

TRANSLANGUAGING IN ENGLISH MEDIUM INSTRUCTION CLASSROOMS: A QUALITATIVE RESEARCH SYNTHESIS OF PERCEPTIONS, PRACTICES, AND PATHWAYS TO EQUITY, INCLUSION, AND EPISTEMIC JUSTICE



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JOURNAL

Research Synthesis in
Applied Linguistics

YEAR

2026

Key Terms

- **Translanguaging:** Pedagogical approach where bilingual learners leverage their complete linguistic and semiotic repertoires to communicate and make meaning.
- **English Medium Instruction (EMI):** Using English to teach/learn academic subjects (other than English itself) in educational settings.

What Can I Learn?

- How translanguaging is **enacted as teaching and learning pedagogy** in EMI classrooms
- How translanguaging promotes **equity, inclusion, and epistemic justice** in EMI contexts

What Does it Find?

Research Focus

- 14 university-level studies, 8 secondary school studies
- Primary EMI contexts remain under researched

Perceived Benefits

- Enhanced cognitive and metalinguistic development
- Collaborative learning and identity affirmation
- Scaffolds comprehension and teaching of technical terms/concepts

Key Affordances

- Inclusion, motivation, translanguaging space, co-learning

Limitations

- English-only policies, linguistic inequality, assessment complexity

Equity Potential:

- Viewed as pathway to educational equity and epistemic justice

22

studies
synthesised

How Can I Use the Findings?



Scaffold by using translanguaging to scaffold subject-specific technical terms, concepts, and content.



Create translanguaging spaces for students to co-learn, acquire new knowledge and language, and build identity.



Act as mediators by orchestrating translanguaging practices to foster educational equity and epistemic justice.