

Translanguaging in oral and written production in multilingualism: a systematic review

Translinguagem na produção oral e escrita no multilinguismo: uma revisão sistemática

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RESUMO

Com uma abordagem teórica de translanguagem considerando as línguas não como entidades separadas, mas como um repertório linguístico completo disponível para indivíduos bi/multilíngues, esta revisão sistemática analisou práticas de translanguagem associadas a tarefas orais e escritas em contexto de educação bilíngue, abordando métodos, análises e resultados. Critérios PRISMA para revisões sistemáticas foram adotados em buscas nas bases Pubmed/Medline, Lilacs, Eric, Scopus, PsycINFO e Web of Science para artigos publicados entre 2017-2021. Vinte e quatro artigos foram analisados. As práticas de translanguagem foram investigadas em quatro estudos com foco na produção escrita, em dez estudos sobre produção oral e em dez sobre ambas as práticas. As interações dos alunos estiveram no centro dos debates. Várias abordagens têm sido empregadas na pesquisa de práticas translíngues, indicando um refinamento contínuo dos métodos. A revisão traz implicações para a pesquisa e a pedagogia na educação bilíngue com base em uma perspectiva de línguas integradas no multilinguismo.

PALAVRAS-CHAVE:

Translanguagem. Educação bilíngue. Produção oral. Produção escrita.

ABSTRACT

Based on a translanguaging theoretical approach considering languages not as separate entities but as an entire linguistic repertoire available to bi/multilingual individuals, this systematic review analyzed studies on TP associated with oral and written tasks in bilingual education, focusing on methods, analyses, and results. This study adopted PRISMA criteria for systematic reviews to search in Pubmed/Medline, Lilacs, Eric, Scopus, PsycINFO, and Web of Science databases for papers published between 2017-2021. Twenty-four papers were analyzed. The results evidenced that translanguaging practices were investigated in four papers focusing on written production, ten on oral production, and ten on both. Students' interactions were at the heart of the debates. Various approaches have been employed in translanguaging practices research, indicating an ongoing refinement of methods. The review portrays implications for bilingual education research and pedagogy based on an integrated language perspective in multilingualism.

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KEYWORDS:

Translanguaging. Bilingual education. Oral production. Written production.

1. Introduction

The multilingual and multicultural world of the 21st century has fostered global connectivity and hybridized the boundaries between countries, peoples, and languages. This scenario raises the need for understanding the super-diversity, as Vertovec (2007) points out. That is, to deeply comprehend the influences of those interrelations between human beings in their complex social interactions. The increasingly widespread understanding that bilingual education is a response to this world can be seen by its increase around the worldwide and in Brazil. In Brazil, bilingual education is mentioned in public legal papers for border bilingualism, indigenous biliteracy, and deaf bilingualism; however, the case of prestigious and public bilingual schools has been highlighted lately. Public bilingual schools in the country have already been offered from north to south, including states such as Amazonas, Maranhão, Rio de Janeiro, Paraná, Santa Catarina, and Rio Grande do Sul.

This growing interest in bilingualism and the emergence of bilingual schools/education may have various causes, including migration factors, the reality of border regions, demands from indigenous populations, the strengthening of public and associative language policies, or still people's search for the achievement of social status (LIBERALI; MEGALE, 2016), for the access to global information and knowledge, or for the promotion of cognitive benefits that can result from being bilingual, as shown by several studies (BIALYSTOK; BARAC, 2012; GARCÍA; KLEIFGEN, 2018; GONÇALVES et al., 2021). The expansion and popularization of bilingual education and the revival of language preservation policies point to the discussion of the translanguaging theory and signal the status and relevance of scientific studies that explain this phenomenon of bilingualism under the translanguaging epistemology.

Researchers in different parts of the globe have conducted studies on translanguaging (hereafter TL), standing out Baker (2006), García (2009; 2017), Blackledge and Creese (2010; 2014), Canagarajah (2013), García and Li Wei (2014, 2018), Velasco and García (2014), Li (2011, 2018), and García and Kleifgen (2018). Cen Williams and Baker initially conceived TL as a pedagogical practice in the 1990s. However, TL has been extended and developed as an epistemological theory of language that breaks away from traditional models. It does not deny the plurality of named

languages or seek to replace concepts such as code-switching³. It claims that the boundaries between languages are fluid (GARCÍA; KLEIFGEN, 2018; POZA, 2017; LI, 2018). More specifically, there is a fluid and dynamic space called TL or third space (LI, 2018) in which social individuals, whether multilingual or monolingual, use their linguistic, social, cultural, or semiotic resources to make sense of their speech, actions, writings or even their *modus vivendi*. Those individuals consolidate their identities in the complex social architecture (LAU *et al.*, 2017; OLIVER; EXELL, 2020).

Likewise, TL conceives languages or language not as separate entities but as a unified system of linguistic practices interconnected with social and political culture. Scholars in the area have shared this idea, which does not mean there is no divergence when using the term TL, as the argumentation between Canagarajah (2013) and García and Li Wei (2014) point out. Such divergent details do not jeopardize, in any case, the TL approach. On the contrary, since the theory is still under development, they enrich its epistemology. Specifically, TL challenges a static structuralist view and traditional methods and monoglossic hegemony that have dominated language instruction for many years (GARCÍA; WEI, 2014). TL researchers agree that communication goes beyond the various linguistic codes of a bilingual individual, and communication transcends the lexicon, syntax, or semantic level. TL encompasses a wide variety of semiotic resources presented daily in different situations, and the language used (English, Portuguese, French, etc.) is only one of these semiotic resources (GARCÍA, 2019; GARCÍA; WEI, 2014, 2017). Translanguaging is “*the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages*”. (OTHEGUY; GARCÍA; REID, 2015, 2019).

To echo the words of Li Wei (2011), there is a visible, meaningful exchange across speaking and writing modalities when considering translanguaging practices (TP). Poza's (2017) work reviewed 53 publications between 1996 and 2014, including studies in TL. Poza's goal was to examine the critical and transformative dimensions of the TL concept and its pedagogical implications in those studies. According to the author, TL has been discussed mainly in oral

³ Since Gumperz (1986, p. 59) has defined *code-switching* as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems,” this term has been highly considered in language teaching research. However, TL should not be confused with code-switching. The difference between the two lies in that while code-switching refers to the simple alternation of linguistic codes in communication, TL refers to the speaker's original and complex discursive practice, which cannot be located in the traditional definition of language since it includes their complete linguistic repertoire. About this discussion, we highly recommend reading the article “Rejecting abyssal thinking in the language and education of racialized bilinguals: A manifesto”, written by García and colleagues in 2021, available at <https://doi.org/10.1080/15427587.2021.1935957>.

production (POZA, 2017), followed by written production (GARCÍA; KANO, 2014; VELASCO; GARCÍA, 2014). Nonetheless, to the best of our knowledge, no review study had, up until the time of this study, examined combined written and oral language production.

This systematic review is an attempt to contribute to that discussion while updating and developing the current state-of-the-art of TL theory by focusing on the research methods used in studies at primary and secondary levels of schooling. In particular, it aims to review how written and oral practices have been developed with these groups under this theoretical perspective. This involves the characterization of the participants, the tasks used, the ways in which the oral and written productions were assessed and analyzed, and the results of these studies.

Thus, the main goal of this review was to analyze studies on TP associated with oral and written tasks in bilingual education, focusing on methods, analyses, and results.

2. Method

This systematic review ensued the Preferred Reporting Items for Systematic Reviews and Meta-Analysis – PRISMA (LIBERATI et al., 2009; MOHER et al., 2015), following the 27-item checklist and four-phase flow diagram. The main goal of this review was to analyze studies on TP associated with oral and written tasks in bilingual education, focusing on methods, analyses, and results. We chose 2017 as the baseline year for the queries, and this research was carried out between April and May of 2021, when this research was conducted.

The queries presented in Table 1 were used to extract the bibliometric information needed for the follow-up analyses. The combined queries in English and Portuguese "translanguaging practices" as well as "bilingual education", "holistic approach" and "oral and written task" were used as primary descriptors. Boolean operators "OR" and "AND" were used, and derived descriptors, as Table 1 shows, were added to narrow down the results and improve accuracy. At this point, 280 articles had been found, downloaded in RIS format, and exported to Mendeley, where the data were organized in their specific database.

Table 1 - Retrieval queries for articles search

(translanguaging OR "translanguaging practices" OR "translingual practice" OR "repertório linguístico" OR "linguistic repertoire" OR "language repertoire" OR "translanguaging pedagogy" OR "translanguaging pedagogies" OR "holistic approach") AND ("bilingual education" OR "educação bilíngue" OR bilingualism OR bilinguismo OR multilingualism OR multilinguismo OR biliteracia OR biliteracy OR "ensino educacional bilíngue" OR "language education" OR "second language teaching" OR "emergent bilingual" OR "bilíngues emergentes" OR "multilingual classroom") AND (tasks OR tarefas OR narrative OR oral OR "oral production" OR "produção oral" OR "written production" OR "produção escrita" OR synta* OR sint* OR lexical OR semantic OR semântica)

Source: The authors

Studies had to meet the following eligibility criteria to be considered for this review:

Inclusion criteria: (a) articles that included empirical studies and were peer-reviewed (literature reviews, systematic reviews, dissertations, theses, book chapters, and editorials were excluded); (b) studies published between 2017 and (May) 2021; (c) articles that focused on oral and/or written analyses; (d) studies that included elementary and secondary school levels (studies that focused only on kindergarten, children who were not literate, or adult students only were excluded); (e) articles that examined TP of topics that emerged in a bilingual formal education context; (f) articles that clearly described the oral, written or both tasks adopted (studies that focused only on a pedagogical analysis of TL approaches without including tasks for students were discarded).

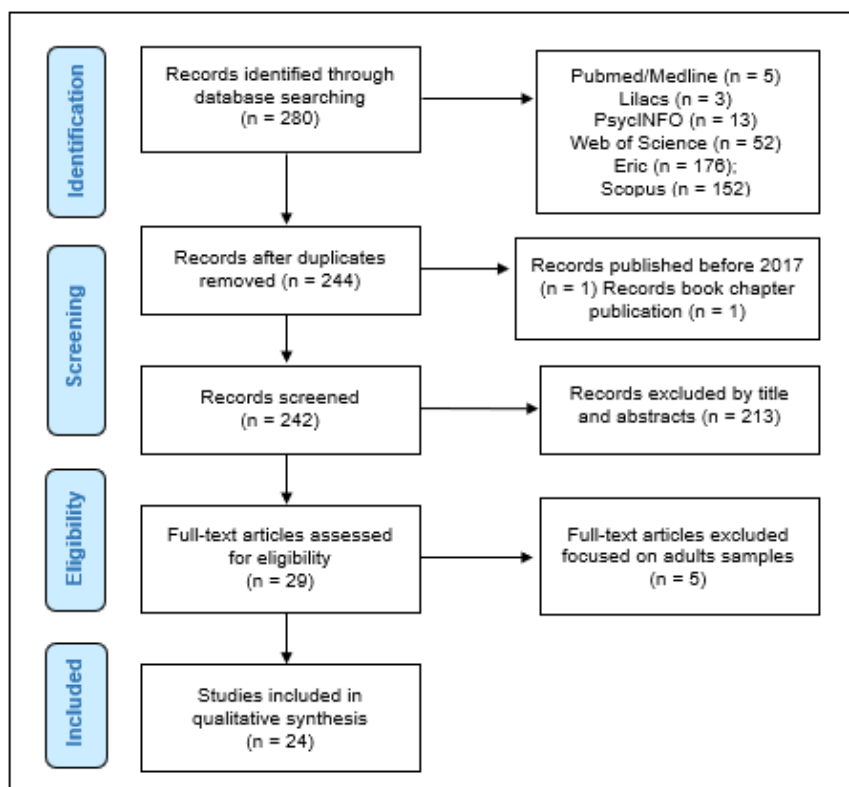
To organize the presentation and discussion of the results, the analyses were grouped as follows: 1) studies focusing on written production; 2) studies focusing on oral production, and 3) studies focusing on both written and oral production.

3. Results

Articles were retrieved from six databases: PubMed/Medline, Lilacs, PsycINFO, Web of Science, Eric, and Scopus. The 280 articles found were distributed as follows per database: PubMed/Medline - 5; Lilacs - 3; PsycINFO - 13; Web of Science - 52; Eric - 176; and Scopus - 152. All results were then imported into Mendeley Web, a reference manager that facilitates the organization of results. Among the 280 articles, 36 duplicates were found and excluded via Mendeley. The resulting 244 articles were then screened for inclusion using the eligibility criteria.

Firstly, 1 article was excluded for having been published in 2016, and 1 manuscript was eliminated for being a book chapter. Of the remaining 242 articles, 213 were excluded because they failed to satisfy one or more eligibility requirements. After carefully reading the remaining 29 publications, 5 were disregarded since they focused on adult samples. Figure 1 summarizes the steps to select the 24 remaining articles for this review.

Figure 1 - Article screening and selection



Source: The authors

The analysis follows the categorization mentioned in the section on methodology. The first category includes studies focused on the analysis of TP in written production. Four articles were identified in this category. The second category comprises ten articles that focus on oral production, and finally, the third category includes ten studies that focus on both written and oral production. For clarity, the three subsections detailing the results focus on the type of production analyzed (whether written, oral, or in both modalities), closing with the presentation of the pedagogical implications raised by the studies.

3.1 Studies focusing on written production

Considering the result of 24 articles included in this systematic review, four were identified as focusing on written tasks and are summarized in Table 2. Three of the four articles studied secondary students and one primary students. The papers reported in this section were conducted in Spain (1), England (2), and Israel (1).

In Forbes' (2018) study, students were given some prompts as input, and the completed writing tasks were used as stimuli for the recall interviews. Forbes (2018) used a qualitative

method with a sociocognitive perspective. The data were typed verbatim into word processing software and imported into the NVivo software for investigation. The study identified four categories of writers, labeled them, and selected one representative from each to report on the analysis. She named them the 'strategic' writer, the 'experimenter' writer, the 'struggling' writer, and the 'multilingual' writer. Based on the analyses of the writings in English, German, and French, she pointed out that there is a symbiotic relationship between the level of language and the strategies used by a multilingual writer. Metacognitive engagement in writing is crucial to effectively developing, applying, and transferring strategies.

Additionally, Orcasitas-Vicandi's (2019) used a picture as a prompt to encourage students to write their compositions in three languages (English, German, and French) with a one-hour limit. Her study analyzed 399 English, Spanish, and Basque written essays using qualitative and quantitative methods. The cross-linguistic influence data (CLI) were divided into types of CLI, such as adapted and non-adapted loanwords. Then, these occurrences were categorized into content and function words and analyzed with SPSS statistics, considering language typology and language proficiency as the leading independent variables. Considering the results, Orcasitas-Vicandi (2019) argued that language typology is a significant factor in explaining both native (L1>L3) and non-native (L2>L3) CLI in third-language writing. Moreover, she found more examples of CLI in Spanish than in Basque, as well as more content words transferred from L1 and more instances of functional words transferred from L2, which confirmed her hypotheses. Thus, in terms of proficiency, lower-level English learners produced more cross-linguistic changes than intermediate and advanced learners; however, regression analysis showed that language level was not a major factor for CLI.

Yet Orly Haim's (2019) research in Israel encouraged 60 students to write letters to their former teacher, to the Ministry of Education, and to the school principal as a writing task prompt. Specifically, grounded on the concept of language as one unitary system, the author extended her study with multilingual subjects to examine the voice of multilingual immigrant youth regarding their high school experiences. She used the Narralyzer software program to analyze the 180 students' letters (Russian, Hebrew, and English) by categorizing the findings into five main themes, such as 'Academic Studies in Israel and the FSU (Former Soviet Union)⁴, 'Sociocultural experience', 'Multilingual knowledge and learning', 'The Self and the Other', and 'Challenges and Solutions', and

⁴ According to Haim (2019), Russian immigrants from FSU have better succeeded in Hebrew literacy and math tests than other immigrants.

linked them to a discussion about the political education system in Israel. Her data showed that 'language knowledge' and 'learning' are essential integrated elements in the process of identity construction, as well as the school sociocultural experience.

Still considering written production in TL practices, in the work of Barbour and Quinn (2020) 33 students were given a thematic stimulus ("Night-time") in a 90-minute writing workshop. Students were asked to use their creativity and linguistic repertoire to write a poem. The authors qualitatively analyzed the students' writings from the workshop and described the translanguaging usage in some of their poems highlighting choices made as they were using their repertoire. Noteworthy, Barbour and Quinn (2020) investigated how multilingual children learning a second language in elementary school engaged in TL. They mentioned that while students may lack opportunities for metacognitive reflection on their texts TL in poems provides a fruitful context for discussing more than just the meaning of a poem. Students can discuss, reflect on their feelings, and make meaning and structural choices while reading and writing, and their own questions arise from their TP.

Overall, the four studies proposed a process-oriented study into multilingualism. Three relied on a holistic view of language and one on language learning strategies to analyze the language shifting process. Thus, all studies highlighted the value of using the entire semiotic meaning-making repertoire by multilingual subjects.

Pedagogical implications emerged from these four studies. For example, taking a process-oriented pedagogical view, Forbes (2018, p. 17) emphasized the vital role teachers play in promoting the development of strategies "through effective modeling, scaffolding, and feedback to help students develop into more strategic and competent writers." Orcasitas-Vicandi (2019) suggested that flexible syllabi with translanguaging pedagogies could enhance opportunities for students to actively recognize the connections between languages and enrich the process of developing a third language. Yet Haim's (2019) discussion on the political educational system in Israel showed that 'language knowledge' and 'learning' are essential integrated elements in the process of identity construction as well as academic sociocultural experience. At last, Barbour and Quinn (2020) suggested that the institutionalization of monolingualism should be replaced by the linguistic and cultural diversity of schoolchildren in England.

Table 2 – Studies focusing on written production

#	Author(s) (year)	Participants		Research period	Stimuli/tasks/data collection	Objective(s)	Main results
		N	School Grade / Program / Country				
1	Forbes (2018)	22 ss (aged ~ 13–14)	9th grade (SS-England)	Over a year	3 writing tasks followed by stimulated recall interviews with intervention instructions in between the tasks	To explore the ways in which individual students develop and transfer strategies within and between foreign language and first language writing	Four distinct writers' 'profiles' were identified. Both the development and transfer of strategies for these ss were shown to be influenced by a complex and dynamic range of factors
2	Orcasitas-Vicandi (2019)	133 ss (mean of 15.31 y)	4th grade (SS - Spain)	One hour session	Linguistic questionnaire and 3 pictures of animals and people doing different things. Ss wrote compositions in 3 languages	To examine which factors affect crosslinguistic influence (CLI) in Basque-Spanish bilinguals' third-language writing	CLI occurred more frequently in Spanish than in Basque, but all students used their entire repertoire to write in their L3
3	Haim (2019)	60 ss (aged ~ 10-12)	11th grade (SS-Israel)	Two sessions	160 letters written in a specific language (Russian (L1), Hebrew (L2) and English (L3))	To explore immigrant students perceived educational experiences through their expression in three languages	The language repertoire of immigrant youth is powerfully linked to their sense of self, educational circumstances, and acculturation
4	Barbour; Quinn (2020)	33 ss (aged ~ 7-8)	3rd grade (PS-England)	A 90 min session	In a writing workshop and with translingual card stimuli students were asked to create their own poems.	To understand how multilingual children/heritage-speaking children/children learning a 2 nd language at primary level engage in translingualism through creative writing	Writing exercises in the classroom provided benefits, including the creation of a space for the valorisation of children's cultural capital among others.

Notes: N = number of participants; y = years; PS = Primary School, SS = Secondary School, Ss/ss = Students
Source: The authors

3.2 Studies focusing on oral production

Ten articles have examined TP focusing on oral production, as shown in Table 3. The studies were conducted in the United States (4), Spain (3), France 1), Switzerland (1), and the Philippines (1) and included participants from kindergarten to high school.

Firstly, Poza's (2018) study analyzed conversations about stereotypes of Latinx students on 150 hours of audio-recording interactions between students and teachers over a full academic year. Data were transcribed, analyzed, and categorized as TL practices and communicative function. The study showed that TL were used in several tasks in students' social and identity work, proving to be "an effective resource in communication, forging alliances, excluding and distancing others, and narrating real or fictional events" (Poza, 2018, p. 15).

Secondly, De Los Reyes (2018), with an ethnographic method, studied two third-grade groups and their teachers from a public elementary school in the multilingual city of Zamboanga in the Philippines, drawing data from classroom observations and semi-structured interviews conducted with two teachers and seven of 108 students. Considering all classroom observations and semi-structured interviews, he presented the results of two sessions focusing on teachers' use of TL while teaching English and on students' use of TL in learning English. He suggested that

teachers' use of translanguaging "enabled them to relate to the experiences of their students and allowed them to keep students engaged" (DE LOS REYES, 2018, p. 7); teachers were able to provide the communicative functions of responses given and worked as facilitators to focus and hold students' attention on a particular topic (p. 9). Yet, students actively participated and co-constructed meaning as they discussed and naturally used their entire multilingual repertoire.

Thus, Martín-Beltran and colleagues (2018) used three stimuli: a written informational text, a video story, and a digital story, all written in English. Furthermore, they looked into L1 functions and coded them into five categories: task management, clarifying language, negotiating content, building relationships, and checking for understanding. The research team also coded students' responses to L1 use into the categories of engage in activity, disengage with activity, and no response or interruption. They found that L1 use supported learning in other languages.

Furthermore, Xabier and Lasagabaster (2018), who have run longitudinal qualitative research with ten 14-16-year-old multilingual students in a rural school in Galicia, analyzed data from four monologic and dialogic tasks over two years (15 minutes each). With visual support on the board, students were given some vocabulary and tips. For all tasks, they had ten minutes to prepare their oral presentation in pairs and five minutes to present their oral presentation, which was performed individually (tasks 1 and 3) or in pairs (tasks 2 and 4). They analyzed the code-switching occurrence and categorized the results in terms of equivalence, reiteration, monitoring, side comments, alignment, and intersentential, after transcribing 150 minutes of footage using Atlas.ti software. They found that the occurrence of using their entire repertoire (named code-switching by authors) related to equivalence, reiteration, side comments, and intersentential decreased over time in CLIL students. Using their repertoire was a natural element in language learning during these two years of observation.

Additionally, Llompart and colleagues (2019) used conversation analysis techniques to examine how elementary and secondary students solve project tasks in different languages, such as Catalan, Spanish, English, and French, to understand the dynamics of classroom interaction and language learning. They analyzed how TL mediates social and communicative functions. First, plurilingual and unilingual interaction modes were highlighted, followed by the results of transitioning from plurilingual to unilingual interaction modes. These modes support students' participation in learning settings. Based on these modes, the authors attempted to determine the route taken by the bilinguals in their linguistic communicative skills. In doing so, they found that multilingual conversations facilitate the development of new linguistic resources and promote

communicative flow between language students.

Yet Buser and Melfi (2019), to explain the development of oral proficiency of young learners from kindergarten to fourth grade, used a quantitative analysis to examine 1173 semi-structured interviews in German and French (from 20-30 minutes each) with 232 students from a public school in Swiss. As a result, they highlighted a strong interaction between the languages, indicating that learners develop resources to use language in their interactions as they operate with their whole linguistic repertoire. Furthermore, the authors state that the model with two languages of schooling positively influences learners' attainment of oral proficiency in a multilingual context.

Noteworthy, Aldekoa and colleagues (2020) studied how seven groups of three 16-year-old students at a secondary school in Bilbao (Spain) would respond in their oral presentation after a teacher intervention. They wanted to look into whether a trilingual teaching sequence (Basque, Spanish, and English) would foster the learning process in minority languages and help to develop skills in other languages. The researchers analyzed oral presentations in which students discussed some topics related to their personal lives and school settings. The presentations were made and analyzed before and after implementing the trilingual teaching intervention, which focused on text planning and textuality. This trilingual teaching sequence was "based on the integrated teaching of languages and translanguaging" (Aldekoa et al., 2020, p. 4) and consisted of three modules designed to help students improve their presentations. Module 1 focused on 'Ensuring overall coherence in the oral presentation', Module 2 focused on 'Taking the audience into account', and Module 3 focused on 'Talking accurately about events in the past'. Thus, Aldekoa and colleagues' interventional study (2020) concluded that a well-planned language alternation can support effective teaching, as shown in this study for the Basque educational process, as well as to support a multilingual extension context in which a minority language can also be a significant part. The results showed students' oral presentation skills development in all languages.

Oral TP were carefully examined in the study of Lee and García (2020) with four Korean-American first graders students for 14 weeks. Considering the heteroglossic and sociocultural perspective of language, they analyzed 1.350-minute data of students' audio-recorded interactions from reading and writing sessions and 130 minutes from informal classroom conversations. In addition, two semi-structured and open-ended interviews of 15-20 minutes each were conducted with each student. With this data collection, the authors aimed to find out in which circumstances Korean-American first graders translanguage orally in the Korean Heritage Language (hereafter HL)

classroom and to understand what characterizes the frequency of their oral TP. They looked into the frequency and purposes of everyday oral TP, categorized the results of TL purposes qualitatively into sociolinguistic, meta-linguistic, metacognitive, and sociocultural practices, and analyzed each category with other subcategories. Their findings indicated that children very often translanguaged and, by doing so, translanguaged more often at the word level than at the sentence level.

Moreover, Cohen and colleagues (2021) conducted their qualitative research with three case studies of first graders (aged 6) French-English emergent bilinguals adopting the wordless book *Frog, Where Are You?* (Mayer, 1969). They examined their data under three lenses of performance: microstructure, macrostructure, and narrative quality, with some subclassifications in each of these levels. At the microstructural level, they examined lexical richness and morphosyntactic accuracy, while at the macrostructural level, the authors coded nine elements (characters, initial situation, settings, initiating events, general plot, consequences, resolution, internal responses, and inferences), and finally coded three more elements to analyze students' narrative quality and performance. They found that linguistic competence is entirely related to language exposure and may shape all microstructure, macrostructure, and narrative quality. The development of linguistic resources affects narrative competence, and parents and teachers support students' agency and literacy pedagogy.

Lastly, Parra and Proctor (2021) aimed to design tools for translanguaging pedagogy tools. The study tried to understand how language and literacy instruction stimulate students to expand their meaning-making system and how students respond to this instruction. Specifically, the research, called by the authors 'a translanguaging literacy pilot' and considering the translanguaging and metalinguistic awareness, is part of a reading curriculum larger project and seek to explain how students engage with language structures given in translanguaged lessons and also to describe how translanguaging is manifested in the interactions and reflection of language. The sample was taken from a public K-8 school in the US whose neighborhood is predominantly Latino and where students participate in Structured English Immersion (SEI) classrooms. The pupils were assessed with the WIDA ACCESS test and had a thirty-minute daily block over the two cycles during the spring and fall seasons, as it took longer than expected. The data comprised of 7.87 hours video/audio from the 16 transcribed lessons verbatim. After that, the sequences focus on morphological and syntactical talk was expanded to CA transcription conventions, according to Jefferson (2004). The study demonstrated how the critical and creative engagement in literacy of

the students could be boosted by translanguaged literacy instruction.

Taking the studies' methodological and analyses procedures together, most of the studies presented above followed a qualitative, mainly ethnographic approach, although with some differences, as in Poza (2018), Llompart et al. (2019), and De Los Reyes (2018). On the other hand, Xabier and Lasagabaster (2018) and Cohen et al. (2021) did not use class observation. In terms of methodological analysis, Cohen and colleagues (2021) used a grounded theory approach (Glaser and Strauss, 1967) to analyze the parents' interviews, while a descriptive case method design (Yin, 2014) was adopted to analyze the three children's interviews. In addition, the software CLAN (Computerized Language Analysis) was used for transcribing and coding the narrative samples. Buser and Melfi (2019) and Aldekoa and colleagues (2020) used qualitative and quantitative methods in their studies.

Lee and García (2020), Martín-Beltran et al. (2018), and Parra and Proctor (2021) are the three studies that followed a qualitative approach focusing on discourse analysis. Lee and Garcia (2020) aimed to know why Korean-American first graders translanguage orally in Korean HL classrooms and to explain what characterizes the frequency of their oral TP. The work of Martín-Beltran and colleagues (2018) used a qualitative approach based on discourse analysis to look into the instances of L1 use, supported by a quantitative approach to examine the use of L1 in the 470 minutes of video recording using the Dedoose software. To close this methodological and procedures analysis, Parra and Proctor (2021) adopted an ethnomethodological approach using discourse analysis to characterize how bilingual students engage in TL during morphology and syntax lessons. The data, consisting of 7.87 hours of video/audio recordings of 16 lessons, were transcribed verbatim. Afterward, the sequences focused on morphological and syntactical aspects were analyzed using Jefferson transcription conventions. The results, thus, drive to the conclusions, which are didactically exposed as three takeaways for demonstrating how the critical and creative engagement in literacy of the students can be boosted by translanguaged literacy instruction.

Taken together, the studies that conducted analyses on TL in oral production showed rich interactions among participants, which impacted the output quality and participants' effective engagement in the tasks. In other words, considering pedagogical implications, whether intentionally or unintentionally, those multilingual teachers and pupils used translanguaging to communicate their ideas and fulfill their communicational objectives.

Table 3 – Studies focusing on oral production

#	Author(s) (year)	Participants		Research period	Stimuli/tasks/data collection	Objective(s)	Results
		N	School grade / program / country				
1	Poza (2018)	36 ss (aged ~ 10-12)	5 th grade (US)	A full academic year	Ss' interactions were observed and recorded; specific storytelling tasks; and semi-structured interviews with ss	To understand and explain how ss use TL in performing specific relational functions	TL supported a number of functions in students' social and identity work; TL is an effective resource in communication
2	De Los Reyes (2018)	14 ss + 2 teachers	3 rd grade (Philippines)	Not clearly informed	Ss' interactions were observed and semi-structured interviews were taken with the 2 teachers and 14 selected ss	To investigate the language practices of teachers and learners (collectively 'participants') in the teaching and learning	Those multilingual teachers and ss who consciously or not used it to convey their messages and achieve their communicative goals used TL
3	Martin-Beltrán et al. (2018)	11 ss (aged ~ 5-6 and 9-10)	Kindergarten and 4 th grade – (7 elementary schools-US)	12 weekly sessions of 45 minutes	3 rd grade ss read aloud to kindergarten ss, watched a video story, or listened to a digital story, while discussing questions	To examine how cross-age peers used and responded to Spanish (L1) as they read and talk	TL was found in students' utterances to support their literacy activity and development of L2.
4	Xabier; Lasagabaster (2018)	10 ss (aged ~ 14-16)	High school (Galicia-Spain)	Four different moments (2012-2014)	4 tasks with language and content focused: tasks 1 and 3 were monologic whereas tasks 2 and 4 were dialogic	To investigate the effects of CLIL on students' oral code-switching in a multilingual setting	Code-switching was found as a natural integrated element in the process of language learning
5	Llompert et al. (2019)	14 ss (aged ~ 7-16)	Several grades at primary and secondary schools (Catalonia-Spain)	NI	Ss' interactions with their peers, the teacher and researcher as they accomplished plurilingual tasks (<i>The tasks were not clearly explained</i>)	To understand the dynamics of classroom interaction and language learning when ss were engaged in the process of solving specific project	Plurilingual talk has facilitated the development of new linguistic resources and helped the communicative flow among language learners
6	Buser; Melfi (2019)	232 ss (aged ~ 6-9)	Kindergarten to 3 rd grade (Switzerland)	Data collected at the end of the scholar year during 4 years	A semi-structured and performance-oriented interviews	To explain how oral proficiency in the registration language develops in allophone and non-allophone FIBi and control class learners. To identify significant improvements in oral proficiency	The results pointed to a strong interaction between the languages; learners developed resources to use language in their interactions as they work with their whole linguistic
7	Aldekoa et al. (2020)	21 ss (aged 16)	Senior secondary school (Spain)	2 sessions with an intervention in-between.	Oral presentation in groups of three about their linguistic biography and different aspects of school	To show how a trilingual teaching sequence delivered primarily in minority L2 Basque can foster the development of oral presentation skills	There was found development in students' oral presentation. It found that well-planned language alternation is able to support an effective teaching
8	Lee; Garcia (2020)	04 ss (aged ~ 6-7)	1 st grade (Korean HL school in the US)	14 weeks	Audio recordings were taken from ss interactions during informal moments and formal instructions time, and ss were interviewed twice	To understand what characterized the frequency of the Korean-American first-graders' oral TL in a Korean HL classroom, and for what purposes, how, and why the first graders orally translanguage	All four children often translanguage more often at a word-level than at a sentence level. Three of them translanguage more often than one although all of them did translanguage orally
9	Cohen; Bauer; Minniear (2021)	3 ss (aged 6)	1 st grade (France)	2 sessions of approximately 15 minutes (interval of minimum of 3 weeks)	Parents' questionnaire and interview were taken; Ss semi-structured interview; and 2 spontaneous oral narratives based on wordless picture book	To question and explore how language exposure may shape oral narrative skills in three first grade French-English emergent bilinguals	Language proficiency is connected to language exposure and may shape all the levels of microstructure, macrostructure and narrative quality
10	Parra; Proctor (2021)	5 ss (aged ~ 8-9)	3 rd to 4 th grade (US)	16 30-minute lessons over 6 months	7.87 hours of video/audio data were recorded from students' interactions.	By aiming at designing tools for TL pedagogy, the study tried to understand how language and literacy instruction stimulate ss to expand their meaning-making system	Critical and creative engagement in literacy of the ss can be boosted by translanguage literacy instruction

Notes: N = number of students; NI = Not Informed; Ss/ss = Students; TL = Translanguaging; CLIL = Content

and language integrated learning ; FiBi = Filière Bilingue

Source: The authors

Guided by the main research question of this review, we now turn to studies that have examined how TP can be analyzed together in both oral and written productions. To help the reader's understanding, we underline that the following section presents the studies according to the results of their methodological perspectives. Each study briefly highlights stimuli, methodological procedures, results, and pedagogical implications.

3.3 Studies focusing on written and oral production

We now move to the ten studies out of the 24 (presented in Table 4) on how written and oral productions were investigated in multilingualism. With a variety of goals, the researchers carried out their studies in the US (4), Sweden (1), South Africa (2), Spain (2), and the UK (1).

From a methodological perspective, five studies have followed ethnographic (qualitative) methods in this session (KANG et al., 2017; AXELROD; COLE, 2018; DURÁN, 2020a; KARLSSON et al., 2019a; MOORE; BRADLEY, 2020). Three have used qualitative approaches with a focus on sociocultural discourse (MARTIN-BELTRÁN; CHEN; GUZMAN, 2018; COADY; MAKALELA; LOPEZ, 2019b; OMIDIRE; AYOB, 2020), and two included both qualitative and quantitative methods (HIDALGO; LÁZARO-IBARROLA, 2020b; LEONET; CENOZ; GORTER, 2020a).

Regarding the ethnographic (qualitative) studies, Kang and colleagues (2017) examined the letters written by 16 students to analyze how emergent bilinguals construct their scientific arguments and explanations in oral and written form in the context of a science class. Students discussed orally (recorded) and wrote letters based on four tasks: tasks 1 and 2 focused on argumentation, task 3 on explanation, and task 4 on argumentation with a written production. In this final task, the students worked in pairs and wrote a letter, developing a logical argument and trying to bring sufficient evidence to support their claim. The letters, written in Spanish, were translated verbatim into English and analyzed according to a rubric with three criteria (claim, evidence, and reasoning). More specifically, they used Bilingual Common Core Progressions to assess language structures and practices related to discourse and content from science class. The authors developed an event map for the findings. They analyzed and presented the results according to the codes they created: scientific argumentation, scientific explanation, scientific vocabulary, and academic scientific discourse. Then, the authors qualitatively selected vital moments to show how students effectively engaged in arguing and explaining scientific content.

They concluded that students successfully explained and argued in all those categories, both written and oral modalities.

Axelrod and Cole (2018) aimed to explain in what ways emergent bilingual children would draw from their linguistic repertoire. Besides descriptive notes and interviews, the researchers looked into various object collections, such as photographs with captions and letters to children in Mexico. At the end, students participated in a final project called 'all about me' in which they prepared multi-modal presentations, including videos, PowerPoint, and in-person presentations, among others. The authors categorized the data as 'emergent biliteracy skills', 'development of metalinguistic awareness', and 'development of a biliteracy awareness of audience'. More specifically, after analyzing the students' TP in their interactions, choices, and decisions while creating the artifacts, they pointed to positive learning based on their collaborative work. They posited the importance of creating multilingual educational spaces for students in bilingual schools.

Karlsson and colleagues (2018) used an ethnographic method to observe classroom interactions. Approximately 10 out of 117 video recording hours of interactions in Swedish and Arabic were analyzed. The data were transcribed and translated into English. They categorized the results into three categories:

- a. continuous meaning reconstruction,
- b. negotiation of subject-specific words, and
- c. reference to the language of science in Swedish and Arabic' to examine four excerpts taken as the focus.

The study showed that a translanguaging space supported and strengthened students' scientific meaning-making processes.

Likewise, Moore and Bradley (2019) developed ethnographic research, reporting a case study whose data were four hours of videotaped interactions between the poet and her classmates and mentors. They also observed photographs of written texts that were transcribed using notation and conventions of conversation analysis. Their analysis focused on a draft poem and its changes in different modes (spoken, written, visual, gestural, digital, musical, and spatial) as it moves through time and space. Their findings suggested that TL could be a broader term for multilingualism and musical language.

Further, using an ethnographic method, Durán (2020) studied various writings over a year to observe bilingual students' language practices and beliefs in an ESL classroom where the

teacher valued and encouraged Spanish and translingual conversations and writing. The author analyzed how writing and writing-related conversational practices expressed students' beliefs through their language choices. She used data reduction, data display, and inductive coding. Thus, the author also used the software TAMS Analyzer for the inductive analysis coding process. Their results showed that the children displayed intra-individual variations while using their entire repertoire, indicating how supportive permission for TP can be for educational purposes.

To what concerns the three studies that have used qualitative approaches with a focus on sociocultural discourse, the pedagogical role of peer feedback in bilingual education was studied by Martin-Beltrán and colleagues (2018). They transcribed and coded the data using Dedoose software. The feedback was coded as 'feedback act, oral response, and written response'. The oral responses were coded as 'acknowledge', 'dispute', and 'ignore/drop'. Based on the identification of peer feedback patterns, Martin-Beltrán and colleagues (2018) discussed how feedback affected students' writing and presented additional findings related to the use of dynamic feedback acts in collaborative dialog and the role of the TL as a facilitator in the feedback process. The authors argued that the findings demonstrated how effective dynamic peer feedback was in extending learning and meta-linguistic discussions.

In addition, Coady and colleagues (2020) implemented a qualitative study focusing on sociocultural discourse. They examined 20-minute written texts from ten multilingual learners to understand how biliteracy and metaliteracy development support overall literacy. Students were asked to write about someone they would like to help; a second text should approach the importance of being a good friend. The researchers also asked students about their writing tasks in each language. The analysis was conducted on three levels. At Level 1, they identified and coded the linguistic transfer features they mentioned at a 'word level'. At level 2, they coded the non-specific features such as punctuation and ellipsis, and at level 3, they coded the emergent themes that emerged from the texts. These were: 'First language', 'Identity and sociocultural knowledge', and 'Emerging knowledge in metaliteracy'. Finally, all analyses of the written results were compared to the interactive conversations from the interviews, as the researchers wanted to see how metaliteracy knowledge would be reflected in the oral responses. Their study revealed that metaliteracy awareness occurred jointly with their metalinguistic knowledge and choices. Thus, they call upon teachers and educators to conduct assessments for multilinguals by multilinguals and assess them without dissociating their identity framework.

Noteworthy, using a qualitative approach focusing on sociocultural discourse, is the

research of Omidire and Ayob (2020). They used translated intervention material (prepared by teachers) in students' L1 to identify the enablers and limitations of the TL approach in multilingual classes. After transcribing, coding, and analyzing the data obtained from classroom observations, semi-structured interviews, feedback sheets, and storyboards, the results showed that a translingual space in the classroom is not a threat, but on the contrary, a safe environment where teachers with a positive attitude toward TL in combination with translated materials can facilitate comprehension and learning. On the other hand, some of the limitations found overlapped with lack of resources and time, teacher training, and socioeconomic barriers. These limitations have pedagogical implications highlighted by the authors, who stated that “learning and teaching in multilingual settings should accommodate diversity” (OMIRIDE; AYOB, 2020, p. 18).

Taking account of the two qualitative and quantitative studies, Leonet and colleagues' (2019) study used four instruments: 'background questionnaire', 'morphological awareness test', 'translanguaging questionnaire', and a 'focus group discussion'. Instructions for the students were given in the main language of instruction-Basque. The development of morphological awareness was analyzed, and the authors used 'morpheme identification' and 'word formation' tasks to compare performance between the control and experimental groups.

The studies pointed to the educational and pedagogical benefits of using TP in multilingual classrooms. This result can be exemplified in the following words:

Softening boundaries between languages and acknowledging the resources multilingual students bring to the classroom by using translanguaging pedagogies can have an important potential in all areas of language teaching including morphological awareness. (LEONET *et al.*, 2019, p. 17).

Students' perceptions of their linguistic repertoires showed how translanguaging pedagogy influenced their metalinguistic awareness across languages and enhanced language learning process. As a result, more cross-linguistic connections should have a broader space in multilingual educational contexts.

Lastly, in Hidalgo and Lázaro-Ibarrola's (2020) study, students were asked to write a narrative in pairs three times over three weeks, based on a picture, to examine these language practices in the context of collaborative writing and task repetition. They analyzed 20 writing narratives and 8 hours of students' talk deliberation with qualitative holistic measures and considered CHAT (Codes for the Human Analysis of Transcripts) for transcriptions and CLAN. Both researchers agreed on the procedures for coding and analysis, inter-rater reliability, and statistical analysis. Dependent sample t-tests and Wilcoxon signed-rank tests were used for statistical analysis. These tools helped them to analyze and present the results in terms of complexity,

accuracy, fluency (CAF), and holistic scores. The language-related episodes were also presented in terms of the amount, type, and resolution used by the participants. Their study points to the positive educational and didactic tool of collaborative work and the holistic analysis of students' written or oral productions.

Therefore, these studies have shown that TP has been examined in various contexts with a significant variety of stimuli and analyzes by researchers in formal bilingual education contexts on written and oral production. A comprehensive discussion of these findings considering the main objective of this systematic study and the theoretical approach is provided in the part that follows.

Table 4 – Studies focusing on written and oral production

#	Author(s) (year)	Participants		Research period	Stimuli/Tasks/ Data collection	Objective(s)	Results
		N	School Grade / Program / Country				
1	Kang; Swanson; Bauler (2017)	16 ss (aged 12-14)	7th grade (New York-US)	2 weeks	Ss discussed orally and wrote letters based on 4 tasks: 1 and 2 focus on argumentation; 3 focus on explanation and 4 focus on argumentation	To analyze how emergent bilinguals construct their scientific arguments and explanations in oral and written forms based on a science class	Ss demonstrated success in constructing claims throughout the unit and on the culminating task and were able to provide some type of evidence to support their claims
2	Axelrod; Cole (2018)	15 ss plus 8 College students	Kindergarten to 5 th grade (US)	Twice weekly for 24 weeks (interval of winter season)	Interviews with ss, families, and college ss. Interactions while producing a variety of artifacts	To explain in what ways emergent bilingual children would draw from their linguistic repertoire by observing the connections between the written text, the language and context	The results pointed to positive learning based on students' collaborative work
3	Karlsson; Larsson; Jakobsson (2018)	20 ss	4 th to 6 th grade (Sweden)	Three years	10 hours of ss and teacher's interactions in classroom and written texts were analyzed	To investigate whether – and, if so, in what ways – a TL science classroom (TSC) benefits learning in science	The study showed that a translanguaging space supported and strengthened ss in their scientific meaning-making processes
4	Martin-Beltrán; Chen; Guzman (2018)	24 ss	High school (Washington DC – US)	Lunch time over a month	Audio-recorded ss interactions while composing and revising their language autobiography on a shared Google writing document both individually and collaboratively and semi-structured interviews	To examine the peer feedback practices occurring in interactions as they engaged in multimodal literacy practices	Ss strategically used dynamic feedback acts mediating the writing and revising process. TI was found as a scaffolding tool to mediate meaning-negotiation
5	Coady; Makalela; Lopez (2019)	10 ss (aged 9-10,12)	4 th grade (South Africa)	20 minutes for each writing (a 15 min interval); 5-10 minutes for each interview	2 writing prompts (isiZulu and English); 2 interviews with Ss	To understand how biliteracy development and metaliteracy awareness support the overall literacy development	Metaliteracy awareness is in joint with their metalinguistic knowledge and choices. Teachers and educators are called to conduct assessments for multilinguals by multilinguals and assess them without disremembering their identity framework
6	Leonet; Ceno; Gorter (2019)	104 ss (age ~10.67) and 3 teachers	5 th and 6 th (Basque, Spain)	12 weeks	An exercise focused on derivatives and compounds from the three languages and a picture of a shop that ss had to discuss and write its kind in all three languages	To study how TL pedagogies across three languages influence the morphological awareness of ss and the perception of their multilingual repertoire	Ss in the experimental group obtained higher scores in morphological awareness than the control group from the same school.
7	Moore; Bradley (2019)	1 main poet writer ss (aged 17) in interaction with her peers and mentors	High school (Leeds, UK)	8 days	Individual poem writing and interactions between the poet, her peers and mentors, and photographs taken of written texts produced on paper and using digital media	To advance the theoretical and methodological bases of TI research and to offer a deeper understanding of how resources available in complex communicative repertoires combine to construct meaning in creative practice	TI is a more comprehensive term for plurilingualism and multilingualism.
8	Hidalgo; Lázaro-Ibarrola (2020)	20 ss (mean age 11.39)	6 th grade in a CLIL program at a state school (north of Spain)	Over 3 weeks	With a picture prompt, the paired-up ss had 2 minutes for oral discussion followed by a 15-minute narrative writing	To study the development of students' writings with Task Repetition (TR). To understand how TR affects the LREs that learners generate while writing	Collaborative writing is beneficial for young language learners

9	Durán (2020)	NI	1 st grade (Texas-US)	1 year	Ss' interactions during writing instruction; writings; and semi-structured interviews at the end of the year	To examine the language practices and beliefs of bilingual ss in an ESL classroom, in which the teacher valued and encouraged Spanish and translingual talk and writing	They extended the knowledge of the process of ideological contestation to written as well as oral language, and highlighted ways that teachers can provide support for bilingual writers and bilingual writing
10	Omidire; Ayob (2020)	162 ss + 3 teachers + school principals	5 th and 6 th (South Africa)	NI	The data were collected from classroom observations, semi-structured interviews, feedback sheets and storyboards	To identify how translanguaging approach would work as enablers and constraints of using learners' home languages in their language learning process development	TI included a non-threatening and safe environment. Among the enablers were identified teachers' positive attitude and the learners' sense of pride due to acknowledgement and use of their home languages. The constraints included inadequate resources, limited lesson time, complexity of some of the home languages among others

Notes: N = number of participants; NI = Not Informed, Ss/ss = Students, TI/tl = Translanguaging
Source: The authors

4. Discussion

Translanguaging practices have been investigated across different contexts worldwide. It is important to note that we had initially planned to cover all age groups and all research involving written and oral analysis of TL. Still, due to a large number of publications focusing on language policy and teachers' and students' perceptions of TL, we narrowed the focus of this systematic review to the search of primary and secondary schools starting with literate children. This decision led to the challenge of reading and analyzing the final number of 24 articles.

The analyses of this review showed that most studies in this area took a qualitative approach based primarily on ethnographic methods. Two studies have adopted a quantitative perspective only, one about the written modality and the other in regard to the oral modality. In addition, three studies have attempted to examine TP qualitatively and quantitatively the oral modality and in the oral and written modality.

In terms of the methods used to investigate written and oral production, this review demonstrates that different methods have been explored to a considerable extent using different approaches and instruments.

Written production was studied together with oral production in 10 of the 24 articles. This number represents about 41.66% of the publications in the past five years, considering the criteria of this review. The ten studies that looked at both written and oral production primarily took a qualitative approach, with five adopting ethnography methodology. Two of the three studies that used a mixed method-qualitative and quantitative-were conducted with the overlap of written and oral production. This result indicates an increase in the use of quantitative measures in this research modality compared to research that focuses separately on the oral and written modalities.

We tried to identify stimuli patterns and the ways the analyses were performed. The results show that a variety of stimuli were used in these studies or even in a single study (AXELROD; COLE, 2018; KANG; SWANSON; BAULER, 2017; LEONET; CENOZ; GORTER, 2020a; MOORE; BRADLEY, 2020; OMIDIRE; AYOB, 2020).

Furthermore, looking at research from TP focusing on written and oral production, five studies demonstrated the researchers used a range of writing tasks with peer interactions (COADY; MAKALELA; LOPEZ, 2019a; DURÁN, 2020b; HIDALGO; LÁZARO-IBARROLA, 2020b; KARLSSON; NYGÅRD LARSSON; JAKOBSSON, 2019b; MARTIN-BELTRÁN; CHEN; GUZMAN, 2018).

Additionally, it is noteworthy that those studies have been developed not just in language classes in bilingual education but also in diverse educational and theoretical contexts such as Content and Language Integrated Learning (CLIL) (PARRA; PROCTOR, 2021b; Xabier; LASAGABASTER, 2019b), task repetition (HIDALGO; LÁZARO-IBARROLA, 2020b), Science classes (KANG; SWANSON; BAULER, 2017; KARLSSON; NYGÅRD LARSSON; JAKOBSSON, 2019b), collaborative writing (HIDALGO; LÁZARO-IBARROLA, 2020b), storytelling (COHEN; BAUER; MINNIEAR, 2021a), peer feedback, Speech Act theory and collective thinking (MARTIN-BELTRÁN; CHEN; GUZMAN, 2018), TESOL (OSSA PARRA; PROCTOR, 2021a), language ideologies (OMIDIRE; AYOB, 2020), conversational analysis (LLOMPART et al., 2020), and discourse analyses (KANG; SWANSON; BAULER, 2017; LEE; GARCIA, 2020; MARTIN-BELTRÁN et al., 2019a; MARTIN-BELTRÁN; CHEN; GUZMAN, 2018; OSSA PARRA; PROCTOR, 2021a).

As a final point, it has been noticed that a few studies were based on theoretical foundations that well-known researchers no longer follow in Translanguaging theory (GARCIA et al, 2021). For instance, the research of Xabier and Lasagabaster (2018), shown in Table 3, is based on the view of translanguaging and code-switching as similar elements. Likewise, Martin-Beltrán, Chen, and Guzman (2018), in study 04 in Table 4, concluded that TL was found to be a scaffolding tool to mediate meaning negotiation. Those arguments were reviewed by TL theory because they are based on a monoglossic view of language, and “adopting a translanguaging perspective” requires that the “rigid colonial boundaries of named languages” should be rejected, and the authors “argue that racialized bilingual learners, like all students, draw from linguistic-semiotic, cultural, and historical repertoires” (GARCÍA et al., 2021, p. 1). Moore and Bradley (2019), who have run their study in a high school in Leeds (UK), in study 07 in Table 4, when reflecting on how resemiotization supports the understanding of the complexities of the transformations that a poem takes in its composition, affirms argued that translanguaging is a more comprehensive term

for plurilingualism and multilingualism. However, considering all that translanguaging theory is decolonial by nature (GARCÍA; ALVIS, 2019), García and colleagues (2021) make an evident point that those terms –plurilingualism and translanguaging – come from two distinguished epistemologies.⁵

Conclusion

In this study, we analyzed studies on TP associated with oral and written tasks in bilingual education, focusing on methods, analyses, and results. This systematic review has shown the integrated use of languages in oral, written, or both production is based on the theoretical framework of TL theory. This holistic approach has been the pillar in a considerable part of the research.

Indeed, this review has some limitations that should be acknowledged and highlight the need for further research. Studies with college students or adults were not included here, or with kindergarten children. In addition, only the two variables of written and oral skills were included in this review, and a substantial number of studies that focused on TP developing listening and reading skills were discarded in the selection process.

Despite the limitations of this systematic review, the results of this study show how written and oral productions have been used to investigate TP multilingual learners. From a methodological perspective, according to the results, this study indicates the possibility of investigating these practices either qualitatively or quantitatively, although quantitative studies are in development.

Moreover, this study demonstrates the relevance of investigating translanguaging practices in ecological interactions for pedagogical purposes in language teaching.

The findings presented in this review confirm Li's (2011) assumption that the modalities of speaking and writing provide a space where meaning exchange takes place TP. In short, the results of this review have shown that TL theory, which assumes a heteroglossic view of languages, has increasingly become a solid foundation for academic research in language teaching (POZA, 2017).

Therefore, all the studies presented here, whether they have focused on written or oral practices separately or on written and oral production, have undoubtedly revealed essential factors for education and multilingual teaching based on a heteroglossic perspective.

⁵ This discussion falls into a similar field as the term code-switching discussed on page 3. For more understanding, the reader could read the same paper we recommended there.

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