

Understanding Translanguaging in ELT: A Review of Chicherina and Strelkova's Perspectives

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Abstract

This research investigates how university teachers and students in Russia who have been using the school's teaching methods, translanguaging, view the process of English Language Teaching (ELT). An extensive body of literature on ELT's focus on using English exclusively in the classroom. As a result, much of the empirical work has focused on this paradigm. This study aimed to examine how the incorporation of Russian, the native language of students, may contribute positively to their learning experience. To collect data, the researchers conducted the study on 580 participants in Russia. They used an exhaustive questionnaire to measure students' perceptions of translanguaging. The authors then assessed these responses using ANOVA and reliability tests. The results showed that both teachers and students perceived the use of translanguaging to be useful and efficient. This method helps decrease students' anxiety related to language learning, makes lessons more interesting, and better enables them to understand. Although the findings are based on self-reported data and are specific to the Russian context, our study provides solid evidence that strict policies restricting the use of English for all teachers might need to be reconsidered. In this study, when translanguaging is used with care, it can improve students' learning outcomes and support their English language development.

Keywords: *Translanguaging, English Language Teaching (ELT), Second Language Acquisition, Student Perceptions*

The Authors

Natalia Vasilievna Chicherina and Svetlana Yurievna Strelkova are scholars involved in the field of English Language Teaching (ELT) and multilingual education. Their research interests focus particularly on translanguaging practices, second language acquisition, and language education in monolingual university contexts, especially in Russia. In their 2023 study, they explored how translanguaging can be applied as a pedagogical tool to enhance English proficiency among university students, challenging traditional English-only policies. Both authors are affiliated with prominent Russian universities: Peter the Great St. Petersburg Polytechnic University and Northern (Arctic) Federal University (NARFU), institutions known for engaging with internationalization efforts and English-medium instruction (EMI) reforms. Through their work, Chicherina and Strelkova contribute to a growing international conversation about decolonizing language education, supporting multilingual learners, and reframing English teaching practices to better align with real-world language use.

Introduction

In the last few decades, language education has experienced a fundamental transformation, migrating from paradigmatic, monolingual instruction towards more pluralistic, learner-focused methodologies that account for the complexity of language use in the real world. One such methodology gaining traction is translanguaging, a model based on sociolinguistic theory that promotes the flexible and dynamic mixing of several languages in the classroom. Instead of the first language (L1) and target language (L2) existing in a dual resource capacity, translanguaging considers an entire multilingual speaker's linguistic capacity as a resource for learning. Such a pedagogical change stresses the value of students' mother tongues toward catering to their communicative and academic development, especially in English Language Teaching (ELT), which conventional strategies tend to discourage, or even prohibit, students from using L1 in the classroom (Cenoz & Gorter, 2020).

In this context, the study *Translanguaging in English Language Teaching: Perceptions of Teachers and Students* by Natalia Vasilievna Chicherina and Svetlana Yurievna Strelkova (2023) makes a timely and significant contribution. Conducted in a Russian university setting, the study looks at the perspectives of both teachers and students on the use of translanguaging in ELT. With increasing global interest in multilingual education, the focus of the research on a monolingual institutional environment offers both an interesting and novel perspective. By fostering a relationship between educators and learners and overcoming linguistic barriers, translanguaging helps to create a positive learning environment in the classroom (Fang Fang & Yang, 2020). Based on the data of over 580 participants collected by a structured quantitative questionnaire and analyzed statistically, the authors aim to establish if translanguaging can also be a valuable asset for enhancing English language learning. Translanguaging is framed as a decolonizing stance, aiming to challenge racial and nationalistic biases associated with named languages (Li, 2022).

This review will proceed with an in-depth evaluation of Chicherina and Strelkova's study, analyzing their research purpose for coherence, their methodology for applicability and feasibility, their results' potential for application, and their value overall to ELT and multilingual education. Particular care will be given to evaluating the study's internal validity and limitations—most notably in terms of and sample of how successful the authors are in subverting traditional English-only teaching policy. Teachers observed that translanguaging improved students' engagement, language skills, and awareness of how their multilingual resources support one another (Cenoz & Santos, 2020). Finally, this review will consider the scholarly value of the study while having an eye on its potential for educational practice in both monolingual and emerging multilingual contexts. Translanguaging is presented as a transformative approach to empower learners by leveraging their entire linguistic and semiotic resources for meaning-making and identity formation (Sah & Li, 2020). Teachers' sociocultural knowledge, personal experiences, and attitudes toward multilingualism significantly shape their use of translanguaging as a creative and critical teaching practice (Tai & Li, 2020).

Summary of the Research Paper

This study, conducted at two Russian universities—Peter the Great St. Petersburg Polytechnic University and Northern (Arctic) Federal University (NARFU)—explores how both teachers and students perceive the use of translanguaging in English Language Teaching (ELT) within a Russian, monolingual university setting. The research aims to understand the attitudes and beliefs of both students and teachers regarding the value of English language instruction and the language of teaching in ELT. Specifically, it looks at how these groups perceive ELT in a context where the dominant language is Russian.

It involved 581 participants—534 students and 47 faculty members from both universities. Using a quantitative approach, the researchers collected data through a structured questionnaire and analyzed the results. The findings reveal a strong emphasis on the importance of English language teaching, particularly when it's supported by English-medium instruction (EMI). This suggests that both students and teachers recognize the significance of developing English proficiency for academic success and career opportunities. The research also highlights a preference for minimizing the use of Russian in ELT, with participants generally favoring translanguaging practices. This preference shows an understanding of the benefits of integrating students' existing linguistic resources into their learning process, which helps create a more holistic and student-centered approach to acquiring English (Leonet et al., 2019). Additionally, the study finds that students with prior language learning experience—particularly informal, non-academic exposure to English—tend to have more positive attitudes toward language learning. These students show a stronger commitment to pursuing intensive language studies and express greater confidence in their ability to study non-language subjects in English. This suggests that informal exposure to English outside the classroom boosts both enthusiasm for language learning and readiness for English-medium instruction (EMI). The study contributes to the ongoing discussion about the role of multilingualism and translanguaging in education. It suggests that a shift toward more flexible and inclusive language learning practices, which incorporate students' existing linguistic knowledge, is gaining ground in higher education (Prilutskaya, 2021). The findings emphasize the importance of recognizing the value of students' multilingual backgrounds and integrating these into their learning process.

The study highlights several key findings and their implications for English language teaching (ELT) in university settings. Both students and teachers recognize the importance of English language skills for academic success and professional growth, emphasizing the need to foster English proficiency within university education. Both groups also

express a positive outlook on the potential benefits of studying English across the curriculum, suggesting that English-medium instruction (EMI) plays a significant role in enhancing students' English skills and preparing them for a globalized academic environment. Additionally, students and teachers support the use of translanguaging in ELT, with a preference for minimizing the use of Russian in the classroom. This reflects a recognition of the advantages of utilizing students' full linguistic repertoires, promoting a more learner-centered approach to language acquisition (Zhu et al., 2019). Students who engage in additional language learning experiences beyond formal education often show greater commitment to learning English and exhibit increased confidence in their ability to study non-language subjects in English. This suggests that informal learning experiences can positively influence attitudes toward language learning and enhance readiness for EMI.

While the study acknowledges the challenges of implementing translanguaging in a monolingual university context, it underscores the potential benefits of this approach in improving students' language proficiency and preparing them for an interconnected academic world. Finally, the study recommends that universities consider offering some English-taught professional courses within non-linguistic degree programs, allowing students to simultaneously improve their English skills and gain knowledge in their respective fields of study. Additionally, it emphasizes the need to address student anxiety related to English-medium instruction (EMI) by providing adequate support and resources to help students feel more prepared for the challenges of studying in a second language. Finally, the study calls for further research into the effectiveness of translanguaging practices in various contexts and an exploration of administrative staff attitudes toward ELT and EMI.

Overall, the study contributes valuable insights to the growing body of research on multilingualism and translanguaging in education. It offers meaningful perspectives on how both teachers and students view the use of languages in the classroom and highlights the importance of adopting a more flexible and inclusive approach to language learning. The findings have significant implications for university administrators, language instructors, and policymakers, suggesting that a shift toward a multilingual and translanguaging-focused approach to education is crucial for preparing students for a globalized world (Wei, 2023).

This study investigates how teachers and students in Russian universities perceive the use of translanguaging in English Language Teaching (ELT). It highlights the increasing recognition of multilingualism and translanguaging in education, with a focus on how students' existing language skills can be integrated into the learning process. The findings show that both students and teachers acknowledge the importance of English language teaching (ELT) and English-medium instruction (EMI), even within a monolingual university setting. However, the study also points out the challenges of implementing translanguaging practices, especially in environments where only one language is predominantly used. The study advocates for a more flexible, inclusive approach to language learning—one that integrates students' existing linguistic abilities. It suggests that adopting a multilingual and translanguaging-based approach is crucial for preparing students to succeed in an increasingly globalized world.

Critical Analysis

The study's findings align with existing research that views translanguaging as an effective pedagogical strategy, helping to reduce anxiety and support learners in constructing knowledge (Dougherty, 2021). However, what sets this study apart is its focus on the concerns of educators—an aspect that is often overlooked in many discussions about translanguaging. While much of the existing literature highlights the benefits of translanguaging for students, it rarely addresses the potential conflicts or challenges faced by teachers when integrating this approach into traditional, monolingual language policies. Ossa Parra and Proctor (2021) suggest that while translanguaging can be beneficial, it requires careful planning and an understanding of the specific teaching context. Similarly, Orcasitas-Vicandi and Perales-Fernández-de-Gamboa (2024) highlight the importance of teacher training and policy adjustments to support more effective translanguaging practices.

One significant drawback of the study is the lack of detailed demographic information regarding the student and teacher participants. Although the research boasts a sizable sample of 581 individuals, it fails to provide a breakdown of important demographic factors like age, gender, educational background, teaching experience, or levels of linguistic proficiency. This gap makes it challenging to interpret the findings in a nuanced way and limits the opportunity for more in-depth subgroup analyses. Grasping the demographic profiles is crucial in translanguaging research, as the perceptions and engagement of both students and teachers with multilingual practices are often influenced by their unique backgrounds and sociolinguistic environments. As noted by Sun and Zhang (2023), "the inclusion of participant demographic data not only enhances the interpretive validity of educational studies but also provides critical insights into how different groups may differentially benefit from pedagogical strategies like translanguaging" (p. 314). Without this information, the conclusions drawn from the study might risk being overly generalized and may not fully reflect the diverse experiences of its participants.

The implications of this research are important for language policymakers, curriculum designers, and teacher educators. The study challenges rigid English-only policies and advocates for a more flexible, inclusive approach to language teaching. However, it also emphasizes the need for structured guidelines to help educators strike a balance

between translanguaging and immersive language instruction. If implemented thoughtfully, translanguaging can improve language acquisition, increase student engagement, and create a supportive learning environment. At the same time, the study warns that excessive reliance on students' first language (L1) could hinder their development of English proficiency. Future research could explore translanguaging practices in a wider range of contexts, involving larger sample sizes to further validate these findings.

The study adopts a collaborative autoethnographic approach, which is well-suited to the authors' aim of exploring their shared teaching experiences during the COVID-19 pandemic. This qualitative method is grounded in reflective inquiry, drawing on personal narratives from six teacher-researchers from various global contexts. The introspective nature of this approach is a strength, as it offers deep insights into the teaching experience during a global crisis. However, this method is limited by its focus on internal reflection and does not include external validation mechanisms like participant feedback or peer debriefing, which could have added depth and rigor to the study.

While the authors acknowledge the inherent subjectivity of their chosen method, they do not fully address some of its limitations. For example, the sample is homogeneous, consisting only of qualitative research educators, which limits the generalizability of the insights. Additionally, the study lacks triangulation, relying solely on the authors' narratives without corroboration from students or external observers. The data collection is also unstructured, with participants writing reflective essays based on a prompt. While this allows for freedom, it may introduce inconsistency in the depth and scope of the data. These limitations reduce the study's ability to offer findings that can be widely applied.

The thematic analysis used in the study is appropriate for autoethnographic data, and the authors successfully identify key themes such as adaptability, emotional labor, and pedagogical creativity. However, there is little transparency regarding how these themes were derived. It's unclear whether the analysis was done individually and then synthesized, or whether it was a collaborative effort throughout. This lack of detail raises questions about intercoder reliability and the depth of the analysis. The connections between the themes and the broader socio-educational context are insightful, especially in terms of how the pandemic affected epistemological positioning and pedagogical practices. However, a stronger integration with existing literature would have further enriched the findings.

The conclusions of the study—that collaborative autoethnography can foster critical reflection and support qualitative research pedagogy during crises—are consistent with the data presented. The authors recommend that such methods can cultivate global communities of practice, which is a valuable suggestion. However, their recommendations remain somewhat broad and theoretical. More practical strategies or actionable insights for educators (e.g., specific reflective tools, curriculum adaptations, or training models) would have made the findings more useful for the wider academic community.

Given the nature of autoethnography, subjectivity is both expected and embraced. However, the study would have benefitted from greater critical reflexivity—acknowledging the researchers' power dynamics, cultural lenses, and potential blind spots. The authors primarily present their experiences in a positive light, which may downplay some of the challenges or tensions they faced in adapting their pedagogy. This could create a bias toward a more optimistic framing, possibly overlooking important lessons in the difficulties or shortcomings they encountered.

The study's biggest flaw lies in its narrow sample. With only six participants, all of whom are qualitative research educators, the sample does not reflect the broader educational landscape. The study lacks diversity in terms of discipline, educational level, and geographical scope, despite the authors' claims of global representation. Additionally, the sample selection seems opportunistic—since the researchers are also participants—which raises concerns about echo chambers and confirmation bias.

While the study offers a heartfelt and reflective look at the pedagogical shifts prompted by the pandemic, it would have benefited from a more structured analytical approach, a broader sample, and greater reflexivity. Its main strength lies in demonstrating the power of collaborative autoethnography as both a method and a support system. However, greater methodological rigor and transparency could have enhanced its applicability and credibility.

The study also utilized ANOVA analysis to examine differences in perceptions between various groups—teachers and students, as well as students with different levels of language experience. This statistical approach adds significant depth to the analysis, allowing the identification of meaningful patterns and trends across different subgroups. The use of multiple statistical methods contributes to the robustness of the study's findings, strengthening the confidence with which the results can be interpreted and applied to similar contexts.

However, while the study's design is sound, some limitations must be acknowledged, particularly in terms of its validity. One notable limitation is the reliance on self-reported data, which can introduce the potential for response bias. Participants may answer in ways that reflect social desirability or what they believe the researchers want to hear, rather than providing honest reflections of their actual practices or experiences. This issue is common in studies relying on questionnaires or surveys, where respondents may feel inclined to present themselves in a positive light.

Additionally, while the large sample size enhances the external validity of the study and allows for greater generalization of the findings within the context of Russian universities, the study's focus on a specific population—Russian university students and teachers—limits the extent to which these findings can be generalized to other cultural or educational contexts. The social, cultural, and institutional factors at play in Russian universities may differ significantly from those in other countries or regions, thus affecting how translanguaging might be perceived and implemented elsewhere.

Despite these limitations, the study's methodological rigor—from its comprehensive sampling and use of statistical analysis to its focus on a specific pedagogical strategy—provides a strong foundation for the conclusions drawn. The results offer valuable insights into the potential benefits of translanguaging in English Language Teaching (ELT), particularly in monolingual or transitioning multilingual environments. While further research is needed to explore the applicability of these findings in different cultural and educational contexts, the study makes a significant contribution to the ongoing conversation about language instruction and the integration of multilingual practices in ELT.

Chicherina and Strelkova's (2023) research contributes meaningfully to the ongoing shift in English Language Teaching (ELT) toward more inclusive, multilingual pedagogies. Their work aligns with a broader movement that challenges monolingual assumptions in language education, promoting translanguaging as a dynamic and learner-centered approach. As emphasized by García and Wei (2022), translanguaging goes beyond simple code-switching—it's a pedagogical practice that empowers learners to draw from their full linguistic repertoire to deepen understanding, express themselves authentically, and build confidence.

Their findings echo those in recent studies demonstrating how translanguaging fosters both language acquisition and content mastery. Students allowed to use their first language (L1) alongside the target language tend to exhibit stronger engagement, improved comprehension, and higher motivation (de la Fuente & Goldenberg, 2022; Parmegiani, 2022; Zeng et al., 2025). These outcomes reflect not only academic gains but also emotional support, as students feel less anxious and more competent in language-rich environments.

Interestingly, while translanguaging is often associated with multicultural classrooms, several studies suggest its effectiveness even in linguistically homogenous contexts. Research in Russian and Asian ELT settings, for instance, shows that incorporating L1 can still enhance learning by connecting new content with existing knowledge (Svatiłana et al., 2021; Khilkhanova, 2021; Wang, 2022; Nie et al., 2024). This supports the argument that translanguaging is not limited by demographic diversity but is adaptable across educational settings.

The implications for teacher training are equally significant. Implementing translanguaging successfully requires teachers to move beyond viewing students' native languages as barriers. Studies highlight that when educators are equipped with the right mindset and strategies, they create more equitable, responsive classrooms (D'warte&Slaughte, 2021; Ou & Gu, 2022; Halil et al., 2024; Peng, 2024). Confidence in these strategies enables teachers to support learner needs more effectively, fostering environments where students can thrive both linguistically and academically.

By focusing on both learner outcomes and teacher experiences, the study by Chicherina and Strelkova (2023) reinforces the potential of translanguaging as a transformative practice in ELT. Rather than merely theoretical, translanguaging emerges here as a practical, flexible tool that respects linguistic identity and promotes deeper learning. This perspective contributes to a wider body of literature that calls for a more inclusive, context-sensitive approach to language education (García & Wei, 2022; Zeng et al., 2025; Nie et al., 2024; Halil et al., 2024).

The implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) as a medium of instruction in the Philippines has opened the door to translanguaging practices, allowing students to use their mother tongues, L2, and L3 simultaneously in classroom interactions (Gatil, 2021). This shift challenges traditional monolingual ideologies by recognizing and valuing the multilingual resources students bring with them. Translanguaging, in this sense, is not only a linguistic strategy but also a pedagogical tool that fosters empowerment, equity, and inclusivity—particularly relevant in the diverse linguistic landscape of the Philippines (Canilao & Reyes, 2024). Research suggests that teachers must create intentional spaces for translanguaging in the classroom, innovating strategies that enhance students' academic performance while validating their linguistic identities.

This approach aligns with the multilingual realities of Philippine classrooms, particularly for Indigenous Peoples (IP) students, by providing a bridge between their native languages and English (Magadan et al., 2022). For instance, Bonifacio (2021) observed how Manobo individuals in Lumintao, Quezon, and Bukidnon naturally practice translanguaging—mixing Cebuano and Binukid—in daily interactions across schools, markets, and workplaces. This practical integration of languages reflects a fluid multilingual identity and highlights translanguaging as a lived experience. Additionally, Ocampo's (2023) study shows that students' reading comprehension in ESL contexts is significantly influenced by translanguaging-related factors, including personal motivation, teacher practices, and social environments. This supports the idea that translanguaging is not a random mix of languages but a strategic,

creative, and dynamic process of making meaning, resulting in more effective communication and deeper understanding (Esnara, 2022).

Chicherina and Strelkova's study on translanguaging in English Language Teaching (ELT) offers important takeaways for educators, curriculum designers, and policymakers aiming to improve language learning with more adaptable and inclusive teaching methods. The insights gained from their research present several practical implications, especially for those working in monolingual settings, where language education often adheres strictly to English-only policies. A major takeaway from the study is the benefit of incorporating students' native languages into ELT to foster a more supportive, low-anxiety learning environment. By strategically utilizing the students' first language, teachers can ease the cognitive load typically associated with learning a second language—particularly in challenging academic contexts. This technique helps bridge the gap between what students already know and the new concepts they encounter, thus enhancing their understanding and communication skills. In practice, this could involve the use of bilingual materials, code-switching, or designated moments of translanguaging in lessons, especially when tackling complex or abstract topics.

Additionally, the research highlights the critical need for teacher training in multilingual pedagogies. As classrooms become increasingly linguistically diverse, educators need to be prepared with the strategies and tools to apply translanguaging practices effectively. Professional development initiatives should focus on equipping teachers with the flexibility to integrate students' full linguistic backgrounds into the learning process. Such training would not only foster more inclusive and engaging classrooms but could also boost student motivation and success in acquiring English.

Beyond individual teaching methods, the study suggests that educational institutions and policymakers should reconsider the traditional English-only language policies that often dominate higher education settings. While English proficiency is undeniably important, the study's findings point to the advantages of a more adaptable, context-sensitive approach that acknowledges the role of students' native languages in enhancing learning outcomes. As a result, institutions might consider revising their language policies to support the integration of translanguaging practices and ensure that teachers have the resources and training to implement them effectively.

Evaluation

The study by Chicherina and Strelkova (2023) demonstrates considerable internal validity through its use of structured quantitative methodology, a large sample size of 581 participants, and the application of statistical tools such as ANOVA. These methods strengthen the reliability of the findings and suggest a robust research design. However, a notable limitation is the lack of detailed demographic information. Without data on participants' age, gender, teaching experience, or language proficiency, it is difficult to interpret subgroup differences and draw more nuanced conclusions. This gap affects the internal validity, as it limits the researchers' ability to account for important variables that might influence perceptions of translanguaging (Sun & Zhang, 2023).

In terms of objectivity, the study appears largely unbiased in its analytical approach. The use of statistical analysis helps mitigate researcher subjectivity, and the conclusions are grounded in data. Nonetheless, the reliance on self-reported questionnaires opens the door to response bias. Participants might have provided answers that reflect what they think is expected of them, especially given the growing institutional emphasis on English proficiency (Chicherina & Strelkova, 2023). Moreover, the study does not explicitly discuss the researchers' own positionalities or acknowledge potential cultural or institutional influences that may have shaped the interpretation of the data—an important element in maintaining transparency and critical reflexivity in educational research (Parra & Proctor, 2021). The generalizability of the study is somewhat limited. While the large sample size and methodological rigor contribute to its credibility, the findings are rooted in a specific cultural and institutional context—two Russian universities with monolingual traditions. As such, the results may not be easily applicable to multilingual or English-dominant countries, or to educational systems that already incorporate translanguaging practices. The authors themselves acknowledge that the Russian university context presents particular social and institutional dynamics that may not reflect those in other global settings (Chicherina & Strelkova, 2023). However, the study still offers valuable insights for monolingual university settings seeking to transition toward inclusive, multilingual pedagogies (Wei, 2023).

In terms of originality and significance, the study makes a meaningful contribution to the field of English Language Teaching (ELT). It is particularly notable for including the perspectives of both students and teachers—something that is often overlooked in translanguaging research, which usually centers student voices. This dual perspective adds depth and novelty to the conversation around multilingual education (Cenoz & Santos, 2020). Furthermore, by situating translanguaging within a decolonial and equity-driven pedagogical framework, the study reinforces the transformative potential of embracing learners' full linguistic repertoires (Wei & García, 2022).

Overall, Chicherina and Strelkova's (2023) study is a timely and well-executed investigation into the evolving role of translanguaging in ELT. Despite its limitations—particularly its reliance on self-reported data and narrow participant demographics—the research provides a solid foundation for future studies. It calls attention to the need for more inclusive language policies, teacher training, and context-sensitive pedagogy, especially in traditionally monolingual

environments. With further exploration and methodological diversification, this line of research has the potential to reshape language education in meaningful and practical ways (Prilutskaya, 2021; Goodman & Tastanbek, 2020).

Conclusion

Chicherina and Strelkova's study on translanguaging in English Language Teaching (ELT) offers some compelling evidence for why incorporating students' native languages in the classroom is beneficial, especially in monolingual educational settings. By moving away from the traditional English-only model, the study shows how strategically using a student's first language—like Russian—can help with language learning, reduce anxiety, and boost engagement. The research is solid, backed by a large sample size and statistical analysis, making their findings reliable and a good starting point for future exploration of translanguaging in language teaching.

This study is especially relevant as the world increasingly turns to multilingual education. It offers practical insights for teachers, curriculum designers, and policymakers, encouraging them to adopt more flexible, inclusive approaches that welcome linguistic diversity. However, while the study is important, it does have a few limitations, such as relying on self-reported data and focusing specifically on the context of Russian higher education. These factors point to the need for more research in a variety of educational environments to better understand how translanguaging could work in different settings.

Looking ahead, the study suggests that translanguaging could reshape how we approach ELT in both monolingual and multilingual classrooms. Future research could explore the long-term effects of translanguaging on language proficiency and consider how it works in other cultural and linguistic contexts. Additionally, looking into how teachers feel about translanguaging and the professional development needed to implement it effectively could be a valuable next step. All in all, Chicherina and Strelkova's study opens the door to a more inclusive and effective approach to language teaching, one that recognizes and utilizes the full range of students' linguistic skills.

While Chicherina and Strelkova's study offers valuable insights into the role of translanguaging in English language learning, it also paves the way for further exploration in several key areas. One important direction for future research is to investigate the long-term effects of translanguaging on language proficiency. While their study highlights that both students and teachers view translanguaging as beneficial, it would be useful to explore how these practices impact students' language development over time. Longitudinal studies could track students' English proficiency and academic performance to determine if the use of translanguaging results in sustained improvements in language acquisition, particularly in academic settings.

Another area ripe for further investigation is the use of translanguaging across various educational contexts. Chicherina and Strelkova's research is focused on a Russian monolingual university, and while their findings offer significant insights, the applicability of translanguaging might differ in different cultural, linguistic, and institutional settings. Future studies could explore how translanguaging is implemented in other countries, especially in contexts where English is taught as a second or foreign language (such as in parts of Asia, Europe, or Latin America). This could help determine if the benefits of translanguaging are consistent across diverse linguistic and cultural environments.

Additionally, examining the perspectives of students from diverse cultural and linguistic backgrounds in multilingual contexts would be valuable. While Chicherina and Strelkova's study focuses on Russian university students, students from multilingual or immigrant backgrounds might have distinct experiences with translanguaging. Research that compares perceptions and outcomes from different student populations could offer a more comprehensive understanding of how translanguaging can be adapted to meet the needs of learners from varied linguistic and cultural backgrounds.

From a methodological perspective, future research could benefit from mixed-methods approaches, combining quantitative data with qualitative insights gathered from interviews or focus groups. While the current study's large sample size and statistical analysis provide strong evidence of translanguaging's effectiveness, incorporating qualitative data could offer a deeper understanding of how translanguaging is perceived and implemented in classrooms. Interviews with both teachers and students could reveal specific challenges and benefits associated with translanguaging practices that the survey alone may not capture.

Finally, future studies could focus on teacher attitudes and the role of professional development in implementing translanguaging. Research could explore how teachers' understanding and acceptance of translanguaging evolve as they gain experience with it in their teaching practices. Investigating the effectiveness of professional development programs that emphasize multilingual pedagogy and translanguaging would also be valuable, helping to identify best practices for preparing educators to effectively incorporate these strategies into their teaching.

These implications for further research highlight the ongoing need to explore the diverse applications and impacts of translanguaging in language education. By continuing to investigate how translanguaging can be used in various

educational contexts, future research can enhance our understanding of its potential to meet the needs of learners in a world that is increasingly multilingual and interconnected.

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Appendices

Appendix A. Reference Research Study

You can view the research titled "**Translanguaging in English Language Teaching: Perceptions of Teachers and Students**" by Natalia Vasilievna Chicherina and Svetlana Yurievna Strelkova, which serves as the foundation for this research paper review.

Research Link

https://drive.google.com/drive/folders/14AS6NFJEN2IVk6_Vcoqtvyp1oH0KNsPk
<https://doi.org/10.3390/educsci13010086>