A Systematic Review of Teachers' Beliefs and Practices of Overt Translanguaging in English-Medium-Instruction Classrooms

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Abstract
This systematic review investigates the relationship between English-medium instruction (EMI) teachers' translanguaging beliefs and their classroom practices. Translanguaging, the dynamic utilisation of multiple languages by multilingual learners, holds significant promise for EMI settings. However, a critical gap exists in understanding how teachers' beliefs translate into classroom action. A comprehensive search across education databases identified ten relevant studies published between 2015 and 2023. Thematic analysis revealed three key themes: teacher beliefs, classroom practices, and mediating factors. The review underscores the considerable variation in teachers' translanguaging stances, the diverse practices employed in their classrooms, and the multifaceted contextual factors influencing the translation of beliefs into practice, even within prescribed institutional language policies. These findings highlight the need for further research on translanguaging in primary and secondary education, where current scholarship is limited. Additionally, the review emphasises the importance of targeted professional development that confronts entrenched monolingual ideologies and unlocks the full potential of translanguaging in EMI contexts.

Keywords: Translanguaging, English Medium Instruction, Teacher Beliefs, Classroom Practices, Mediating Factors

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1. Introduction

For decades, extensive debates have occurred regarding language's role in English-medium-instruction (EMI) classrooms (Macaro, 2019; Macaro et al., 2018; Kuteeva, 2019). With multilingualism, applied linguists gradually shift their attention from socially constructed languages to the observable daily behaviours of bilinguals. In response to this transition, translanguaging has been suggested as a theory of how individuals creatively and critically deploy features from a full range of semiotic and linguistic resources as a unitary repertoire (Li, 2018). In this regard, translanguaging is the process by which an individual understands and interacts with complicated social realities by using linguistic (i.e., all linguistic varieties, such as registers, dialects, styles, and accents) and multimodal resources (e.g., gestures, symbols, diagrams, and photographs) (Yuan & Yang, 2020).

As a pedagogical practice, translanguaging was first coined by Willams (1994) in the context of bilingual classroom settings in Wales to alternate between languages for both input and output intentionally. In this sense, it is a planned teacher-initiated strategy to leverage linguistic diversity among educators and students, considering it as a readily accessible pedagogical resource rather than a constraint to scaffold the weaker language skills and enhance knowledge construction (Williams, 2002). Furthermore, translanguaging is an effective teaching practice for negotiating with students to form an organic whole of content and language-integrated learning (Coleman et al., 2018). Most importantly, this purposeful employment of multiple linguistic and other meaning-making cues shows respect to students' prior knowledge brought about their home languages (L1s), thereby has the potential to challenge the linguistic hierarchy between named languages and power distance between teacher and students, ultimately promoting an inclusive learning environment and academic success among all students in multilingual classrooms (Lin, 2018).

From the view of translanguaging, the entire linguistic system benefits students' academic and affective development in multilingual classrooms. However, it has been rarely recognised as a legitimate teaching strategy (García & Li, 2014). It implies the need to synthesise the use of translanguaging pedagogy to justify its value in multilingual settings. This is especially important in EMI scenarios due to the widely-reported breakdown between the ideal monolingual scenario expected by policymakers and administrators and its multilingual reality at the practical level since translanguaging has been demonstrated to effectively bridge this gap by liberating teachers and students from the narrow constraints of monolithic norms. Based on Spolsky's (2004) tripartite framework of language policy theory, which includes language management, language belief (ideology), and language practice, it can be observed that the written regulations may not always align with the actual language choices made in practice. This discrepancy highlights the need for more effective language policy implementation. Therefore, the central focus of the current review will essentially shift to language belief and practice.

This review focuses on the role of teachers due to their transformative agency in making language decisions despite the prescribed institutional language policy (Phyak et al., 2022). Besides, regardless of the well-acknowledged interactive relationship between teachers' pedagogical thinking and doing (Yuan, 2017), Borg (2003) and Stainton Rogers (2011) point out a potential gap between teachers' beliefs and practices, which might bring about the sense of frustration and depression. Therefore, the review also sets out in response to Borg's (2017) call to investigate the nature of the disparities and consistencies between them and to augment our knowledge of how teachers perceive and enact translanguaging as a potentially

practical teaching approach in EMI classrooms. We hope this review establishes what is already known about the teacher beliefs and practices regarding translanguaging in the EMI context, offers valuable insights to classroom practitioners, and provides an authoritative foundation for researchers intending to expand in this field through new primary research.

2. Method

This systematic review is based on PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) reporting guidelines (Page et al., 2021), following procedures of (i) a systematic database search, (ii) preliminary title/abstract screening, (iii) thorough examination of full-text articles, and (iv) coding of full-text articles in NVivo 12. Overall, this review employs the qualitative approach to data analysis.

2.1. Review Questions

This systematic review will investigate the following questions:
1. What were teacher beliefs towards translanguaging pedagogy in EMI classrooms?
2. What were classroom practices from the translanguaging lens in EMI classrooms?
3. What factors enabled and constrained the transition from teacher beliefs to classroom application of translanguaging pedagogy?

2.2. Inclusion Criteria

The studies were included according to the following:
- Publication date—Studies were published from 2015 to December 2023, as research beyond the past decade was considered outdated and did not accurately represent current situations and trends.
- Study type—Qualitative or mixed-methods studies with in-depth qualitative part that report empirical data on teacher beliefs and classroom practices of translanguaging.
- Context—Studies were eligible if they were described/entitled/designated as EMI, English medium instruction or English as a medium of instruction.
- Participants—At least part of the participants were teachers.

2.3. Searching Strategy

The following databases were searched: Resources Information Centre (ERIC), Scopus, Web of Science and Google Scholar. "Translanguaging", "EMI", "teacher beliefs", "classroom practices", and various combinations, were utilised to conduct a database search to identify literature published from 2015 onwards.

2.4. Selection Process

We initially reviewed the titles and abstracts of all records retrieved through the search process after automatic duplicate removal. Those records that could not be definitively excluded based on the information presented in the preliminary screening of the title and abstract were further assessed through a comprehensive evaluation of the full texts. Studies that met all the pre-established inclusion criteria were kept for subsequent data extraction and synthesis phases.

Two independent reviewers screened titles and abstracts for eligibility, followed by a full-text analysis. Furthermore, comprehensive scrutiny was also conducted on the full texts of all potentially relevant articles identified through snowballing. This included articles that discussed terms associated with translanguaging (e.g., translingual, trans-sanitising, and code-switching) to ensure that all pertinent empirical studies were included before and after the analysis.

2.5. Data Extraction and Data Items

Data extraction involves three categories: (1) general information, comprising reference details, source, publication type, and funding source; (2) descriptive data, including context, participants, and methods; and (3) analytical data, covering teachers' translanguaging beliefs, practices, influential factors, conclusions, and limitations.

2.6. Quality Assessment

The review uses the Joanna Briggs Institute Critical Appraisal Checklist for critical and interpretive research (Lockwood et al., 2015). It serves as a recommended quality appraisal tool designed explicitly for primary qualitative research to assess the trustworthiness of each study by scrutinising the potential bias in its design, conduct, and analysis. Even though some included studies employed mixed-methods design, findings related to the research questions of this review were yielded from the qualitative part. Each study was assigned a quality rating from 10 (indicating the study has provided the most trustworthy evidence) to 0 (suggesting the study has not adequately addressed sources of bias, if at all). Additional specifics regarding the assessment methodology for these criteria and the rationale behind the ratings were elaborated in the Supplementary Materials (Lockwood et al., 2015).

2.7. Synthesis

Given our prior knowledge of the literature and the nature of our review questions, we anticipated that eligible studies would focus on teacher beliefs and classroom practices. Therefore, we opted for a thematic synthesis (Thomas & Harden, 2008), as it has been specifically developed and applied to address research questions concerning people's perspectives and experiences. Specifically, it consists of three stages: a "line-by-line" coding of text, the development of "descriptive themes" based on shared patterns among the primary studies, and the generation of "analytical themes", which move beyond the primary studies, forming new interpretive constructs and explanations (Thomas & Harden, 2008, p.7). Data was primarily analysed inductively to identify emergent themes. In contrast, the analysis also involved constructing a preliminary coding manual, which was informed by Borg's (2003) teacher cognition theory and research questions, focusing on teacher belief, classroom practice, and contextual factors. To address RQ1 and RQ2, we extracted all the participants' quotations and text under the results and discussion sections of each included study into the NVivo Software. By doing so, we kept close to the original findings and categorised them into multiple descriptive themes across eligible literature. To address RQ3, we inferred barriers and facilitators for transitioning teacher beliefs into classroom application on translanguaging pedagogy by comparing and contrasting the views expressed by teachers and practices observed by researchers across studies, thus developing an analytical thematic schema.

3. Results

Four databases were searched to obtain a dataset from 2015 to December 2023, yielding over 3,000 publications (see PRISMA flow diagram in Figure 1).
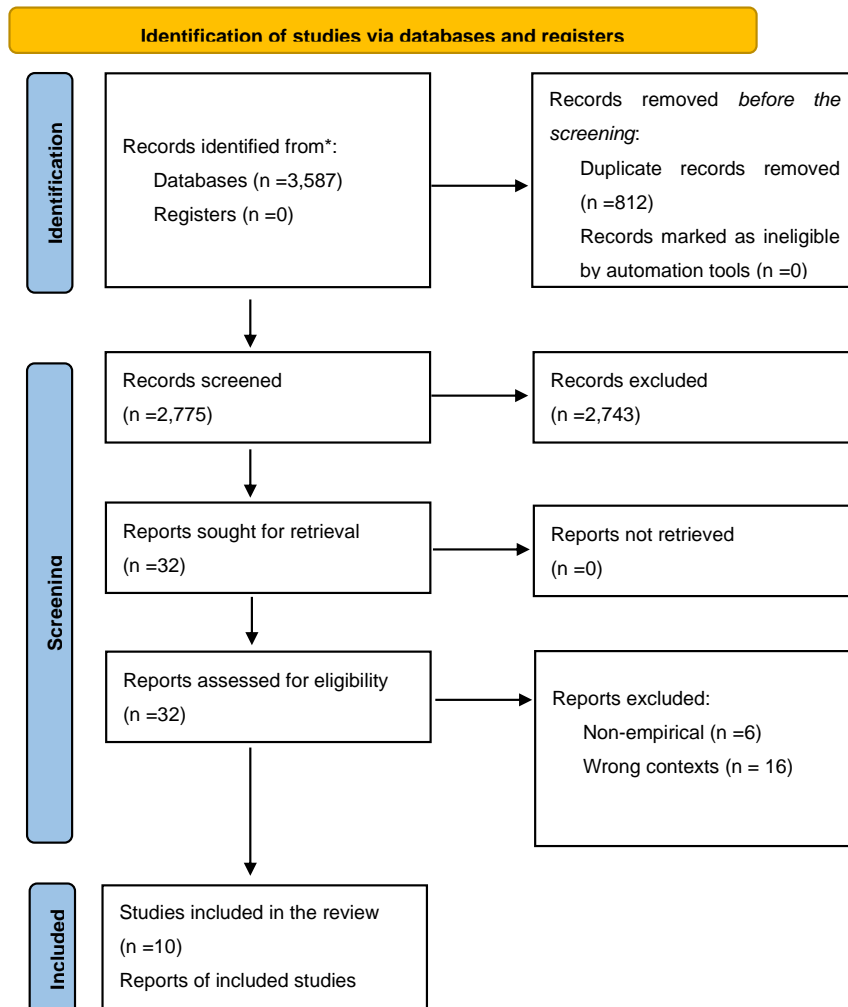

Figure 1. PRISMA flow diagram (Page et al., 2021)

3.1. Teacher Beliefs

The first theme that emerged from the data pertains to the findings of all included studies, specifically focusing on how teachers perceive and recognise the value of translanguaging pedagogy in their classrooms. In other words, the data was coded to understand to what extent teachers realise the benefits of students' prior linguistic resources for knowledge construction and other pedagogical purposes. As a result, the following subthemes emerged: *translanguaging as a valuable and inevitable strategy* and *translanguaging as a detrimental practice*. We will expound upon these two themes with illustrative quotes from participants in the included studies.

3.1.1. Translanguaging as a Valuable and Inevitable Strategy

Integrating translanguaging into pedagogy is a multifaceted concept, with teachers recognising its dual nature as both a valuable tool and an inevitable strategy in the

educational landscape. This dual perspective presents translanguaging as two sides of the same coin, embodying its potential benefits and acknowledging its inherent presence as a survival strategy.

On the one hand, translanguaging is viewed as a valuable tool, supported by empirical evidence highlighting its positive impact in bridging knowledge gaps and facilitating meaning-making (Doiz & Lasagabaster, 2017; Jia et al., 2023; Gu et al., 2022; Chang, 2019; Tri & Moskovsky, 2021). Scholars emphasise its effectiveness in bridging students' cultural and historical background knowledge with abstract disciplinary content, transmitting content knowledge, and aiding meaning-making processes. For example, one of three teachers observed and interviewed by Jia et al. (2023) positively recognises the integration of multilingual resources for teaching in EMI classrooms. From his perspective, prior linguistic cues were an intrinsic advantage that should be exploited whenever he needed to address difficulties that students encountered in understanding his instruction, especially when tackling cognitively demanding concepts. Tri and Moskovsky (2021) also acknowledged the affordances of translanguaging practice not only for knowledge construction within school settings but also for post-graduation preparation in local labour markets. They argued that translanguaging plays a crucial role in helping students navigate the demands of the local workforce by improving students' conceptual competence in the mother tongue.

On the other hand, translanguaging is recognised as an inevitable strategy, acknowledging its pervasive nature within classrooms despite efforts to maintain an English-only environment (Serna-Bermejo & Lasagabaster, 2022; Doiz & Lasagabaster; Fang et al., 2023). For instance, in Doiz and Lasagabaster's (2017) research, an EMI teacher expressed that while maintaining English as the primary language is desirable, the occasional use of the students' L1 was inevitable in certain circumstances and contexts. Similarly, the findings of Fang et al. (2023) and Tri and Moskovsky (2021) indicated the impracticality of adhering strictly to English usage at all times, as it may lead to communication breakdowns. Hence, it was acknowledged that languages other than English should be judiciously and selectively employed to complement comprehension whenever necessary as a survival strategy. This recognition emphasised the pragmatic nature of translanguaging as a pedagogical approach, acknowledging its inevitability and advocating for its strategic and context-appropriate application.

Essentially, these two perspectives on translanguaging coexist as essential aspects of the same pedagogical coin. Teachers recognise the value of translanguaging as a powerful tool for practical instruction and knowledge construction while acknowledging its inevitability and advocating for its strategic and judicious use to enhance learning experiences.

3.2. Translanguaging as a Detrimental Practice

A prevalent theme in the literature also highlighted teachers' resistance to translanguaging pedagogy within their classrooms, with several studies underscoring concerns about its potentially detrimental effects on students' language and content development (Serna-Bermejo & Lasagabaster, 2022; Tri & Moskovsky, 2021; Doiz & Lasagabaster, 2017; Jia et al., 2023; Fang et al., 2023). Teachers expressed worries, as noted in Serna-Bermejo and Lasagabaster's (2022) study, regarding the potential negative impact of translanguaging, particularly its role in fostering students' overreliance on and excessive use of languages other than English. Similar concerns were echoed in studies by Doiz and Lasagabaster (2017), Jia et al. (2023), and Fang et al. (2023). Participants in these studies exhibited

negative views on translanguaging, instead advocating for the exclusive use of English during instructions to create an immersive environment to enhance target language competencies (Tri & Moskovsky, 2021). Fang et al. (2023) and Jia et al. (2023) further argued that maintaining an English-only practice could reinforce teachers' power and authority, contributing to their professionalism in EMI courses. However, this approach contradicts the goal of translanguaging pedagogy, which aims to create an inclusive classroom and establish educational equity. Despite this resistance, it is noteworthy that researchers (Serna-Bermejo & Lasagabaster, 2022; Doiz & Lasagabaster, 2017; Fang et al., 2023) still observed instances of languages other than English being used in classrooms. This observation showcased a discrepancy between teachers' translanguaging beliefs and their actual classroom practices, adding a layer of complexity to the ongoing debate surrounding the effectiveness and appropriateness of translanguaging in educational settings. Regardless of educators' varying beliefs about translanguaging, the subsequent section will shed light on using translanguaging practices in the classroom.

3.3. Classroom Practices

The second central theme was developed based on the findings of all included studies concerning the frequency with which teachers tend to use translanguaging pedagogy in their classrooms. The following four subthemes were identified: targeted L1 use, English-dominant, integrative, and flexible.

3.3.1. English-Dominant

The theme revolves around monolingual classrooms where English is the sole medium for all instruction and interaction. Only a few studies have delved into how teachers in such settings strictly adhere to using English exclusively (e.g., Drljača Margić & Molino, 2022; Fang et al., 2023; Yuan & Yang, 2020). The primary rationale behind this practice was often tied to the teachers' distinct L1s compared to their students, coupled with the prevailing monolithic ideology behind EMI language policies (Yuan & Yang, 2020).

For instance, Yuan and Yang (2020) observed teacher educator courses without planned pedagogical translanguaging practices. In these settings, only two spontaneous instances were observed. Interestingly, these instances occurred without prior preparations, leading to a lack of deliberate effort to create a welcoming atmosphere or establish associations between students' background knowledge and the main messages the teacher intended to convey. This highlights a prevailing trend in monolingual classrooms where the exclusive use of English is maintained, often influenced by the unique linguistic backgrounds of teachers and the overarching EMI language policy.

3.3.2. Targeted L1 Use

Many studies have consistently reported that the use of the L1 is typically limited to occasional instances aimed at clarification or providing support to struggling students (e.g., Drljača Margić & Molino, 2022; Serna-Bermejo & Lasagabaster, 2022). Drljača Margić and Molino's (2022) findings indicated that non-English words or strings were present in 80% of observed lectures, albeit with low frequency. Interestingly, these instances were often pragmatic strategies employed not necessarily for direct pedagogical purposes but to build rapport and enhance overall communication. Pedagogically driven translanguaging was also identified in some instances to clarify complex terminologies and improve students'

comprehension of content knowledge, although these instances were infrequent (Fang et al., 2023). Similarly, Serna-Bermejo and Lasagabaster (2022) reported a low presence of translanguaging in observed EMI classrooms, with most occurrences related to subject matters. The infrequent use of translanguaging is ascribed to the hesitancy of both teachers and students regarding linguistic flexibility, coupled with apprehensions about exceeding the prescribed medium of instruction. Expanding beyond classroom instructional activities, Doiz and Lasagabaster (2017) noted even less frequent translanguaging practices in learning materials and assessment tasks. This phenomenon could be attributed to the additional efforts required by teachers for translation. In addition to the functions above of minimal translanguaging, certain studies (Doiz & Lasagabaster, 2017; Chang, 2019; Jia et al., 2023) highlighted the occasional use of translanguaging for classroom management.

3.3.3. Integrative

Among the included articles, only two studies, namely Alhasnawi (2021) and Jia et al. (2023), actively reported the incorporation of L1 for purposes such as vocabulary building, collaborative learning, and content scaffolding. Alhasnawi's (2021) investigation in both on-campus and online classrooms showed substantial use of students' L1 during teaching processes. Notably, English was primarily reserved for explaining subject-specific concepts and terminologies. This approach stemmed from teachers' emphasis on fostering content understanding, problem-solving, and logical thinking, recognising that achieving these goals might be challenging if English were used exclusively throughout the instruction. Similarly, Jia et al. (2023) attributed the extensive use of shared L1 between teachers and students to minimal EMI teaching experience, perceived inadequacies in students' English proficiency, and unfamiliarity with disciplinary-specific vocabularies.

This integrative approach views translanguaging as a pragmatic response and a pedagogical strategy to enhance content understanding and promote effective communication. In this sense, it aligns with the sociocultural theory that language functions as an integral part of the knowledge construction and meaning-making processes (Vygotsky, 1978).

3.3.4. Flexible

A few studies have explored instances where teachers demonstrate flexible language shifting between English and L1s based on the learning task and student needs (Gu et al., 2022; Fang et al., 2023). In one such study conducted at a Chinese university, Gu et al. (2022) observed nine teachers who adeptly coordinated various linguistic, spatial, and semiotic resources to enhance the co-construction of knowledge and meaning with their students. These teachers deliberately employed a flexible approach, organically integrating content and language teaching to fulfil better the diverse requirements of the learning tasks and students' needs. This finding highlights a nuanced and adaptive teaching practice that responds to the dynamic nature of language learning and instructional demands. The flexible use of translanguaging is due to the participants viewing themselves more as content teachers who considered teaching subject matter the primary objective, thus focusing more on the efficiency and effect in meaning-making instead of language teaching.

3.4. Contextual Influences

To address the RQ3, a thematic analysis was employed to investigate the factors influencing the transition from teacher beliefs to classroom practices of translanguaging. While some

papers did not explicitly discuss these factors, valuable insights were inferred from sections detailing findings or research implications. The ensuing discussion is organised into four key subsections: political factors, pedagogical factors, interactional factors, and ideological factors. Throughout the discussion, quotes from selected papers are incorporated to exemplify and support these identified themes.

3.4.1. Political Factors

Political factors in this review were informed by Shohamy's (2006) findings regarding language policies, which might not "exist in the form of clear-cut labelled statements" (Spolsky, 2004, p.11). Instead, they are determined and implemented through various mechanisms that cannot be directly deducible from laws and policy papers but from "rules and regulations, language educational policies, language tests, language in public space as well as ideologies, myths, propaganda, and coercion" (Shohamy, 2006, p. 56).

Most studies examining the transition from teacher beliefs in translanguaging to classroom practices underscored the substantial impact of monolingual policy mechanisms. Teachers interviewed by Chang (2019), Tri and Moskovsky (2021), Yuan and Yang (2021), and Fang et al. (2023) explicitly stated that the university's language policy, mandating 100% English use, was the primary reason for adhering to an English-only practice during lectures. Despite recognising the potential benefits of using students' L1s for a more natural and meaning-making experience, these teachers felt discouraged due to the institutional policy.

Beyond explicit institutional management of language use, implicit political mechanisms were also identified, including monolingual-based assessments, teaching materials, and hegemonic language ideologies embedded in school syllabi and curricula. For instance, in Drljača Margić and Molino's (2022) study of EMI classrooms across five European countries, 73% of participants acknowledged both explicit and implicit English-only institutional policies. Participants expressed that they "have to write their exam in English", "all the materials we use are in English", and "in the curriculum and for this specific course, it says it has to be in English" (p.33). These findings highlight the pervasive influence of political factors on language practices within educational settings.

3.4.2. Pedagogical Factors

Nearly half of the studies identified the mediating role of pedagogical factors in the relationship between teachers' translanguaging beliefs and practices (Gu et al., 2022; Fang et al., 2023; Alhasnawi, 2021; Chang, 2019). For example, Gu et al.'s (2022) research highlighted a teacher explicitly stating, "We need to clarify why we use English… It depends on the subject's nature. In customer relations management, Chinese is better, and there is no strong reason to use English" (p.15). This indicates that translanguaging to the local language could enhance students' contextualised understanding of content knowledge. Similar findings were observed in Fang et al.'s (2023) research, where translanguaging practices were more prevalent in humanities than sciences due to the higher linguistic density in the former.

Alhasnawi's (2021) and Chang's (2019) studies also reached similar conclusions, suggesting that, compared with symbol-based discourse in the sciences, humanities exhibit more translanguaging practices owing to their higher linguistic density. These findings highlighted the nuanced role of pedagogical factors, particularly disciplinary differences, in shaping teachers' decisions regarding using translanguaging practices in the classroom.

3.4.3. Interactional Factors

Many studies proposed that translanguaging acts as a pragmatic strategy to tackle inadequate English proficiency among both lecturers and students, refrained from the strict enforcement of an English-only environment (e.g., Drljača Margić & Molino, 2022; Gu et al., 2022; Fang et al., 2023; Tri & Moskovsky, 2021). Gu et al. (2022) interviewed teachers who expressed their worries about students' difficulties understanding subject matters if the courses were delivered exclusively in English. By contrast, translanguaging was less commonly deployed when teachers believed that their students possessed sufficient competencies to understand the lessons fully in English, as they said, "I think in general their level is sufficient to follow the lessons." (Drljača et al. 2022, p.42). The acknowledgement that teachers use languages other than English in response to their inadequate language proficiencies was less common; in Drljača Margić and Molino's (2022) research, only one participant mentioned translanguaging practices being used to compensate for their English language insufficiency.

Teachers also employ translanguaging to build rapport with students. In Drljača Margić and Molino's (2022) research, teachers reported instances such as "when students answered in Catalan, I would switch to Catalan" (p.33). However, some studies highlight a discrepancy in linguistic backgrounds among students, preventing teachers from fully engaging in translanguaging practices. For example, several teachers in Drljača Margić and Molino's (2022) study noted that, despite the potential naturalness of using the L1, English as a lingua franca was employed to allow international students to participate. This highlighted the multifaceted nature of translanguaging as a strategic tool influenced by considerations of proficiency, inclusivity, and building connections within the learning environment.

3.4.4. Ideological Factors

Ideological factors that influence the alignment between teacher beliefs and classroom practices have been documented in several articles (e.g., Drljača Margić & Molino, 2022; Doiz & Lasagabaster, 2017; Gu et al., 2022; Alhasnawi, 2021). In multilingual classrooms observed by Drljača Margić and Molino (2022), students were encouraged to occasionally switch to languages other than English, even in exams, to express themselves more precisely. This approach reflects teachers positioning themselves more as subject lecturers than language specialists. This finding aligns with the results of studies by Doiz & Lasagabaster (2017), Alhasnawi (2021), Jia et al. (2023), and Gu et al. (2022), where translanguaging was consistently deployed as participants prioritised students' acquisition of content knowledge.

Furthermore, Doiz and Lasagabaster (2017) attributed the discrepancy between teacher beliefs and self-reported practices regarding students' L1 use to deeply rooted monolingual ideologies and the general trend of language separation in that context. This underscored the need for more professional training focusing on the benefits of translanguaging to help teachers overcome prejudices and align their practices more closely with their beliefs. The ideological underpinnings play a crucial role in shaping teachers' thinking and doing regarding integrating students' L1s in the learning environment.

4. Conclusion

Overall, we identified only ten eligible studies. Taken together, our systematic review found (1) a substantial variation in how lecturers value and use learners' prior linguistic resources, (2) inconsistencies between teachers' beliefs and practices regarding translanguaging in EMI

classrooms and (3) a variety of contextual factors behind the teachers' integration of translanguaging praxis. As an emerging research area, further work on translanguaging is needed. We recommend that researchers collect more empirical data from primary and secondary levels of schooling. More quantitative studies are required to explore practitioners' beliefs and adoption of multiple language resources in various schools across different subjects to gain a more comprehensible and generalisable understanding of the factors that influence their relationship.

However, this review has certain limitations. Its concentration on Anglophone literature, search methodologies, inclusion/exclusion criteria selection and application, and time range brings these. Our search was limited to databases in the English language. Consequently, some non-English research may have been overlooked. Future revisions to the study should be considered to broaden the search approach. Another restriction might be our selection to incorporate research from various nations and jurisdictions. There are theoretical grounds to believe that teachers' translanguaging stances and classroom practices may vary depending on the broader social and educational contexts, widespread pedagogical trends and ideologies. Nevertheless, as we anticipated that the relevant literature would be limited, we decided to incorporate research from all over the world to present the most thorough review of the subject that the body of existing literature would permit. Future assessments should compare results from other nations with varying language and cultural backgrounds, assuming enough data supports such comparisons.

Despite potential drawbacks, the results of this systematic review of empirical studies on teachers' beliefs and behaviours related to overt translanguaging offer valuable information about the state of translanguaging research today, including how it is perceived and used in classrooms worldwide. Furthermore, it contributes to our understanding of complicated interactions of diverse factors mediating the relationship between teachers' thinking and doing. Doing so can raise the awareness of policymakers and teacher training programs about the importance of reconciling teachers' different beliefs and assumptions concerning translanguaging and fostering opportunities for teachers and students to engage in translanguaging practices. Moreover, educators should see themselves primarily as content instructors tasked with integrating disciplinary teaching with English, shedding excessive concerns about students' L1 usage. This shift in perspective can foster the flexible adoption of translanguaging practices in their classrooms, ultimately advancing educational equity and cultivating an inclusive learning environment for all students. Lastly, it may aid in laying the foundation for future studies on translanguaging in EMI situations and beyond by highlighting the future research directions required to advance the topic.

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