

THE TRANSLANGUAGING APPROACH IN EFL SPEAKING: A SYNTHESIS OF KEY ISSUES AND FUTURE DIRECTIONS

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ARTICLE INFO		ABSTRACT
Received:	15/4/2025	In contemporary multilingual educational settings, translanguaging has arisen as a transformative pedagogical strategy that contests conventional monolingual ideologies in the instruction of English to non-native speakers. This study aims to consolidate essential theoretical frameworks and empirical research outcomes on the implementation of translanguaging in English-speaking classrooms, with a particular focus on the educational context in Vietnam. The research employs a theoretical synthesis method, utilising over 50 peer-reviewed foreign and Vietnamese papers. A thematic content analysis was performed to investigate the following primary areas: (1) theoretical underpinnings of translanguaging, (2) perceptions of learners and teachers, and (3) pedagogical ramifications. The findings indicate that learners appreciate translanguaging as a means to enhance fluency and comprehension, although some voice apprehension regarding insufficient English exposure. Teachers employ translanguaging to enhance instructional clarity, foster relationships, and provide emotional support; yet, institutional policies and curriculum frameworks may hinder its application. The study also identifies mismatches in perceptions between teachers and students, suggesting the need for shared understanding. Finally, the study provides valuable insights for English language teachers, curriculum designers, and legislators to create more inclusive, identity-affirming, and effective language learning settings.
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PHƯƠNG PHÁP TIẾP CẬN CHUYÊN NGÔN NGỮ TRONG NÓI TIẾNG ANH: TỔNG HỢP CÁC VẤN ĐỀ CHÍNH VÀ HƯỚNG TƯƠNG LAI

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THÔNG TIN BÀI BÁO		TÓM TẮT
Ngày nhận bài:	15/4/2025	Trong bối cảnh giáo dục đa ngôn ngữ hiện nay, chuyển ngữ đã nổi lên như một chiến lược sư phạm mang tính chuyển hóa, thách thức tư duy đơn ngữ truyền thống trong giảng dạy tiếng Anh cho người không phải bản xứ, đặc biệt là tại Việt Nam. Nghiên cứu đã tổng hợp các quan điểm lý thuyết và bằng chứng thực nghiệm từ hơn 50 công trình học thuật, tập trung vào ba khía cạnh chính: (1) lý thuyết về chuyển ngữ, (2) nhận thức của người học và giáo viên, và (3) các hàm ý sư phạm. Kết quả cho thấy, người học đánh giá chuyển ngữ là công cụ giúp cải thiện khả năng lưu loát và hiểu bài, mặc dù lo ngại về giảm thiểu tiếp xúc với tiếng Anh vẫn tồn tại. Giáo viên xem chuyển ngữ như một phương pháp hỗ trợ giảng dạy hiệu quả và tăng cường cảm xúc tích cực cho học sinh, nhưng phải đối mặt với những rào cản từ chính sách và chương trình học. Nghiên cứu cũng chỉ ra sự khác biệt trong nhận thức giữa giáo viên và học sinh, từ đó nhấn mạnh tầm quan trọng của việc xây dựng sự hiểu biết chung. Cuối cùng, nghiên cứu cung cấp những thông tin có giá trị cho giáo viên, nhà thiết kế chương trình giảng dạy và nhà lập pháp nhằm tạo dựng môi trường học ngôn ngữ hiệu quả và toàn diện.
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1. Introduction

With the development of globalization, English has been recognized as a global lingua franca, functioning as a key medium of communication across various domains such as technology, media, economics, education, trade, and healthcare. One of the primary objectives of foreign language learners is to attain the ability to communicate fluently in English for global purposes [1]. In English as a Foreign Language (EFL) settings, learners are expected to develop proficiency in the four major language skills: listening, reading, speaking, and writing. Among these, speaking stands out as the most immediate and interactional skill, often used to evaluate learners' communicative competence in real-life scenarios [2]. However, mastering spoken English is not an easy task. Many foreign language learners struggle with fluency, pronunciation, vocabulary accuracy, and the cognitive demands of spontaneous production. This reluctance can hinder their ability to practice and develop speaking skills effectively, making it one of the most persistent challenges in EFL classrooms.

In recent years, researchers have increasingly focused on alternative pedagogical methods to assist EFL learners, particularly in speaking training. One such option, translanguaging, has ignited considerable scholarly discourse. Initially conceptualized by Cen Williams in 1994, and subsequently elaborated upon in the field, translanguaging transcends mere code-switching by perceiving bilinguals' language behaviors as a cohesive linguistic repertoire. In EFL classrooms, especially within multilingual and multicultural environments such as Vietnam, translanguaging is increasingly recognized as an effective and empowering approach to enhance learners' communication competencies [3], [4].

Numerous research have demonstrated the beneficial impacts of translanguaging on English speaking proficiency, particularly in alleviating learners' anxiety, boosting their confidence, and improving fluency and ideation [5], [6]. Masna [7] indicated that pupils permitted to utilise their first language (L1) in speaking exercises communicated meaning more clearly and effectively. This is essential in situations where English skill levels differ significantly, and where learners' first language serves as a vital resource for comprehension. Recent literature further confirms that translanguaging fosters inclusive, student-centered pedagogy, hence enhancing equality in linguistically heterogeneous classrooms [8]. It enables learners to utilise their complete linguistic repertoire to process, articulate, and negotiate meaning more efficiently, particularly in speaking activities [3], [9]. Translanguaging facilitates cooperation, scaffolding, and reflective thinking in group speaking tasks, allowing learners to engage effectively irrespective of their skill levels [10], [11]. This strategy effectively authenticates learners' identities and experiences while promoting genuine communication [12]. Moreover, translanguaging pedagogies correspond with the communicative approach by promoting significant, authentic contact utilising both the first language and the target language [13].

Despite the expanding literature, the majority of research on translanguaging in English instruction has concentrated on ESL contexts, with very few empirical studies examining its application in EFL settings especially at the high school level in Vietnam. Consequently, a research vacuum persists in comprehending the instructional applications and problems of translanguaging within the Vietnamese EFL environment.

This research seeks to investigate the role of translanguaging in the instruction of English speaking skills to high school learners in Vietnam. This study examines theoretical foundations, assesses current research on translanguaging in speaking instruction, analyses factors influencing its implementation, and suggests a pedagogical model designed for the Vietnamese high school EFL classroom. This contributes to the current discourse regarding the significance and practicality of translanguaging in foreign language instruction, offering pragmatic insights for language teachers in multilingual settings.

In doing so, this theoretical synthesis study is guided by the following research questions:

1. What are the existing theoretical perspectives on translanguaging and its role in English-speaking classrooms within EFL contexts?
2. How do teachers and learners perceive the use of translanguaging as a pedagogical strategy in English-speaking classrooms?
3. To what extent do teachers' and learners' perceptions align or diverge regarding the benefits and limitations of translanguaging in improving English-speaking skills?
4. What critical implications can be drawn from synthesizing prior studies to inform future pedagogical practices in multilingual EFL classrooms?

2. Methodology

A theoretical synthesis approach was adopted to address the research questions posed in this study. The data were collected from secondary sources, specifically 58 peer-reviewed academic publications, all of which are listed in the References section. These include a combination of empirical studies, theoretical discussions, review papers, conference proceedings, and graduate. Among the 58 sources, 7 are Vietnamese studies or theses that specifically investigate translanguaging practices or perceptions in EFL classes in Vietnam. The remaining 51 sources comprise worldwide works that exemplify multilingual educational environments in nations such as the United States, the United Kingdom, China, South Africa, and others. The incorporation of both foreign and domestic literature allows the study to deliver a comprehensive synthesis of global theoretical advancements and locally rooted viewpoints. This also indicates the growing academic interest in translanguaging globally, while revealing a research deficiency in its pedagogical implementation in Vietnam. The sources were identified through comprehensive searches of major academic databases, including Scopus, Web of Science, and Google Scholar. Keywords used in the search included "translanguaging," "English speaking," "teacher perception," "learner perception," and "multilingual pedagogy".

The analysis adopts for a qualitative content synthesis approach involving topic analysis and comparison. Major themes include (1) theoretical frameworks of translanguaging in multilingual education, highlighting its differentiation from related concepts such as code-switching and code-mixing, 2) learners' and teachers' perceptions of translanguaging in English-speaking classrooms (ESC), addressing affective, cognitive, and sociolinguistic dimensions of translanguaging pedagogy and 3) pedagogical significance and implications, with a focus on how translanguaging contributes to identity construction, learner autonomy, and inclusive language practices in EFL contexts. The synthesis not only summarizes previous research but also offers a critical review of the ideology, contextual issues, and educational implications involved.

This strategy encourages the extraction of valid ideas and the development of conceptual interpretations relevant to classroom practice. It propels the ongoing academic dialogue further by contrasting the viewpoints of teachers and learners and delineating practical educational suggestions. It emphasizes the need to reconcile perceptions, practice, and policy for the successful incorporation of translanguaging procedures in EFL teaching.

3. Results and discussion

This section provides a thorough examination of the theoretical foundations of translanguaging and consolidates empirical evidence from many EFL contexts, specifically regarding its role in improving speaking proficiency. The debate seeks to clarify essential conceptual differences and their consequences for teaching practices.

3.1. Theoretical Frameworks of Translanguaging in Multilingual Education

The term of "translanguaging" emerged in Western educational contexts, aimed at fostering affirmative multilingual and multicultural identities while aiding the education of immigrant or minority children [14]. In the Welsh context, it originally denoted a teaching method that

involved the alternation of languages for either receptive or productive objectives [15, p. 20]. The derivation of the term, with "trans-" indicating activities that beyond rigid linguistic boundaries and "-ing" meaning an ongoing activity, underscores its dynamic essence, perceiving language as a verb rather than a static noun [16].

Translanguaging fundamentally contests the conventional monolingual ideology by acknowledging the intricate discursive practices of bi/multilingual learners as standard for identity formation, creativity enhancement, and critical thinking development [16], [17]. In contrast to previous methods that enforced strict language borders in educational settings, translanguaging recognises the fluid and integrated character of language utilisation in everyday communication, thereby more truly representing the experiences of bilingual and multilingual speakers [18]. Despite the existence of various definitions that fuel continuous academic debate, a common theme characterises translanguaging as the method by which bilingual and multilingual learners employ their complete linguistic repertoire as a cohesive communication system [19], purposefully utilising diverse semiotic resources for action, knowledge, and identity to manoeuvre through complex social and cognitive processes. This encompasses the "intentional and methodical application of two languages for instruction and learning within a single lesson" [20, p. 643], originally designed to foster bilingualism in Welsh educational initiatives. The growing utilisation of "translanguaging" in contemporary research indicates a transition towards comprehensive understanding of how multilingual individuals engage their linguistic resources, recognising that these individuals do not compartmentalise their languages into separate or isolated systems [14], [15], [21].

Translanguaging provides a more nuanced understanding than conventional notions such as code-switching and code-mixing. The differentiation between code-switching and code-mixing, although occasionally ambiguous, is often based on their scope [22]. Code-mixing pertains to intra-sentential alterations (e.g., phonology, morphology, grammatical structures, or lexical items), while code-switching signifies inter-sentential transitions (e.g., words, phrases, and sentences) within a dialogue [22]. Sharing the same views, [23] defines code-mixing as mixing various linguistic units (morphemes, words, modifiers, phrases, clauses, and sentences) primarily from two participating grammatical systems within a sentence while code-switching refers to "the practice of alternating between two or more languages or dialects within a single conversation, often depending on the social context, topic, or interlocutor" [24, p.1217]. It analyses generally examine the codes that are intermixed, the reasons for this blending, and their roles [25], [26], frequently limited by a monolingual perspective that regards the amalgamation of several languages as uncommon. Conversely, translanguaging reconceptualises language as adaptable semiotic resources and repertoires instead of a fixed system. It represents a heteroglossic viewpoint on bi/multilingualism, acknowledging "multiple language practices in interrelationship" [27, p. 7], wherein utterances are intrinsically imbued with various social voices and significances. From this perspective, code-switching can be perceived as a distinct communicative tool utilised within the expansive translanguaging framework by bilingual and multilingual speakers to create meaning in educational and multilingual contexts.

This study's theoretical framework is consistent with García and Wei's [15] conceptualisation, which asserts that "translanguaging is the process by which bilingual learners use their entire linguistic repertoire fluidly without regard to socially and politically defined language boundaries." This viewpoint transcends the perception of translanguaging as only a pedagogical method, regarding it instead as a comprehensive theoretical framework for examining multilingual communication, identity construction, and cognitive involvement. It affirms learners' multilingual involvement as entirely resourceful, actively reenacting their real linguistic experiences and identities. Based on observed practices in Vietnamese EFL classrooms, where learners collaboratively utilised both Vietnamese (L1) and English (L2) to negotiate meaning and enhance confidence, the fundamental theoretical perspective underscores that language practices

are intrinsically socially contextualised and identity-driven. This study adopts the perspective from Canagarajah [28] that translanguaging is a translingual practice, where communicative competence includes the strategic use of languages and modalities in contextually suitable manners, thus empowering learners to exercise autonomy in their speaking endeavours. Translanguaging functions as both a descriptive term and an analytical instrument, facilitating the analysis of how language learners strategically utilise their semiotic resources in performing linguistic tasks, participating in peer interactions, and shaping their identity as English users within a multilingual context, grounded in sociocultural and critical frameworks [15], [28].

3.2. Translanguaging in the English-Speaking classroom

Along with the advancement of technology, globalization has greatly accommodated the way people learn and use languages. With the rise in popularity of multicultural classrooms in recent years, the idea of translanguaging as a new paradigm has changed our understanding of ESC and frequently had a symbolic effect on the practice of language teaching and research. Canagarajah [19] stated that translanguaging had been documented throughout history and is prevalent among speakers of both monolingual and multilingual origins. Furthermore, in that they freely combine semiotic elements from several languages and symbol systems in contextual practice to create meaning, all speakers can be regarded as translinguals to some extent. Language norms in oral and written communication are always being negotiated and revised, as Canagarajah [19] has demonstrated.

A significant portion of translanguaging in the classroom is learner-initiated [20]. García [29] found that, in fact, the pupils in the bilingual kindergarten class in the United States utilized translanguaging to scaffold recognition, create meaning for themselves, include and exclude others, and show knowledge, among other meta-functions. Evidence of translingualizing from bi/multilingual classrooms in the United States is also included in the edited volume by Gort [30]; although Paulsrud et al. [31] edited the chapters in the book, they also contain instances of translingualising in other contexts, especially in the Nordic countries. Besides, translanguaging as a pedagogy is gaining recognition in contemporary scholarship, a phenomenon observed in diverse educational contexts [32]. The edited volumes and journal papers by many scholars, such as Blackledge and Creese [33], Cenoz and Gorter [34], Cenoz and Santos [35], amongst others, address translanguaging techniques in education programs globally.

3.2.1. Learners' perception of translanguaging in ESC

According to earlier research by Rivera and Mazak [36, p.72], learners compared English as superior to their home and native tongues, perceiving it as "very important, whether in terms of its general use or its use in education". Because of this, the home language is frequently utilized as a stepping stone [37]; it enables learners to keep moving forward to learn subject matter while gaining proficiency in English, and if they have done so satisfactorily, they are transferred into regular classrooms. One language is typically more crucial for social or professional flexibility for multilingual when it comes to their family, home life, and community; this latter language is typically English, according to research Brock-Utne [38]. The way languages are taught in classrooms may differ due to these disparities in linguistic attitudes.

Previous research by Muthanna and Miao [37] concentrated on how multilingual learners perceive learning in classes that only utilize English as the language of instruction, and whether or not they agree with these pedagogical decisions. Eventually, as Brock-Utne [38] noted, "education should be about acquiring knowledge, and not merely about learning English" (as cited in Cenoz and Gorter [34, p. 68]). Translanguaging is one of the finest ways to implement this theory, but it may be doomed from the start if learners are not open to this kind of instructional approach.

As seen in Kircher [39, p.251], when asked about the perceived value of English, participants from three distinct L1 groups all agreed that the language is "significantly better suited to modern society and significantly more likely to increase their opportunities to find employment". In

globalization today, it is not unreasonable to expect that speakers of all other languages would hold similar views favoring English. Adamson and Coulson [40] used questionnaires and end-of-the-fiscal period reports to ascertain the attitude of undergraduates in a university in Japan concerning the employment of translanguaging in their preparation course in the English language. The results showed that the higher percentage of learners believed that translanguaging generally worked for assignment explanation and classroom management. While it helped the less proficient English writers to complete their writing projects, the more proficient ones employed translanguaging writing to compare and contrast resources published both in Japanese and in English.

Similar to the study above, Carstens [41] investigated the responses of South African undergraduate construction engineering majors to translanguaging education using a semi-structured questionnaire. According to data, most respondents said translanguaging helped with learning English and simplifying difficult subjects in order to help people grasp the "bigger picture." However, a small number of learners believed that translanguaging just served to further confuse unfamiliar subjects, pointing out that translanguaging was unsuccessful due to the diversity of Afrikaans dialects. Others believed that because English predominates in the engineering industry, Afrikaans should be ignored. These results raise a number of intriguing questions, two of which are how to overcome strongly ingrained notions of English dominance in the STEM professions and how to effectively implement translanguaging in multilingual classrooms.

3.2.2. Teachers' perception of translanguaging in ESC

The idea of "teachers' perception" may appear simple and unambiguous at first, but in practice, it is frequently very nuanced and subject to interpretation. Adamson and Coulson [40] listed a wide range of terms, including attitudes, values, judgments, opinions, and many more that are used in the literature to characterize perception. He defined perception as an individual evaluation of a proposition's veracity or falsehood. In the next few years, Fives and Buehl [42] started to analyze in a comprehensive way with approximately 300 publications on perception in education to find out whether any conceptual advancements had happened. They have observed that it is challenging to come to a consensus on a single interpretation of perspectives due to the wide range of definitions provided in the literature. In spite of this, teacher education programs and the literature both recognize the importance of the beliefs teachers hold.

Additionally, teachers say translanguaging is facilitative for a number of purposes. Besides, teachers often employ translanguaging to manage classrooms, build rapport, and clarify complex grammar structures reflecting both cognitive and affective goals. Littlewood and Yu [43] asserted that the three primary uses of translanguaging by teachers to address major discipline issues, explain complex grammar, and have conversations with learners about personal things. Ölmez and Kirkgöz [44] corroborated the findings of earlier research, suggesting that teachers utilize translanguaging primarily for three purposes: teaching, providing praise, and classroom management. It is clear that teachers value affective goals just as much as cognitive ones, as seen by the fact that translanguaging is used for both affective and cognitive purposes (e.g., establishing rapport, providing instruction, and explaining grammar).

This study also intends to conduct an extensive theoretical evaluation of the existing studies on translanguaging concerning the perceptions of teachers and learners in English speaking classrooms. Previous studies have investigated how both of these groups view the phenomenon from their particular perspective; a direct comparison is needed to understand how these views tend to converge or differ in application.

From the learners' viewpoint, generally, translanguaging seems to be a practical scaffolding to better understand or perform tasks. The studies reveal that although learners are always conscious in broad terms about the global dominance of English and its functions [45], [46]; they also appreciate the help their native languages offer in most professional areas with very complex terminology in academic presentations [14], [47], [48]. In the case of less proficient learners,

translanguaging usually serves as an avenue between language proficiency and content comprehension, especially when in preparatory course settings or content-rich conditions [48], [49]. While, in turn, the views of learners are molded by sociolinguistic strata, some learners voice concerns that translanguaging will limit exposure to the English Language or will confuse them with multilingual contexts, especially those referred to by dialect diversity [48].

In general, from the point of view of most people, translanguaging is considered a further approach to making translations and executing activities that are considered important within the context of a group. While studies show that learners are acutely aware of the supremacy and utility of the English language [47], [48], they simultaneously understand its supportive function in deciphering the nuances of sophisticated academic texts through their native languages [14], [47], [48]. In addition, translation tends to function as a bridge between linguistic proficiency and comprehension of the subject for weaker learners, particularly in preparatory programs or contexts rich in content [48], [49]. Simultaneously, the sociolinguistic hierarchy shapes learners' perspectives, where some learners voice worries that the learner's use of different languages will impede the exposure to English or will cause confusion in multilingual situations characterized much by dialect diversity [48].

However, teachers view translanguaging in relation to strategy and pedagogy. Fives and Buehl [42], and later by Ölmez and Kirkgöz [44], argue that teacher perception includes cognitive, behavioral, and affective aspects of the entire focus on teaching, learning, and the classroom environment. He explained well above the purposes of translanguaging by teachers who use it to clarify grammatical concepts, maintain discipline, and build relationships with the learners [15], [20], [50]. Therefore, their understanding of translanguaging is way more associated with teaching effectiveness and learner participation than with linguistic ideology or a career preference for language. Teachers also use translanguaging more to create inclusive, emotionally safe environments that value the multitudes of language backgrounds of the learners.

Although different emphases are evident, both teachers and learners can agree that translanguaging is an effective case in multilingual classrooms. The particular case regarding their mutual respect is that it would significantly improve learning, decrease cognitive overload, and form powerful ties across languages. However, a massive gap exists in their objectives and priorities: while learners usually talk about efficiency and job-based reasons for translanguaging, teachers talk about how translanguaging is valuable in instruction and emotional connection.

This divergence is an indication of perceptual differences, which could affect the effectiveness of translanguaging methods in ESC. If there is no common understanding of educational objectives and benefits, translanguaging would be used inconsistently or even resisted. Therefore, it is urgent for future teacher training programs and curriculum reforms to acknowledge these differences by building a common consciousness and disposition towards translanguaging. It would then be better used not merely as a pedagogical tool but as a transformation into education that is egalitarian, inclusive, and identity-affirming.

3.3. Discussion

The results discussed in the preceding sections offer significant insights into the theoretical and empirical aspects of translanguaging in EFL speaking classrooms, especially in multilingual settings. This discourse integrates the findings with the current literature, critically examining how translanguaging transforms instructional methods, alters learner-teacher interactions, and contests prevailing language ideologies in EFL contexts.

The conceptual structuring of translanguaging as a dynamic, identity-driven, and socially contextualised process confirms its divergence from conventional monolingual and bilingual paradigms. In contrast to code-switching or code-mixing, which typically presuppose distinct language systems, translanguaging promotes the flexible utilisation of learners' comprehensive linguistic and semiotic resources for meaning-making. This viewpoint, grounded in the writings

of García and Wei [15] and Canagarajah [19], [28], regards translanguaging not merely as a pedagogical technique, but as an essential framework for comprehending how learners participate in knowledge construction, self-expression, and linguistic agency within real-time communicative contexts.

The empirical synthesis reveals that students' perceptions of translanguaging are influenced by a complex interaction of pragmatic demands, socio-cultural attitudes, and educational objectives. While learners frequently acknowledge English as a valuable worldwide language, they concurrently regard their native languages as cognitive frameworks for comprehending intricate material. Research indicates a duality in learner responses: less proficient students gain from translanguaging in understanding and confidence, while more advanced learners utilise it strategically to synthesise academic information across languages. Nevertheless, apprehensions remain about excessive dependence on L1 and diminished exposure to English, especially in disciplines with pronounced monolingual standards like STEM.

Third, teachers' perspectives and activities underscore translanguaging as both a cognitive and affective teaching instrument. Teachers employ translanguaging for diverse instructional purposes, including clarifying grammar, controlling behaviour, fostering rapport, and alleviating anxiety. These acts demonstrate a comprehensive grasp of learner development that transcends language acquisition to include emotional safety and identity validation. Nonetheless, the data indicates inconsistencies between teachers' theoretical convictions and their practical classroom implementations, frequently limited by institutional regulations or assessment frameworks that prioritise English-only education.

A persistent topic in the viewpoints of both students and teachers is the conflict between educational innovation and ideological opposition. Although translanguaging is widely acknowledged as an inclusive and empowering educational approach, its use continues to be hindered by deep-seated attitudes around linguistic purity, standardisation, and academic rigour. These tensions emphasise the imperative of synchronising translanguaging approaches with comprehensive educational changes, encompassing curriculum design, teacher training, and language policy formulation.

The discussion ultimately reinforces the transformative potential of translanguaging in EFL speaking instruction, not only as a language assistance tool, but as a practice philosophy that validates multilingual identities, promotes equity, and enhances communicative competence. To successfully integrate translanguaging into EFL classrooms, future initiatives must address perceptual disparities between teachers and students, deconstruct monolingual assumptions, and establish environments conducive to pedagogical flexibility. This necessitates both empirical data and a transformation in the conceptualisation of language, learning, and identity within globalised educational frameworks.

4. Conclusion

The advent of translanguaging as a pedagogical technique in EFL instruction marks a notable departure from traditional monolingual frameworks. Evidence demonstrates that translanguaging effectively engages bilingual and multilingual learners, facilitating the connection between their linguistic abilities and subject matter understanding in diverse EFL contexts [16], [17], [49], [51] - [54], prompting intensive study into its various uses in classroom settings [55], [56]. This has thus initiated a transformational reassessment of English language training, both generally and within the classroom context.

This study synthesises theoretical insights within various EFL contexts, contributing to existing discourse by comparably examining the perceptions of teachers and learners, thereby revealing significant perceptual gaps and potential alignments not thoroughly explored in previous literature [41], [49]. This study theoretically enhances the sociocultural and critical frameworks of translanguaging, providing significance for classroom interactions in non-Western EFL contexts

frequently limited by language regulations and deep-rooted monolingual beliefs. A comprehensive understanding of teacher and learner attitudes is essential for formulating context-sensitive educational practices and effective curricular and teacher-training programs that seamlessly incorporate multilingual reality. This study enhances the field by linking theoretical models of translanguaging with their practical applications in under-represented educational settings.

The educational ramifications resulting from these findings are significant. Translanguaging ought to be recognised not only as an incidental phenomenon but as a deliberate, ongoing pedagogical strategy. Teachers are urged to systematically incorporate translanguaging strategies into their standard pedagogical methods, enabling pupils to utilise their entire linguistic resources to derive meaning from new knowledge and language practices [15]. This method requires teachers to function as facilitators and scaffolders in dynamic, collaborative learning environments, regardless of their complete bilingual or multilingual ability [57], [58]. Moreover, due to the dynamic characteristics of translanguaging as a field, it is essential to improve awareness and comprehension of its theoretical underpinnings and practical implementations among all stakeholders, including administrators, teachers, learners, and parents. The legitimisation and widespread adoption of translanguaging strategies are essential for its effective integration. To cultivate favourable attitudes and guarantee effective implementation, it is crucial to integrate translanguaging ideas into pre-service and in-service teacher training programs. This integration will provide EFL teachers with the essential knowledge and abilities to effectively manage and enhance multilingual classroom settings.

Based on previous studies of translanguaging in EFL contexts and its well-established pedagogical implications, this observation clearly points to many future research paths that arrant exploration for deepening our understanding and achieving effectively use this approach.

To begin with, longitudinal studies looking at the effects of translanguaging treatment on the enhancement of the four English language skills (listening, speaking, reading, and writing) in various EFL contexts are needed. Even though several longitudinal studies have provided only some indications of their short-term positive impact, it is important for certain longitudinal studies to track the development of learners over longer periods in order to identify the long-term benefits as well as the possible problems with implementing translanguaging.

Further research could investigate the views and experiences of EFL teachers and learners in various cultural and educational contexts. Comparative studies on attitudes towards and the implementation of translanguaging in different parts of the world, from West Asia to elsewhere, would bring important insight into the contextual realities that affect its uptake and effectiveness. It is also imperative to delve into the different challenges that teachers face in implementing translanguaging in different policy contexts, as well as strategies they develop to counter them.

Third, research may focus on the development and evaluation of specific, practical translanguaging strategies and activities for different EFL proficiency levels and subject areas. It would also be beneficial to study the effectiveness of collaborative translanguaging approaches and the role of technology in empowering translanguaging practices in the EFL lesson. This study would, in turn, lead to evidence-based teaching materials for EFL teachers.

Fourth, there is a need for research to look at the optimal ways of equipping EFL teachers in pre-service and in-service training with awareness, understanding, and skills regarding the applied practice of translanguaging pedagogy because there is a need to think about weaving translanguaging principles into teacher training programs. This can also include looking at the impact of various training models on the emergence of teachers' attitudes and behaviors towards multilingualism in the classroom.

By exploring these study avenues, future studies can augment the understanding of the translanguaging approach in EFL instruction, hence promoting its more informed and pragmatic implementation in classrooms globally.

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