

MAPPING RESEARCH TRENDS IN TRANSLANGUAGING IN ENGLISH LANGUAGE TEACHING: A SCOPUS-BASED BIBLIOMETRIC ANALYSIS

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Received: 31th May 2026

Revised: 26th June 2026

Accepted: 27th July 2026

ABSTRACT: This study employed bibliometric analysis to present trends in the development of translanguaging research in English Language Teaching (ELT) on the Scopus database from 2014 to 2026. The study aims to systematically map annual scientific production, most productive authors, most productive sources, most relevant affiliations, most cited countries, keyword co-occurrence networks, and thematic maps. A descriptive quantitative method was used, with a final dataset of 437 Scopus-indexed journal articles from 2014 to 2026 (partial records), using the keyword "translanguaging" and "English Language Teaching", then using the R-Bibliometrix Package (Biblioshiny R) to analyze and map out the data. The inclusion criteria and search strategy were carefully applied to ensure a relevant analysis. The results reveal a substantial growth in translanguaging studies publications, starting low at 1 per year from 2014-2015 and peaking at 115 in 2025. Fang F is the most productive author with 7 documents throughout the year. The top sources are the International Journal of Bilingual Education and Bilingualism and the International Journal of Multilingualism, with each contributing 18 documents. The University of the Basque Country leads affiliations with 11 publications, and the United States (USA) has the highest citations (1,201). The co-occurrence network analysis shows the relationship between different research topics, such as bilingual education, multilingualism, and English medium instruction (EMI). The thematic map identifies motor themes like English as a second language, basic themes like multilingualism, niche themes like languaging, and emerging themes like EAP. By understanding these trends, educators, researchers, and policymakers can better promote and explore translanguaging practices to support the effective ELT process in multilingual contexts.

Keywords: bibliometrics, English language teaching, multilingualism, translanguaging

INTRODUCTION

In an increasingly globalized world, language plays a crucial role in facilitating communication and mutual understanding across different societies. In particular, English has been widely recognized as an international language and is commonly used in global communication, education, and professional interaction (Rao, 2019; Mahapatra & Pradhan, 2022; Selvi et al., 2023). As a result, English Language Teaching (ELT) has become an important field in language education worldwide. However, the dominance of English has also been critically examined, especially in relation to inclusivity and linguistic diversity. Some scholars argue that privileging one dominant language may marginalize other languages and reinforce unequal language hierarchies. This phenomenon is closely associated with *linguistic imperialism*, which refers to the dominance of one language over others. It is often supported by political, economic, and cultural power structures, which result in the marginalization of less dominant languages (Phillipson, 1992; Phillipson & Skutnabb-Kangas, 2017; Lukianenko, 2024). Such conditions have historically influenced language education, particularly through the long-standing paradigm of monolingualism in ELT contexts.

Monolingualism refers to the use of a single language in communication and is often associated with the assumption that languages function as separate and independent systems (Ellis, 2008; Küçükler & Tosuncuoglu, 2018). In ELT, this perspective is reflected in target-language-only approaches, where learners are often encouraged to use English exclusively in classroom interaction. However, contemporary research increasingly challenges this paradigm. Scholars argue that monolingualism is often treated as a normal and unquestioned condition, which may position multilingual learners as deficient and limit the recognition of their linguistic resources (Gogolin, 2002; Clyne, 2008). Furthermore, monolingual practices may reinforce the perception that certain languages are more powerful or superior than others, leading to unequal language hierarchies (Ndhlovu, 2015). This perspective can overlook the dynamic and fluid nature of real language practices, where multilingual speakers naturally draw upon multiple linguistic resources during communication and the learning process.

As a response to these limitations, the paradigm of multilingualism has gained increasing attention in language education. Multilingualism refers to the ability and practice of using two or more languages in communication (Cenoz, 2013; Kemp, 2009; Dewaele, 2015). Rather than viewing languages as isolated systems, contemporary perspectives conceptualize multilingualism as a dynamic and integrated linguistic repertoire shaped by social interaction, context, and individual experiences (Horner & Weber, 2017; Franceschini, 2011; Hatoss, 2022). Within ELT contexts, multilingualism is considered more inclusive because it recognizes and values learners' existing linguistic resources as part of the learning process.

Building upon this perspective, translanguaging has emerged as an important concept in multilingual language education. Translanguaging refers to the flexible use of a multilingual speaker's full linguistic repertoire to make meaning, communicate, and learn (García & Wei, 2014; Cenoz & Gorter, 2022; García & Kleifgen, 2020). It challenges the traditional view of language as separate systems and instead conceptualizes language practices as integrated and socially embedded (García & Wei, 2014; Wei, 2018; Cummins, 2021). In ELT contexts, translanguaging has increasingly been recognized as a pedagogical strategy that can support comprehension, facilitate classroom interaction, and enhance learners' engagement (Putrawan, 2022; García & Wei, 2014; Lin, 2019).

Previous studies have demonstrated the positive role of translanguaging in various educational settings, particularly in ELT contexts. García and Kleyn (2016) highlight translanguaging as a transformative educational approach that supports bilingual learners' academic development and identity formation. Similarly, Pacheco et al. (2019) demonstrate how teachers employ translanguaging strategies such as envoicing and recontextualizing to facilitate meaning-making in multilingual classrooms. In the Indonesian EFL context, Liando et al. (2022) also found that translanguaging functions as an effective instructional strategy to clarify learning content and improve students' comprehension.

Despite these positive findings, translanguaging has also been critically debated among scholars. Some scholars point out practical challenges in implementing translanguaging in classrooms, especially for learners who may struggle to manage multiple linguistic resources effectively (Horner et al., 2011; Tardy, 2016; Young & Martinez, 2011). These differing perspectives demonstrate that translanguaging remains a developing and contested area of discussion within ELT research. Considering the increasing number of studies and ongoing debates surrounding translanguaging in ELT, it becomes important to systematically examine how this research field has developed over time.

Although previous bibliometric studies have examined translanguaging in multilingual education, foreign language pedagogy, and EFL contexts (see Yu, 2026; Xin et al., 2024; Mahayanti et al., 2024; Agung & Setyawan, 2024), research specifically mapping translanguaging within the broader field of English Language Teaching (ELT) remains limited. Whereas EFL or foreign language pedagogy primarily concentrates on English teaching in foreign language classes and instructional practices, the area of ELT is concerned with a wider range of educational settings such as bilingual/multilingual education, English Medium Instruction (EMI), English for Academic Purposes (EAP), English for Specific Purposes (ESP), language policies, teacher education, and multilingual classroom practices. Therefore, it is important to map translanguaging studies within the wider context of ELT that will help to understand how the field has evolved beyond classroom pedagogy towards broader linguistic, educational, and sociocultural areas.

To address this gap, the present study provides a bibliometric analysis of translanguaging research in ELT using Scopus-indexed publications from 2014 to 2026. This study aims to provide a comprehensive bibliometric overview of translanguaging research in English Language Teaching (ELT). Specifically, the study seeks to examine the annual scientific production of translanguaging research in ELT; identify the most productive authors, sources, affiliations, and countries; and explore the intellectual and thematic structure of the field through keyword co-occurrence network and thematic map analyses. By addressing these objectives, this study is expected to provide valuable insights into the development of

translanguaging research in ELT and help identify potential directions and research gaps for future research.

LITERATURE REVIEW

Monolingualism, Multilingualism, and Translanguaging

For many years, language education has traditionally been influenced by the paradigm of monolingualism, which views languages as separate and independent systems. In this perspective, language learning is often associated with the use of only one target language in classroom communication (Ellis, 2008; Küçükler & Tosuncuoglu, 2018). However, this perspective has been increasingly challenged by contemporary scholars because it overlooks the learners' existing linguistic resources (Gogolin, 2002; Clyne, 2008). Additionally, monolingual practices may reinforce unequal language hierarchies by privileging dominant languages over minority or local languages (Ndhlovu, 2015).

As an alternative, multilingualism has emerged as a more inclusive perspective in language education. Multilingualism refers to the ability and practice of using two or more languages in communication (Cenoz, 2013; Dewaele, 2015). Unlike monolingualism, multilingualism recognizes that language users naturally draw upon multiple linguistic resources depending on social contexts and communicative purposes. This perspective has become increasingly important in today's globalized world, where multilingual interaction frequently occurs in educational, professional, and social environments which later come up with the presence of Translanguaging strategies.

In educational contexts, translanguaging has increasingly been recognized as a pedagogical strategy that can support students' comprehension and participation (Putrawan, 2022; García & Wei, 2014; Lin, 2019). However, some researchers caution that translanguaging needs to be implemented carefully since its effectiveness is determined by learners' language proficiency and classroom context (Matsuda, 2013, 2014; Gevers, 2018). These different views indicate that translanguaging keeps evolving in terms of theory and practice. Therefore, it is important to further map out this topic within English language teaching (ELT).

Bibliometric Analysis in Educational Research

Bibliometric analysis is a quantitative approach used to examine scientific publications and citation data to identify research trends, influential studies, and the development of a particular field (Donthu et al., 2021). In educational research, this method helps illustrate how a discipline evolves over time, highlights major research topics, and identifies emerging directions and research gaps (Aria & Cuccurullo, 2017). While a systematic review synthesizes the evidence obtained from empirical findings, bibliometric analysis maps the intellectual structure and development of a research area based on publication metadata. For this reason, it has been widely applied to identify research trends, emerging themes, and future research areas.

Several bibliometric studies have examined translanguaging from different perspectives. Yu (2026) explored translanguaging research within multilingual education and its implications for CLIL, while Xin et al. (2024) mapped the development of translanguaging in applied linguistics and foreign language pedagogy using the Web of Science database. In addition, Mahayanti et al. (2024) focused specifically on translanguaging practices in EFL classrooms, and Agung and Setyawan (2024) reviewed trends in translanguaging practices in EFL contexts.

These studies indicate the fast-growing body of translanguaging research and confirm the usefulness of the bibliometric methodology for mapping the intellectual and thematic evolution of the field. As the study of translanguaging keeps growing in different educational settings, a bibliometric analysis is a useful and comprehensive approach in mapping the intellectual development in the field and discovering new directions for further research. While previous bibliometric studies set in EFL (English as a Foreign Language) have focused on non-native environments, this study focuses on ELT (English Language Teaching) areas that

encompass broader international, globalized, and institutional contexts (like EMI or EAP) that may have different dynamics. For this reason, bibliometric analysis is an appropriate approach for analyzing the intellectual evolution and trends in the field of translanguaging within the broader field of ELT.

RESEARCH METHODS

Research Design

Following the framework of Donthu et al. (2021), this study utilized a descriptive quantitative design using a bibliometric approach to analyze research trends in translanguaging in English Language Teaching (ELT). The data used in this study were retrieved from the Scopus database, which is recognized as one of the most reliable and comprehensive academic databases for bibliometric research due to its extensive international coverage and high-quality indexed publications. The study focused on publications related to translanguaging in ELT published between 2014 and 2026 (partial records).

Search Strategy

The search strategy was designed systematically using advanced search queries in the Scopus database. The keywords used in this study were TITLE-ABS-KEY (translanguaging AND English language teaching OR ELT) to identify publications relevant to the research topic (see the code format in Figure 1). The search query also applied several filters, including publication years ranging from 2014 to 2026 and document type limited to journal articles. The data retrieval process from the Scopus database was conducted in May 2026 and initially resulted in 440 documents. The 2026 data only reflects publications indexed up to May 2026. After the dataset was screened, three duplicate records were removed, but not the content-specific ones, and resulting in a final dataset of 437 journal articles for bibliometric analysis. This systematic search strategy was intended to ensure that the selected data were relevant, focused, and academically reliable for the analysis.

Inclusion and Exclusion Criteria

To ensure the relevance and quality of the data, several inclusion and exclusion criteria were applied. The study only included publications published between 2014 and 2026 and limited the document type to journal articles in all languages (e.g., Portuguese, Spanish, German, French, Catalan, Slovenian, Irish Gaelic, Chinese, and Afrikaans) indexed in Scopus. Other types of publications such as conference papers, book chapters, notes, and reviews were excluded from the dataset. Journal articles were specifically selected because they generally undergo a rigorous peer-review process, making them more reliable, academically validated, and consistent for bibliometric analysis.

Data Analysis Procedure

The selected data were analyzed using the Biblioshiny R application from the Bibliometrix package. The metadata extracted from Scopus included citation information (author(s), document title, year, source title, volume, issue, pages, citation count, source and document type, DOI), bibliographical information (affiliations, serial identifiers (e.g., ISSN), PubMed ID, publisher, editor(s), language of original document, correspondence address, abbreviated source title), and abstract and keywords (abstract, author keywords, indexed keywords). The data were thoroughly screened before analysis to ensure quality, resulting in a dataset of 437 journal papers. Data cleaning and standardization were then conducted to improve the consistency of the bibliographic information.

Several bibliometric indicators have been used to analyze the development of translanguaging research in ELT. To begin with, the annual scientific output was analyzed to identify trends in publication over time. Following this, the most productive authors, sources, and affiliations were recognized to determine the key contributors to the field. An examination of the most cited countries was also conducted to highlight areas with substantial scientific

impact. Additionally, a keyword co-occurrence network analysis was performed to visualize the relationships between frequently co-occurring keywords, thus revealing the conceptual structure of the field. Finally, thematic maps were used to identify motor, basic, niche, and emerging or declining themes based on the centrality and density of keywords. Callon’s centrality and density measures were used.

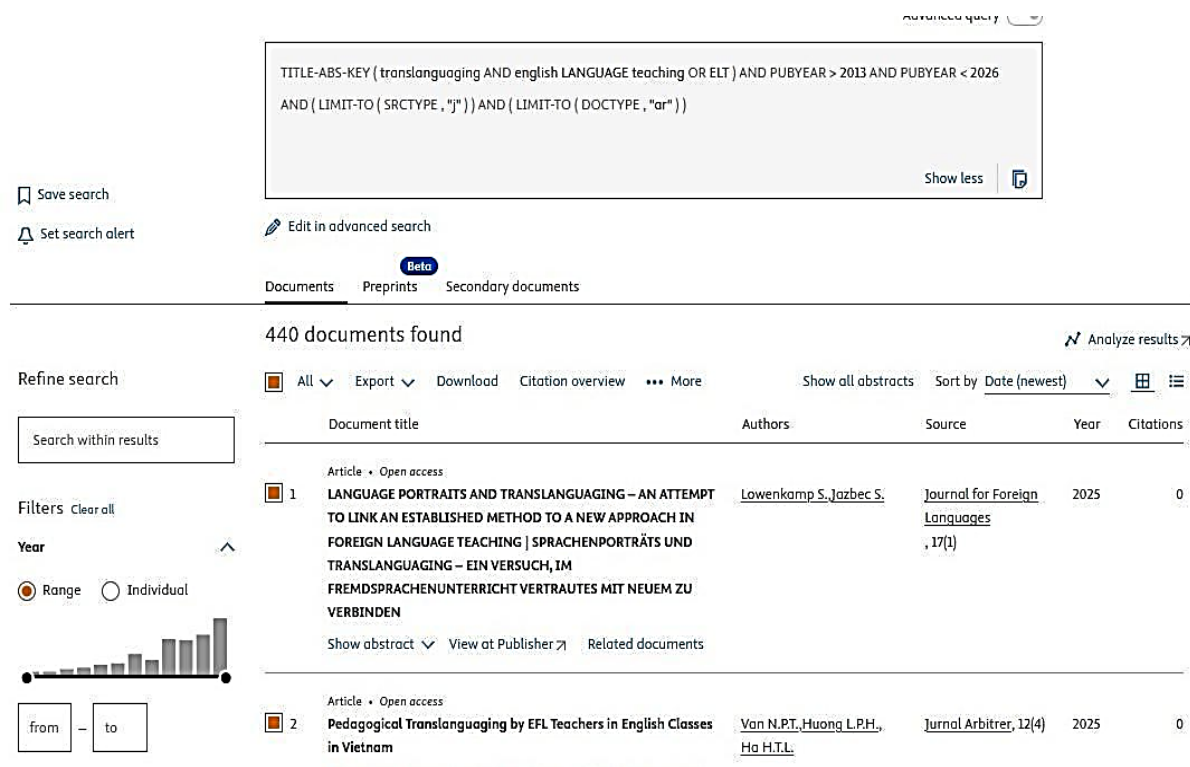


Figure 1: Article search on Scopus database

The findings are illustrated through descriptive charts, network visualizations, and thematic maps produced by the Biblioshiny R software. The findings were presented in terms of descriptive charts, network visualizations, and thematic maps generated by Biblioshiny R software. The visualization gave a systematic overview of publication trends, research collaborations, conceptual relations, and thematic development of the translanguaging studies in the area of English Language Teaching (ELT).

FINDINGS AND DISCUSSION

Findings

Annual Scientific Production

The data processed through Biblioshiny R highlights the changes in publication productivity related to translanguaging in ELT and reflects the level of scholarly attention toward this topic across different periods.

Figure 2 shows the annual scientific production data that reveals a significant increase in studies related to translanguaging in English Language Teaching (ELT) over the observed period (2014-2026). The earliest publications appeared in 2014 and 2015, with only one article published each year. Between 2016 and 2019, the number of publications gradually increased from 6 to 18 articles, indicating the early development of scholarly interest in translanguaging within ELT contexts.

A more noticeable growth began in 2020, when the number of publications rose gradually to 37 articles. Although there was a slight decrease in 2021, with 25 published articles, the overall publication trend continued to increase substantially in the following years.

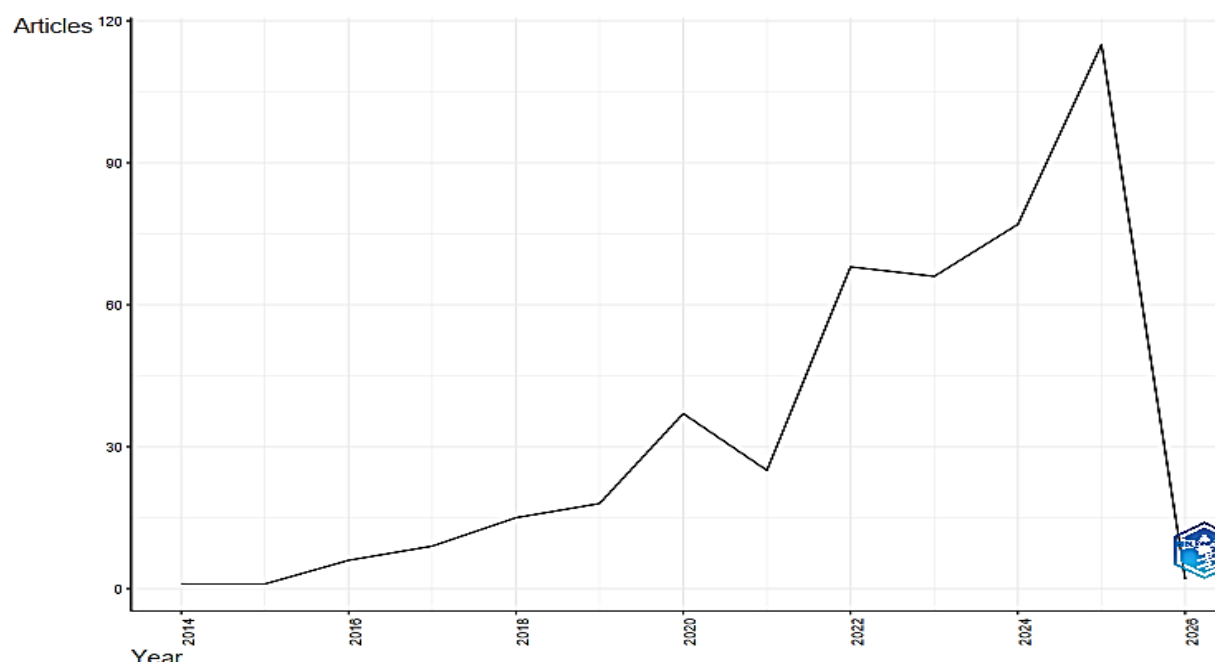


Figure 2: Annual scientific production

In 2022 and 2023, the publication output reached 68 and 66 articles respectively, followed by a further increase to 77 articles in 2024. The highest scientific production was recorded in 2025, with 115 published articles, representing the peak of research productivity during the analyzed period. However, as of May 11, 2026, only 2 articles had been recorded in the Scopus database. This low number is likely due to the fact that the publication year is still ongoing, resulting in incomplete indexing coverage at the time of data collection. These findings indicate that translanguaging has become an increasingly prominent topic in ELT research.

Most Relevant Authors

Figure 3 presents the analysis of the most relevant authors (Top 10) and reveals that several scholars have actively contributed to translanguaging research in ELT. As shown in Figure 3, Fang F was identified as the most productive author with 7 published documents. Fang F has mainly focused on translanguaging pedagogy within English Language Teaching contexts. This was followed by Tai KWH and Tian Z, each contributing 6 publications. Tai KWH is associated with The University of Hong Kong, while Tian Z is affiliated with Rutgers University-Newark, United States. Meanwhile, Cenoz J from the Universidad del País Vasco, Spain, and Gu MM from The Education University of Hong Kong, Hong Kong, each produced 5 documents related to translanguaging in ELT.

In addition, several authors demonstrated similar publication productivity. Dikilitaş K from Universitetet i Bergen, Norway; Sah PK from The Open University, United Kingdom; Liu Y; Wang Y; and Yang S each contributed 4 publications during the analyzed period. Overall, the findings indicate that translanguaging research in ELT has been shaped by scholars from diverse geographical backgrounds, particularly from Asian and European contexts, with publication outputs ranging from 4 to 7 documents among the leading authors. The presence of several productive authors also indicates that this field is continuously growing through contributions and potential collaborations among researchers from different academic contexts to further drive the growth and innovation in this field.

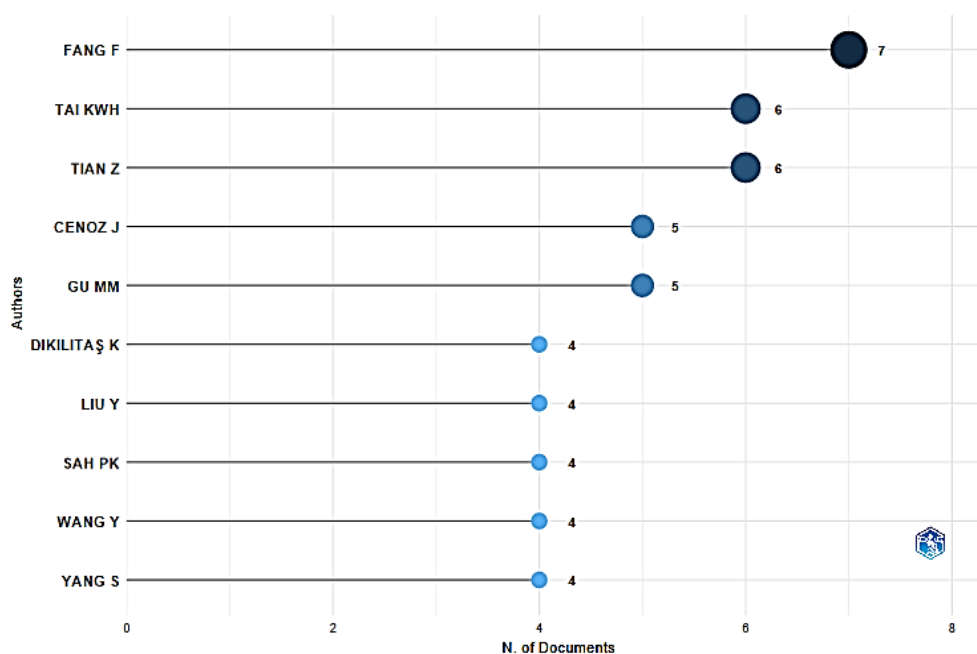


Figure 3: Most relevant authors

Most Relevant Sources

The findings on the most relevant sources indicate that translanguaging research in ELT has been published across a wide range of journals, particularly in the fields of bilingualism, multilingualism, applied linguistics, and language education. As presented in Figure 4, the *International Journal of Bilingual Education and Bilingualism* and the *International Journal of Multilingualism* were identified as the most productive sources, each contributing 18 documents. These were followed closely by *System* with 17 publications. Meanwhile, *Journal of Multilingual and Multicultural Development* and *Linguistics and Education* each published 13 documents related to translanguaging in ELT.

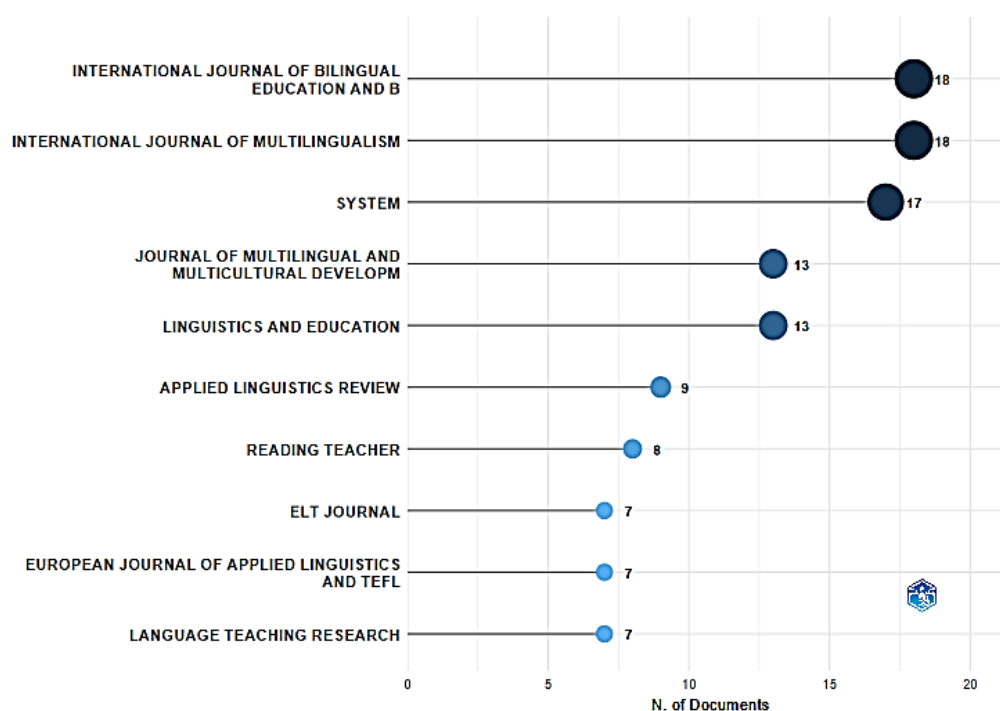


Figure 4: Most relevant sources

Several other journals also demonstrated notable publication frequencies. *Applied Linguistics Review* contributed 9 documents, while *Reading Teacher* published 8 documents. In addition, *ELT Journal*, *European Journal of Applied Linguistics and TEFL*, and *Language*

Teaching Research each produced 7 documents within the analyzed period. The data further show that translanguaging studies are distributed not only in multilingualism-oriented journals but also in broader ELT and applied linguistics publications such as *TESOL Quarterly*, *TESL-EJ*, *RELC Journal*, and *Asian Englishes*. Overall, the findings demonstrate that translanguaging in ELT has gained visibility across diverse academic sources, reflecting the interdisciplinary nature of the topic and its growing relevance in language education research.

Most Relevant Affiliations

Figure 5 provides the analysis of the most relevant affiliations and shows that several universities have contributed significantly to translanguaging research in ELT. As presented in Figure 5, the *University of the Basque Country* was identified as the most productive affiliation with 11 published articles. This was followed by *University College London* with 7 publications. Meanwhile, *Nanyang Technological University* and *Shantou University* each contributed 6 articles to the field.

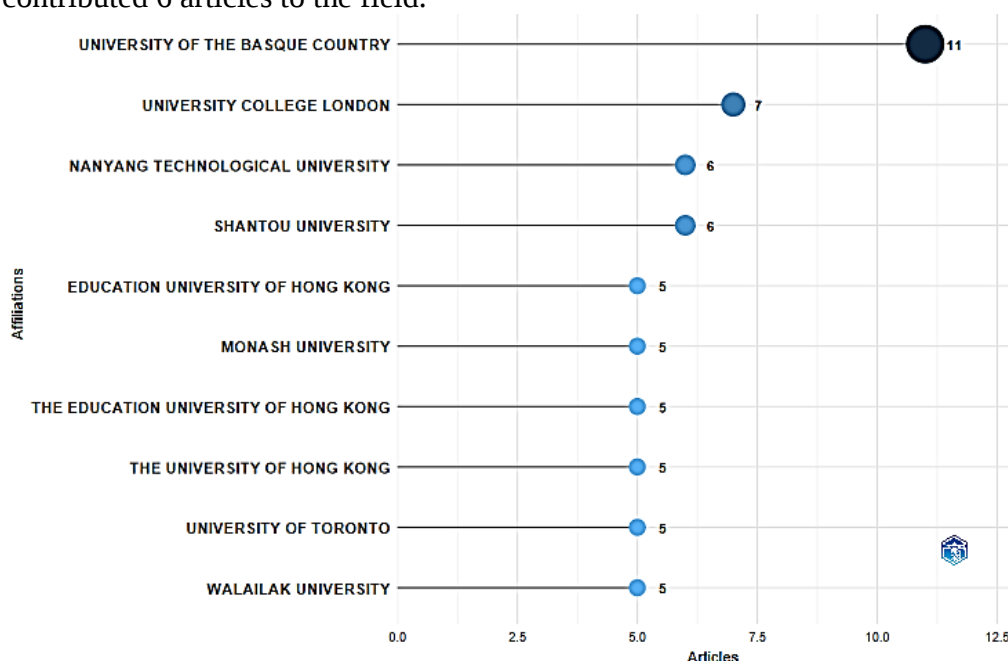


Figure 5: Most relevant affiliations

In addition, several institutions demonstrated similar levels of productivity. *The University of Hong Kong*, *Monash University*, *The Education University of Hong Kong*, *The University of Hong Kong*, *University of Toronto*, and *Walailak University* each published 5 articles related to translanguaging in ELT. The findings indicate that translanguaging research in ELT has been contributed by various institutions across different academic contexts, with publication outputs ranging from 5 to 11 articles among the leading affiliations.

Most Cited Countries

The analysis of the most cited countries demonstrates that translanguaging research in ELT has received substantial scholarly attention across various regions. As presented in Figure 6, the United States emerged as the most cited country with a total of 1,201 citations. This was followed by the United Kingdom with 704 citations and China with 635 citations. Spain also showed a high citation impact, recording 579 citations related to translanguaging research in ELT. Several other countries also demonstrated notable citation performance. Hong Kong received 352 citations, followed closely by Canada with 349 citations. Germany and South Africa recorded 267 and 258 citations respectively, while Norway and Australia contributed 213 and 177 citations.

Overall, the findings indicate that translanguaging research in ELT has gained international academic recognition, with the highest citation impacts largely concentrated in countries that are categorized as English-speaking countries, which also have strong traditions in multilingualism, applied linguistics, and language education research.

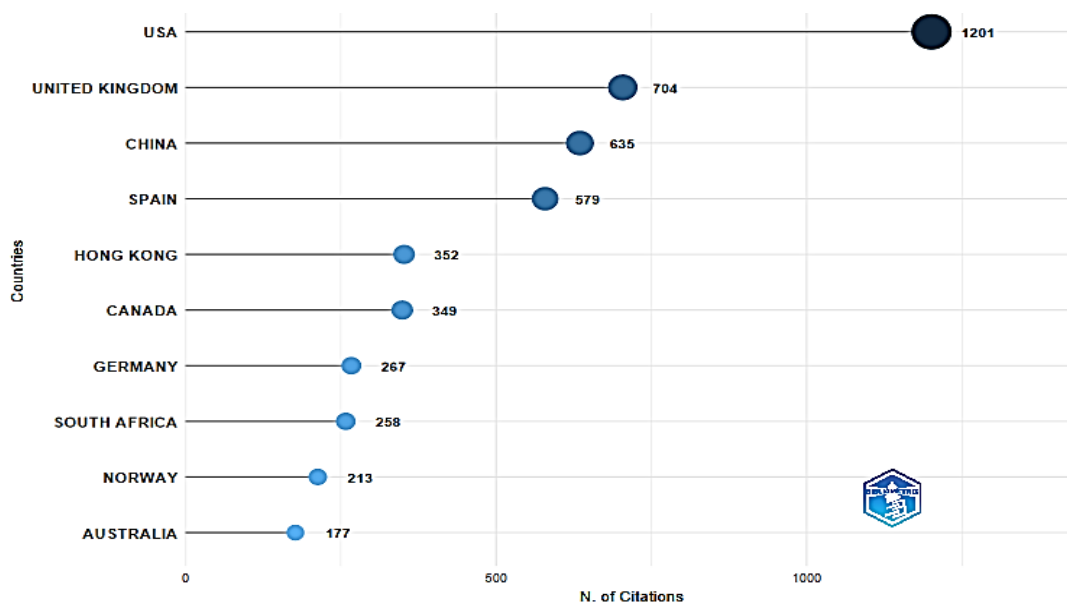


Figure 6: Most cited countries

Co-occurrence Network

The Co-occurrence Network analysis provides insight into the interrelationships among research topics related to translinguaging in English Language Teaching (ELT). The visualization illustrates how keywords are connected within the research field, highlighting dominant themes and their conceptual relationships. The different colors displayed in Figure 7 represent distinct thematic clusters, where each cluster consists of closely related topics. Figure 7 further explains each cluster and its associated keywords, demonstrating the diverse dimensions of research within translinguaging studies in ELT.

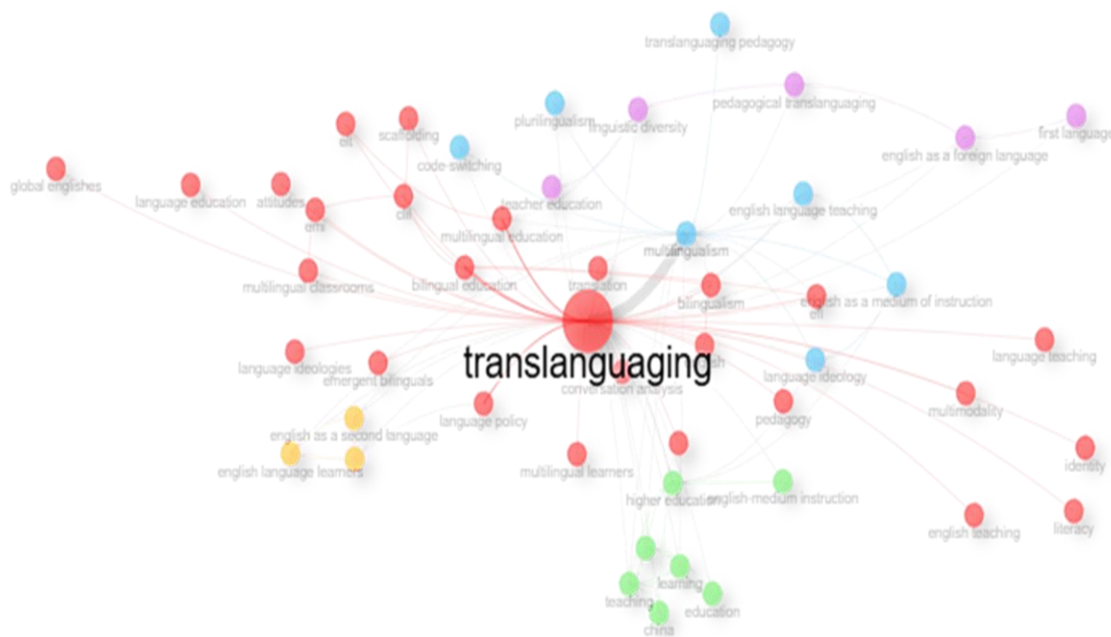


Figure 7: Co-occurrence Network

Cluster 1 (Red): Pedagogical and Sociolinguistic Dimensions in Multilingual Education

The red cluster is the largest and most dominant cluster in the co-occurrence network. The related topics in this cluster link translinguaging to bilingual education, multilingual education, EFL, language policy, bilingualism, CLIL, pedagogy, ELT, attitudes, EMI, translation, emergent bilingual, English, identity, language education, multilingual learners, multimodality, conversation analysis, English teaching, global Englishes, language ideologies,

language teaching, literacy, multilingual, multilingual classrooms, and scaffolding. The interconnection of these keywords indicates that translanguaging research is essentially grounded in a multilingual pedagogy and sociolinguistics approach, where language learning, identity, and pedagogy are interrelated concepts. This cluster mainly focuses on translanguaging practices in multilingual and bilingual educational contexts, particularly regarding pedagogy, identity construction, literacy development, and language teaching.

Cluster 2 (Blue): Multilingual Pedagogy and Flexible Language Practices in ELT

The topics in the blue cluster are *multilingualism*, *English language teaching*, *plurilingualism*, *translanguaging pedagogy*, *language ideology*, *English as a medium of instruction*, and *code-switching*. Such thematic groupings correspond to the increased interest in flexible language practices as pedagogical resources for teaching English in multilingual contexts. This cluster emphasizes multilingual approaches and pedagogical practices in ELT contexts. Research in this cluster focuses on how multilingual practices and code-switching strategies support English language learning and teaching processes in different educational settings.

Cluster 3 (Green): Higher Education and English-Medium Instruction (EMI)

The topics in the green cluster include *higher education*, *teaching*, *language*, *China*, *education*, *English-medium instruction*, and *learning*. The interconnected themes show that higher education, especially in English-medium instruction (EMI), has become a relevant context for investigating translanguaging practices. This cluster focuses on translanguaging practices within higher education and teaching settings. Research in this area explores how translanguaging supports teaching and learning processes in universities and multilingual academic environments, particularly in the context of English-medium instruction.

Cluster 4 (Purple): Teacher Education and Pedagogical Translanguaging in EFL

The topics in the purple cluster are *pedagogical translanguaging*, *teacher education*, *English as a foreign language*, *first language*, and *linguistic diversity*. The group of such keywords emphasizes the growing attention to teachers' preparation for incorporating learners' multilingual resources in EFL classrooms. Research in this cluster highlights the role of linguistic diversity and learners' first language in supporting English learning. In addition, this cluster explores the integration of plurilingual practices into ELT pedagogy and multilingual educational environments.

Cluster 5 (Orange): Translanguaging for Second Language Learning and Learner Development

The topics in the orange cluster are *English as a second language*, *English learners*, and *English language learners*. The dominance of the keywords related to learners demonstrates that this translanguaging research is primarily focused on the impact of translanguaging practices on second language acquisition. This cluster focuses on translanguaging practices among second language learners and ESL contexts. Research in this cluster primarily examines how translanguaging can support learners' comprehension, communication, and language development in English-language learning environments.

Thematic Map

The thematic map analysis provides an overview of the major themes and conceptual structures that have developed in translanguaging research in English Language Teaching (ELT). By analyzing the relationships between keywords, this analysis helps identify the dominant, emerging, and specialized themes within the field. The data processed through Biblioshiny R highlights how research topics in translanguaging and ELT are interconnected and developed over time, providing insights into the current research focus and potential directions for future studies.

The thematic map analysis illustrates the conceptual structure and thematic development of translinguaging research in ELT based on keyword centrality and density. As presented in Figure 8, the map is divided into four thematic quadrants: motor themes, niche themes, emerging or declining themes, and basic themes.

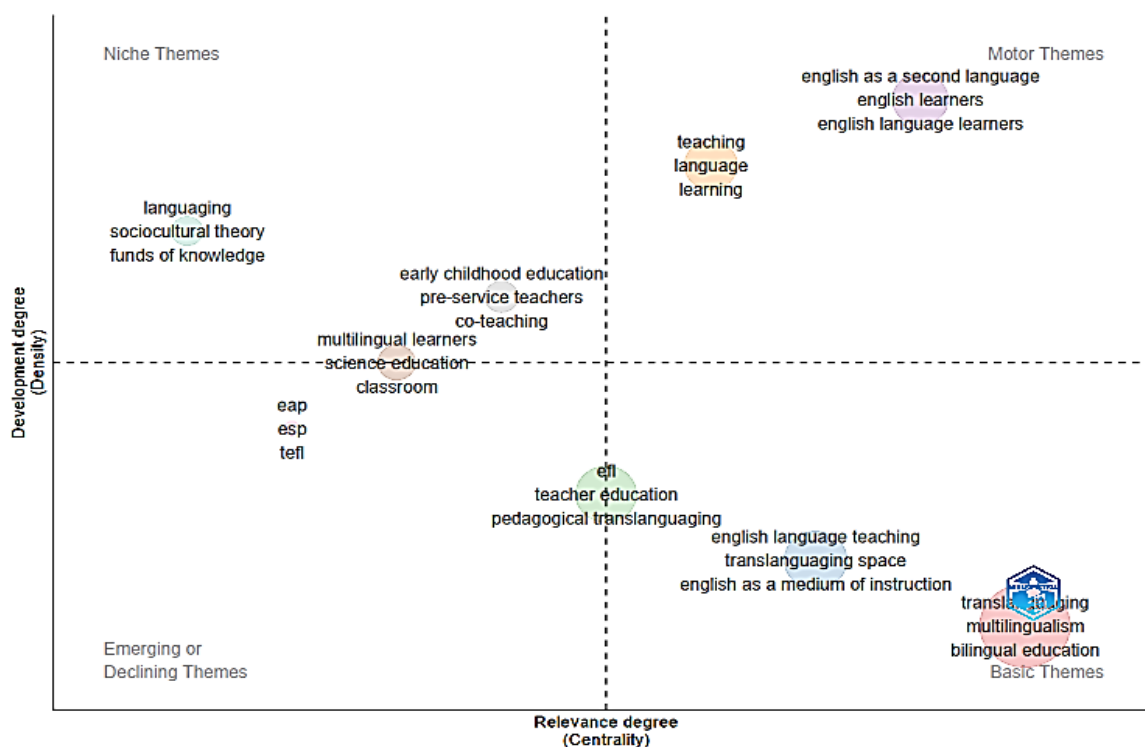


Figure 8: Thematic map

The upper-right quadrant, categorized as motor themes, represents topics with high density and centrality, indicating that these areas are important and influential in the research field. It includes *English as a second language*, *English learners*, *English language learners*, *teaching*, *language*, and *learning*. These themes demonstrate both high relevance and strong development within translinguaging research in ELT, indicating their central role in the field.

The upper-left quadrant, known as niche themes, represents well-developed topics that focus on specific research areas but have limited connections with broader research discussions. The themes identified in this area include *linguaging*, *sociocultural theory*, and *funds of knowledge*. Other topics such as *early childhood education*, *pre-service teachers*, and *co-teaching* also appeared in this quadrant, showing specialized areas of investigation within translinguaging studies.

The lower-right quadrant, categorized as basic themes, represents fundamental topics that are strongly connected to the research field but still require further theoretical or empirical development. The keywords included *translanguaging*, *multilingualism*, *bilingual education*, *English language teaching*, *English as a medium of instruction*, *translanguaging space*, *teacher education*, and *pedagogical translanguaging*. These themes demonstrate high relevance to the field but comparatively lower development density, suggesting that they serve as foundational and widely connected topics within translinguaging research in ELT to be explored further.

Meanwhile, the lower-left quadrant represents emerging or declining themes. Topics such as *EAP*, *ESP*, *TEFL*, *multilingual learners*, *science education*, and *classroom* were positioned in this section. This indicates that these themes either represent newer developing areas or topics that currently receive less research attention compared to other themes in the field.

Discussion

The findings of this study reveal significant trends in translanguaging research in English Language Teaching (ELT), highlighting the growing attention and relevance of this topic within language education. The substantial rise of publications, particularly after 2020, indicates that translanguaging has gained stronger recognition and interest among scholars in multilingual and inclusive approaches in English teaching. The finding is in line with previous Bibliometric analyses, which have found similar trends of increased interest in translanguaging research over the last decade (Xin et al., 2024; Yu, 2026; Mahayanti et al., 2024). The increasing number of publications can be seen as a consequence of the paradigm shift from monolingual to multilingual, in which learners' entire linguistic repertoire is acknowledged. In addition, the growing diversity of multilingual classrooms and the expansion of English-medium instruction (EMI) in many countries (see Beiler & Dewilde, 2020; Gunnarsson et al., 2015; Song & Lin, 2020) may further encourage research interest in flexible and inclusive language practices. The rapid development of digital learning environments after the COVID-19 pandemic (Umam et al., 2023) may also have strengthened the need for more flexible and multilingual communication practices in ELT.

The findings also identify several influential authors who actively contribute to translanguaging research in ELT, particularly scholars from Asian and European contexts. Authors such as Fang F, Tai KWH, and Tian Z emerged as some of the most productive researchers in the field. Among them, Fang F emerged as the most productive author with 7 publications. Fang F is affiliated with The Education University of Hong Kong, with research mainly situated in multilingual higher education contexts in China and Hong Kong. His research highlights translanguaging as a pedagogical approach that promotes linguistic equity, learner identity, and the recognition of diverse linguistic resources (Fang & Xu, 2022; Teng & Fang, 2024; Yidie & Fan, F., 2024). The prominence of these scholars suggests that current translanguaging research increasingly emphasizes practical classroom implementation while continuing to challenge English-only policies and monolingual assumptions in ELT.

The analysis of the most relevant affiliations further reveals that institutions from Europe and Asia dominate translanguaging research in ELT. Universities such as the University of the Basque Country (Spain), University College London (England), and several universities in Hong Kong appear as the most productive affiliations. This trend may be influenced by the multilingual characteristics of these regions. For example, the Basque Country has long been recognized as a bilingual and multilingual environment where multiple languages coexist within education and daily communication (Gorter et al., 2013; Gartziaarena & Villabona, 2022). Similarly, Hong Kong provides a multilingual academic setting where English, Cantonese, and Mandarin are frequently used together in educational contexts (Li, 2017). The large number of international students (Sung, 2022) and the widespread implementation of EMI programs (Pun & Jin, 2021) in these regions may also contribute to the growing attention toward translanguaging practices. Similar patterns were reported by Xin et al. (2024), who identified China and Spain as major contributors to translanguaging research. Therefore, the dominance of institutions from multilingual regions suggests that translanguaging research tends to develop more rapidly in contexts where linguistic diversity forms part of everyday educational experiences. Although publications from Europe and Asia are dominant, the USA still ranks highest in citation impact, indicating that the foundational theories and cited studies on translanguaging mainly come from American scholars.

Additionally, the analysis of the co-occurrence network demonstrates that the area of translanguaging studies in ELT has expanded beyond the initial focus on bilingual education to other educational and sociolinguistics areas. Apart from multilingualism and bilingual education, recent studies increasingly explore the relation of translanguaging to identity, English-medium instruction (EMI), language policy, pedagogy, literacy, and multilingual classrooms. This development indicates that translanguaging is not considered solely as a language strategy employed in the classroom setting but rather a broader framework to understand the relation of language, identity, and learning in multilingual settings. These

findings are similar to previous bibliometric analyses (Xin et al., 2024; Yu, 2026), which showed an increase in translanguaging studies over the past years. Furthermore, the thematic map helped to identify some emerging themes, such as EAP, ESP, and multilingual learners, which were relatively underexplored. Therefore, these areas may provide future research direction to broaden the scope of translanguaging studies within ELT.

CONCLUSION

This study presents a detailed bibliometric analysis of translanguaging research in English Language Teaching (ELT) by using Scopus-indexed journal articles published between 2014 to 2026. The findings demonstrate that translanguaging research has become an increasingly important research area within ELT, reflecting the growing recognition of multilingual approaches in language education. Moreover, unlike previous bibliometric analysis studies that were mainly concentrated on the topic of multilingual education, foreign language pedagogy, or EFL teaching, the current study specifically maps the development of translanguaging within the broader field of ELT. Furthermore, it is found that translanguaging research has already expanded beyond bilingual education to encompass other educational and sociolinguistics areas such as identity, English Medium Instruction (EMI), language policies, pedagogy, and multilingual classrooms. Therefore, these insights can contribute to a more comprehensive understanding of the intellectual development of translanguaging research and the thematic directions for future research priorities to promote inclusive language education.

Despite these contributions, there are several limitations in this study. The study was based exclusively on the Scopus database and analyzed only journal articles, which may exclude other relevant publications indexed in other databases (e.g., Web of Science, Google Scholar). Furthermore, the study was limited to analyzing bibliometric indicators without specifically examining methodological quality and empirical findings of individual studies. Therefore, future researchers are urged to carry out comparative bibliometric analyses using multiple/different databases, such as Google Scholar and/or Web of Science, to cover a wider range of literature on the topic. Longitudinal thematic evolution analysis can also be conducted to trace conceptual changes in translanguaging research over time.

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