

RESEARCH TRENDS IN 'TRANS-' STUDIES ON WRITING: A BIBLIOMETRIC ANALYSIS

AUTHORS	JOURNAL	YEAR
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KEY TERMS

“Translanguaging”:

It refers to teaching practices which encourage learners to employ their full linguistic repertoire (e.g., their first language) when learning a second/foreign language

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

To what extent can translanguaging affect learners' writing?



WHAT EVIDENCE IS SUMMARISED?

A total number of

165

journal articles (published between 2011-2020) were analysed in this study

WHAT DOES IT FIND?

- There is a growing interest in applying “trans-” concept in teaching
- There is a difference between trans-lingual practice (about language use) and trans-lingual approach (about language ideology)
- Translanguaging is known as an inclusive competence of multilinguals
- Code-meshing is an example of translanguaging practice in writing instruction which encourages multilingual learners to combine different linguistic resources when constructing a text
- Translanguaging practices can help learners develop their metalinguistic awareness and cultural sensitivities
- Trans-pedagogies and translanguaging space can help learners use various resources to communicate effectively

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Translanguaging can empower learners to use their full linguistic repertoire to complete a writing task
- Translanguaging can help teachers recognise the needs and harness the strengths of multilingual writers
- Translanguaging can be implemented in writing courses from the perspectives of curriculum design, materials development, and pedagogies

