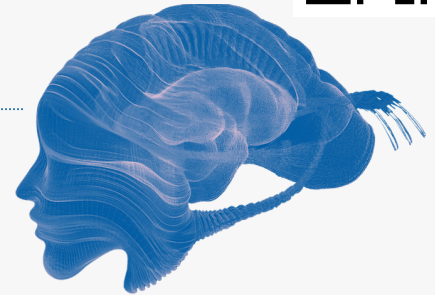


MAPPING THE ECOLOGICAL DIMENSIONS, EMBODIED PRACTICES, AND EPISTEMOLOGICAL TENSIONS IN TRANSLANGUAGING PEDAGOGICAL RESEARCH (2020-2025): A SCOPING REVIEW



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Key Terms

- translanguaging pedagogy
- multilingual education
- language teaching
- scoping review
- instructional strategies
- multimodal education
- teacher development

What Can I Learn?

This review **synthesises** translanguaging pedagogy research across four domains:

1. **Conceptualisations** and trajectories
2. **Implementation** and efficacy
3. **Contextual dynamics** and sociopolitical tensions
4. **Teacher development** and ontological shifts

What Evidence is Synthesised?



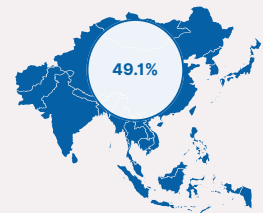
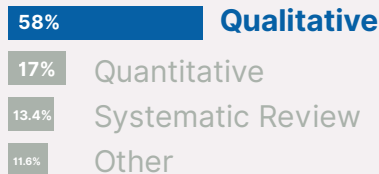
112

STUDIES IDENTIFIED

from 427 peer-reviewed sources.



What Does it Find?



Qualitative research dominated, with Asia leading the geographical focus.

Key Conceptual Shift

Theoretical perspectives on translanguaging have **shifted from code-switching** to mobilizing **complete semiotic repertoires**, distinguishing spontaneous from planned pedagogical practices.

How Can I Use the Findings?

Foster Critical Translingual Awareness: Reflect on biases, power imbalances, and strategic language use to reshape beliefs about language.

Utilize structured strategies such as systematic input/output approaches, cross-linguistic comparisons for metalinguistic awareness, and an integrated curriculum.

Integrate multimodal resources by recognising translanguaging as an embodied practice. Combine gestural, visual, and material artifacts with verbal resources, particularly in content-driven subjects.

Advocate for assessment reform to create integrative ecologies that focus on performative, developmental, and orchestrated trajectories instead of just endpoints.