


Chapter 10


A Systematic Review of Translanguaging as a Pedagogical Practice in EFL Classrooms: Teacher Attitudes and Learner Voices

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ABSTRACT

This systematic review critically assesses the impact of translanguaging as a pedagogical practice in English as a Foreign Language (EFL) classrooms. It synthesizes existing research on the perspectives of both teachers and learners regarding the implementation of translanguaging. Focusing on studies published since 2013, a total

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of 16 eligible studies were identified. Findings indicate that adopting translanguaging overall positively impacts EFL classroom settings. Most EFL teachers recognize the importance of fostering an inclusive and comfortable linguistic environment, which significantly enhances learners' motivation, participation, and commitment to English language learning. This review provides insights for educators about the significance of translanguaging as a pedagogical approach and provides a foundation for future research to explore the long-term effects of translanguaging practices on English language proficiency, as well as to investigate diverse classroom contexts in effectively implementing translanguaging approach.

1. INTRODUCTION

Over the past two decades, English-Medium Instruction (EMI), defined as the use of English to teach academic subjects in countries or regions where English is not the first language, has become increasingly prevalent in English-as-a-Foreign-Language (EFL) classrooms worldwide (Cenoz & Gorter, 2019). EMI functions as an instructional approach that integrates content and language learning simultaneously, aiming to improve students' English proficiency while delivering subject-specific knowledge (Macaro et al., 2018).

Consequently, EFL learners' bi/multilingual backgrounds are often neglected, being in an all-or-nothing state (Li, 2017). This "all-or-nothing" state refers to the tendency to exclusively prioritize English as the only medium of instruction, while completely disregarding EFL learners' existing linguistic repertoires in the English learning process. Such a practice reflects the dominance of monolingual ideologies that continue to shape language education policies in many national contexts.

As a result, this monolingual, English-only approach to English foreign language teaching and learning often ignores the multiple linguistic resources EFL learners bring to the language classroom. Although EMI is often promoted as a strategy to improve English competence and academic competitiveness, its strict monolingual implementation can inadvertently silence students' home languages, thus limiting their full cognitive and communicative potential. In the majority of cases, students within these classrooms already possess fully functioning linguistic systems (an established home language) that could help advance English language development if used alongside English language instruction. Ignoring these resources risks limiting students' academic and cognitive growth, and may result in language learning experiences that are less engaging, less inclusive, and less effective.

The adoption of EMI is driven by multiple factors, and while a comprehensive analysis of these determinants is beyond the scope of this chapter, a brief overview provides essential context for the value in exploring alternative pedagogical

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