented in Table 1.

Table 1: Data collection and screening steps

	Year	Google Scholar Search	Screened
Translanguaging in ESL Classrooms	2015	284	17
	2016	448	35
	2017	527	60
	2018	666	75
	2019	956	90
	2020	1110	154
	2021	1300	238
Total		5291	669

The screening of the papers is presented through Figure 2 following the guidelines given by Page et al. (2021).

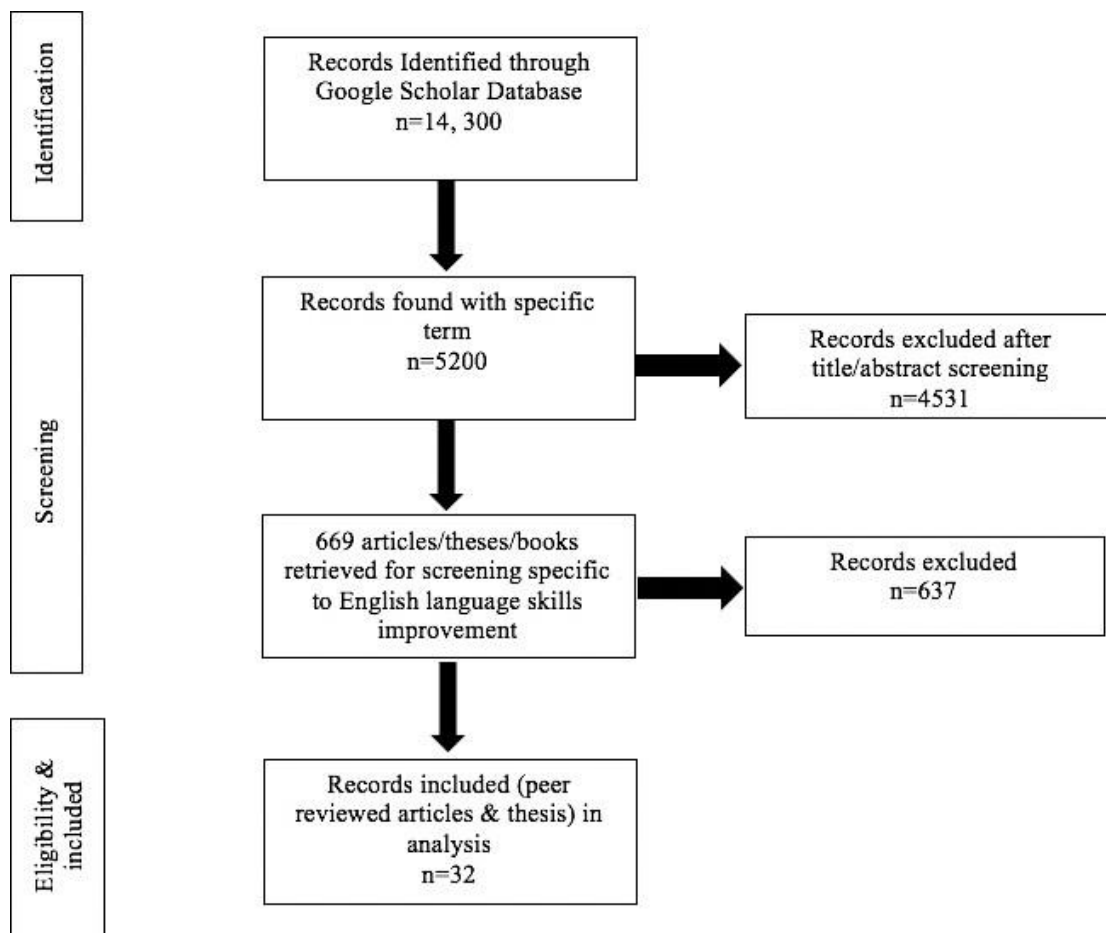


Figure 2: PRISMA flow diagram of the study (adapted from Page et al., 2021)

3.0 THE REVIEW OF STUDIES INCLUDED FOR ANALYSIS

This section provides a detailed account of the research on translanguaging in ESL classrooms. Moreover, the following summaries also provide insights into how different studies are distinguished with reference to the settings, participants' background, methodology, and research problem.

Translanguaging is an unavoidable phenomenon in bi/multilingual societies, and such instances exist in the classrooms of different contexts. Ke and Lin (2017) conducted their study in rural junior high school in Taiwan among 8th grade students. The data was collected through audio-video recording, observations, field notes and students' work. They concluded that though teachers were not familiar with the term translanguaging, yet they were using it in the

EFL classrooms. They suggested that translanguaging can be used to enhance students' English proficiency level in the context of Taiwan. Similar to Ke and Lin (2017), Portolés and Martí (2017) also strengthened that translanguaging instances are found in bi/multilingual classrooms. However, they highlighted that pedagogical translanguaging should be used in the classrooms. They claimed that the old notion of using only target language in the EFL classroom is a hindrance, and established that it is not possible to exclude the native languages and use of the whole linguistic repertoire (translanguaging) is a realistic approach in multilingual classrooms. The results also showed that 104 functions of translanguaging were found, and the most important function is comprehension, and the least employed one is to co-construct meaning.

Contrary to Ke and Lin (2017) and Portolés and Martí (2017), Kiramba (2016) identifies the existence of translanguaging in the written practices of students. He analyzed the written texts in English and Kiswahili of 28 multilinguals of 4th grade students in Kenya. The researcher highlighted that though students are penalized for mixing of languages in written work, the written work of the students indicate the practice of translanguaging to meet communicative goals. The findings showed that one of the focal students' works was well developed, coherent and organized, and her voice as author was clear in Kiswahili texts. However, the student faced a lot of difficulties in the English texts, and it also exhibited not only the mixing of languages, but also the use of the whole semiotic repertoire. The findings suggest that the use of translanguaging pedagogy offers voice to the silenced voices. Therefore, students' whole repertoire can be used as a cognitive tool. The use of linguistic repertoire is considered as a cognitive tool, when the use switches from one language to another to build the argument effectively.

Translanguaging does not only helps learners to develop understanding and construct meaning making, but also aids the weak language to develop (Lewis et al., 2012). Adamson and Coulson (2015) have conducted their research to explore how translanguaging is helpful for the completion of tasks in report writing and to highlight the appearance of positive perceptions of students towards this policy. They discussed that translanguaging was used mostly by low proficiency learners. The overall results indicated that awareness of translanguaging among students improved written work. Champlin (2016) also analyzed the impact of translanguaging on the bilingual learners of kindergarten class for English language development. The results revealed a positive impact on learners, and it promoted English language. However, some teachers were not comfortable in using translanguaging. Lau, Juby-Smith, and Desbiens (2017) conducted research on Bell Hooks's theoretical framework who

advocates to cross the boundaries for teaching to avoid compartmentalized knowledge that has negligible impact on students' learning. They conducted their research in one multiage classroom (Grades 4-6). Teachers engaged students to construct their social stereotypes, promote diversity, and develop self-reflexivity. The results of the study indicate that translanguaging helps to promote better learning and develop critical understanding, develop interconnections between cognitive and linguistic resources of the learner and support learning L2. Similar to Champlin (2016), Lau et al. (2017), and Bartlett (2018) also explored the implications of translanguaging in the learning of English as foreign language. However, dissimilar to the Champlin (2016) and Lau et al. (2017), this study was conducted at the university EFL classroom that explored the integration of translanguaging techniques. The translanguaging group scored higher as compared to the English medium classrooms. The research concludes that it is beneficial to use translanguaging in foreign classrooms, as it increases retention level, shows wider variety of English use during long presentations, and fosters motivation. The research concludes that translanguaging techniques should be used at a higher level. The results also showed that translanguaging can be used instead of monolingual classrooms. The research suggests that it will help to understand learner's preferences and in the creation of new materials and curricula.

The above discussed studies broadly indicate that translanguaging helps learners to learn L2 language effectively. As proficiency in English reading and writing is required for education, some researchers have particularly paid attention to enhancing the reading skills of learners through translanguaging pedagogy. Makalela (2015) conducted his study in the context of Africa, where African languages were taught as additional languages at university. The research aimed to explore the discursive resources that can enhance the learning of additional language resources. The findings of the study showed the positive effects of the use of translanguaging in classrooms. The research showed that it helps learners to bridge between linguistic and cultural boundaries, develops their identities and positive association with the used language, i.e., more than their own or target language. The results also showed that by deploying translanguaging strategies, there was great development in vocabulary and little development in reading comprehension. The results also implied that translanguaging also provides superior cognitive gains through the use of complete linguistic repertoire. Similar to Makalela (2015), Mbirimi-Hungwe (2016) findings revealed that translanguaging strategy helped students in the negotiation of meaning, as compared to the use of only dictionaries for understanding meaning. Similar to Makalela (2015), Mbirimi-Hungwe (2016), and Hungwe (2019) also conducted research in the context of South Africa. The data for this qualitative

study was collected from students' writing. Results indicated that paraphrasing as a tool with translanguaging approach helped learners to understand the meaning of texts. Moreover, it was also found that even though learners utilized their complete linguistic repertoire (languages they knew) for reading and comprehension, they have only used English during paraphrasing.

In addition to the mentioned studies conducted in South Africa, Mgijima (2019) and Maseko and Mkhize (2019) also conducted their research in the African context. Mgijima analyzed the influence of translanguaging strategy on the reading abilities of IsiXhosa bilinguals in IsiXhosa and English languages. The data was collected from 215 students of four primary schools through tests. The findings showed that through translanguaging strategy, the reading skills including content familiarity, understanding of context and comprehension of vocabulary have improved with a significant difference in IsiXhosa language as compared to the English language. Maseko and Mkhize (2019) analyzed the reading practices of teachers and students in a grade three classroom of a primary school. Data was collected through observations, audio-video recordings and semi-structured interviews with teachers and students. Results showed that teachers and students used multiple resources for meaning making, thus recommending using the multilingual teaching practices officially.

Translanguaging is quite significant to improve reading comprehension. Li and Luo (2017) conducted a study in the US at high school level to analyze how teachers create translanguaging space for students and what this space looks like. There were eight participants in the study who were in grades 11 and 12. Data was collected through audio recording and extensive field notes were taken. Data was collected by two participants, one author who was also the teacher and the other by a researcher for triangulation. The findings of their research indicated that by creating translanguaging space in the classroom, students showed interest in the reading and developed better comprehension. The findings showed that students used their complete semiotic repertoire to understand the text. In addition to these findings, it was found also that the students discussed the figurative language in their first language because it was confusing.

De Los Reyes (2019) conducted a study in the Philippines to analyze the language practices of teachers and students in third grade classrooms. The data for this qualitative study was collected through classroom observations and semi-structured interviews. The findings showed that the participants used translanguaging explicitly or implicitly for mediation of communicative purposes. Teachers used translanguaging with students for classroom discussion, sharpening students' comprehension, and managing students' behavior. The study also revealed that the participants broadly used translanguaging to develop meaning.

Vaish (2018) implemented translanguaging approach in the classroom to enhance the reading skills of 2nd grade learners in Singapore to teach grammar, vocabulary, and comprehension skills. The data for his research was collected through audio video recordings and observations. The researcher used the theoretical lens of translanguaging as a proof of concept. The research findings showed the metalinguistic awareness on part of students as they noticed nuances of spellings, orthography and meaning. The findings also showed the presence of the teacher's strategic use of translanguaging pedagogy. The study summarized that there is a gap between theory and practice, though there is much literature available on translanguaging, despite teachers' lack of awareness of this pedagogy. Moreover, teachers need more practice to pick up students' mistakes and use of translanguaging to address their problems. One of the findings is similar to Li and Luo's (2017) that translanguaging developed metalinguistic awareness.

In another context (Indonesia), the researchers (Bin-Tahir, Saidah, Mufidah, & Bugis, 2018) conducted a study at the university level on the impact of translanguaging on students' reading comprehension. In the quasi-experimental design, the control and experimental groups were tested through the pre- and post-experimental tests. The scores were analyzed through mean and standard deviation using t-test. The results showed that experimental groups' reading comprehension improved at the literal, inferential, and comprehension level. Similar to Bin-Tahir et al. (2018), Namrullah, Syawal, and Nasrullah (2020) conducted quasi-experimental research in the context of Indonesia. Data was collected after the experimental intervention in the control and experimental groups through pre-test and post-test. The reading comprehension test was based on 10 multiple choice tests. The data was analyzed using t-test. The findings revealed that though the reading comprehension of both groups improved, the experimental group's mean score was higher than the control group and the variance of learning styles has reduced after the intervention, and the improvement was obvious through decreased values of standard deviation of both groups.

Translanguaging helps students to learn the English language. Chen, Tsai, and Tsou (2019) explored how translanguaging helped college students' English for specific purposes in Taiwan. Moreover, the research also investigated how students used linguistic resources for producing quality writing. Students' work demonstrated that translanguaging helped them in the writing stages from conveying more information, expressing ideas and use of more academic vocabulary. The research concluded that multiple benefits can be gained by using translanguaging environment in the classroom. Another research (Turnbull, 2019) is conducted in the context of Japan, in which English is taught as a compulsory subject at a university level.

The data was collected from two classes of 30 students. Data for this mixed-method research was collected in the form of audio recording of group discussion of gathering and composing ideas and students' written work. The results showed that significant difference was seen in the writing scores of monolinguals and translanguaging groups. However, no difference was seen between the academic and creative groups, thus manifesting that translanguaging is broader in scope, and can be applied in multiple writing styles. Putri and Rifai (2021) conducted a case study in East Java, Indonesia. The data was collected through interviews of four teachers from two schools. The findings of the study showed that teachers used translanguaging while teaching grammar due to the difficulty associated with grammar. They found it complicated to explain grammar in English, so they used translanguaging instead. Apart from that, translanguaging is also used to develop comprehension and manage the classroom. They concluded that translanguaging helped to achieve the goals of learning English effectively, as compared to monolingual instruction.

Afriadi and Hamzah (2021) conducted a study in the context of Indonesia to explore how teachers and students use their complete linguistic repertoire during interaction in EFL classrooms and what functions the selected language(s) performed. The data was collected through the recordings of classroom interaction of the participants. The findings showed that most participants used their complete linguistic repertoire for non-instructional purposes and teachers used target language to deliver academic content. However, they sometimes used translanguaging for academic purposes to teach English too. Afriadi and Hamzah (2021) recommended to use translanguaging in EFL classrooms instead of monolingual instructions.

In recent years, extensive research has been conducted to explore teachers' and students' perceptions about translanguaging in ESL/EFL classrooms. Khairunnisa and Lukmana (2020) conducted their study in the context of Indonesia to analyze the teachers' perspectives on translanguaging in EFL classrooms. The data for their quantitative study was collected through surveys. The findings revealed that teachers practiced translanguaging in EFL classrooms, and they favored using it for the sake of students' learning. Moreover, they have particularly mentioned that the use of vernacular language in the classroom aimed to assist low proficiency learners. Also, it is used to explain vocabulary, give directions to manage the classroom and give feedback. The study concluded that as these findings are only the perceptions of the teachers therefore, there is a need to carefully analyze how translanguaging is deployed in the classroom.

Kuandykov (2021) conducted a study in the context of Kazakhstan to explore teachers' beliefs and the factors that shaped EFL teachers' beliefs about translanguaging. The data of

this qualitative study was collected through interviews with three schoolteachers. By using Garcia and Kleyn's (2016) framework on translanguaging and Borg's (2015) framework about developmental factors, the data was analyzed. The findings showed that participants in this study were found to have developed monolingual beliefs, and therefore reported that they preferred using the target language of the learners' mother tongue while teaching English. However, the intensity of their monoglossic beliefs varied and different factors influenced their beliefs about translanguaging. The early language teaching experiences have strong influence on teachers' methodology, for instance, an excessive use of L1 during initial years developed the belief that L1 is a hindrance towards L2 learning. Aoyama (2020) explored the use and perceptions of students while using L1 in an EFL classroom. The qualitative data were collected through classroom observations and in-depth interviews of nine students, whereas the quantitative data was collected through a survey of 190 students. The quantitative data showed that the students used L1 during L2 interactional activities. However, there is a need to observe those language situations, and how students interact while performing tasks. Translanguaging as a scaffolding technique can be used after the identification of the situations, where students used their complete linguistic repertoire. Moreover, teachers' consistent instructions to use only the target language in the classroom is indeed a hurdle in learning L2.

Tabatabaei (2019) conducted mixed method research in the context of Sweden. The study explored the role of translanguaging in ESL classrooms and analyzed students' perspectives. Data were collected through a questionnaire from 62 participants from separate schools and focus group interviews with 4 participants from the same school. The findings showed that L1 should not be used in ESL classrooms and it can have a negative impact on L-2 learning. On the contrary, they also affirmed that they used L1 to get better comprehension of a task or a word. The responses of the students were not similar to their use of translanguaging in the classroom, and this could be due to the lack of awareness of translanguaging pedagogy. Moreover, students did not prefer to use English for communication, rather they opted for the Swedish language.

Burton and Rajendram (2019) explored the university ESL teachers' attitudes towards translanguaging and the reasons for resistance to English language teaching pedagogy. The data for their qualitative study were collected through semi-structured interviews of five ESL instructors. The findings showed that teachers accommodated translanguaging pedagogy in classrooms even in situations where teachers' practices can be viewed through a monolingual lens. The use of translanguaging in monolingual classrooms was due to lack of planning of the

lessons according to translanguaging pedagogy. One of the major findings of the study is that translanguaging lowers the performance of students instead of improving. Moreover, teachers perceived students' language practices either as L-1 or L-2 and they did not consider those as translanguaging practices.

Research suggests that translanguaging supports L2 learning. Sulaiman and Taqi (2020) investigated the impact of translanguaging on second language learning. The data was collected through pre and post translanguaging assessments of 34 students. Moreover, the data to elicit students' perceptions on translanguaging was collected through a survey. Although the students' response from the survey showed that translanguaging did not help to improve English language skills, the higher scores during post translanguaging assessment showed significantly improved performance. The study concludes that translanguaging is more beneficial for comprehension and processing of information. However, it is less effective for language improvement. Kim and Chang (2020) conducted a study in the context of Japan. They explored the Japanese college students' feedback on their written work. The data was collected through the feedback given on the written work of students and interviews to understand the perspective behind the use of translanguaging during feedback. The findings suggested that the choices of L2 learners are dependent on the context in which interpersonal or intrapersonal communication takes place. Some of the reasons for using translanguaging as found by Kim and Chang's (2020) research include reference concepts learned in L2 to avoid difficult orthography of L1, limited L2 proficiency, and to mitigate the effect of feedback.

Rajendram (2021) conducted a study to evaluate the student-led affordances of translanguaging in English classrooms in Malaysia where English practices are common. The data was collected through classroom observations of 100 videos comprising 30-90 minutes over a period of 6 months and interviews of students. The findings of the study showed that students resisted monolingual practices by using translanguaging widely and strategically. Translanguaging helped students to fulfill cognitive, conceptual, planning, and affective social and discursive functions.

Tian (2020) conducted a qualitative case study in the US and examined how teachers and students were involved in the preparation of a course. Findings show that the concerned teacher not only integrated translanguaging in the content, but she also created translanguaging space in her classroom. Moreover, the participants used a variety of translanguaging strategies to implement in their teaching. Yafele (2021) conducted a study in Africa to address the challenge of reading comprehension among multilinguals. The study evaluated the role of translanguaging pedagogy to improve university students' English reading through

intervention. The study concluded that translanguaging helps to improve reading comprehension, concept knowledge, and brings awareness of different languages.

The findings of Yafele's (2021) study suggested that as translanguaging benefitted the students of 1st year students in reading; therefore, translanguaging should be used in academic settings. Atta and Naqvi (2021) conducted a study in the context of Pakistan at a private university. The study aimed to find out the challenges in English reading and writing arising due to EMI. The study also analyzed to what extent translanguaging as a pedagogy is helpful to improve English reading and writing over a period of one semester. The data were collected through pre and post translanguaging assessments and pre- and post-intervention interviews of students and teachers. The findings from students and teachers' data showed that students' diverse schooling and ethnic background serve as major sources of creating challenges. The students encountered challenges in reading and writing including difficult vocabulary, complex syntax, lack of ability to gather implied meaning, a-typical grammar and higher order cognition challenges. The findings after the intervention showed significant difference in the improvement of control and experimental group. The findings also showed improvement in metacognitive, cognitive, synthesis, and evaluation skills in reading. Students' writing skills including form and content at the macro level and grammar, syntax, tenses, subject-verb agreement also improved to a great extent.

4.0 FINDINGS AND DISCUSSION

4.1 Differences in Settings, Participants Background, Methodology and Research Problem

The key findings of the differences of studies with reference to settings, participants' background, methodology and research problem are presented in Table 1.

Table 1: The key findings of the studies with reference to background, setting, methodology

Authors/Years	Background	Setting	Methodology	Problem Addressed
Adamson and Coulson (2015)	Japan	University Students	Mixed Method Questionnaires Students' work	<ul style="list-style-type: none"> • how translanguaging is helpful for the completion of tasks in report writing • to highlight the appearance of positive perceptions of students towards this policy
Makalela (2015)	Africa	University	Mixed Method Pre and post test scores interviews	<ul style="list-style-type: none"> • to explore the discursive resources that can enhance learning of additional language resources
Kiramba (2016)	Kenya	School	Qualitative 28 Students' work	<ul style="list-style-type: none"> • How do bilinguals or multilinguals deploy communicative practices and how it affects knowledge construction
Champlin (2016)	New York	School	Observations, interviews of teachers and students, questionnaires	<ul style="list-style-type: none"> • to find out the impact of translanguaging strategies and to locate whether or not these strategies support English language development
Mbirimi-Hungwe (2016)	Africa	University	Mixed Method Pre and Post test observations Written work	<ul style="list-style-type: none"> • to find out does translanguaging help students in building their comprehension of vocabulary and main ideas of the text
Ke and Lin (2017)	Taiwan	School	Qualitative Audio-video recordings, field notes, students' work	<ul style="list-style-type: none"> • to understand the effectiveness of translanguaging in Taiwanese context
Portolés and Martí (2017)	Castelló	School	Qualitative Classroom observation, audio-video recordings	<ul style="list-style-type: none"> • to identify the presence of L-1, L-2 and L3 in English as an Additional Language (EAL) classroom • to locate the functions that are performed by learners

					through the use of translanguaging
Lau, Juby-Smith, and Desbiens (2017)	Canada	School	Ethnography Field notes, video recordings, research meetings, pre- and post-interviews, questionnaires		<ul style="list-style-type: none"> to examine transgressive attempt in bringing French and English into classroom, and to coordinate their teaching and curriculum design to build meaningful bridges across content and languages
Li and Luo (2017)	US	School	Qualitative Audio recordings Field notes		<ul style="list-style-type: none"> how teachers create translanguaging space for students and what this space looks like
Bartlett (2018)	Japan	University	Quantitative Test results of TLG and EMG groups		<ul style="list-style-type: none"> Explored the implication translanguaging in learning of English as foreign language
Vaish (2018)	Singapore	School	Qualitative Audio video recordings, observations		<ul style="list-style-type: none"> implemented translanguaging approach in the classroom for enhancing the reading skills of learners
Bin-Tahir, Saidah, Mufidah and Bugis (2018)	Indonesia	University	Quasi-experimental design pre- and post-experiment tests		<ul style="list-style-type: none"> analyzed the impact of translanguaging on students' reading comprehension
Hungwe (2019)	Africa	University	Qualitative Students' work		<ul style="list-style-type: none"> show translanguaging as a pedagogical approach along with paraphrasing technique to enhance the reading skills
Mgijima (2019)	African	School	Quasi-experimental Tests		<ul style="list-style-type: none"> influence of translanguaging strategy on the reading abilities of IsiXhosa bilinguals in IsiXhosa and English
Maseko and Mkhize (2019)	Africa	School	Observations, audio-video recordings and semi-structured interviews		<ul style="list-style-type: none"> analyzed the reading practices of teachers and students

Chen, Tsai and Tsou (2019)	Taiwan	College	Qualitative Students' work	<ul style="list-style-type: none"> • how translanguaging contributes to college students' English for specific purposes • how students' linguistic resources are used for producing quality writing
Turnbull (2019)	Japan	University	Mixed Method audio recordings of group discussion, students' written work	<ul style="list-style-type: none"> • to explore the effects of weak and strong form of translanguaging on the production of Japanese ELS students' academic and creative composition
Tabatabaei (2019)	Sweden	Schools	Mixed Method questionnaire, focus group interviews	<ul style="list-style-type: none"> • explored the role of translanguaging in ESL classrooms and analyzed students' perspectives
Burton and Rajendram (2019)	Canada	University ESL teachers	Qualitative semi-structured interviews	<ul style="list-style-type: none"> • explored the University ESL teachers' attitudes and reasons of resistance towards translanguaging pedagogy
De Los Reyes (2019)	Philippine's	School	Qualitative Classroom observations, semi-structured interviews	<ul style="list-style-type: none"> • to analyze the language practices of teachers and students in two third grade classrooms
Namrullah, Syawal, and Nasrullah (2020)	Indonesia	School	Quasi-experimental research pre and posttest	<ul style="list-style-type: none"> • Impact of translanguaging on reading comprehension
Khairunnisa and Lukmana (2020)	Indonesia	EFL Teachers	Quantitative study Survey	<ul style="list-style-type: none"> • analyzed the teachers' perspectives in EFL classrooms
Aoyama (2020)	Japan	School	Mixed Method Classroom observations, in-depth interviews, survey	<ul style="list-style-type: none"> • explored the use and perceptions of students while using L-1 in EFL classroom
Sulaiman and Taqi (2020)	Kuwait	College	Quantitative pre and post translanguaging assessments, survey	<ul style="list-style-type: none"> • investigated the impact of translanguaging on second language learning

Kim and Chang (2020)	Japan	College	Qualitative feedback given on the written work of students, interviews	<ul style="list-style-type: none"> explored the Japanese college students' feedback that they produce during written work
Tian (2020)	US	Pre-service School teachers	Qualitative case study	<ul style="list-style-type: none"> examined how teachers and students are involved in the preparation of a course
Putri and Rifai (2021)	East Java	Schools	Qualitative Interviews	<ul style="list-style-type: none"> explored the teachers' perspectives for using translanguaging in ESL classroom
Afriadi and Hamzah (2021)	Indonesia	Not mentioned	Qualitative Recordings of classroom interaction	<ul style="list-style-type: none"> how teachers and students use their complete linguistic repertoire during interaction in EFL classrooms
Kuandykov (2021)	Kazakhstan	School teachers	Qualitative Interviews	<ul style="list-style-type: none"> to explore the factors and beliefs of EFL teachers' about translanguaging
Rajendram (2021)	Malaysia	School	Qualitative Audio-video recordings, interviews	<ul style="list-style-type: none"> to evaluate the student-led affordances of translanguaging in English classrooms
Yafele (2021)	Africa	University	Experimental Pre and post-tests, interviews, observation	<ul style="list-style-type: none"> addresses the challenge of reading comprehension among multilinguals evaluates the role of translanguaging pedagogy to improve university students' English reading through intervention
Atta and Naqvi (2021)	Pakistan	University	Mixed Method Pre and post test scores, interviews of teachers and students	<ul style="list-style-type: none"> Identification of challenges in English reading and writing due to EMI Trace the level of improvement in English reading and writing after the intervention

4.1.1 Settings

The analysis revealed that 51% of the research was conducted at schools, whereas 39% of studies were conducted at the university level, and only 10% of research was conducted at the college level. Figure 3 shows the percentage of the research conducted at three distinct levels. The prominent level of research conducted at school showed that translanguaging in ESL classrooms was used where students have not learned L2. The 39% of the research conducted at university is significant to consider, as it shows that translanguaging is also required to be used at higher education institutes to meet the needs of students. Generally, this manifests that translanguaging is required in those academic settings, where students have not acquired the standard proficiency in L2.

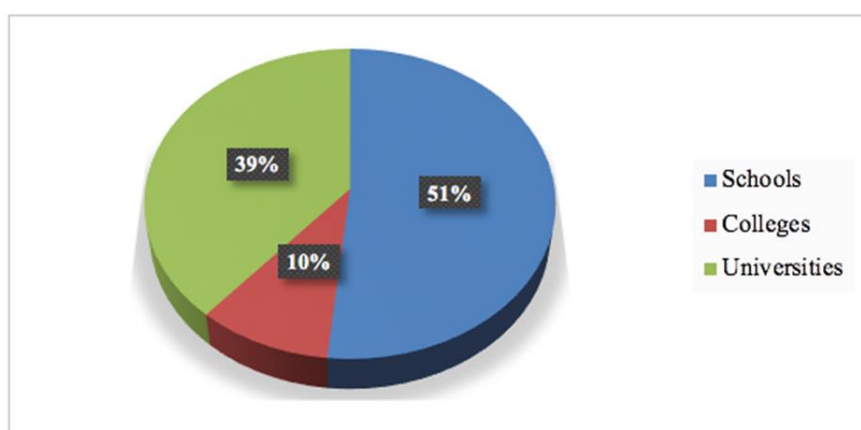


Figure 3: Graphical representation of settings of research

4.1.2 Background

The findings are drawn from the analysis of 32 research papers. The findings show that the majority of the research was conducted in Africa, Japan, and Indonesia, and comparatively less research was conducted in Canada, USA, and Taiwan. The findings showed that translanguaging can be easily used in those societies, where English is taught either as a second or foreign language. Additionally, translanguaging can also be used in the classrooms of diverse ethnic groups. The representation of participants' background of different studies is elaborated in Section 3.0 are shown in Figure 4.

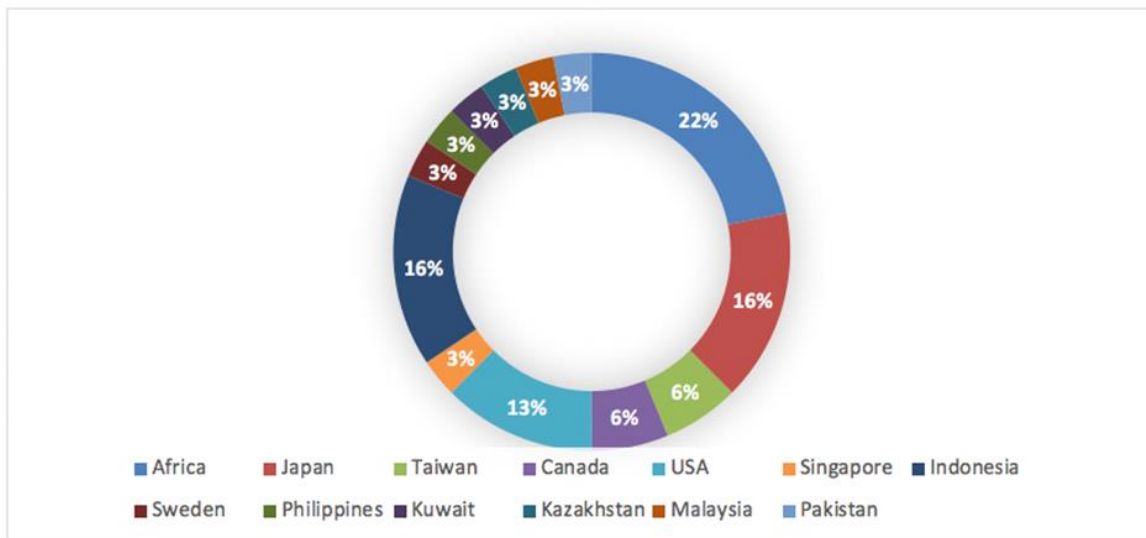


Figure 4: Graphical representation of participants' background

4.1.3 Methodology

The analysis showed that most researchers opted for a qualitative approach, and the choices to use mixed methods and quantitative research are almost similar. The findings suggest that as the qualitative approach helps to explore the phenomenon in detail; therefore, the approach was used greatly. Moreover, to explore the language practices in the context of the researchers was another factor for the use of the qualitative approach.

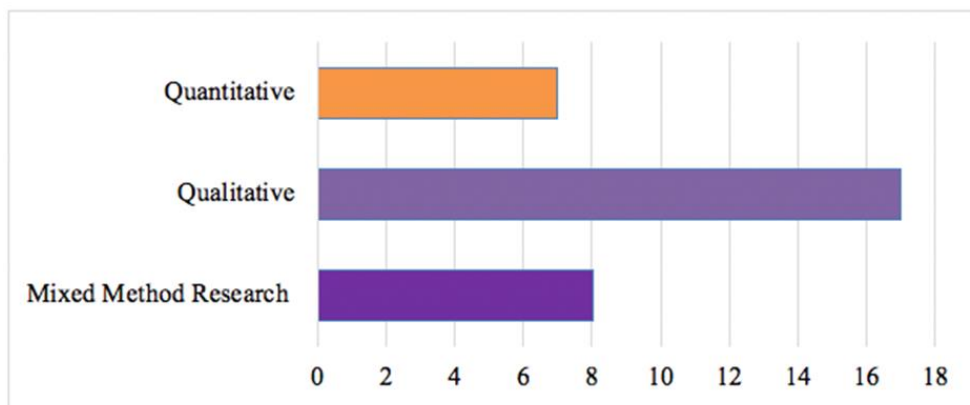


Figure 5: Graphical representation of methodology

4.1.4 Research problems addressed

After the thematic analysis, the following categories emerged on the basis of research problems explored and analyzed in the 32 of research works.

- Improvement in vocabulary and comprehension (Makalela, 2015; Mbirimi-Hungwe, 2016; Bin-Tahir et al., 2018; Hungwe, 2019; Mgiijima, 2019; Vaish, 2018; Maseko & Mkhize, 2019; Namrullah et al., 2020).
- Challenges in reading and translanguaging pedagogy to improve (Yafele, 2021; Atta & Naqvi, 2021)
- Impact on ESL performance due to translanguaging (Champlin, 2016; Ke & Lin, 2017; Sulaiman & Taqi, 2020)
- Helpful to improve English writing skills (Adamson & Coulson, 2015; Chen et al., 2019; Turnbull, 2019; Atta & Naqvi, 2021)
- Teachers and students' beliefs on translanguaging in ESL/EFL classrooms (Burton & Rajendram, 2019; Tabatabaei, 2019; Khairunnisa & Lukmana, 2020; Aoyama, 2020; Putri & Rifai, 2021; Kuandykov, 2021)
- Translanguaging situations in ESL/EFL classrooms (Kiramba, 2016; De Los Reyes, 2019; Kim & Chang, 2020; Afriadi & Hamzah, 2021)

4.2 English Language Development

The second research question explored how translanguaging has helped to improve ESL in diverse contexts. Findings showed that translanguaging helped students to improve English/additional language in diverse contexts, both similarly and differently. Findings also highlighted that translanguaging not only serves as a bridge between linguistic and cultural boundaries to develop identities, but it also develops interest in reading (Namrullah et al., 2020), and assists to develop vocabulary, negotiation of meaning, reading comprehension, concept knowledge (Makalela, 2015; Mbirimi-Hungwe, 2016; Ke & Lin, 2017; Portolés & Martí, 2017; Bin-Tahir et al., 2018; Hungwe, 2019; Mgiijima, 2019; Maseko & Mkhize, 2019; De Los Reyes, 2019; Putri & Rifai, 2021; Afriadi & Hamzah, 2021), awareness of different languages (Yafele, 2021) and improves retention level (Bartlett, 2018). Moreover, it also helps to improve metacognitive (Vaish, 2018), cognitive, synthesis, and evaluation skills in reading (Atta & Naqvi, 2021). In addition, the use of complete semiotic repertoire helps to understand particularly figurative language (Li & Luo, 2017). Translanguaging also assists to gain higher cognitive goals hence develops critical understanding in L-2 (Lau et al., 2017). On the contrary, Tabatabaei's (2019) participants believed that L-1 should not be used in ESL classrooms and it can have a negative impact on L-2 learning. This is also similar to Burton and Rajendram (2019) who supported the claim that it lowers the performance of students. However, the test results of Tabatabaei's (2019) study showed that translanguaging helped to develop better

comprehension of tasks and words.

In addition to improving reading skills, translanguaging also fosters communication in English language classrooms. The findings showed that to meet communicative goals, the participants used translanguaging effectively (Kiramba, 2016; Ke & Lin, 2017), either explicitly or implicitly for mediation of communicative purposes (De Los Reyes, 2019). Moreover, findings also showed that the choice of using translanguaging to meet communicative needs depends on the context in which interpersonal or intrapersonal communication takes place (Kim & Chang, 2020).

Translanguaging is not only beneficial for improving communication and reading, but rather the findings also showed that it improves the written performance of students. It assists to convey more information, express ideas, and use of more academic vocabulary (Chen et al., 2019). Moreover, Kiramba (2016) argued that translanguaging helps to develop, coherent and organized text and offers voice to the silenced voice. In addition to it, more specifically, it helps to improve writing skills including form and content at the macro level and grammar, syntax, tenses, subject-verb agreement, conjunctions, linking words, sentence construction from simple to compound-complex and rhetorical strategies at the micro-level (Atta & Naqvi, 2021). However, few research works also claim that only low-proficiency students use translanguaging (Adamson & Coulson, 2015; Khairunnisa & Lukmana, 2020). But Adamson and Coulson (2015) and Khairunnisa and Lukmana (2020) findings may not prove true in other contexts, classrooms and with different levels of students. Hence, the research can be conducted with the participants from different backgrounds and settings to challenge the findings.

Translanguaging is also helpful in the classroom in various situations. For instance, the findings showed that it helps to give directions to manage the classroom, feedback (Khairunnisa & Lukmana, 2020) and for non-instructional purposes (Afriadi & Hamzah, 2021). Moreover, it was equally helpful for students to fulfill cognitive, conceptual, planning, and affective social and discursive functions (Rajendram, 2021).

4.3 Future Avenues of Research Using Translanguaging in ESL/EFL Classrooms

Considering the findings of the research works discussed above, there is space for translanguaging research in English language classrooms. These studies have highlighted that translanguaging should be used in classrooms, but future works can be conducted to evaluate the impact of translanguaging in diverse settings in terms of educational institute merit criteria of students' admission. There is a need to study the impact of diverse kinds of students who

are either academically proficient users of English, average, or those who struggle to learn the English language, as highlighted by Adamson and Coulson (2015) and Khairunnisa and Lukmana (2020). Hence, it is necessary to consider the level of students as an important variable for the positive impacts of translanguaging.

Moreover, future research can also be conducted to particularly locate the situations in ESL classrooms, where translanguaging space is required. This can be helpful for teachers, researchers, and teacher trainers to particularly use translanguaging where it is needed. The translanguaging situations will vary according to the participants' backgrounds and settings. Thus, depending on the context, translanguaging situations will vary from each context. In particular, translanguaging situations during English reading and writing can also be traced during the implementation of translanguaging in ESL classrooms. The identification of these situations can be beneficial for future teachers who can use it in lesson plans in similar contexts.

5.0 CONCLUSION

The current research has implications for second language teachers, researchers, policy makers and students. Considering the findings of the current study, second language teachers should consider how the language works in real life and teach according to the students' requirement in this age of mobility where in one classroom ethnic and schooling diversity exist. Moreover, there is a need to consider students' multi-competence instead of target language competence. In addition to that, the use of translanguaging strategies should be used in the ESL classrooms for focusing on the ability to communicate while using their complete linguistic and semiotic repertoire. Findings also demonstrate that teachers should engage ESL students in multilingual group discussions, allow students to brainstorm ideas for reading and writing tasks, and allow them to use their cultural background to co-construct the knowledge. Considering the significance of L1 in ESL classrooms, teachers should also educate students regarding benefits of their L-1 and the knowledge they bring to the classroom.

The current study has provided further empirical support of the activation of L1 when L2 students are engaged while performing various tasks of reading and writing in ESL classroom. However, individual differences may exist as to what extent L1 is activated, and in which situations it is used. Future research can be conducted to explore the specific situations where complete linguistic repertoire is used in ESL classrooms. This will provide implications for teachers that they should accept students' flexible use of their full linguistic resources when participating in tasks to improve their competence in a language other than their mother tongue.

The contributions of the mentioned studies are limited; therefore, these are applicable

to other classrooms of similar context but are by no means reproducible. The inability to generalize the findings are based on the differences of individuals background, settings, methodology and research problem. The current research works have explored the translanguaging practices with specific students in different classroom settings, and these contexts may entirely be different in any other contexts. Hence, these studies can be conducted with other multilinguals to see the effectiveness of translanguaging pedagogy in second language learning classrooms.

Although ESL research suggests the need to recognize and legitimize the English language varieties as World Englishes; however, it is a challenge. Second language syllabus and materials are designed according to the standard of natives and both teachers and students aspire native like competence. Despite the consistent struggle of teachers and students, native-like competence remains a challenge for them. Therefore, they need to work together towards the transformation of existing paradigms to create a balanced and decolonized power system. Decolonized power systems can be associated with the disinvention of languages, thus implying resistance to the standard English. During this process of resistance, students construct their own forms. Therefore, denying the standard language practices that results in a decolonized power system. In such conditions, there is a need to develop awareness among teachers and students for such pervasive ideologies and policies.

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