



The Rise of Translanguaging in EFL Contexts: A Bibliometric Study Using Scopus Database (2013–2025)

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ARTICLE INFO	ABSTRACT
Article history:	<p>This study aims to examine publication trends, citation patterns, leading authors and institutions, geographic distribution, and emerging thematic clusters in research on translanguaging pedagogy in English as a Foreign Language (EFL). Using a bibliometric approach, data were retrieved from the Scopus database from 2013 to 2025. A total of 143 peer-reviewed articles that met the inclusion criteria were analyzed quantitatively. The findings reveal a significant increase in publication volume, particularly since 2018, reaching its peak in 2024. The most highly cited articles explored multilingual identity, teacher strategies in EFL classrooms, and technology, particularly Google Translate, in translingual contexts. Asian countries, especially Indonesia, China, and Thailand, accounted for the most publications, while notable contributions came from institutions in Southeast Asia, Europe, and North America. Topic visualization using VOSviewer identified seven major thematic clusters: classroom interaction, student perceptions, teacher identity, multimodality, bilingual education, and academic writing in EFL. These results indicate that translanguaging has evolved beyond a linguistic strategy into a comprehensive and context-sensitive pedagogical approach. The study highlights the need for further longitudinal research and calls for deeper investigation into integrating translanguaging in curriculum development and teacher training across various educational levels.</p>
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INTRODUCTION

Over the past two decades, translanguaging has emerged as a compelling approach for scholars exploring innovative strategies in language education (Anderson, 2024; Karabassova, 2023; Rasman, 2018). Translanguaging has gained increasing academic attention and practical application in classrooms (Afriadi & Hamzah, 2021) as a transformative pedagogical framework in English language teaching, particularly within multilingual (Duarte, 2020; García, 2016) and multicultural settings (Zhang, 2024). This approach challenges traditional, rigid monolingual practices by proposing that language instruction should not rely exclusively on the target language while ignoring learners' existing linguistic resources. In the context of English language learning, translanguaging advocates for the flexible use of all linguistic competencies, both the first language and additional languages, to enhance comprehension and engagement with learning materials (Emerick et al., 2024; L. Han et al., 2023; Yip & Garcia, 2015).

Rooted in bilingual education practices in Wales and popularized by García (2013), translanguaging encourages learners and teachers to draw on their full linguistic repertoires to construct meaning, deepen understanding, and foster inclusive learning environments. With growing globalization and increased international mobility enriching classroom diversity (Wei, 2018), the translanguaging approach has become increasingly relevant worldwide in English language learning contexts. The surge in research focusing on translanguaging practices in EFL classrooms reflects a broader paradigm shift toward sociocultural (Duarte, 2019), post-structuralist (J. Han, 2022), and critical perspectives in language education.

Researchers have investigated various topics, including English language teaching methodologies (Sahib, 2019), curriculum design (Itoi & Michaud, 2021), teacher-student classroom interaction (Harumi, 2023)s, language assessment, teacher training (Huang & Chalmers, 2023), and learners' language identity development (Langman, 2014). These studies span diverse countries and educational settings, indicating broad global interest in translanguaging's pedagogical and ideological potential. Despite this growing body of work, there remains a lack of comprehensive bibliometric reviews that map the intellectual landscape, publication trends, and thematic developments of translanguaging research in ELT.

Most existing literature reviews on translanguaging in ELT are narrative

or systematic and are often constrained by subjective selection criteria and limited scope (Kim & Weng, 2022; Lu et al., 2025; Lu & Gu, 2024). In contrast, bibliometric analysis provides a data-driven and objective method for quantitatively assessing research developments through analyses of publication trends, citation metrics, co-authorship networks, and keyword co-occurrence. Such an approach can reveal the evolution of scholarly interest in translanguaging over time, identify key contributors, and highlight dominant and emerging research themes. Therefore, conducting a bibliometric study spanning over a decade is essential for evaluating how translanguaging has shaped ELT discourse on a global scale.

This study aims to present a comprehensive overview of research trends related to translanguaging pedagogy in English language teaching between 2013 and 2025. Drawing on data from the Scopus database, the study analyzes the growth of publications, citation patterns, contributions from authors and institutions, and the development of prominent and emerging themes. The findings are intended to provide valuable insights for educators, researchers, and curriculum developers seeking to integrate translanguaging approaches in an evidence-based and context-sensitive manner. Additionally, the study opens avenues for future research on the implementation and impact of translanguaging pedagogy in diverse educational contexts.

Research Questions

1. What are the publication trends and citation patterns of research on translanguaging pedagogy in EFL classrooms from 2013 to 2025?
2. Which authors, journals, institutions, and countries have contributed most significantly to the development of this field?
3. What are the dominant themes and emerging research topics in translanguaging pedagogy within ELT contexts?

METHOD

Research Design

This study employed a quantitative bibliometric approach (Rashid, 2023) to analyze the development of research on translanguaging within the context of English as a Foreign Language (EFL). This analysis evaluates publication trends, contributions from scholars, institutional collaborations, and the evolution of key research themes over a decade. Bibliometric analysis enables researchers to systematically and data-drivenly map the structure of knowledge and the dynamics of scholarly development in the field.

Data Source and Search Strategy

The bibliographic data used in this study were retrieved from the Scopus database, which is widely recognized as one of the largest and most

reputable scientific literature indexing platforms globally. Data collection was conducted on July 20, 2025, using the advanced search feature with the following syntax: Title-Abs-Key (translanguaging in efl) and (Limit-to (Doctype, "Ar")) and (Limit-to (Pubstage, "Final")) and (Limit-to (Srctype, "J")) and (Limit-to (Language, "English")). This search query was designed to filter documents based on the main topic, translanguaging in EFL, with the following criteria: (1) Document type: scientific research articles, (2) Publication stage: final publication only, (3) Source type: peer-reviewed journals, and (4) Language: English only.

As a result, 143 relevant articles meeting the inclusion criteria were identified, covering publications from 2013 to 2025.

Inclusion and Exclusion Criteria

The inclusion and exclusion criteria used in this study are as follows:

Table 1: Inclusion and Exclusion Criteria

Aspect	Inclusion Criteria	Exclusion Criteria
Topic	Articles explicitly discussing translanguaging in the EFL context	Articles that mention translanguaging but are unrelated to the EFL context
Document Type	Peer-reviewed research articles	Editorials, review papers, book chapters, conference proceedings, and letters
Language	Articles written in English	Articles written in languages other than English
Publication Status	Articles that have reached the final publication stage	Articles that are in press, early access, or not yet finalized
Source Type	Articles published in Scopus-indexed journals	Sources other than journals (e.g., proceedings, books, institutional reports)
Publication Year	Published between 2013 and 2025	Published outside the 2013–2025 range

Data Analysis Procedure

The bibliographic data were exported from Scopus in CSV format and analyzed using quantitative analysis and scientific mapping. The study included two main components, as outlined below.

Table 2: Data Analysis Procedure

Type of Analysis	Aspects Analyzed	Purpose
Descriptive Analysis	Annual distribution of publications	To identify publication trends from 2013 to 2025
	Citation counts	To assess the scientific impact of the analyzed publications
	Most productive authors, journals, and institutions	To identify key contributors and leading sources in translanguaging in EFL
	Authors' country affiliations	To map the geographic distribution of research publications
Network Analysis	Co-authorship analysis	To uncover patterns of scholarly collaboration among authors and institutions
(Bibliometric Mapping)	Keyword co-occurrence analysis	To identify key research themes and emerging topics
	Citation analysis	To determine the most influential articles in translanguaging in EFL

Analysis Tools and Visualization

VOSviewer was used for network analysis and bibliometric visualization. This software is designed to visualize relationships among entities in scientific research, such as authors, keywords, and citations. Before analysis, the data were cleaned and normalized to consolidate similar terms (e.g., “EFL” and “English as a Foreign Language”). Additional descriptive analysis was performed using Microsoft Excel to support the quantitative interpretation of graphs and tables.

FINDINGS AND DISCUSSION

Publication Trends and Citation Patterns of Research on Translanguaging Pedagogy in EFL Classrooms from 2013 to 2025

In the Findings section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs).

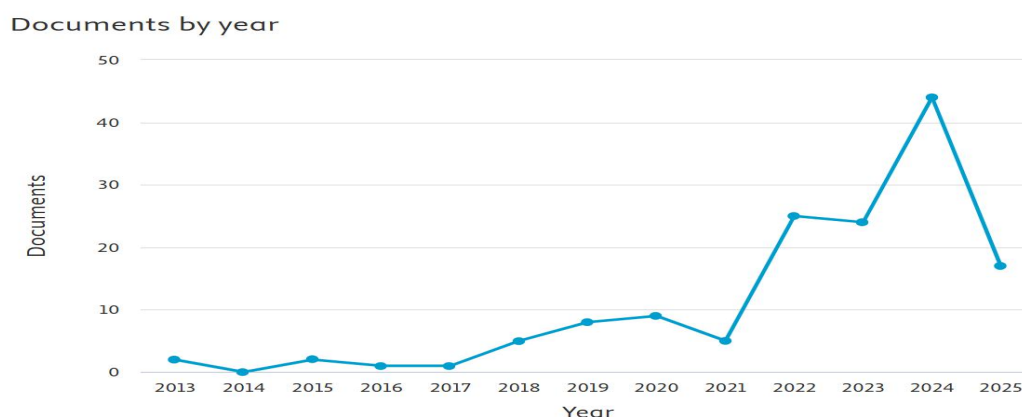


Figure 1. Publications Trend between 2013-2025

Based on the visualized bibliographic data, the publication trend significantly increased over the past decade. From 2013 to 2017, the number of published documents remained relatively low and stable, with only 0 to 3 papers per year. However, beginning in 2018, a gradual increase occurred, followed by a sharp surge in 2022, which recorded 25 papers, a figure nearly matched again in 2023. The peak was reached in 2024, with 44 published papers, indicating a growing academic interest in this research topic. Meanwhile, the apparent decline in 2025, with only 16 papers, is most likely due to incomplete data accumulation, as the year is ongoing. These findings suggest that research on the analyzed topic continues to develop and attract increasing global academic attention. The following data present the highest citation counts among the top 10 articles.

Table 3: Top Ten Articles with the highest citations

No	Author(s)	Article Title	Year	Citations
1	Schreiber, B.R.	I am what i am: Multilingual identity and digital translanguaging	2015	111
2	Lin, A.M.Y., Wu, Y.	'May I speak Cantonese?' -- Co-constructing a scientific proof in an EFL junior secondary science classroom	2015	90
3	Tsai, S.-C.	Chinese students' perceptions of using Google Translate as a translingual CALL tool in EFL writing	2022	75
4	Yasar Yuzlu, M., Dikilitas, K.	Translanguaging in the development of EFL learners' foreign language skills in Turkish context	2022	63

5	Dryden, S., Tankosić, A., Dovchin, S.	Foreign language anxiety and translanguaging as an emotional safe space: Migrant English as a foreign language learners in Australia	2021	59
6	Yuvayapan, F.	Translanguaging in EFL classrooms: Teachers' perceptions and practices	2019	56
7	Busse, V., Cenoz, J., Dalmann, N., Rogge, F.	Addressing Linguistic Diversity in the Language Classroom in a Resource-Oriented Way: An Intervention Study With Primary School Children	2019	48
8	Pavón Vázquez, V., Ramos Ordóñez, M.D.C.	Describing the use of the L1 in CLIL: an analysis of L1 communication strategies in classroom interaction	2019	48
9	Turnbull, B.	Translanguaging in the planning of academic and creative writing: A case of adult Japanese EFL learners	2019	39
10	Zhou, X., Mann, S.	Translanguaging in a chinese university clil classroom: Teacher strategies and student attitudes	2021	39

The data in the table reflect the dominance of articles discussing translanguaging within the context of English as a Foreign Language (EFL) instruction, spanning primary, secondary, and tertiary education levels. The research foci are diverse, ranging from teachers' use of translanguaging strategies, students' perceptions of digital tools, to the impact of translanguaging on language anxiety and multilingual identity. The most highly cited articles were generally published between 2015 and 2022, indicating sustained academic interest in this topic over nearly a decade. The high citation counts highlight the significant contributions of these studies to the development of translanguaging literature and underscore their relevance in addressing contemporary pedagogical and sociolinguistic issues.

Authors with the Highest Number of Publications on Translanguaging

Documents by author

Compare the document counts for up to 15 authors.

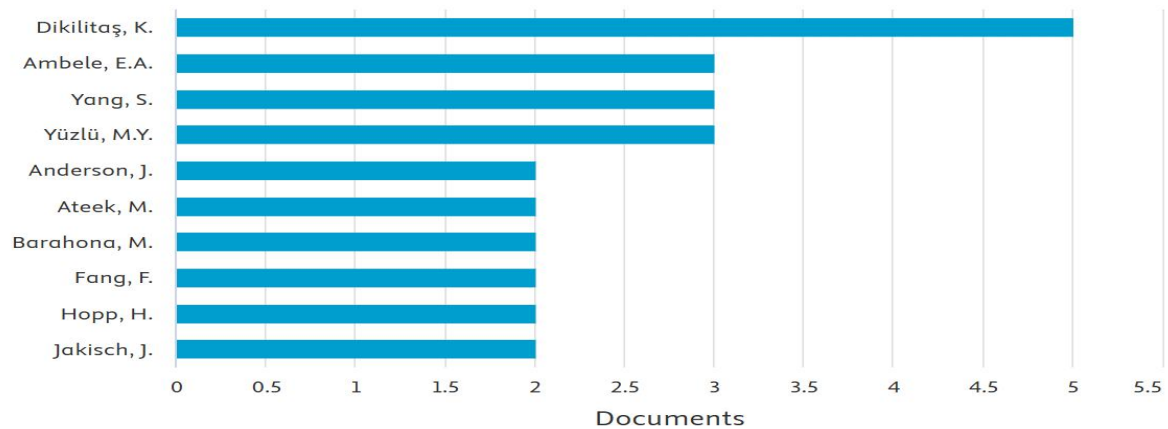


Figure 2. Authors with the Highest Number of Publications

Figure 2 shows the number of documents published by the top authors in the researched topic. The most prolific author is Dikilitaş, K., with five publications, indicating his active role in the field. Following him are three authors—Ambele, E.A., Yang, S., and Yüzlü, M.Y.—with three publications. Additionally, six other authors—Anderson, J.; Ateek, M.; Barahona, M.; Fang, F.; Hopp, H.; and Jakisch, J.—have each contributed two publications. This data indicates a consistent involvement of several authors in research on this topic, although their contribution levels vary.

Countries with the Highest Number of Translanguaging Publications

Documents by country or territory

Compare the document counts for up to 15 countries/territories.

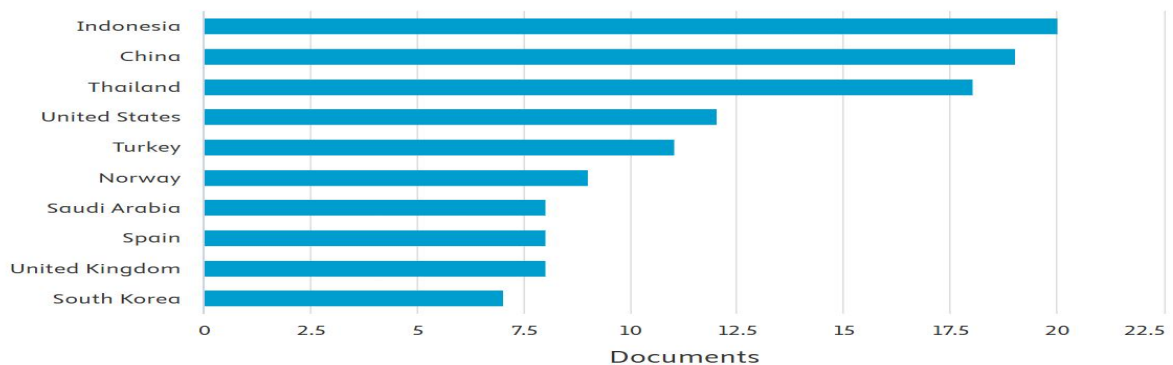


Figure 3. Countries with the Highest Number of Publications

Figure 3 illustrates the distribution of published documents by country or region. Asian countries dominate the number of publications, with Indonesia ranking first, followed by China and Thailand. Countries such as the United States and Turkey also contribute significantly despite coming from different regions. Several European countries, including Norway, Spain, the United Kingdom, and Middle Eastern countries like Saudi Arabia, have also contributed to the body of research. South Korea completes the list, indicating a global

spread of translanguaging research across various continents.

Institutions with the Highest Number of Translanguaging Publications

Documents by affiliation

Compare the document counts for up to 15 affiliations.

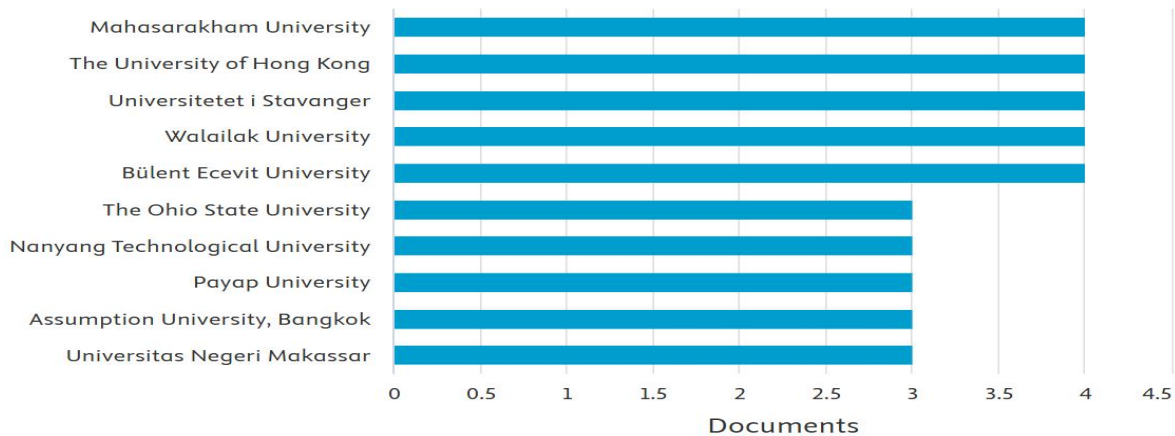


Figure 4. Institutions with the Highest Number of Publications

The figure presents the affiliated institutions with the highest number of publications on translanguaging in the context of EFL. Several universities from different countries each contributed between three and four documents. Mahasarakham University, The University of Hong Kong, and Universitetet i Stavanger were the most productive institutions, along with Walailak University and Bülent Ecevit University. These were followed by prominent institutions such as The Ohio State University, Nanyang Technological University, and several Southeast Asian universities, including Payap University, Assumption University, of Bangkok, and Universitas Negeri Makassar. This indicates that translanguaging in English as a Foreign Language instruction has gained significant attention from academic institutions across various countries.

Dominant Topics Based on VosViewer Visualization

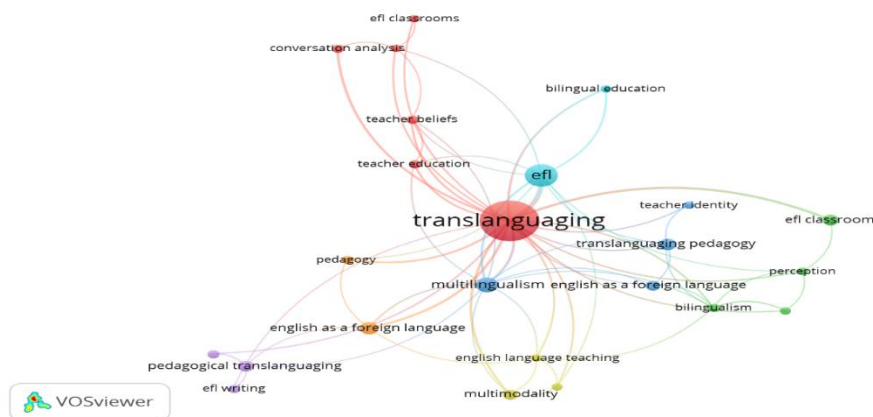


Figure 5: Dominant Topics Based on VosViewer Visualization

Based on the visualization data, seven clusters with a total of 24 items were identified and can be described as follows: Cluster 1 focuses on the pedagogical and interactional dimensions of EFL classrooms. Topics such as *classroom interaction*, *conversation analysis*, and *EFL classrooms* reflect attention to language use and communicative dynamics in learning environments. Additionally, the inclusion of *teacher beliefs* and *teacher education* highlights the importance of teacher perspectives and preparedness in implementing translanguaging. The term *translanguaging* itself emerges as a central node in this cluster, linking the role of teacher understanding and training to interaction strategies in multilingual classrooms. Overall, this cluster emphasizes the close relationship between instructional theory, classroom practice, and teacher roles in translanguaging.

Cluster 2 centers on learners' perceptions and experiences within bilingual EFL classrooms. Topics such as *bilingualism* and *EFL learners* indicate interest in how bilingual abilities shape second language learning processes. Meanwhile, *perception* represents learner attitudes toward translanguaging practices, likely tied to comfort, effectiveness, and acceptance of dual-language educational strategies. The recurring presence of *EFL classroom* underscores that understanding translanguaging remains firmly rooted in the learning environment. This cluster highlights the significance of student perspectives in responding to bilingual approaches in English language instruction.

Cluster 3 explores the interplay between teacher identity, pedagogical approaches to translanguaging, and multilingual classroom contexts in EFL instruction. Topics such as *teacher identity* and *translanguaging pedagogy* suggest that translanguaging strategies not only influence learners but also shape teachers' roles and instructional methods in linguistically diverse settings. The presence of *multilingualism* emphasizes the linguistic diversity within classrooms, requiring teachers to adopt flexible and linguistically aware pedagogies. The topic *English as a Foreign Language* sets the overarching context of these practices. This cluster emphasizes the importance of understanding the dynamics of teacher professional identity and pedagogical strategies in addressing challenges and opportunities in multilingual learning environments.

Cluster 4 consists of three core items: *English language teaching*, *higher education*, and *multimodality*. These interrelated topics frame translanguaging within English instruction at the tertiary level using a multimodal approach. This suggests that studies in this cluster examine translanguaging as a pedagogical strategy that integrates various communication modes and media within academic settings, particularly to enhance language learning in higher education contexts.

Cluster 5 includes the topics *EFL writing*, *multilingual education*, and *pedagogical translanguaging*. This cluster reflects a research focus on applying translanguaging in EFL writing instruction within multilingual educational environments. Here, translanguaging is used as a pedagogical strategy to

support students' writing skills by leveraging their diverse linguistic backgrounds. Thus, this cluster highlights how translanguaging is employed instructionally in writing tasks, particularly to enhance learners' expressive capabilities and comprehension in multilingual settings.

Cluster 6 includes two primary topics: *bilingual education* and *EFL (English as a Foreign Language)*. This cluster illustrates the connection between bilingual education and English language instruction, positioning translanguaging as a bridging strategy between two languages in the learning process. Research within this cluster tends to explore how translanguaging can enhance the effectiveness of EFL instruction in bilingual settings by acknowledging and utilizing students' first-language competencies to support understanding and language development.

Cluster 7 covers the topics *English as a Foreign Language (EFL)* and *pedagogy*. This cluster shows a research focus on developing pedagogical approaches to EFL instruction, with translanguaging potentially serving as an instructional strategy. Studies in this cluster tend to emphasize the importance of teaching methods responsive to EFL students' linguistic needs, where translanguaging can contribute to more inclusive, interactive, and contextually relevant learning experiences based on students' linguistic backgrounds.

DISCUSSION

The significant rise in publications on translanguaging pedagogy in EFL classrooms from 2013 to 2025 reflects a growing recognition of its relevance in multilingual and multicultural educational contexts. This increasing academic engagement signals a paradigmatic shift in conceptualizing language learning—moving from rigid monolingual instruction to more fluid, inclusive, and culturally responsive practices.

García (2009) conceptualizes translanguaging not simply as a pedagogical strategy, but as a theory of practice that legitimizes learners' full linguistic repertoires in meaning-making. In the EFL context, this approach disrupts the traditional English-only ideology by encouraging learners to mobilize their first language (L1) alongside English to enhance comprehension, creativity, and participation (Canagarajah, 2011; Creese, 2010). Research has shown that translanguaging fosters cognitive engagement (Lewis, 2012), mitigates foreign language anxiety (Dovchin, 2021; Madiba, 2014), and affirms multilingual identity development (Galante, 2020; Schreiber, 2015; Yang & Peng, 2019). These benefits are particularly pronounced in linguistically heterogeneous classrooms, where a strict target-language-only policy often marginalizes learners from diverse language backgrounds.

Several empirical studies reinforce the pedagogical value of translanguaging in EFL settings. For example, (Alqefari, 2024; Elashhab, 2020; Nyimbili, 2021; Yüzlü & Dikilitaş, 2022) report that teachers implementing

translanguaging strategies perceive greater student agency and improved classroom interaction. Likewise, student perspectives reveal that using L1 strategically supports academic understanding and emotional security (Yuan, 2023). Despite this growing body of literature, most studies remain fragmented across regions and focus on small-scale classroom interventions or localized case studies.

This bibliometric study contributes to the field by comprehensively mapping global research trends, thematic developments, and scholarly networks in translanguaging pedagogy within EFL. This study provides empirical evidence of the conceptual breadth and interdisciplinary nature of translanguaging research by identifying seven key clusters, ranging from classroom interaction and teacher identity to multimodality and bilingual writing. Moreover, the dominance of contributions from Asian contexts, particularly Indonesia, suggests an emergent regional leadership in translanguaging scholarship, driven by demographic realities and multilingual education policies.

A critical contribution of this study lies in its holistic synthesis of global scholarly activity using a bibliometric lens, which highlights the field's maturity and fragmentation. By systematically revealing the evolving landscape of translanguaging in EFL, this study offers a novel foundation for theorizing translanguaging as a classroom tool and a transformative framework for reimagining language education. As such, it opens up new directions for longitudinal, cross-contextual, and policy-oriented research to explore the sustained impacts of translanguaging on learner outcomes, teacher practices, and curricular design in diverse educational systems.

CONCLUSION

Based on the findings and discussion, it can be concluded that translanguaging pedagogy in the context of English as a Foreign Language (EFL) instruction has experienced rapid growth over the past decade. An increase in the number of publications, diversity of topics, and contributions from various countries and institutions marks this. Research in this field encompasses pedagogical aspects, teacher identity, student perceptions, and the integration of technology and multimodality in learning. These findings indicate that translanguaging is a linguistic strategy and a pedagogical approach that fosters inclusive and responsive learning environments in multilingual contexts. For future research, it is recommended to expand the focus to include longitudinal studies examining the long-term impact of translanguaging on learning outcomes, as well as investigations into its implementation within formal curricula and teacher training programs at various educational levels and in diverse language settings.

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