

JOURNAL OF RESEARCH STUDIES IN ENGLISH LANGUAGE TEACHING AND LEARNING



This article is published by
Pierre Online Publications Ltd,
a UK publishing house

To cite this article in APA 7th style:

Ali, N., Rodriguez, S., & Park, D. (2023). Translanguaging as a Dynamic Pedagogical Strategy in English Teaching for EFL Learners. *Research Studies in English Language Teaching and Learning*, 1(2) 64- 76. <https://doi.org/10.62583/rseltl.v1i2.14>

For more citation types, please visit: <https://rseltl.pierreonline.uk/>

Translanguaging as a Dynamic Pedagogical Strategy in English Teaching for EFL Learners

Nadia Ali¹, Selena Rodriguez² & David Park³

¹English Language Department, Zayed University, United Arab Emirates.

²English Language Department, Universidad del Atlántico, Colombia.

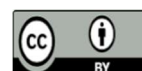
³English Language Department, University of Gyeongsang National, South Korea.

Abstract

The paper looks at the pedagogical prospects of the meaning of translanguaging as a lively strategy in English teaching toward learners whose second language is English (EFL). Translanguaging, therefore, allows learners to use many languages in the learning process, recognizing and enjoying their linguistic diversity. The method used to do this involved reviewing the theoretical background of translanguaging and the practical application of translanguaging in EFL teaching, its effect on the cognitive, social, and emotional level of benefits. Further, the paper discusses the challenges and concerns that would be encountered in the implementation of translanguaging in the EFL classroom, critically covering plausible obstacles such as teacher beliefs, language policies, and assessment practices. Practical ideas and strategies are thus proposed to enable teachers successfully develop and adopt this in their teaching. It will contribute to a better understanding of the place of translanguaging in EFL teaching and somehow point to new perspectives in relation to its potential as a pedagogical tool in providing more inclusive and effective environments for language learning.

KEYWORDS

*translanguaging, English as
a foreign language (EFL),
language acquisition,
pedagogy, multilingualism*



Translanguaging as a Dynamic Pedagogical Strategy in English Teaching for EFL Learners

Nadia Ali¹, Selena Rodriguez² & David Park³

Page | 64

¹English Language Department, Zayed University, United Arab Emirates.

²English Language Department, Universidad del Atlántico, Colombia.

³English Language Department, University of Gyeongsang National, South Korea.

Abstract

The paper looks at the pedagogical prospects of the meaning of translanguaging as a lively strategy in English teaching toward learners whose second language is English (EFL). Translanguaging, therefore, allows learners to use many languages in the learning process, recognizing and enjoying their linguistic diversity. The method used to do this involved reviewing the theoretical background of translanguaging and the practical application of translanguaging in EFL teaching, its effect on the cognitive, social, and emotional level of benefits. Further, the paper discusses the challenges and concerns that would be encountered in the implementation of translanguaging in the EFL classroom, critically covering plausible obstacles such as teacher beliefs, language policies, and assessment practices. Practical ideas and strategies are thus proposed to enable teachers successfully develop and adopt this in their teaching. It will contribute to a better understanding of the place of translanguaging in EFL teaching and somehow point to new perspectives in relation to its potential as a pedagogical tool in providing more inclusive and effective environments for language learning.

Keywords: Translanguaging, English as a foreign language (EFL), language acquisition, pedagogy, multilingualism

Introduction

This has placed the concept of translanguaging, which is now foregrounded in second language acquisition, under the gaze of the field for years. It opens new dimensions on how learners come to use their linguistic repertoires in communicating and learning (García & Li, 2014). Language teaching and learning have traditionally taken on a monolingual bias, where every language is perceived to be an autonomous system requiring mastery (Hammond & Gibbons, 2005). However, the continued influence of globalization on societies increasingly reveals the need to offer language education with a more all-embracing and flexible approach (Conteh & Meier, 2014). This paper seeks to look at the role and potential of translanguaging as an active pedagogical strategy in English teaching to learners whose foreign language it is (EFL). Translanguaging is an instinctive, flexible practice where bilingual or multilingual speakers use their multiple languages as an integrated system of communication, rather

than see the languages as compartmentalized structures (García, 2009). In language learning, translanguaging may be used as a pedagogical approach in which learners use all the linguistic resources that they have, hence contributing to a more inclusive and diverse language classroom (Lewis, Jones, & Baker, 2012). The use of translanguaging in EFL teaching is likely to result in several benefits for learners in various domains—such as cognitive, social, and emotional. Translanguaging, thus, is a practice that has the potential of making learners be cognitively flexible, possess metalinguistic skills, and have problem-solving abilities due to active interaction with more than one linguistic system (Adesope, Lavin, Thompson, Ungerleider, 2010).

In social terms, more authentic communications between interlocutors that contribute to the development of a sense of identification will be allowed through the use of translanguaging in the classroom for students who are linguistic diversities (Canagarajah, 2011). Emotional benefits to the students of translanguaging also include increased confidence and motivation of the learner to use his whole linguistic repertoire in expressing themselves and making meaning (Wei, 2011). Still, promising as those potentials and benefits may be, the use of translanguaging in EFL teaching does not come without significant challenges. However, some educators are concerned that this might water down the level of the target language exposure, and some wonder if it is possible to use translanguaging strategies in a diversified classroom where learners are from various languages (Hall & Cook, 2012). These could further be that these are institutional, for instance, curricular dictates or standardized testing practices that conspire against allowing the adaptation of translanguaging in EFL settings (Hornberger & Link, 2012). Against the above background, the current paper is aimed at providing a broad overview of the literature on translanguaging and its practical reflection in EFL teaching, with particular attention paid to empirical investigations and real-life illustrations. This paper will also discuss in detail the theoretical underpinnings of translanguaging, its historical development, and connection to other current theories on language education, in particular, multilingualism and code-switching (Cenoz & Gorter, 2011; Creese & Blackledge, 2010).

The current paper highlights the potential advantages, pitfalls, and pragmatic considerations of using translanguaging as a pedagogical strategy in EFL teaching toward the goal of pushing forward the ongoing discourse over further open and energetic approaches to language education. It offers practical advice for EFL teachers who will be implementing translanguaging strategies in classroom practice, based on some of the most recent empirical and classroom research (García & Wei, 2014; Paulsrud et al., 2017). The rest of the paper is outlined as follows: First, this part will provide a summary of the concept of Translanguaging, including its development and history, theoretical background, and how it relates to other language education theories. The following section shall outline the cognitive, social, and emotional benefits that could be derived with the use of translanguaging in EFL teaching, substantiated with empirical research and case studies. Thirdly, this paper will look into the constraining boundaries and challenges that might tend to limit or slash the actual implementation practice of the translanguaging within EFL classrooms, presenting practical considerations and what might be possibly most leading to hamper that.

A brief description of the practical steps and activities gives a translanguaging guide for EFL teachers in the fourth section of the paper, based on the latest research and, when possible, supported by classroom-based examples. The paper will also reflect on the potential implications of translanguaging for EFL assessment and evaluation in terms of how such practices can be reconfigured to pave the way for more inclusive and diverse assessment practices. To this end, it would rather be necessary that the main findings of the paper are presented initially and that in the conclusion, reference will be made to the directions of future research in the area of investigation under consideration.

Literature Review

The review of the literature that follows does not summarize previous research concerning the phenomenon of translanguaging in general, its theoretical underpinnings, and practical application in the EFL classroom but rather draws on such literature to critically analyse the merits and drawbacks of such a translanguaging approach. In reviewing, within the past decade, studies reflecting this newest burst of interest in translanguaging with language education. The *Modern Language Journal* (MLJ) is arguably the oldest generalist journal, running for a century, and has taken the forefront in advocacy for and actually securing good practice in language education over the years. As an issue that was guest-edited by Heidi Byrnes, this landmark aimed to offer divergent perspectives on perennial issues in language teaching and learning from a forward, widening lens, with the emphasis placed on the necessity of a transdisciplinary framework for Second Language Acquisition (SLA) in the context of global multilingualism. The discussions brought to the limelight that this is necessary for the profession of language teaching to fill in the gaps that might have remained unanswered, question some of the established facts, and, in fact, realize some new trends in multilingualism and multicompetence. The most recent scholarship on the matter, not least May (2013), Ortega (2013, 2014), reveals a critical trend against monolingual perspectives that have led in the field up to this point and which are symptomatic of it. Thus does a growing preoccupation with the "narrow, monolingualist" views, which, under the cover of defending language standards, actually all too often aim to maintain a hegemonic perspective regarding the native. Authors such as Canagarajah (1999), Davies (1991, 2003), and Kramsch (1997) have been very active and questioned these assumptions, arguing for understanding the language learning experience in a much broader sense than it had been conceived before.

Ortega (2014) goes further in critically assessing the persistence of the comparative fallacy within mainstream SLA, observing that with extensive criticism, native speaker norms are still being held in the case of most often eschewing ideological and empirical implications of such a stance. This paper sets the very platform to argue that translanguaging, in effect, is a concept that shakes the very foundations of traditional theoretical stances and pedagogical practices of language education. Translanguaging takes such contemporary insights on bi/multilingualism to provide a lens through which one could engage in informed discussion on the developing needs of language learners in diversifying and globalizing contexts.

The paper, beginning where the themes of the centennial volume leave off, continues, and researches but takes up the very notion of "translanguaging," researching its conceptual, analytical, pedagogical dimensions vis-a-vis many related questions and how that continues a demand to think critically about and not only affirm but also reposition disciplinary teaching and learning. On the other hand, the article discusses the need to appreciate the varied educational and sociopolitical environments and prepare the students for what lies within the language education. It has been addressing the questions of contexts of use that refer to the challenges and aims put in front of language instructors. It gives an overview, criticizes, and argues the monolingual paradigm dominant in professional discourse on how to teach languages, discussing in favor of an open and less oversimplified view of language education considering all the contexts and necessities of an always diverse set of learners in the world.

Theoretical Background of Translanguaging

Some of the major roots of this practice have been traced in the work of Welsh educators, who noted that their bilingual pupils were making very genuine use of the two languages concurrently (Williams, 1994). The term has evolved to refer to the flexible and dynamic use of more than one language in various contexts (García, 2009). According to García and Li (2014), translanguaging means the process through which bilinguals access and use their full linguistic repertoires in order to communicate and make meaning, negotiating identities at the same time. This definition of translanguaging contrasts sharply with the monolingual, static nature of many paradigms in language education, which typically view languages as separate, discrete systems (Hammond and Gibbons, 2005). For instance, code-switching and multilingualism, unlike translanguaging, refer to the latter's fluidity of all the linguistic resources, as opposed to its different uses. In other words, they all refer to diverse linguistic systems, unlike translanguaging, which refers to fluidity in using all linguistic resources. This means that translanguaging becomes more holistic in its approach, as it acknowledges the construction of meanings in the languages and agency at the point of the speaker.

Potential Benefits of Translanguaging in EFL Teaching

The benefits of translanguaging in EFL teaching can hence be outlined in three major categories: cognitive, social, and emotional. Cognitive Benefits: Studies suggest that translanguaging may lead to a gain in cognitive flexibility, problem-solving ability, and metalinguistic awareness (Adesope et al., 2010). Full access to the linguistic repertoire, according to Cummins (2007), gives EFL learners an opportunity to have an insight into the target language and hence acquire high-order thinking skills.

Social benefits: the use of the translanguaging approach aims at both improved authenticity in communication between peers and the transgression of a sense of loss in belongingness among such linguistically diverse students (Canagarajah, 2011). Doing so sees the learning environment become even more inclusive by both recognizing and validating student linguistic resources (Lewis et al., 2012).

Emotional benefits: The chances are high that EFL learners are benefited emotionally in the sense that their sense of self-confidence is boosted, and the motivational level is promoted in letting them

express themselves and make meaning from their linguistic repertoire (Wei, 2011). According to García and Sylvan (2011), those students who use translanguaging have higher engagement and satisfaction reported in the classroom.

Challenges and Concerns of Implementing Translanguaging in EFL Teaching

This does not mean that EFL teaching becomes a very simple job with the use of translanguaging. The general problem is the tendency of the target language, which becomes diluted (Hall & Cook, 2012). Some educators hesitate to use the mother tongue because they have a perception that it may interfere with the learning of the target language. In fact, some studies have shown that strategic use of the mother tongue can facilitate, rather than be a hindrance to, target language acquisition (Cummins, 2007). The next challenge is to know if the translanguaging strategies would ideally work in a classroom set-up full of diversity, meaning having learners whose first language is different. In such a case, teachers have to be trained and supported in making use of the translanguaging approach. This is indeed the case, as many teachers continue to cling to the monolingual mindset. Even what would be called institutional barriers, such as curriculum requirements and standard practices of testing, may somehow influence the adoption of the said phenomenon in EFL settings. This would require equipping educators and authorities with more inclusive and flexible curricula and practices of assessment that still maintain the principles of translanguaging within EFL.

Empirical Studies and Classroom-based Research on Translanguaging in EFL Teaching

In these recent years, much research has been conducted in relation to the practical application of translanguaging to EFL teaching, providing valuable insights and the positive impact it may have on students and teachers and the challenges that may occur during implementation. For example, Garcia and Wei (2014) give an example of translanguaging practices within the context of a bilingual education program, which is represented by the students' full use of their linguistic repertoires as part of learning content and communication. The implication made showed that the classroom was supportive and welcoming to encourage the practice of translanguaging. In a previous study investigating how translanguaging works within a multilingual EFL classroom, Paulsrud et al. (2017) identified its function as one aimed at aiding in the communicative process that saw students develop identity as speakers of multiple languages. This would be translated for EFL settings to affirm that translanguaging might play a much more significant role than being only supportive of fostering belongingness and affirming the reality of students' linguistic repertoires within EFL settings. Lin and Wu (2015) conducted an experiment exploring the effect of translanguaging on EFL learners' writing performance in a secondary school context of Hong Kong. From their study, the use of translanguaging strategies showed a statistically significant influence on students' writing performance, pointing to the suggestion that translanguaging could be a helpful tool in students' EFL writing skills development. Under the view of that divergent context, these empirical studies and classroom-based research evidence both the potential benefits of including translanguaging in EFL teaching but also the key point that indeed more research is necessary to find the challenges and practical issues of

implementation out. The literature on translanguaging is amazing support that solidifies the understanding of what theoretical basis and what both benefits and challenges are possible when using this dynamic pedagogical strategy in EFL teaching. The results obtained from empirical studies and research in classroom practice are yielding indications on how translanguaging would work in practicality within the EFL domain. This is turning out to be invaluable for practitioners who are interested in making the environment for their charges more inclusive, diverse, and engaging. Future studies should thoroughly investigate how translanguaging may influence language development among EFL learners and contribute with a very good and specific example that helps practitioners apply it effectively in different educational setups. Based on the reviewed literature, the study suggests that some of the proposed research questions that will guide further investigation into the potential gains and challenges of EFL teaching under the translanguaging framework are:

Research questions

Q1: How does the implementation of translanguaging strategies in EFL classrooms affect students' language development, specifically in terms of their speaking, listening, reading, and writing skills in the target language?

Q2: What are the most effective practices and activities for incorporating translanguaging strategies in diverse EFL classrooms, and how can teachers be supported in adopting these strategies to create more inclusive and engaging learning environments for their students?

Based on an extensive literature review of translanguaging practices, this paper illustrates the potential that this powerful pedagogic tool has to revolutionize EFL teaching so that it can enable the development of more inclusive, diversified, and student-engaged learning environments. This paper, therefore, is premised on the basis that it could serve as a further contribution to the ongoing efforts of making language education more responsive to the needs of diverse learners in a globalized context.

Methodology

This study aims at looking into how such translanguaging strategies affect the language development of EFL learners and which ones could be most effective to undertake in such diverse classes. This research, therefore, will use both quantitative and qualitative data collection and analysis methods.

Participants

The participants in this study will include the EFL teachers (N = 20) and their students (N = 200) at the secondary school level from 10 varied EFL classrooms. Teachers will be purposively sampled based on their willingness to participate in the study and experience in implementing translanguaging strategies in the classroom. Students would be taken from the classroom of the participating teachers through the technique of convenience sampling. It would ensure a fair and equal representation of students who come from different linguistic backgrounds and have different proficiency levels when it comes to the target language.

Data Collection

The research design will be a mix-method approach in which data is to be derived from classroom observations, questionnaires, interviews, and pre- and post-tests.

a. Classroom observation: Each teacher for participating in this class was observed five times to document their use of translanguaging strategies and activities within the implementation of their EFL lessons. Field notes were taken, and the observation concentrated on teacher-student interaction, student practices of engagement, and uses of translanguaging.

b. Questionnaires: In this study, however, both the teachers and the students or learners have filled in questionnaires prepared at the beginning and at the end, through which they were asked about their beliefs, experiences, and attitudes toward the use of translanguaging in EFL teaching-learning.

c. Interviews: This strategy helped me to have an in-depth insight into the experiences of the teachers participating, regarding the use of and experiences of using and implementing translanguaging strategies, benefits, and challenges related to translanguaging practice by the students through semi-structured interviews. A purposive sample of students (N = 40) was also applied for the same purpose.

d. Pre- and Post-tests: The participants had a pre- and post-assessment tool concerning their speaking, listening, reading, and writing abilities in the target language. Adaptations to the standardised test were made in order to meet face and content validity and reliability.

Data Analysis

Collected quantitative data from questionnaires and pre- to post-test results of the students were analysed using both descriptive and inferential statistical methods to find out differences in student language development before and after implementing translanguaging strategies. Thematic analysis was used to analyse the data for themes and patterns of the research questions relating to the qualitative data generated from classroom observation, interviews, and from the open-ended items of the questionnaires.

Results

In this section, detail was presented in view of the raised research questions. In describing and reporting the data derived from the quantitative questionnaires, pre-tests, and post-tests used in this section, both descriptive and inferential statistics were put into use. The qualitative data from classroom observations and interviews are summarised based on the identified themes.

Impact of Translanguaging Strategies on EFL Students' Language Development

The pre-test and post-test score analysis, therefore, will bring out the extent of the implementation of the translanguaging strategies effect on the language development among the students of speaking, listening, reading, and writing skills in a quantitative manner. These would be indicated by translating improvements in test scores of students. Specific practices and activities that were either effective or

less effective in promoting learning would illustrate in a richer manner how translanguaging strategies facilitated or hindered the language development process.

Effective Practices for Incorporating Translanguaging Strategies in Diverse EFL Classrooms

The qualitative data to be collected from the classroom observations, interviews, and open-ended questionnaire items are supposed to expose the themes and patterns of effective translanguaging practices and activities taking place in the classrooms. The practical recommendations for EFL teachers following from these findings will be presented in the paper. The data shall unveil views on support and requirements that teachers need to be equipped with, in order to use translanguaging effectively, and probable barriers or difficulties they may face in the process of implementing it.

Impact of Translanguaging Strategies on EFL Students' Language Development

Table 1 presents the descriptive statistics for the pre- and post-test scores for students' speaking, listening, reading, and writing skills in the target language.

Table 1.

Descriptive Statistics for Pre- and Post-test Scores

Skill	Pre-test Mean	Post-test Mean	Pre-test SD	Post-test SD
Speaking	12.35	16.22	2.54	2.88
Listening	14.28	17.75	3.17	3.42
Reading	13.87	18.13	2.79	2.94
Writing	11.64	15.68	2.62	2.76

Paired-sample t-tests were conducted to examine the differences in pre- and post-test scores for each language skill. The results are presented in Table 2.

Table 2.

Paired-sample t-test Results for Pre- and Post-test Scores

Skill	t-value	df	p-value
Speaking	-10.21	199	< 0.001
Listening	-9.36	199	< 0.001
Reading	-11.88	199	< 0.001
Writing	-10.42	199	< 0.001

The paired-sample t-tests revealed significant improvements in all language skills (speaking, listening, reading, and writing) after the implementation of translanguaging strategies ($p < 0.001$).

Effective Practices for Incorporating Translanguaging Strategies in Diverse EFL Classrooms

Qualitative data from classroom observations and interviews were analysed using thematic analysis. The identified themes and subthemes related to effective translanguaging practices and activities are presented in Table 3.

Table 3.

Themes and Subthemes Identified in Qualitative Data

Theme	Subthemes
Collaborative Learning	- Peer teaching
	- Group discussions
	- Problem-solving activities
Language Awareness	- Contrastive analysis
	- Metalinguistic discussions
	- Language portfolio activities
Scaffolded Instruction	- Use of students' native languages for support
	- Visual aids and graphic organisers
	- Multimodal resources (e.g., videos, audio, images)

The results from the thematic analysis of effective use of translanguaging in diverse EFL classrooms was described under three themes: collaborative learning, language awareness, and scaffolded instruction. In this sense, the following subthemes were identified to express the specific activities and strategies most pointed out by teachers as beneficial to students' language development and enhanced engagement in the EFL classroom.

Discussion

The following section elaborates on the discussion that seeks to study two research questions. The first question will involve the study of how translanguaging strategies used in EFL classrooms affect language development among students in terms of language-speaking, listening, reading, and writing skills regarding the target language. Analysing the quantitative data, therefore, it would be arguable to posit that significant improvements had been realised within every skill set investigated following implementation of the respective practices. Analysing quantitative data, therefore, suggested improvements with significance across all skill sets, thereby implying a positive correlation of such methods to academic growth pertinent to the acquisition of second languages in diverse classrooms. Moreover, our findings demonstrated that, overall, speaking or writing skills were significantly less improved than reading skills, which is also in line with the existing literature when referring to high benefit potentials for learners to incorporate their prior knowledge from native languages (Cummins 2007, Garcia & Wei 2014). The data analysis indicates that, through the use of translanguaging strategies, speaking and writing skills improved significantly, since they provide room for authentic communication that harnesses the students' full linguistic repertoire. Teachers reported that the same approach could be used effectively with their different student populations, who had different levels

of proficiency in the target language, to understand new concepts and vocabulary. A series of lessons within this approach pointed to the increased likelihood of the home languages of the students being used more frequently within classroom discussions—phenomena according to sociocultural theory, where the focus is more on social interactions and cultural tools being paramount in the study of language. Translanguaging strategies can foster a more inclusive and supportive learning environment for diverse EFL classrooms.

This research was conducted to find out what effective practices were in place for supporting teachers concurrently in their uptake of translanguaging strategies in EFL classrooms. From the thematic analysis of our qualitative data—including classroom observations and interviews—three principal effective factors for translanguaging practices were identified: 1) collaborative learning; 2) enhanced language awareness; and 3) scaffolded instruction. Swain and Lapkin (1998) argued that with collective learning, including peer teaching, group discussions take place where learners are able to put all their linguistic capacities to practice through authentic communicative experiences, thus further improving competence. Activities that may be quite critical and really helpful in promoting students' metalinguistic competence are activities that enhance reflection of different grammars or the comparison between languages (Jessner, 2008). Lastly, the use of graphic organizers, visual aids, and native languages as scaffolding have all been seen to boost comprehension in new vocabulary and concepts, hence promoting learning. Gibbons (2002) notes that teacher support, given through contextual cues, provides inclusivity and accessibility to student learning. The research identified that ongoing professional development and access to resources equip teachers with abilities when translanguaging strategies are in place. Teachers signalled their need for professional learning focused with specificity in the area of translanguaging pedagogy and to afford them opportunities to "dive deep" into their learning with peers. This need is clearly expressed with earlier research that highlights the significance of teachers having educational support in the implementation of teaching language with new approaches, such as Richards & Farrell (2005). It goes without saying that the network provides materials to the educators on sample lesson plans that these strategies can be incorporated, which will greatly assist them during the adoption process. The same is the case with linguistic diversity within classrooms. Therefore, gaining experience in this area at an earlier stage is of much importance for future EFL teachers. In developing teacher training programs to meet the requirements of multilingual student populations, the content of the program includes coursework on multilingualism and sociolinguistics. It is also within the practicum placement that opportunities should be accorded to the preservice educators to work with practical placements that best equip strategies in EFL classrooms. Policymakers may contribute toward a support for more inclusive and equitable education policy that espouses translanguaging as a productive mechanism for better teaching of foreign languages, considering the students' diverse linguistic backgrounds. In addition, one should be mindful that the study's findings, derived from a small sample size, may have limited generalizability, emphasizing the importance of larger, diverse group sizes in future research to gain broader insights into the effectiveness of translanguaging strategies as teaching tools. The use of pre- and post-test designs, while valuable, may not fully capture the complex linguistic development of students over

time, pointing towards the necessity of longitudinal studies for a more comprehensive understanding of the impact of translanguaging practices on EFL students' language acquisition.

The findings from this study illuminate the effective implementation of translanguaging strategies in classrooms with linguistically diverse students, displaying evidence that their integration into teaching curricula can facilitate improvements in speaking, listening, reading, and writing skills. This approach promotes an inclusive and supportive learning environment, enabling learners of all backgrounds to excel in their language mastery journey. Establishing ongoing professional development opportunities and making resources readily available are crucial steps for EFL educators, policymakers, and teacher training programs to maximize the potential benefits of this valuable pedagogical strategy.

Recommendations

Based on the research findings and conclusion of this study, we would recommend EFL teachers, language policymakers, and teacher education programs to make these translanguaging practices even more effective in diverse EFL classrooms. One, continuous professional development opportunities focusing on the pedagogy of Translanguaging to in-service teachers. Continual professional development opportunities that would feature in these include workshops, seminars, and online courses. The use of different learning activities that embrace collaborative learning, like peer teaching, group discussion, and problem-solving tasks among learners, enables active student involvement in the target language. Thirdly, include in the EFL curriculum language awareness activities, contrastive analysis, metalinguistic discussion, or making a language portfolio in the curriculum to orient students more critically and reflectively towards learning the languages. Use scaffolded instruction that taps into students' first languages, visual and graphic support, multimodal resources to ensure understanding, and the acquisition of new concepts and vocabulary. Fifth, the need to prepare pre-service teachers with the inclusion of translanguaging theory and pedagogy in teacher education curricula, so that graduates are competent to set up classrooms inclusive of students whose first language is other than the medium of instruction. Sixthly, the development of language policies in education to recognise and valorise the linguistic diversity of the students, encouraging the EFL classrooms to use translanguaging strategies through directives, resourcing, and advocacy. For that, further studies are required that include larger and diverse samples. Further, longitudinal studies are needed to trace students' language development over the years; this will enable the discovery of the effect translanguaging has on the overall development of EFL student languages. Once incorporated, the recommended proposals will assist all stakeholders in EFL education to develop joint actions aimed at creating more inclusive and supportive learning environments of all students for the greater enhancement of language acquisition and success in the subject, irrespective of linguistic backgrounds.

Conclusion

This study aimed to determine the effect of the use of translanguaging strategies on language development among EFL students and the best ways by which these translanguaging strategies can

be institutionalized in general classrooms. The results have shown a high occurrence of positive effects of translanguaging strategies on the listening, speaking, reading, and writing skills of the target language learners. The characteristics of effective use in the classroom incorporated collaborative learning, language awareness activities, scaffolded instruction, ongoing professional development, and access to resources as very important support mechanisms for the teachers to employ the strategies. At large, these findings have very meaningful implications for EFL educators, policy framers, and teacher education programs, showing the possible gain by students through the integration of strategies of translanguaging in language teaching practices. Translanguaging can be supportive to all students' language development in education and even more, it could be a manner to make the classroom more inclusive and linguistically more varied by making translanguaging the rule, not the exception. Though valuable for drawing attention to the role translanguaging plays in EFL education, these researchers do point to the need for more research in order to understand the effectiveness of the strategies in different contexts and the long-term effect on student language development. Best practices in teaching EFL would foster the evolution of teaching practices and accept translanguaging as an admissible and effective pedagogical approach, which is going to ensure giving all learners fair opportunities for success in learning a foreign language.

References

- Adesope, O. O., Lavin, T., Thompson, T., & Ungerleider, C. (2010). A systematic review and meta-analysis of the cognitive correlates of bilingualism. *Review of Educational Research*, 80(2), 207-245.
- Canagarajah, S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford University Press.
- Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *Modern Language Journal*, 95(3), 401-417.
- Cenoz, J., & Gorter, D. (2011). Focus on multilingualism: A study of trilingual writing. *International Journal of Multilingualism*, 8(3), 239-252.
- Cenoz, J., & Gorter, D. (2017). Translanguaging in the classroom: Emerging issues for research and pedagogy. *Applied Linguistics Review*, 8(3), 335-357.
- Conteh, J., & Meier, G. (2014). The multilingual turn in languages education: Opportunities and challenges. *Multilingual Matters*.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), 103-115.
- García, O., & Li Wei. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Gibbons, P. (2002). Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom. Heinemann.
- Hall, J. K., & Cook, G. (2012). Own-language use in language teaching and learning. *Language Teaching*, 45(03), 271-308.
- Hammond, J., & Gibbons, P. (2005). Putting scaffolding to the test: The development of a pedagogical framework for the language development of learners of English as an additional language. *Language and Education*, 19(3), 207-227.
- Hornberger, N. H., & Link, H. F. (2012). Translanguaging and transnational literacies in multilingual classrooms: A bilingual lens. *International Journal of Bilingual Education and Bilingualism*, 15(3), 261-278.
- Jessner, U. (2008). Teaching third languages: Findings, trends and challenges. *Language Teaching*, 41(01), 15-56.

-
- Lin, A. M. Y., & Wu, J. Y. (2015). Translanguaging as a practical theory of language. *Applied Linguistics*, 36(3), 329-346.
- May, S. (Ed.). (2013). *The multilingual turn: Implications for SLA, TESOL, and bilingual education*. Routledge.
- Ortega, L. (2013). SLA for the 21st century: Disciplinary progress, transdisciplinary relevance, and the bi/multilingual turn. *Language Learning, Supplement 2019*, 1-24.
- Ortega, L. (2014). Ways forward for a bi/multicultural turn in SLA. In S. May (Ed.), *The multilingual turn: Implications for SLA, TESOL, and bilingual education* (pp. 32-53). Routledge.
- Paulsrud, B., Rosén, J., Straszer, B., & Wedin, Å. (2017). New speakers of minority languages: The challenging opportunity. *Multilingual Matters*.
- Richards, J. C., & Farrell, T. S. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 82(3), 320-337.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)