MAPPING TRANSLANGUAGING PRACTICES IN THE EFL CLASSROOM: A BIBLIOMETRIC ANALYSIS 2015-2024

Ni Wayan Surya Mahayanti¹
Ni Komang Arie Suwastini²
Luh Gd Rahayu Budiarta³
I Kadek Krisna Dharma Putra⁴

ABSTRACT

Purpose: This study examines the evolving field of translanguaging within English as a Foreign Language (EFL) education.

Design/Methodology/Approach: A bibliometric analysis of research publication from 2015 to 2024, sourced from the dimension database, reveals key trends, influential authors, and the impact of technology on translanguaging practices in language learning.

Findings: A flow in publications over this period highlights the growing interest and recognition of translanguaging as a valuable pedagogical approach within EFL contexts. The research encompasses a diverse range of areas, including language, communication, culture, linguistics, education, curriculum, and pedagogy. This underscores the multifaceted nature of translanguaging and its relevance across multiple disciplines. Studies repeatedly demonstrate the positive benefits of translanguaging in EFL classrooms. These benefits include improved language acquisition, literacy development, student participation, and a more inclusive learning environment. The analysis identifies leading scholars whose work has significantly shaped the field and continues to guide the direction of translanguaging research. Furthermore, the study finds that integrating digital technologies into translanguaging practices further enhances language learning experiences.

Research, Practical & Social implications: This study has important implications for educators, researchers, and policymakers engaged in EFL education. The evidence clearly supports the adoption of translanguaging approaches to maximize the learning potential of linguistically diverse students. Future research should explicitly examine the potential of translanguaging to develop creativity, critical thinking, and the influence of socio-political factors surrounding its implementation. The study’s findings highlight the need for educational policies that promote multilingualism and inclusivity in language classroom.

Originality/Value: This study offers a novel contribution by systematically analyzing the development of translanguaging research within EFL education over a decade. Utilizing a comprehensive bibliometric approach, the study identifies key trends, influential authors, and the integration of digital technologies, highlighting the multifaceted benefits of translanguaging as an effective pedagogical approach that enhances language acquisition, literacy, and student participation, thus promoting a more inclusive and dynamic learning environment.

Keywords: Bibliometric, EFL, Translanguaging.

¹ Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia. E-mail: surya.mahayanti@undiksha.ac.id
Orcid: https://orcid.org/0000-0002-0181-8993

² Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia. E-mail: arie.suwastini@undiksha.ac.id
Orcid: https://orcid.org/0000-0002-3271-0088

³ Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia. E-mail: rahayu.budiarta@undiksha.ac.id
Orcid: https://orcid.org/0000-0001-6565-9349

⁴ Ming Chi University of Technology, Taishan District, New Taipei, Taiwan.
E-mail: F12228807@mail2.mcut.edu.tw
RESUMO

Objetivo: Este estudo examina o campo em evolução da translíngua no ensino de Inglês como Língua Estrangeira (EFL).

Design/Metodologia/Abordagem: Uma análise bibliométrica da publicação de pesquisa de 2015 a 2024, proveniente do banco de dados da dimensão, revela as principais tendências, autores influentes e o impacto da tecnologia nas práticas de translíngua na aprendizagem de línguas.

Resultados: Um fluxo de publicações durante este período destaca o interesse crescente e o reconhecimento da translíngua como uma abordagem pedagógica valiosa em contextos de EFL. A pesquisa abrange uma ampla gama de áreas, incluindo linguagem, comunicação, cultura, linguística, educação, currículo e pedagogia. Isso sublinha a natureza multifacetada da translíngua e a sua relevância em múltiplas disciplinas. Estudos demonstram repetidamente os benefícios positivos da translíngua nas salas de aula de EFL. Esses benefícios incluem melhor aquisição da linguagem, desenvolvimento da alfabetização, participação dos alunos e um ambiente de aprendizagem mais inclusivo. A análise identifica os principais estudiosos cujo trabalho moldou significativamente o campo e continua a orientar a direção da pesquisa em translíngua. Além disso, o estudo conclui que a integração de tecnologias digitais nas práticas de translíngua melhora ainda mais as experiências de aprendizagem de línguas.

Implicações de pesquisa, práticas e sociais: Este estudo tem implicações importantes para educadores, pesquisadores e formuladores de políticas e envolvidos na educação EFL. A evidência apoia claramente a adoção de abordagens de translíngua para maximizar o potencial de aprendizagem de estudantes com diversidade linguística. A investigação futura deverá examinar explicitamente o potencial da trans língua para desenvolver a criatividade, o pensamento crítico e a influência dos factores sociopolíticos que rodeiam a sua implementação. As conclusões do estudo destacam a necessidade de políticas educativas que promovam o multilinguismo e a inclusão nas aulas de línguas.

Originalidade/Valor: Este estudo oferece uma contribuição inovadora ao analisar sistematicamente o desenvolvimento da pesquisa sobre translíngua no ensino de EFL ao longo de uma década. Utilizando uma abordagem bibliométrica abrangente, o estudo identifica as principais tendências, os autores influentes e a integração das tecnologias digitais, destacando os benefícios multifacetados da translíngua como uma abordagem pedagógica eficaz que melhora a aquisição da linguagem, a alfabetização e a participação dos alunos, promovendo assim uma vida mais inclusiva e ambiente de aprendizagem dinâmico.

Palavras-chave: Bibliometria, ILE, Translíngua.
investigación sobre translenguaje. Además, el estudio encuentra que la integración de tecnologías digitales en las prácticas de translenguaje mejora aún más las experiencias de aprendizaje de idiomas.

Implicaciones de investigación, prácticas y sociales: este estudio tiene implicaciones importantes para los educadores, investigadores y formuladores de políticas involucrados en la educación de inglés como lengua extranjera. La evidencia respalda claramente la adopción de enfoques de translenguaje para maximizar el potencial de aprendizaje de estudiantes lingüísticamente diversos. Las investigaciones futuras deberían examinar explícitamente el potencial del translenguaje para desarrollar la creatividad, el pensamiento crítico y la influencia de los factores sociopolíticos que rodean su implementación. Los hallazgos del estudio resaltan la necesidad de políticas educativas que promuevan el multilingüismo y la inclusión en el aula de idiomas.

Originalidad/Valor: Este estudio ofrece una contribución novedosa al analizar sistemáticamente el desarrollo de la investigación sobre translenguaje dentro de la educación de inglés como lengua extranjera durante una década. Utilizando un enfoque bibliométrico integral, el estudio identifica tendencias clave, autores influyentes y la integración de tecnologías digitales, destacando los beneficios multifacéticos del translenguaje como un enfoque pedagógico eficaz que mejora la adquisición del lenguaje, la alfabetización y la participación de los estudiantes, promoviendo así una vida más inclusiva y ambiente dinámico de aprendizaje.

Palabras clave: Bibliométrica, Inglés como Lengua Extranjera, Translenguaje.

1 INTRODUCTION

Translanguaging refers to the process in which individuals who are multilingual use all the languages they know to successfully communicate (Garcia, 2009; Garcia & Li Wei, 2014). This is a dynamic linguistic phenomenon that demonstrates the smooth incorporation of many languages in communication. The method depicted reflects the complicated manner in which humans utilize their complete linguistic repertoire, covering all available languages, to effectively and accurately express information. Translanguaging goes beyond simple language-switching and involves complex interactions across languages, dialects, and linguistic styles, skillfully combined to fit the specific context and goal of communication (Cervantes-Soon et al., 2017; Cervantes-Soon et al., 2020; Ramirez et al., 2018). It surpasses the limitations of conventional language boundaries, enabling speakers to smoothly travel and merge linguistic parts to reach the best communicative results. Translanguaging fundamentally appreciates the abundance and adaptability of multilingualism, highlighting its profound impact in promoting genuine and all-encompassing communication.

Translanguaging plays a crucial part in instructional practices and is considered a fundamental aspect of language teaching. Translanguaging is a powerful instructional method that acknowledges the natural language variety present in multilingual classrooms. It helps to provide enriched learning experiences (Otheguy, Garcia & Reid, 2015). Within this framework,
students are motivated to interact with information in other languages, breaking down traditional language barriers to promote a more profound understanding and communication. This educational method recognizes and takes advantage of the diverse range of languages that students know, enabling them to receive instruction in one language while freely expressing themselves in another (Flores & Rosa, 2015; Garcia & Li Wei, 2014; Kafle & Canagarajah, 2015). This flexibility not only caters to the varied language origins of learners but also encourages cognitive involvement and linguistic growth. Through the use of translanguaging, educators establish inclusive and empowering learning environments that enable students to successfully utilize their language abilities to navigate and excel in academic subjects (Serai, 2019; Shi, 2023).

In the context of bilingual education, translanguaging is seen as a crucial asset that provides unique benefits compared to monolingual approaches. It creates an inclusive and empowering atmosphere (Flores & Schissel, 2014). Translanguaging, unlike traditional methods, does not stress one language over others. Instead, it promotes a comprehensive and efficient learning experience for bilingual learners. By effectively incorporating several languages, it allows students to access and interact with information in a manner that aligns with their language skills and cognitive abilities, therefore maximizing their educational achievements. (Ladson-Billings, 1995; Paris, 2012).

Furthermore, translanguaging is highly important not only in the classroom but also for bilingual teacher candidates. It serves as a potent means for them to express and maintain bilingualism and plurilingualism, while also fostering a feeling of belonging and mutual respect among different linguistic communities (Fu, Hadjiouannou & Zhou, 2019; Garcia et al., 2021; Prada & Turnbull, 2018). By engaging in the dynamic interchange of languages, individuals gain the ability to genuinely express themselves and establish profound connections with others, therefore cultivating a nurturing and all-encompassing educational setting. Translanguaging is a method of language training that goes beyond traditional limits. It is a transformational strategy that values linguistic variety and ensures equal educational opportunities for all learners (Donley, 2022; Liu, 2022; Sawyer & Rodriguez-Valls, 2023). Through the adoption of translanguaging in bilingual education, both instructors and students may fully harness the power of multilingualism, enhancing the learning process and facilitating better academic achievement and cultural comprehension.

Translanguaging plays a crucial role in facilitating full language and cultural learning experiences within English for Academic Purposes (EAP) courses. Hiller (2021) observed that translanguaging techniques in EAP contexts have a dual effect: they enhance the development
of language abilities and promote the growth of cultural knowledge and identity formation among students. Translanguaging pedagogies have great potential for revitalizing minority languages and can help conserve and foster linguistic variety in vulnerable populations (Peace-Hughes, 2022). Through the use of translanguaging strategies in educational settings, educators may play an active role in revitalizing and preserving endangered languages. This effort helps protect cultural heritage and promotes a strong sense of pride and belonging among language speakers.

Utilizing digital technology can enhance the power of translanguaging, leading to more extensive language learning chances (Tzirides, 2021). Stakeholders often have positive opinions on translanguaging, acknowledging its departure from monolingual policies and its capacity to affirm the importance of students' native languages as significant assets (Liu & Fang, 2022). The use of many modes of communication in translanguaging boosts its efficacy for English as a Foreign Language (EFL) learners (Zhu & Gu, 2022). It offers innovative methods for teaching language, enabling students to fully utilize their linguistic talents. Additionally, it is a pedagogical approach that recognizes and utilizes the whole linguistic skills of students, therefore transforming language education. It promotes a comprehensive and efficient learning atmosphere, facilitates the development of personal identity, and can aid in the rejuvenation of minority languages.

The growing acknowledgment of translanguaging as a viable tool in English as a Foreign Language (EFL) classrooms emphasizes its ability to improve student learning and engagement. Translanguaging promotes a more comprehensive and efficient learning environment by embracing students' whole language capabilities. Studies have shown the effectiveness of using translanguaging in teaching English as a Foreign Language (EFL) (Barahona, 2020; Berlianti & Pradita, 2021; Turnbull, 2019). Strategically incorporating students' first languages (L1) within a collaborative learning environment can enhance the development of English language skills (Barahona, 2020). Moreover, permitting the use of translanguaging during the initial phases of composing might enhance the quality of writing and decrease lexical mistakes (Turnbull, 2019). Translanguaging in higher education enables students to comprehend intricate concepts and participate in more substantial conversations, hence enhancing their English language competence (Berlianti & Pradita, 2021).

Translanguaging has the capacity to enhance student engagement by improving their understanding. However, it is crucial to acknowledge that this engagement might be restricted to structured classroom settings, which could impede the spontaneous manifestation of creativity and critical thinking (Rabbidge, 2019). However, instructors frequently perceive
translanguaging in a favorable light, regarding it as a tactic to enhance comprehension of information, enhance communication, and foster a more dynamic classroom environment (Sahib et al., 2020). Co-learning settings that incorporate translanguaging, where both students and teachers utilize many languages, have the potential to foster very beneficial educational experiences. It is crucial for success to effectively manage tensions that may occur in relation to translation and technology (Hansen-Thomas et al., 2020). Translanguaging in multilingual classrooms offers advantages in fostering extensive and profound knowledge, while highlighting the essential role of students' pre-existing linguistic assets in their learning journey (Torpsten, 2018).

In addition, it is important to acknowledge that while translanguaging promotes multilingual competencies, socio-political factors surrounding language status can sometimes hinder the full exploration of students' linguistic abilities (Rasman, 2018). In Indonesian EFL tertiary settings, translanguaging plays interpretive, managerial, and interactive roles, offering cognitive, social, and psychological benefits for students. Most students respond favorably to this mixed use of Indonesian and English (Emilia & Hamied, 2022). Indonesian EFL teachers generally exhibit a positive attitude towards translanguaging, recognizing its benefits and applying it frequently in their teaching (Khairunnisa & Lukmana, 2020). Overall, translanguaging emerges as a highly beneficial approach in the EFL classroom, integrating students' native languages to support better English language learning experiences. By promoting comprehension, engagement, and participation while addressing diverse student needs, translanguaging presents itself as a valuable pedagogical strategy worthy of continued exploration and implementation in EFL teaching.

This study is highly significant in the current field of language education, as the concept of translanguaging is becoming increasingly important as a teaching method. Given the growing linguistic variety in educational settings worldwide, it is crucial to comprehend the current trends, patterns, and developing issues in research concerning translanguaging. Furthermore, the uniqueness of this work is in its thorough analysis of research publications throughout a given period (2015-2024) and its emphasis on open access journal papers published in the English language. The study intends to provide a timely and up-to-date examination of the newest advancements and insights in the field of translanguaging in language education. This will be achieved by focusing on a specific timeline and language, allowing educators, researchers, and policymakers to get valuable information. Moreover, investigating the impact of digital technology on improving the efficiency of translanguaging introduces a new aspect to the research. The research intends to address gaps in the current literature, explore new
trends, and offer practical suggestions for educators, researchers, and policymakers who want to utilize translanguaging in language education. This will be achieved by including these factors into the study design. The primary objective of this study is to make a substantial contribution to the progress of knowledge in the field of language education. Additionally, it aims to provide valuable insights that can be used to develop evidence-based strategies that support linguistic diversity, equity, and excellence in education.

2 METHOD

This study utilizes a bibliometric analysis methodology to investigate trends and patterns in research papers pertaining to translanguaging in the field of language education. The data was obtained from the Dimensions database, which include peer-reviewed journal articles, conference papers, and academic outputs from 2015 to 2024. The search queries include phrases such as "translanguaging" and "language education" to guarantee a thorough and all-encompassing examination. VOSViewer enables the visualization of networks in academic papers, including trends and co-authorship maps. The visualization discerns groups of interconnected research and notable writers.

2.1 DATA COLLECTION

The data collection method entails methodically gathering pertinent publications based on the search query, with inclusion criteria primarily focusing on translanguaging in language teaching. The research findings were published in the English language. This encompasses studies examining the utilization of translanguaging as an instructional approach, its impact on students' scholastic accomplishments, and its integration with digital technology. This comprehensive approach is to provide a complete overview of the research landscape of translanguaging in language education, encompassing a diverse range of educational contexts. Online bibliographic and citation information systems such as Google Scholar, Web of Science (Clarivate Analytics), and Scopus (Elsevier) store and maintain the metadata of scientific publications. The choice of a database was made by identifying discrepancies in indexing and a substantial amount of duplicated research in the field of translanguaging across the stated databases. The bibliographic search was conducted using the keyword string (TITLE-ABS-KEY ("translanguaging")), explicitly selecting publications that had titles, abstracts, or keywords including mentions of translanguaging or its variations. The choice of keywords was
based on finding the crucial academic phrases in the first literature review that were relevant to the topic of research. The bibliometric study focused on academic papers and reviews that were published in peer-reviewed scientific journals.

2.2 DATA ANALYSIS

The data collected in this study were imported into MS Excel, where they were systematically arranged and categorized based on several criteria: author, ID, title, DOI, publication year, journal details (ISSN, ISBN), affiliated institution, abstract, author keywords, indexed keywords, references, language, and document type. Data cleaning was utilized to correct identified flaws, such as disparities in author surnames across many languages and differences in the number of initials, as well as inconsistencies between journal and institution names. Figure 1, Step 3, depicts the tools and programs utilized in the study approach for the analysis and visualization of the data. The bibliometric analysis employed the available results lists in the database, which included publications classified by category, topic area, affiliation, and languages. The required publication information items in MS Excel were manually listed, refined, analyzed, and presented, in accordance with the study goals.

In addition, bibliometric performance indicators were created. The unavailable indicators were evaluated using VOSviewer (version 1.6.19) and Biblioshiny software. These software tools are often utilized in research and are well-suited for those without programming proficiency (Arruda et al., 2022; Srivastava and Srivastava, 2022; Sun et al., 2022). The application is easily obtainable for download and installation on any computer (Ahmi, 2022). To ensure the precision of the data, the data collected from VOSviewer and BiblioShiny were compared with the information items in MS Excel. VOSviewer is a widely used software application developed in 2009 by van Eck and Waltman at Leiden University. This tool is utilized for the purpose of visualizing and constructing bibliometric network maps, as described by van Eck and Waltman in 2010. VOSviewer has the capability to produce three different types of visualization maps: network maps, density maps, and coverage maps. Each of these maps has its own specific relevance. Every node in these maps represents an individual entity, such as a nation, organization, academic publication, written work, writer, or keyword. The links between nodes represent the relationships between items. The dimensions of an element are influenced by several factors, like the quantity of publications, citations, or frequency of repetition. The VOSviewer program was employed to ascertain the countries and publications
that exhibited the greatest production. This investigation incorporated co-citation, co-authorship, and keyword analyses, which were also enhanced by a network analysis.

3 FINDINGS AND DISCUSSION

3.1 RESEARCH CATEGORIES

The data from Dimension, which is relevant to translanguaging in EFL classrooms from 2014 to 2024, reveals five prominent areas of study. The category of "Language, Communication, and Culture" is the most prominent, with 1186 publications and 9966 citations. This indicates a keen interest in how translanguaging intersects with language, communication, and cultural aspects. The category of "Linguistics" follows closely with 1113 publications and 9372 citations, which highlights a focus on the structural and functional aspects of language use in translanguaging practices. "Education" comes next with 958 publications and 7369 citations, underscoring the pedagogical implications of translanguaging in EFL contexts. The "Curriculum and Pedagogy" category, with 790 publications and 6,372 citations, emphasizes the development and implementation of translanguaging-informed teaching methodologies. Finally, "Language Studies" encompasses 745 publications and 6,412 citations, delving into various sociolinguistic and psycholinguistic dimensions of translanguaging. Together, these categories provide a comprehensive understanding of translanguaging practices and their impact on language learning in EFL settings.

Figure 1
Research Categories
3.2 PUBLICATION TRENDS

The publication numbers from 2014 to 2024 provides valuable insights into the trends related to research on translanguaging in EFL classrooms. The data indicates a gradual increase in publications over the years, with a notable surge beginning in 2017. This upward trend continues through 2023, indicating a growing interest and investment in this area of study. The data indicates a notable and sustained interest in the exploration of translanguaging practices within EFL contexts. This interest highlights the importance of understanding multilingual pedagogies and their implications for language education.

Figure 2
Publication Trends

3.3 JOURNALS

The data indicates that the journal Language Teaching has the highest mean citations for research on translanguaging in EFL classrooms, with an average of 29.61 citations per publication. This suggests a high level of engagement and influence within the research community on this topic. Notably, the journal with the largest volume of publications on this subject is System, which has produced 28 related articles.
Table 1

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3.4 CITATION ANALYSIS

A citation analysis conducted using the VOSviewer software revealed the existence of 12 distinct clusters of researchers. The size of each circle in the visualization represents the number of citations received by a researcher from others in the network, with larger circles indicating a higher citation count. The lines connecting the circles represent citations between researchers, with thicker lines indicating a greater frequency of citations between two researchers. In this analysis, Kevin W. H. Tai and Li Wei emerge as the most cited researchers in the network, indicating their significant impact and influence in the field of translanguaging in EFL classrooms. They are followed by Constant Leung, Heath Rose, Fan Gabriel Fang, Jack Kwok-Hung Pun, and Jennifer Jenkins, who also have notable citation counts, suggesting their contributions are highly regarded by their peers and have influenced the research landscape in this area.
Figure 3

Analysis conducted using the VOSviewer analysis conducted using the VOSviewer

3.5 DISCUSSION

The findings underscore the significance of integrating translinguaging practices into EFL pedagogy to enhance students' linguistic proficiency, cultural competence, and overall learning outcomes. By embracing translinguaging, educators can create inclusive and empowering learning environments that celebrate linguistic diversity and equip students with the necessary skills to thrive in an increasingly interconnected world. The analysis of publications related to translinguaging in EFL (English as a Foreign Language) classrooms unveils compelling insights into prevailing research trends and their implications for pedagogy. One notable revelation from the study is the prominence of the "Language, Communication, and Culture" category, indicating a robust interest in understanding how translinguaging intersects with linguistic, communicative, and cultural dimensions within educational contexts. This finding resonates with Serai's (2019) assertion that translinguaging enables students to fluidly blend languages, dialects, and registers, thereby enriching their comprehension of academic material and fostering linguistic versatility.

Moreover, the alignment between these findings and Hiller's (2021) research on translinguaging within English for Academic Purposes (EAP) courses underscores the multifaceted benefits of translinguaging in enhancing various aspects of language learning and identity construction. Hiller's study elucidates how translinguaging practices not only bolster cultural knowledge and communication skills but also contribute to the development of...
students' writing proficiency and their construction of a multifaceted linguistic identity within academic contexts. By contextualizing these findings within the broader landscape of translanguaging research, educators gain valuable insights into the pedagogical potential of translanguaging in EFL classrooms. The emphasis on the interplay between language, communication, and culture highlights the need for pedagogical approaches that embrace linguistic diversity and promote cultural inclusivity. Furthermore, the corroborative evidence from multiple studies underscores the robustness of translanguaging as a pedagogical strategy that transcends traditional language boundaries and fosters holistic language development.

The findings from the analysis of publications related to translanguaging in EFL pedagogy yield practical implications that can significantly inform and enhance language education practices. Firstly, the increasing publication trends signify a growing interest and recognition among educators and researchers regarding the importance of integrating translanguaging practices into language education. This trend underscores the relevance and potential impact of translanguaging in addressing the diverse needs of multilingual learners and promoting inclusive pedagogical approaches. Moreover, research evidence, such as that provided by Barahona (2020) and Shi (2023), highlights the beneficial effects of translanguaging on language acquisition and literacy development. By strategically incorporating students' first languages into instructional practices, educators can create a supportive learning environment that capitalizes on learners' existing linguistic resources and facilitates meaningful language learning experiences. This approach not only enhances students' language proficiency but also nurtures their confidence and motivation in language acquisition processes. Furthermore, the findings underscore the importance of translanguaging in bilingual education contexts, where it has been shown to yield greater benefits compared to monolingual approaches (Liu, 2022). In bilingual classrooms, translanguaging enables educators to leverage students' bilingualism as a valuable asset rather than viewing it as an obstacle to language learning. By embracing translanguaging, teachers can create opportunities for authentic language use and meaningful communication, thereby fostering deeper understanding and engagement with academic content.

While the interest in translanguaging continues to rise, there remain notable research gaps, particularly regarding its influence on creativity and critical thinking within EFL classrooms (Rabbidge, 2019). Although existing studies have extensively documented the benefits of translanguaging in enhancing comprehension and engagement, there is a scarcity of research exploring its potential to cultivate creativity and critical thought. Future investigations could delve into the mechanisms through which translanguaging practices facilitate the
development of these essential skills, offering valuable insights into innovative pedagogical approaches that promote holistic language learning outcomes.

In addition to exploring the pedagogical implications of translanguaging, it is imperative to delve into the sociopolitical dynamics that shape its implementation in EFL classrooms. Rasman (2018) highlights the importance of investigating how factors such as language status and broader sociopolitical contexts influence translanguaging practices. Understanding these dynamics is essential for educators and policymakers to develop informed strategies that effectively support translanguaging in educational settings. By acknowledging and addressing sociopolitical factors, stakeholders can create environments that promote linguistic diversity, equity, and inclusivity, ultimately fostering more effective language learning experiences for all students.

In summary, the analysis underscores the increasing significance of translanguaging within EFL classrooms and its capacity to positively impact language learning results. Through a comprehensive examination of the findings in light of contemporary theories and their implications for EFL pedagogy, this study offers valuable insights into the nature and potential of translanguaging practices in language education. By synthesizing these findings with existing theoretical frameworks, the study contributes to a nuanced understanding of how translanguaging can be effectively harnessed to enrich language learning experiences and optimize pedagogical approaches in diverse educational contexts.

4 CONCLUSION

The analysis conducted on publications concerning translanguaging in EFL classrooms has unveiled significant insights that hold profound implications for language education. The noteworthy prominence of the "Language, Communication, and Culture" category underscores a collective interest in understanding the intricate interplay between translanguaging and various linguistic, communicative, and cultural dimensions. This emphasizes the critical importance of recognizing and capitalizing on students' diverse linguistic backgrounds to enrich their learning journeys. By acknowledging and embracing translanguaging practices, educators can create inclusive and empowering learning environments that honor students' linguistic diversity, foster authentic communication, and cultivate a deeper appreciation for diverse cultures and perspectives. This underscores the transformative potential of translanguaging in reshaping language education paradigms to better meet the needs of today's multicultural and multilingual learners.
The implications of this study for EFL pedagogy are profound, as they shed light on the practical benefits of incorporating translanguaging practices into language education. The research findings highlight the positive impact of translanguaging on various aspects of language learning, including language acquisition, literacy development, and overall classroom engagement. By strategically leveraging students' first languages as a resource in the learning process, educators can create a more inclusive and effective learning environment that caters to the diverse linguistic needs of learners. This aligns with the findings of Hiller (2021), who emphasized the role of translanguaging in enhancing cultural knowledge and identity construction within English for Academic Purposes (EAP) courses. Thus, educators can draw upon these insights to design pedagogical approaches that promote linguistic diversity, cultural understanding, and academic success among EFL learners. Ultimately, the implications of this study underscore the transformative potential of translanguaging in EFL pedagogy, offering practical guidance for educators seeking to optimize language learning outcomes in diverse educational settings.

This study offers several significant contributions to the field of translanguaging within EFL education. Firstly, by meticulously analyzing publication trends and identifying key research themes, the study provides a comprehensive overview of the current landscape of translanguaging research in EFL contexts. This insight not only informs educators and researchers about prevalent topics but also guides future investigations by highlighting areas that warrant further exploration. Secondly, the examination of the role of digital technologies in enhancing translanguaging practices adds a novel dimension to existing literature, shedding light on innovative approaches to language education in the digital age. Additionally, by offering valuable insights for educators, researchers, and policymakers, this study serves as a practical resource for informing evidence-based practices and policy decisions aimed at promoting effective translanguaging strategies in EFL classrooms. Overall, the study contributes to advancing knowledge and understanding in the field of translanguaging, ultimately facilitating the development of more inclusive and effective language education practices.

While this study provides valuable insights into the trends and implications of translanguaging practices in EFL classrooms, it is essential to acknowledge its limitations. Firstly, the analysis primarily focuses on open access journal articles published in English within a specific timeframe, potentially limiting the scope of literature reviewed and excluding relevant studies published in other languages or inaccessible formats. Additionally, the study predominantly examines research trends and themes without delving deeply into the context-
specific implementation of translanguaging practices in diverse educational settings. Furthermore, the study may not capture emerging developments or perspectives that have emerged after the selected timeframe, potentially overlooking recent advancements in translanguaging research. Hence, future studies could address these limitations by incorporating a broader range of literature sources, including non-English publications, and conducting in-depth case studies to explore the contextual nuances of translanguaging implementation in EFL classrooms.

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