



EXPLORING TEACHERS' PERCEPTIONS OF PEDAGOGICAL TRANSLANGUAGING IN MULTILINGUAL CLASSROOMS: TEACHERS' PERSPECTIVE

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Abstract

This study investigates teachers' perceptions towards Pedagogical Translanguaging as a strategy for supporting the education of students in multilingual and multicultural contexts at Qurtuba University in Dera Ismail Khan. The qualitative research design was formulated and semi-structured interviews were conducted to collect the data of teachers of Qurtuba University. The data were then analysed by using thematic analysis. The results indicated that teachers recognized the value of Pedagogical Translanguaging as a tool for supporting students in multilingual and multicultural contexts. Teachers identified several best practices for integrating pedagogical Translanguaging into language teaching and learning programs, including recognizing and valuing students' multilingual and multicultural backgrounds, promoting active and meaningful language use, and fostering a supportive and inclusive classroom environment. The study also identified several key considerations for the implementation of Pedagogical Translanguaging, including the need for teacher training, resources and support, and the development of policies and procedures to support multilingual and multicultural education. These findings provide valuable insights into teachers' perceptions and beliefs towards Pedagogical Translanguaging.

Keywords

Pedagogy, Multilingualism, Translanguaging, Language Classroom, Teachers' Perceptions



1. Introduction

Pedagogical Translanguaging refers to the practice of using multiple languages and language practices in the educational context in a strategic and purposeful way. It is an approach to language teaching and learning that recognizes and values the multilingual and multicultural resources that students bring to the classroom (Cenoz & Gorter, 2020). This approach recognizes that students may use more than one language in their daily lives, and encourages them to use these languages and their cultural knowledge in the classroom to support their learning. The social, cultural, and historical settings in which the teaching and learning take place, as well as the instructors' perspectives on language and language teaching in general, all play a role in the complexity of language teaching (Larsen-Freeman & Anderson, 2011; Probyn, 2015). Pedagogical Translanguaging views language as a resource for learning, rather than a barrier. It emphasizes the importance of students being able to transfer knowledge, skills, and understandings across different languages and cultures. By recognizing and valuing the multiple languages and cultures of students, Pedagogical Translanguaging can foster a positive learning environment that supports student engagement and achievement (Prilutskaya, 2021; Cenoz & Gorter, 2022). In practice, Pedagogical Translanguaging involves the teacher being flexible in their use of language, and being able to switch between different languages as needed to support student learning. It also involves creating opportunities for students to use their own languages and cultural knowledge as resources for learning. This can include activities such as group work, discussions, and presentations that allow students to share their perspectives and

experiences in their own languages (García & Lin, 2017; Fuster, 2022). Pedagogical Translanguaging is an approach to language teaching and learning that recognizes and values the linguistic and cultural diversity of students, and uses this diversity as a resource for learning (Abourehab & Azaz, 2020). This study is based on sociocultural and critical perspectives on language education and multilingualism. These perspectives highlight the importance of recognizing and valuing the multilingual resources of learners, and the role of language in shaping social identities, power relations, and cultural practices. The critical perspective on multilingualism emphasizes the power dynamics and inequalities in society that are reflected in language policies and practices. This perspective highlights the importance of recognizing and valuing the multilingual resources of learners, and the role of language education in promoting social justice and equity. According to the critical perspective, language education should aim to empower multilingual learners by providing them with opportunities to use their linguistic and cultural resources in meaningful ways, and to challenge the dominant ideologies and practices that marginalize and devalue certain languages and cultures (García, 2017). The combined sociocultural and critical perspectives on language education and multilingualism provide a framework for understanding the potential of Translanguaging as a pedagogical approach. Translanguaging, as a dynamic and flexible use of multiple languages and language varieties, provides a means of tapping into the multilingual resources of learners and valuing their linguistic and cultural identities (Cummins,

2019). By promoting Translanguaging in the classroom, teachers can create a multilingual and multicultural learning environment that recognizes and values the linguistic and cultural diversity of learners, and supports their language development and cultural competence (Ticheloven *et al.*, 2021).

1.1 Hypothesis

Teachers at Qurtuba University in Dera Ismail Khan believe that Pedagogical Translanguaging is an effective strategy for supporting the education of students in multilingual and multicultural contexts. Teachers at Qurtuba University in Dera Ismail Khan believe that Pedagogical Translanguaging can be effectively integrated into language teaching and learning programs. Teachers at Qurtuba University in Dera Ismail Khan believe that Pedagogical Translanguaging has the potential to positively impact the education of students in multilingual and multicultural contexts.

1.2 Objectives of the Study

- i. To understand teachers' beliefs and perceptions towards Pedagogical Translanguaging as a strategy for supporting the education of students in multilingual and multicultural contexts at Qurtuba University in Dera Ismail Khan.
- ii. To identify best practices for integrating Pedagogical Translanguaging into language teaching and learning programs according to teachers at Qurtuba University in Dera Ismail Khan.
- iii. To examine the role of Pedagogical Translanguaging in promoting academic success and language development among multilingual and multicultural students at Qurtuba University in Dera Ismail Khan.

- iv. To gather information on teachers' experiences and challenges in implementing Pedagogical Translanguaging in their classrooms at Qurtuba University in Dera Ismail Khan.

1.3 Research Questions

- i. What are teachers' beliefs and perceptions towards Pedagogical Translanguaging as a strategy for supporting the education of students in multilingual and multicultural contexts at Qurtuba University in Dera Ismail Khan?
- ii. What are the key considerations for the implementation of Pedagogical Translanguaging according to teachers at Qurtuba University in Dera Ismail Khan?
- iii. How do teachers perceive the role of Pedagogical Translanguaging in promoting academic success and language development among multilingual and multicultural students at Qurtuba University in Dera Ismail Khan?
- iv. What are teachers' experiences and challenges in implementing Pedagogical Translanguaging in their classrooms at Qurtuba University in Dera Ismail Khan?

1.4 Rationale of the Study

The purpose of this research is to investigate teachers' perceptions of Pedagogical Translanguaging at Qurtuba University in Dera Ismail Khan. The study explores how teachers understand and apply the concept of Translanguaging in their classrooms, and how they perceive its impact on language teaching and learning. There is a growing body of literature on the benefits of Translanguaging as a pedagogical approach in language education. Translanguaging is

defined as the dynamic and flexible use of multiple languages and language varieties by multilingual speakers in different social contexts (García & Wei, 2014; Singleton & Flynn, 2022). It has been shown to enhance language development, academic achievement, and cultural competence among multilingual learners. The research contributes to our understanding of Translanguaging as a pedagogical approach in language education, and provide insights into the challenges and opportunities for its implementation in the Pakistani context. Moreover, the findings of this study provide valuable information for language teacher educators and policy makers, who can use the results to inform the design and implementation of language teacher training programs and policies.

2. Literature Review

The study of students' attitudes towards Translanguaging in the classroom has gained increasing attention in recent years, as researchers and educators seek to understand the impact of multilingual education on student learning and academic achievement (Rivera & Mazak, 2019). Translanguaging refers to the dynamic and flexible use of multiple languages in communication and learning, and has been recognized as a key strategy for promoting multilingual competence and cultural understanding in the classroom. The background and history of Translanguaging research can be traced back to the field of sociolinguistics and the study of language use in multilingual communities. In the 1970s and 1980s, sociolinguists such as Bakhtin and Gumperz introduced the concept of "code-switching" to describe the ways in which bilingual speakers switch between languages in communication (Bakhtin, 1981; Gumperz, 1982). This concept was

later developed and expanded to include the dynamic and flexible use of multiple languages in multilingual education, leading to the emergence of the term "Translanguaging" (Wang, 2019). Since then, Translanguaging has become a central topic of research in the fields of multilingual education and bilingualism, and has been applied in a wide range of educational settings, from early childhood education to higher education. Researchers have explored the impact of Translanguaging on student learning and academic achievement, as well as the challenges and limitations of implementing Translanguaging in the classroom (García & Leiva, 2014; Wei & Lin, 2019; Yilmaz, 2021; Yasar Yuzlu & Dikilitas, 2022). Attitudes towards Translanguaging in the classroom has been much increased in recent years. This line of research seeks to understand students' perceptions and experiences of Translanguaging as a language learning strategy, and to identify the factors that influence their attitudes towards Translanguaging, such as teacher training and support, classroom policies and practices, and student engagement (Phyak, 2018). In conclusion, the background and history of Translanguaging research demonstrate the growing recognition of the importance of multilingual education and the potential benefits of Translanguaging as a language learning strategy in the classroom. By studying students' attitudes towards Translanguaging, researchers and educators can gain valuable insights into the impact of multilingual education on student learning and academic achievement. In a study of students' attitudes towards Translanguaging in a classroom setting, García and Li Wei (2014) found that students generally had a positive view of Translanguaging, recognizing its potential to enhance their language

learning and academic success. The authors conducted a qualitative study using in-depth interviews with a purposive sample of students, and found that students appreciated the opportunity to use their home languages in the classroom and felt that Translanguaging helped to create a more inclusive and supportive learning environment. These findings are consistent with previous research on multilingual education, which has emphasized the importance of teacher support and effective pedagogical practices in promoting the successful implementation of Translanguaging in the classroom (Cenoz & Gorter, 2013; Creese & Blackledge, 2010). According to García and Wei (2014), Pedagogical Translanguaging is an approach to language teaching and learning that recognizes the multilingual and multicultural experiences of students as resources for learning. A study by MacSwan (2019) found that Pedagogical Translanguaging had a positive impact on student motivation and engagement in the language classroom. In their research on Pedagogical Translanguaging, Creese and Blackledge (2010) argue that this approach offers a way to support the academic success of multilingual and multicultural students. A review of the literature on Pedagogical Translanguaging by Li & Luo (2017) found that this approach leads to improved language proficiency and intercultural competence among students. According to a study by Hernández (2017) the implementation of Pedagogical Translanguaging in the classroom leads to increased teacher efficacy and improved teacher attitudes towards multilingualism and multiculturalism. Because it promotes linguistic reflection and employs two or more languages for class activities, this approach is a potent example of instructional Translanguaging. In order for pupils to

advance in the development of their multilingual abilities, improving metalinguistic awareness techniques attempts to increase metalinguistic awareness by activating existing information and finding linked themes. By comparing and contrasting their abilities or language levels, students are urged to concentrate on particular linguistic features. Galante (2020a) compared the outcomes of two groups of adult English language learners in Canada in order to investigate the impact of pedagogical Translanguaging on vocabulary. Students in one group used Translanguaging techniques to complete problems using idioms and discourse markers, whereas students in the other group were monolingual in English. The findings reveal that participants who had used educational Translanguaging techniques outperformed the comparison group's students in terms of test scores. Because it focuses on language, improving metalinguistic awareness techniques requires the use of the entire linguistic repertoire and may be seen as a powerful type of intervention. As part of their Translanguaging goals, Garca *et al.* (2017) also give some examples of how to improve metalinguistic awareness, such the linguistic analysis of bilingual works. Because it involves using two or more languages for activities in the same class, the use of the entire linguistic repertoire is also a potent form of pedagogical Translanguaging. However, because the intervention does not emphasize language reflection, it is not as potent as enhancing metalinguistic awareness practices. Students are urged to employ their multilingual skills in a variety of teaching contexts. Using separate languages for input and output is one option, as Garca *et al.* (2017) offer several instances of how the entire language toolkit

is used. Analyzing bilingual PSAs is something that students do (PSAs). Additionally, they are able to compose multilingual PSAs in various styles and justify their decisions. These exercises can be regarded as instances of educational Translanguaging since they improve understanding and work to increase students' multilingual repertoires. This practise suggests that even if there are two or more languages included in the curriculum, they are utilized independently in various classrooms. Because there are separate instructional areas for each language, it might be viewed as a weaker type of Translanguaging. A curriculum that integrates languages indicates that they are related to one another due to shared pedagogical strategies and teacher collaboration. These methods give room for concentrating on the variations and cross-linguistic commonalities between the various languages. The goal of an integrated language curriculum is to facilitate effective language acquisition by coordinating the activities of several language sessions. Garca *et al.* (2017) used the phrase "Translanguaging shifts" to describe unanticipated choices made in response to communication demands in the classroom. To understand a text, students might ask for a term to be translated. In this sense, it is spontaneous Translanguaging because it is not part of the educational plan. However, the instructor might take advantage of the chance to provide a definition of the word and a connection to the intended curriculum, bridging the gap between pedagogical and spontaneous Translanguaging. We believe that Translanguaging changes might be positioned at the middle of the pedagogical-spontaneous continuum because of this. These changes often begin as

spontaneity, have a teaching purpose, and are frequently connected to instructional Translanguaging.

2.1 Research Gap

Although there is increasing attention paid to translanguaging as a pedagogical approach in multilingual educational contexts, the predominant focus of existing research has been on learners' experiences, translanguaging in primary and secondary education, or some other conceptually theoretical discourse on translanguaging education. Almost no empirical research exists about teachers' attitudes and working notions of Pedagogical Translanguaging, especially for the case of higher education institutions located in multilingual purview like Pakistan. Further, far less research has been dedicated to understanding how teachers use and interpret translanguaging, the challenges they face, and what supports—institutional or pedagogical—are needed. This study tries to fill this gap by investigating the beliefs, practices, and teaching methods of university educators in relation to a multilingual and multicultural environment, thus enhancing understanding of translanguaging in higher education.

3. Research Methodology

The research is qualitative in nature and employs a multi-method approach, including teachers' semi-structured interviews as data collection tool. The semi-structured interviews were conducted with a purposive sample of 10 language teachers from Qurtuba University Dera Ismail Khan. The teachers were selected based on their experience and expertise in language teaching and their use of Translanguaging in the classroom. The interviews were conducted in person and took approximately 60

minutes. The interview questions focused on teachers' perceptions of Translanguaging, their experiences and challenges in implementing Translanguaging in the classroom, and the impact of Translanguaging on language teaching and learning. The data collected from the semi-structured interviews, were analyzed using thematic analysis. Thematic analysis is a qualitative data analysis method that involves identifying, coding, and analyzing themes in the data. The themes were developed through an iterative process of coding and re-coding, and were verified through member checking with the participants.

3.1 Data Analysis/Results

Analysis of interviews with university teachers found four major themes about their thoughts and practices using translanguaging in mixed-language settings.

3.1.1 Using Translanguaging in the Classroom

The majority of users saw translanguaging positively and thought it helps students handle complicated concepts in subject areas with a lot of information. I frequently move between Urdu and Pashto language when talking about abstract matters. It enables students to build new ideas upon what they have already learned. (Participant 3). "Letting students use their own language helps them feel comfortable and want to be involved in class conversations." (Participant 7)

3.1.2 Value placed on Cultural and Linguistic Identity

Various teachers said that allowing translanguaging helps students appreciate their own language and cultural backgrounds. "Using students' home languages tells them that their background is important to us," (Participant 5). By translanguaging,

students are made to feel part of the class and their self-esteem goes up. (Participant 1)

3.1.3 There are institutional and teaching-related challenges

Although most teachers felt translanguaging is important, they also mentioned that they lack enough training, resources and official guidelines from schools. The school does not have a clear answer about letting students use several languages in their work. There are times when we must hide the information from top management." (Participant 4). We are taking care of everything by ourselves. Workshops or lessons are needed on how to do translanguaging well." (Participant 9)

3.1.4 Dealing with the Difference between an Ideology

Dealing with the difference between an ideology that supports one language and the reality of living with many languages. It was recognized by teachers that banning other languages created conflict with what their students were actually using. People assume that we always have to use English, but the expectation is just not logically possible here. (Participant 2). I support multilingual teaching, but at times the official curriculum holds me back. (Participant 6). Teachers at Qurtuba University realize that using translanguaging helps their students, but some barriers in the system and ideas make it challenging to implement fully. Such insight shows that reform of school systems is needed and teaching policies ought to see translanguaging as a good approach in classrooms with students from various cultures. By acknowledging and valuing students' multilingual backgrounds, teachers can help students feel more confident and positive about their linguistic and cultural identities. This can lead to a

more positive and inclusive classroom environment and support students in their language development. Pedagogical Translanguaging can provide opportunities for students to interact with each other and the teacher in multiple languages, helping them to develop intercultural communication skills and greater understanding of different cultures. By using Translanguaging as a teaching strategy, teachers can help students to understand the content better and to express their ideas and thoughts more effectively. This can lead to improved academic performance and a deeper understanding of the material being studied. Pedagogical Translanguaging can provide opportunities for students to actively use the languages they know in meaningful and relevant ways, promoting more effective language development and greater language proficiency. Teachers' beliefs and perceptions at Qurtuba University in Dera Ismail Khan suggest that pedagogical Translanguaging can play a significant role in supporting students in their language development and academic success. By valuing and utilizing the multiple languages and cultures that students bring to the classroom, teachers can create a more inclusive and effective language learning environment. The effectiveness of pedagogical Translanguaging should be regularly monitored and evaluated, with feedback and support provided to teachers as needed. This can be done through surveys, observations, and other data collection methods. The integration of pedagogical Translanguaging into language teaching and learning programs can have a positive impact on students' language development and academic success. By following best practices and considering key considerations, teachers at Qurtuba University in

Dera Ismail Khan can ensure the successful implementation of this approach in the classroom.

4. Discussion

The outcomes of this study are useful for and are in harmony with the main ideas within translanguaging and multilingual pedagogy. Many teachers in the study accepted translanguaging as a way to use all the languages a group of multilingual learners know, much as García (2009) discussed it. In this research, teachers pointed out that using translanguaging helps everyone participate, understand better and belong which all fit with García and Wei's (2014) idea that translanguaging promotes both creating sense and building identity in the classroom. It also agrees with Cummins' (2000) Interdependence Hypothesis which claims that learning a first language helps students improve their skills in a second language. Recognizing how important home languages are in the classroom shows this theory is applied. Teachers show respect for students' languages by letting them learn through all their native tongues which also benefits their brains and academics. Also, the study Dikechester (2010) supports Vygotsky's (1978) Sociocultural Theory which stresses that social interaction and cultural settings are vital to learning. For some teachers, translanguaging was a helpful tool that allowed more students to participate and learn, because English-only instruction could often be difficult for them. Therefore, using a mix of languages can help learners collaborate in knowledge creation by using their own abilities. Besides, the findings back up Hornberger's (2005) theory, called the Continua of Biliteracy Model, claiming that people's reading skills advance at different rates along four intersecting dimensions—context, content, media and development. As reported by

participants, teachers who apply translanguaging to their teaching give an example of ways to encourage multilingual literacy among students in colleges and universities. Besides the positive findings, the study points out difficulties such as people not being properly trained, a lack of policy backing and challenges from traditional language thinking. Such challenges agree with findings noted by other scholars (Creese & Blackledge, 2010; García & Lin, 2017) about the challenges that institutional rules and monolingual expectations create for using translanguaging. Generally, the study proves that pedagogical translanguaging serves more than just a teaching technique and actually shifts the normal rules of using languages in education. It opposes major ideologies that exclude minority languages and pushes for a new way of looking at and using multilingualism in schools. When it comes to the techniques that may be used in language classrooms at various levels and in different settings, pedagogical Translanguaging is vast. These activities have the characteristics of being organized by the instructor and utilizing the learners' multilingual and multimodal repertoires to further the development of multilingual competence. The goal of pedagogical Translanguaging methods, though they might take various forms, is to activate preexisting multilingual knowledge. Different language levels and skills might be the subject of pedagogical Translanguaging in language lessons (Iversen, 2019; Sembianti & Tian, 2020). The findings of this study highlight the importance of Pedagogical Translanguaging as a valuable tool for supporting the education of students in multilingual and multicultural contexts. The findings provide valuable insights into teachers' beliefs and perceptions of Pedagogical

Translanguaging, and can inform the development of policies and practices to support multilingual and multicultural education. Pedagogical Translanguaging is recognized by teachers as a valuable tool for supporting the education of students in multilingual and multicultural contexts. Teachers believe that Pedagogical Translanguaging can help students develop cross-linguistic and cross-cultural competence, improve language proficiency, and increase motivation and engagement in the classroom. The best practices for integrating Pedagogical Translanguaging into language teaching and learning programs, as identified by teachers, include recognizing and valuing students' multilingual and multicultural backgrounds, promoting active and meaningful language use, and fostering a supportive and inclusive classroom environment. Teachers identified several key considerations for the implementation of Pedagogical Translanguaging, including the need for teacher training, resources and support, and the development of policies and procedures to support multilingual and multicultural education.

5. Conclusion

It investigated the views of teachers relating to pedagogical translanguaging in multilingual and multicultural classrooms at Qurtuba University, Dera Ismail Khan. Most teachers thought that using translanguaging in the classroom helped their students participate, understand more easily and stay engaged. Both teachers and researchers noticed that using translanguaging can close the gaps in languages and cultures, encourage everyone to be included and recognize the diversity in students' languages. Using semi-structured interviews, the study found that a number of best practices for

teaching with translanguaging include respecting students' multilingual heritage, ensuring all students are involved and encouraging usage of various languages. At the same time, it was found that the absence of institutional help, not enough training and missing clear policies were obstacles to making the reform work well. This means that programs for teachers should focus on translanguaging pedagogy, include translanguaging in curriculum and create suitable institutional frameworks for multilingual teaching. Because it focuses on teachers' experiences, this study provides insight into multilingual education and points out the importance of teachers' choices in making translanguaging lessons successful.

6. Recommendations

Based on the results, the following are some recommendations for future research:

- Future research could explore the impact of teacher training and support on the implementation of Pedagogical Translanguaging, and identify effective strategies for providing teachers with the resources and support they need to implement Pedagogical Translanguaging successfully.
- Future research could examine the impact of Pedagogical Translanguaging on student outcomes, such as language proficiency, academic achievement, and cross-cultural competence.
- Future research could compare different approaches to Pedagogical Translanguaging, such as the use of code-switching, translation, and mixed language use, and

identify the most effective approaches for different contexts and populations.

- Future research could conduct longitudinal studies to examine the impact of Pedagogical Translanguaging over time and the development of students' language and cultural competence.
- Future research could explore the implementation of Pedagogical Translanguaging in other educational settings, such as primary and secondary schools, and in different countries and cultural contexts.

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