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Shifting Paradigms in Translanguaging: A Scientometric Analysis of Research Trends and Trajectories

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Abstract

Over the past decade, numerous papers have documented translanguaging studies, significantly contributing to the shifting paradigm in this research area. However, comprehensive bibliometric analysis on the landscape of translanguaging research to uncover the prominent areas and potential future directions is rare. Therefore, this bibliographic study analyzed articles from the Scopus database published from 2014 to 2023 using 'translanguaging' as the keyword. The identified retrieval data (2,213 entries) was used to analyze the publication authors, affiliations, source journals, countries, times cited, citation networks, and keyword co-occurrences to uncover the intellectual structure and dynamic progress of translanguaging studies. The data was analyzed and visualized using the Bibliometrix R package and VOSviewer. The results revealed that there has been a steady and continuous growth in the number of publications on translanguaging over the past decade. The USA and the UK are leading countries in translanguaging publications and citations. The shifting themes of translanguaging from 2014 to 2020 focus on language-integrated learning and teacher education. However, from 2021 to 2023, research has risen on various educational and sociolinguistic subjects, including multilingual education, ESL, literacy, equity, classroom interaction, language teaching, home language pedagogy, decoloniality, mobility, and social justice. Further research is needed to explore the influence of technology on translanguaging practices and the capacity of artificial intelligence to improve multilingual communication.

Keywords: Bilingualism, multilingual communication, scientometric analysis, translanguaging.

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1. INTRODUCTION

In contemporary linguistic and educational research, the study of translanguaging remains significant, representing a departure from traditional perspectives on bilingualism while emphasizing the flexibility and dynamism of language practices. Translanguaging involves cognitive mechanisms through which bilingual speakers adeptly alternate between two languages to enrich their learning process (García & Lin, 2016). Its significant role in contemporary linguistic research is evident in various fields, including digital communication, social justice, and inclusive education (Mısır & Işık Güler, 2024; Veliz, 2021). The growing interest in translanguaging also signifies the progression of academic and societal ideals that emphasize the importance of various languages to foster inclusivity and fair environments. For instance, L. Li and Huang (2021) found that using translanguaging strategies can improve communication in diverse societies, especially in digital literacy and social media interactions.

Scholars have extensively investigated the ramifications of translanguaging in different educational settings, leading to significant growth in this discipline. Translanguaging, first developed in Welsh bilingual classrooms, is a teaching approach that harnesses students' complete range of languages to enhance their understanding and learning. Jones and Lewis (2014) demonstrated that translanguaging in Welsh primary schools improved students' ability to comprehend and incorporate information by alternating between languages during academic activities. Meanwhile, García (2009) and Creese and Blackledge (2010) conducted additional studies that broadened the concept of bilingual education from its original Welsh context to a worldwide perspective. These researchers further highlighted the disruptive impact of translanguaging on conventional monolingual assumptions and its promotion of dynamic bilingualism. It is believed that translanguaging enables students to effectively utilize their entire range of language skills to enhance learning and communication in educational settings (Lin & Leung, 2023).

Despite these advancements, there remains a need to examine the extent to which translanguaging research has diversified across disciplines and geographical contexts and how influential scholars, institutions, and journals have contributed to its development. Understanding these aspects can offer valuable insights into the impact and trajectory of translanguaging studies. Following the proliferation of translanguaging research globally, this study utilizes bibliometric analysis to understand current trends and future translanguaging research trajectories. By systematically mapping research output from 2014 to 2023, this study seeks to bridge the existing knowledge gap by providing a structured examination of scholarly contributions in the field. Three research questions were formulated to guide this study.

1. What is the progression of publishing trends in translanguaging research from 2014 to 2023?
2. Which authors, countries, and journals have exerted the most significant influence in translanguaging research, and what are the links between these authors, their countries, and the journal sources?
3. How have the primary themes of translanguaging research shifted, and what is the potential for future research?

The study aims to examine the distribution of translanguaging research over time, identify influential journals and authors, and examine the international collaboration network. It also seeks to understand the relationships between authors, countries, and journal sources and to highlight shifting research trends and emerging areas of interest. By offering a comprehensive scientometric of the field, this study equips researchers, educators, and policymakers with critical insights to guide the future development of translanguaging scholarship and enhance its practical applications.

2. LITERATURE REVIEW

2.1 Translanguaging as a Theory

Translanguaging has become a prominent theoretical framework in practical linguistics, specifically in bilingual education and language instruction. The translanguaging philosophy challenges traditional monolingual norms by promoting language activities that go beyond individual languages, linguistic varieties, and semiotic systems. This technique exemplifies the ever-changing, adaptable, and interrelated communication characteristics in the 21st century. Translanguaging is a linguistic philosophy based on heteroglossia. It emphasizes the importance of bilingualism and provides a framework for advancing educational fairness and a critical understanding of various languages (Cinaglia & De Costa, 2022; MacSwan, 2017).

Welsh educator Cen Williams first introduced the term translanguaging, later translated into English as part of educational strategies used in Welsh revitalization projects. In these initiatives, teachers and students use both Welsh and English in different combinations to fully exploit their linguistic abilities. Since then, translanguaging has developed over time into a comprehensive theoretical concept that includes a range of multilingual and multimodal actions (García, 2009).

As an educational method, translanguaging has demonstrated efficacy in promoting student engagement and facilitating a more profound comprehension of both language and subject matter (García & Kleyn, 2016; García & Wei, 2014). It promotes the utilization of students' complete linguistic abilities, leading to more complex and refined contributions (Han, 2023). Translanguaging has proven effective in supporting inclusive teaching strategies that recognize and validate students' diverse language backgrounds, particularly in multilingual educational settings. Furthermore, in elementary writing instruction, the approach enhances students' ability to articulate their ideas with greater clarity, depth, and confidence (Salmerón, 2022).

Academics have thoroughly analyzed the theoretical underpinnings of translanguaging and its consequences for teaching and learning languages and content subjects such as Mathematics and Science (Schmidhofer et al., 2022). Moving from standard views on bilingualism towards a more fluid and interconnected one is quite revolutionary (Vogel et al., 2020). According to the translanguaging theory, people do not switch between different language systems but instead draw on one dynamic set of linguistic resources to communicate (Otheguy et al., 2015). That is, by breaking down the existent artificial and ideological barriers between languages, this method disagrees with traditional educational paradigms, offering participants the possibility to work as empowered learners/educators while contributing to an education system that is more inclusive and fairer (García & Wei, 2014).

Translanguaging, as a term, reflects an essentially human reflex to move past the limitations placed on us by language and culture in an attempt at better communication practices (Dovchin & Wang, 2024; Mulvey, 2021). This perspective underlines the multimodal nature of language learning and use, showing that cognition and semi-compositional modes are intertwined in everyday communication (Wei, 2016). Research is establishing translanguaging theory as a powerful force in shaping the future of language education, promoting greater inclusivity and fairness in society.

2.2 Emergence and Evolution of Translanguaging Research

As noted above, the origins of the term 'translanguaging' can be traced to Williams (1994), as cited by García and Wei (2014, p. 20), who used the Welsh term '*Trawsieithu*', which was translated into English as translanguaging. Earlier concepts of code-switching and code-mixing were considered too narrow and restricted to the analysis of surface grammatical forms. Initially used in the context of Welsh-English bilingual classroom interaction, "it referred to a pedagogical practice where students were asked to alternate languages for receptive and productive use" (García & Wei, 2014, p. 20), for example, reading in English and writing in Welsh, or vice versa.

Translanguaging research has become more significant in applied linguistics, specifically in bilingual education and language instruction (Velasco & García, 2014). Researchers emphasize the congruence of translanguaging with a language ideology that promotes linguistic diversity and the maintenance of minoritized and endangered languages (Mulvey, 2021). Translanguaging is seen as a strategy to question the dominance of a single language and promote fairness in education (Cinaglia & De Costa, 2022; MacSwan & Rolstad, 2024). This perspective highlights the intrinsic significance of being bilingual and advocates for purposefully harnessing children's entire repertoire of languages to foster a profound understanding of multiple languages.

Lee and Wei (2020, p. 588) provide an alternative definition of translanguaging: "the creative and critical deployment of semiotic resources in communication that transcends normative boundaries between named languages". The definition emphasizes the fluidity of language practices and speakers' agency in negotiating meaning across linguistic boundaries. To capture the complexity and spontaneity of such interactions, they introduced the notion of 'throwntogetherness', a concept that reflects the layered, improvised, and context-sensitive nature of multilingual communication (Lee & Wei, 2020; Massey, 2005; McLellan, 2023). By framing translanguaging in this way, they challenge static notions of language and instead highlight the dynamic interplay of linguistic, cultural, and spatial factors in real-world communication.

Many research studies have examined whether or not a translanguaging approach has worked within the educational field. A bilingual approach ensures students access their whole language toolset, increasing literacy practices and understanding the meaning of both content and linguistic skills (Han, 2023; Salmerón, 2022). The versatility of translanguaging in these domains is illustrated using various new educational methods and frameworks (Kim & Wright, 2022; Wang, 2022).

Translanguaging studies span multiple academic disciplines, including linguistics, education, sociology, and psychology. Scholars have highlighted the potential of this approach to substantially influence conventional educational institutions, enhance awareness of the diverse range of languages spoken, and foster inclusive learning environments that respect and celebrate students' linguistic backgrounds (G. Li, 2022). As an emerging approach, translanguaging significantly impacts language education, offering opportunities to enhance instruction and acquisition in multilingual settings. Beyond the education domain, translanguaging approaches also challenge the whole notion of named languages which are socially constructed through being named (Wei, 2018; Wei & García, 2022), and this, in turn, casts doubt upon conceptualizations of bi- and multilingualism, a challenge previously expounded by Makoni and Pennycook's (2007) notions of 'disinventing and reconstituting languages'.

However, the suggestion that translanguaging replaces language alternation, code-switching, and code-mixing has been challenged recently. MacSwan (2022) suggested that the questioning of 'named languages' may threaten the linguistic human rights of minority indigenous communities to name and defend their languages as identity markers: "If we take seriously the proposition that discrete languages do not exist, and multilingualism does not exist...then we cannot meaningfully advocate for children to have access to instruction in their home language" (MacSwan, 2022, p. 29; McLellan, 2023, pp. 12-13).

2.3 Bibliometric Analysis of Translanguaging Research

Several scholars have conducted bibliometric research to understand the aspects and impacts of translanguaging as both a linguistic tool and a phenomenon. For instance, Lu and Gu (2024) conducted a comprehensive analysis of 32 empirical studies, focusing on two primary topics: digital translanguaging pedagogy and its impact on English writing and digital multimodal composition. These studies highlight digital translanguaging to establish inclusive and collaborative learning spaces, not least for multilingual learners: using digital technologies in educational practices can demonstrate that translanguaging overcomes linguistic and cultural barriers, positively impacting students' and teachers' experiences.

On the other hand, Sun and Lan (2021) conducted a bibliometric analysis of 165 journal articles published from 2011 to 2020, identifying major research trends in trans writing studies.

The notion of translingual practice developed by Canagarajah (2013, 2015, 2020) has been considered vital to understanding how patterns emerge in writing. The construct of translingual practice, which has led to notions of spatial repertoires, translanguaging, and translingualism, has sought to highlight the dynamic, elastic nature of language in writing within ‘trans’ studies. Additionally, the data reveals a growing interest in applying ‘trans’ methods to writing practices and increased deployment of terms such as translingual (inborn) and translanguaging space. Conversely, conversations around translingual writing, code-switching, and monolingualism are much less frequent. Particularly in the last decade, with shifts and changes in understandings around language that include elements of ‘trans’, there has been a noticeable downturn due to muddled terminology (Sun & Lan, 2021). The repositioning signifies greater awareness and deployment in academic pedagogical domains.

However, thus far in the literature, research on translanguaging has predominantly attended to its manifestation within educational contexts and its implications for academic performance (Charamba, 2020; Nassif & Shapiro, 2023). However, there needs to be a better complete bibliometric analysis combining all these individual data pieces; efforts provide us with the total picture of how far this field has gone. Although a few studies have looked at how the translanguaging research landscape is developing as a research framework, e.g., Sun and Lan (2021) and Lu and Gu (2024), there is no systematic review of this kind that investigates global trends across all journal papers on translanguaging as an overarching phenomenon yet.

Based on the information above, the study fills in the research gaps. It aims to utilize bibliometric analysis to map the advancements and shifts in translanguaging research. This involves finding the most influential literary works, authors, and journals and examining theme changes over ten years. This study is significant because of the thorough methodology adopted in monitoring translanguaging research, which needs to be addressed using bibliometrics.

3. METHODS

Bibliometric analysis is the primary approach used in this study. A bibliometric analysis is a quantitative approach to analyzing bibliometric data, such as publication units and citations (Donthu et al., 2021). According to Groos and Pritchard (1969) and Broadus (1987), a bibliometric analysis may provide a systematic, transparent, and replicable process to review research based on statistical measures of research, scientists, or scientific activity. The process involves applying bibliometric theory and statistical techniques to study research in many scientific domains (Karakose et al., 2021). The bibliometric analysis process includes enabling the interpretation of significant theoretical and empirical works pertinent to a specific field of investigation and offering significant papers, authors, and journals that heavily influenced scholarly discourse (Aria & Cuccurullo, 2017). Bibliometric analysis helps identify meaningful research areas, significant publications, and collaborative partners in a particular field of study (Yang et al., 2016; Yaqin et al., 2024; Yaqin et al., 2023). Using bibliometric analysis, researchers can predict forthcoming trends, recognize emerging research areas, and guide future research priorities and educational approaches.

3.1 Data Retrieval Queries

The literature search was conducted in the Scopus database. Scopus database is a highly curated and comprehensive publication data source; hence, it is the best database for bibliometric analysis. The manuscript category is limited to original articles, book chapters, books, reviews, editorials, or conference papers. The searches were conducted on a specific day, May 1, 2024, to minimize fluctuations in the quantity of publications and citations. The term ‘translanguaging’ was used as a retrieval keyword.

Table 1. Search string.

Database	Search string
Scopus Database	TITLE-ABS-KEY (Translanguaging) AND (LIMIT-TO (DOCTYPE , "Ar") OR LIMIT-TO (DOCTYPE , "Ch") OR LIMIT-TO (DOCTYPE , "Bk") OR LIMIT-TO (DOCTYPE , "Re") OR LIMIT-TO (DOCTYPE , "Ed") OR LIMIT-TO (DOCTYPE , "Cp")) AND (LIMIT-TO (PUBYEAR , 2014) OR LIMIT-TO (PUBYEAR , 2015) OR LIMIT-TO (PUBYEAR , 2016) OR LIMIT-TO (PUBYEAR , 2017) OR LIMIT-TO (PUBYEAR , 2018) OR LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR , 2023))

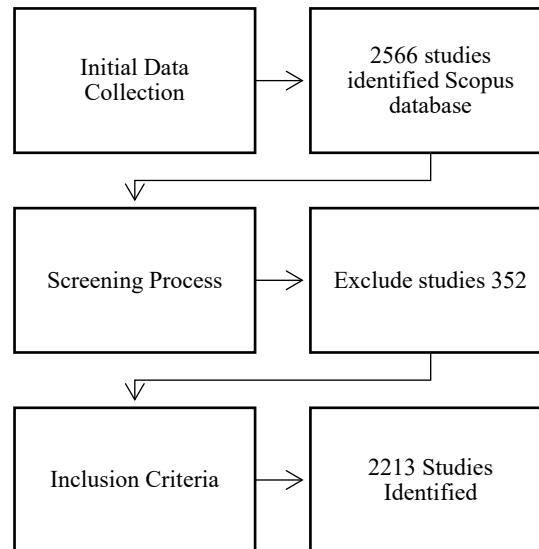


Figure 1. Process of data retrieval (Source: Authors' compilation).

3.2 Data Analysis

The study used the Bibliometrix R package and the latest version of VOSviewer 1.6.20 to visualize and analyze bibliometric data. Bibliometric theme analysis was performed on research examining translanguaging studies to address the research questions. The collected data underwent a rigorous process of gathering, extracting, filtering, and synthesizing as part of the Bibliometrix mapping analysis. The Scopus data, structured as CSV, was imported using the biblioshiny program in the Bibliometrix R package (<https://cran.r-project.org/>). Table 1 provides a concise summary of the main discoveries derived from the data. The study was also utilized by VOSviewer, a visualization tool developed by [van Eck and Waltman \(2010\)](#). The VOSviewer software, for example, conducts cluster analysis to identify significant research themes, analyses co-authorship and cooperation networks to understand collaboration patterns and measures co-citation and bibliographic coupling stations aimed at analyzing the intellectual structure of an area ([van Eck & Waltman, 2010](#)).

4. RESULTS AND DISCUSSION

This section presents an overview of the development throughout the decade from 2014 to 2023 in translanguaging. The analysis identified main publication trends and focused on the work produced by a few prolific authors and leading journals. It further examined the changes in themes and interests within translanguaging research and possible future directions of new scholarly inquiries in this area.

4.1 Publishing Trends in Translanguaging Research

Translanguaging research has experienced substantial growth in the past decade, as presented in Table 2, indicating a heightened acknowledgment of its significance in numerous studies. There has also been a steady increase in the number of publications, which indicates that research interest in translanguaging across geographical locations besides Wales (where it stems from) has been maintained. Details of critical data, document content, author collaboration, and document type on the study area in translanguaging research are provided in Table 2 to show a comprehensive view of this investigation.

The research publications in translanguaging, spanning from 2014 to 2023, showcase substantial intellectual activity and expansion. During this time frame, 2,213 papers were published from 690 different sources, resulting in a remarkable annual growth rate of 36.47%. The mean age of these documents is 3.45 years, suggesting a collection of recent and active research activities in this area. The average number of citations per document is 13.91, highlighting these works' significant impact and significance throughout the academic community. The significant reference count of 78,464 is evidence of the thorough research supporting these works.

The collection includes contributions from 2,707 authors, 693 of whom have produced single-authored documents, representing 43% of the total publications. The presence of collaboration is apparent, as each document, on average, has 1.9 co-authors, and 13.78% of the works involve co-authorship with overseas partners. These percentages indicate a substantial amount of cooperation and research conducted across different countries. The document genres varied, with journal articles being the most common, totaling 1,432. This is followed by 571 book chapters, 81 books, 62 reviews, 38 editorials, and 29 conference papers. This distribution represents a wide range of communication methods that researchers choose.

Table 2. Description of bibliometrix data.

Description		Results
Main Information About Data	Timespan	2014 – 2023
	Sources (Journals, Books, etc)	690
	Documents	2,213
	Annual Growth Rate %	36.47
	Document Average Age	3.45
	Average citations per doc	13.91
	References	78,464
Document Contents	Keywords Plus (ID)	317
	Author's Keywords (DE)	3,645
Authors	Authors	2,707
	Authors of single-authored docs	693
Authors Collaboration	Single-authored docs	945
	Co-Authors per Doc	1.9
	International co-authorships %	13.78
Document Types	article	1,432
	book	81
	book chapter	571
	conference paper	29
	editorial	38
	review	62

Figure 2 shows that the publication trends throughout the years demonstrate a significant surge in productivity, with the number of publications in the annual article publications from 2014 to 2023 indicating a consistent and significant growth in scholarly output. In 2014, the number of published articles was relatively modest at 31. However, there was a noticeable increase to 54 articles in 2015, reflecting an early surge in research activities. This upward trend continued over the next several years, with the number of publications rising to 74 in 2016 and 111 in 2017. The growth became even more pronounced in the following years, with 151 articles published in 2018

and 209 in 2019. The year 2020 saw a further increase to 260 articles, demonstrating the resilience and commitment of the research community even amidst global challenges.

The most significant increase occurred in the last three years of the dataset. In 2021, the number of articles climbed to 343, followed by a substantial increase to 471 in 2022. By 2023, the publications peaked at 509 articles. This steady and robust growth over the decade highlights an expanding interest in research and a growing dedication to advancing knowledge across various fields. The data reflects the increased volume of research and the heightened engagement and productivity of the academic community over the years.

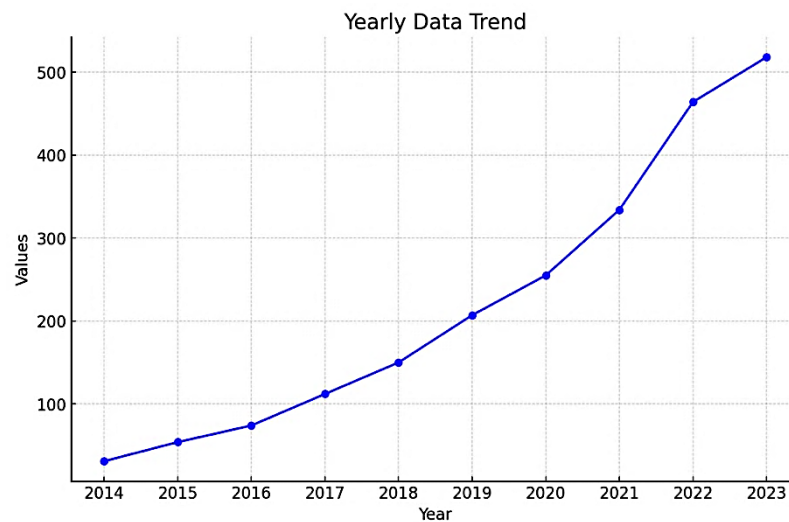


Figure 2. Publication by year.

4.2 Influential and Links of Authors, Countries, and Journal Sources in Translanguaging Research

This section examines the influence and connections of authors, key countries, and leading journals that contribute to translanguaging research. Figure 3 identifies a group of prolific contributors, with publication counts ranging from 11 to 43 articles. Ofelia García leads the field with the highest number of publications, followed by other notable scholars including Li Wei, Angel M. Y. Lin, Zhongfeng Tia, and Leketi Makalela. Together, these individuals account for a substantial portion of the literature and play a central role in shaping the direction of translanguaging research. This concentration of output highlights the significant scholarly impact and collaborative potential within the field.

Figure 4 shows the distribution of scholarly production by authors in translanguaging research. The data presented in the figure indicates a substantial proportion of authors who have published at least twenty-five on the issue of translanguaging, suggesting a strong adherence to Lotka's law (to explain how frequently writers publish on a particular topic). This study implies that numerous well-established authorities are involved in translanguaging research. Figure 5 displays the number of papers written by each author using the size of the circle, while the particular color reflects the number of citations obtained. The data emphasizes the crucial need for both single country publications (SCP) and multiple country publications (MCP) in conducting translanguaging research. The United States and the United Kingdom are leading in published production, showcasing a comprehensive presence in translanguaging studies. Nevertheless, the contributions from MCP in various countries have yet to reach their full potential and continue to be predominantly influenced by SCP.

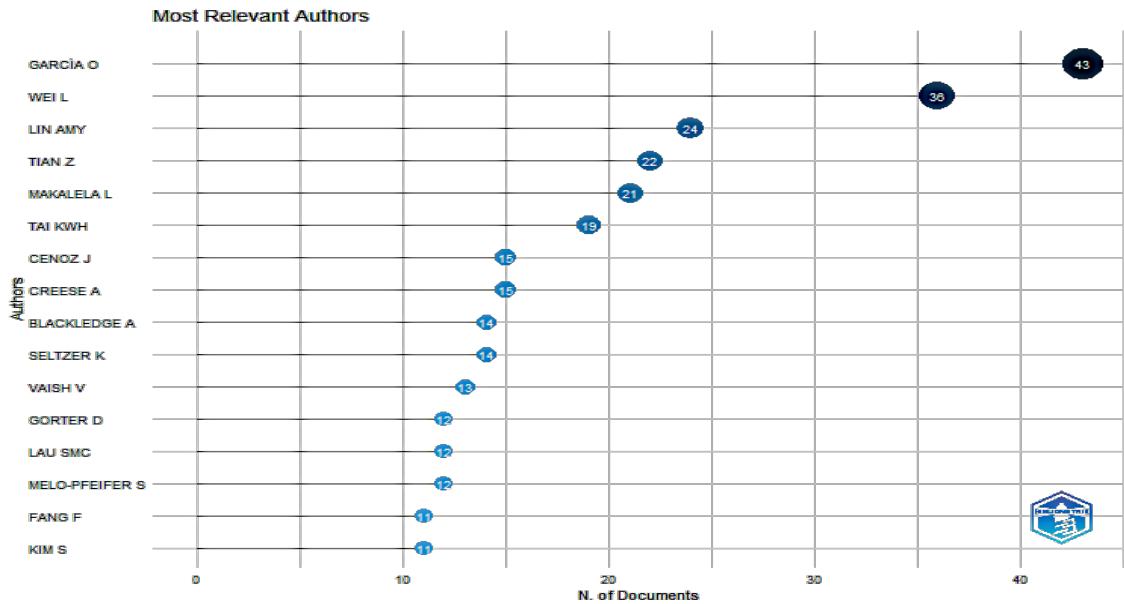


Figure 3. Influence the author with a minimum of 11 articles.

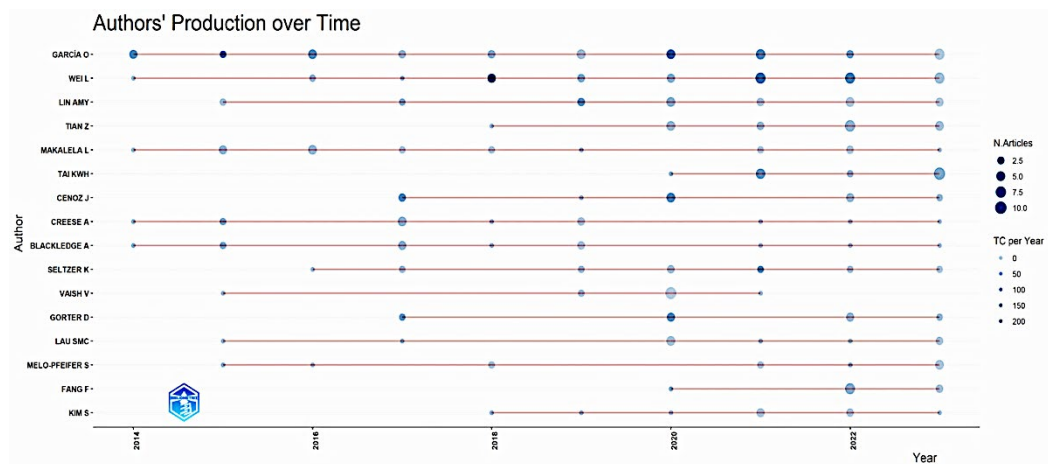


Figure 4. Authors' production over time.

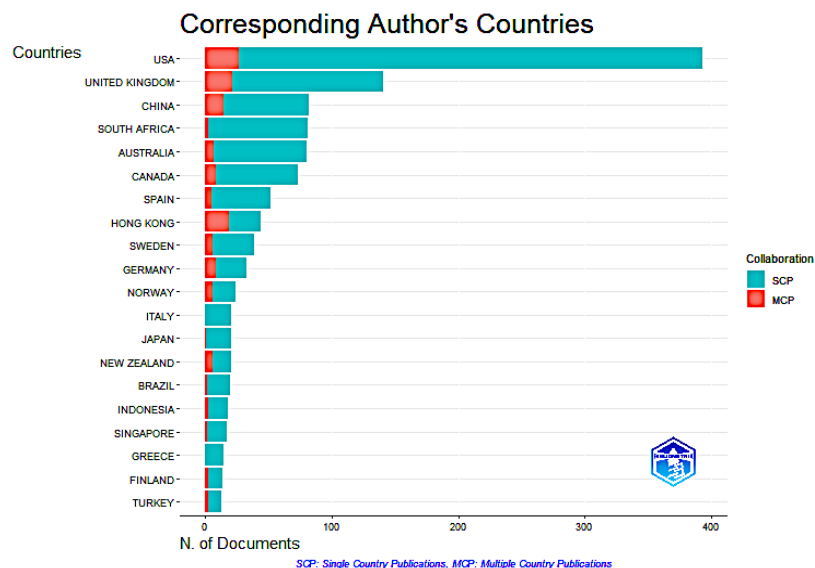


Figure 5. Corresponding authors' countries.

Furthermore, Figure 6 in the Sankey diagram examines the publication pattern by distinguishing between MCP and SCP. This study takes into account the country of the corresponding author. The graphic offers insights into the distribution of publications among various countries and the prevalence of cooperation between numerous countries. Figure 6 provides a visualization of the progression of research contributions from different authors (AU) to their respective associated countries (CO) and then to the sources or journals where their work is published (SO). The left column displays a roster of individual authors, including García O. and Cenoz J. A unique colored block represents each author. The center column presents the countries these authors are associated with, including prominent research-generating nations such as the USA, the United Kingdom, Spain, Canada, and China. The right column displays the journals or periodicals where the research papers are published.

Based on Figure 6, the number of individual and multiple publications is classified based on the author's nationality. The diagram illustrates the interconnectedness of joint publishing between several countries. The US, the UK, Spain, Canada, China, Australia, Hong Kong, and South Africa have demonstrated notable proficiency in international cooperative publishing, highlighting their robust collaboration with authors from different countries. In contrast, Figure 6 illustrates that nations such as Italy, Greece, Georgia, Mexico, and France have more documents published in peer-reviewed journals from within their own country. This finding indicates that authors from these nations primarily engage and cooperate with their compatriots.

Generally, most countries place greater importance on conducting research independently, resulting in a higher volume of publications stemming from collaborations within the same country rather than international partnerships. This tendency reflects strong domestic academic networks but may also suggest a missed opportunity for enriching research through global perspectives. To address this imbalance and promote increased research collaboration, it is imperative to enhance bilateral cooperation and facilitate more joint international publications in the future within the field of translanguaging research.

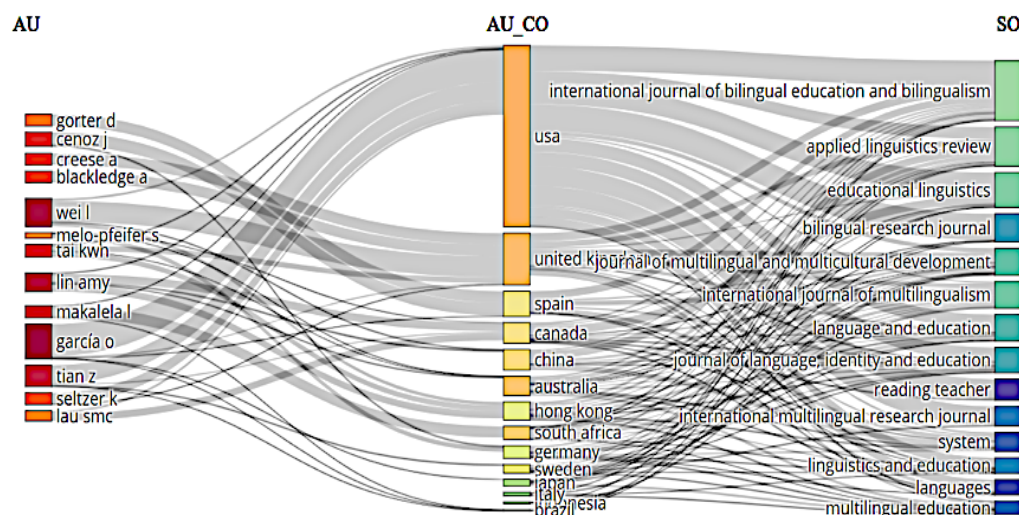


Figure 6. MCP and SCP by country and sources.

Figure 7 visualized the progression of translanguaging research contributions from different authors (displayed on the left) to the universities or affiliations they are associated with (in the center) and ultimately to the sources or journals where their work is published (on the right). The findings in Figure 7 include the substantial impact made by authors such as Ofelia García, Li Wei, Angel M. Y. Lin, the influential positions held by major institutions like the University of Cambridge and University College London, and the significance of journals such as the International Journal of Multilingualism within the discipline. Figure 7 illustrates the interconnections among authors, their institutional affiliations, and the journals where they publish their research.

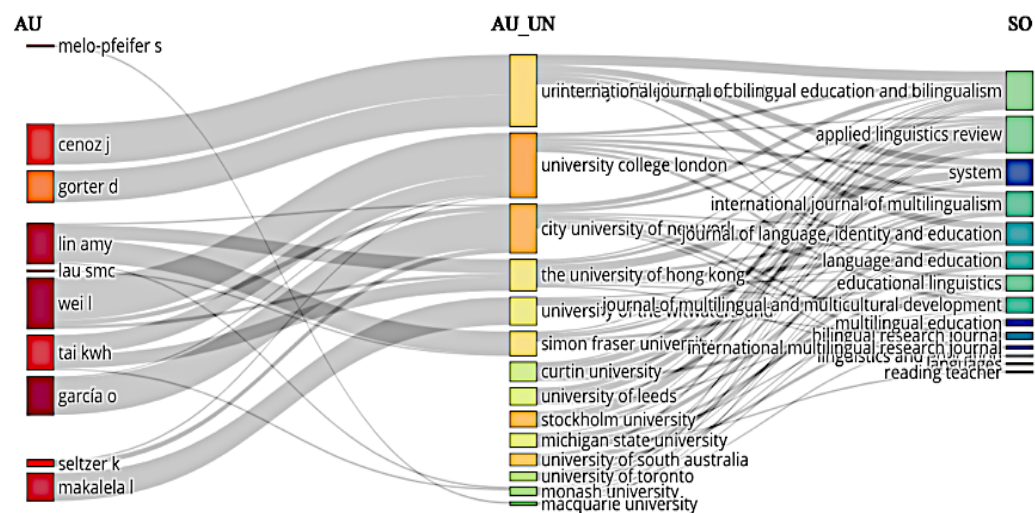


Figure 7. MCP and SCP by affiliation and sources.

Figure 8 demonstrates the frequency of international research collaborations among different countries, emphasizing the breadth and variety of these partnerships. Australia has substantial collaborations with China (7), Hong Kong (4), Indonesia, and New Zealand (2 each), as well as other individual partnerships with nations such as Bangladesh, Chile, Germany, and others. Furthermore, Austria has established collaborative alliances with Mozambique, Slovenia, and Tanzania. Canada exhibits a robust and cooperative partnership with Hong Kong (9) and other nations such as Austria, Brazil, France, Germany, and Luxembourg. China’s notable joint endeavors encompass Hong Kong (7), New Zealand (4), and various other countries such as Canada, Qatar, Thailand, and Spain. European countries like Denmark, Finland, and France exhibit distinct partnership patterns with Croatia, Mexico, Belgium, and Switzerland. Germany has several partnerships, particularly with Austria (2), Italy, Luxembourg, and Portugal (3 each), among other countries. Indonesia cooperates with Malaysia (3), Singapore, and Thailand (2). The United Kingdom is notable for its vast collaborations, especially with China (10), Hong Kong (15), and Spain (8), among other countries. The United States of America exhibits an extensive global network characterized by robust partnerships with Canada (15), Australia, Hong Kong, and Japan (7 each) and numerous other countries spanning various continents. South Africa, Spain, Sweden, and others also demonstrate substantial joint endeavors, making valuable contributions to the global scientific arena. The vast network of global collaborations highlights the interdependent nature of scientific research and the significance of international partnerships, with many top researchers, including in the translanguaging field, having more than one affiliation in different countries.

Table 3 highlights the global landscape of translanguaging research, with a small group of countries emerging as the dominant contributors. The United States leads with a substantial margin, while the United Kingdom, Australia, South Africa, and China also demonstrate strong research output. Other nations, including Canada, Spain, Sweden, Germany, and Indonesia, show growing engagement in the field, reflecting a widening international interest in translanguaging studies.

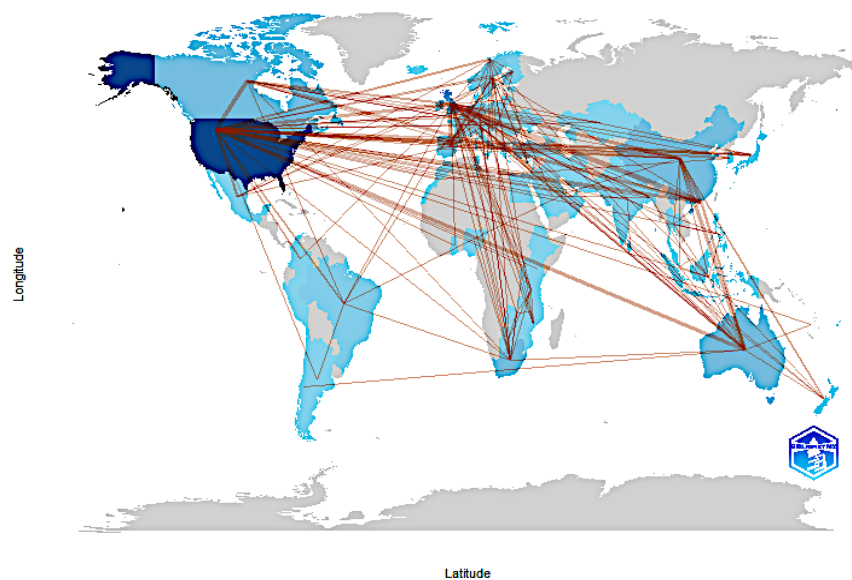


Figure 8. Distribution of publication paper.

Table 3. Top 10 countries' scientific production.

Region	Frequencies
USA	1339
UK	394
Australia	199
South Africa	182
China	179
Canada	175
Spain	139
Sweden	116
Germany	87
Indonesia	67

Figure 9 displays Bradford's Law to explain how publications in a given subject area are distributed throughout journals to ascertain the primary sources in a certain topic of study. The distribution of published papers over several years emphasizes a significant anticipated publication rise in the last five years. Most publications were documented in 2023, totaling 509 within translanguaging research. Table 4 displays the leading journals that have made noteworthy contributions to translanguaging research. The primary contributor is the *International Journal of Bilingual Education and Bilingualism*, which has published 94 articles and received 2,619 citations. Among the 2,213 articles, the top 10 journals contain 472 papers, while other publications occasionally feature articles on the subject.

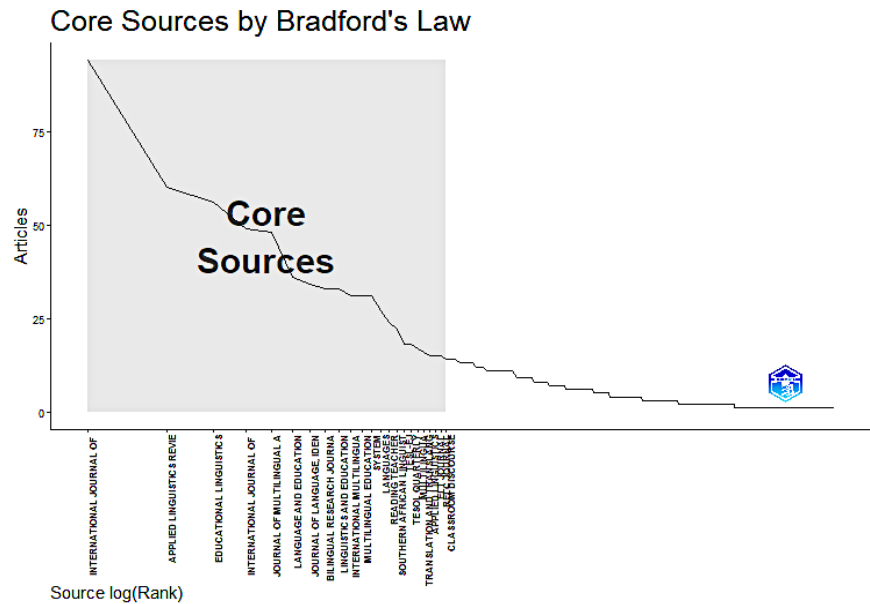


Figure 9. Distribution of publication paper.

Table 4. Top 10 journals contributing to the field of translanguaging research.

Source	H_Index	G_Index	M_Index	TC	NP	PY_Start
International Journal of Bilingual Education and Bilingualism	27	48	2.45	2619	94	2014
International Journal of Multilingualism	20	39	2.00	1599	49	2015
Language and Education	17	33	1.54	1144	36	2014
Applied Linguistics Review	16	43	1.60	1936	60	2015
International Multilingual Research Journal	16	31	1.45	1030	31	2014
Bilingual Research Journal	15	31	1.36	985	33	2014
System	14	25	2.33	680	31	2019
Educational Linguistics	13	26	1.18	780	56	2014
Journal of Language, Identity and Education	13	29	1.62	870	34	2017
Journal of Multilingual and Multicultural Development	12	27	1.50	812	48	2017

According to Bradford (1934) in [Sharma et al. \(2024\)](#), Bradford’s law states that bibliometrics can be utilized to determine a collection’s concentration or distribution factor. This legislation facilitates the identification of the most efficient cerebral area that can be isolated and examined. Bradford’s law states that a few journals are dedicated to the main subject of the issue, while the remaining literature is fragmented into increasingly narrower regions with less coverage.

Table 4 contains a range of metrics for each journal, including the h-index, m-index, g-index, number of publications (NP), total citations (TC), and the starting year of publication (PY start). These indicators comprehensively assess the journals’ influence and efficiency in the research sector. For this study, the 2,213 items were divided into three equal zones, as indicated in Table 5 (adapted from [Sharma et al., 2024](#)).

Table 5. Distribution of journal publications.

Zone	Journal	Journal %	Articles	Articles %	Ratio	Theoretical ration (1:n:n ²)	Theoretical number of journals
1	23	3.22%	737	33.30%	1	1	23
2	118	17.10%	747	33.75%	5.13	5.13	118
3	549	79.56%	729	32.94%	23.87	23.87	549
Total	690	100	2213	100			690

Table 5 summarized the distribution of journals and articles in three zones. Based on the categorization, a primary group (Zone 1) and further groups (Zone 2 and Zone 3), each group contains more journals than the previous one but collectively produces a similar total number of articles as the primary group. Zone 1 and Zone 2, despite differing greatly in the number of journals they comprise, each contribute approximately one-third of the total articles published. This reflects the high productivity of a small core of journals in Zone 1 compared to the broader but less individually productive set in Zone 2. This suggests that Zone 2 has a broader range of journals, but each journal produces fewer articles than Zone 1. Zone 3 includes the largest number of journals, yet its collective article output remains consistent with the other zones, highlighting a trade-off between quantity and individual journal productivity. The substantial quantity of journals in Zone 3, despite their comparatively lower average output per journal, equalizes the overall allocation of articles throughout the zones. The data in Table 5 confirms Bradford's finding that a small set of journals (Zone 1) is highly prolific. In contrast, the following zones consist of more journals with a lower average article output. However, these additional zones still significantly contribute to the field's literature in a well-balanced manner.

4.3 Shifting Themes and Future Trajectories in Translanguaging Research Using Bibliometrix R Package and VOSviewer

The Sankey diagram in Figure 10 illustrates the progression of translanguaging research topics in education from 2014 to 2023. The Sankey diagram illustrates the changing emphasis of research subjects throughout three specific time intervals: 2014-2020, 2021-2022, and 2023. From 2014 to 2020, the prevailing topics were 'translanguaging', 'content and language integrated learning (CLIL)', and 'teacher education'. The mentioned topics emphasize incorporating several languages in educational settings and improving teacher preparation to facilitate such integrated learning environments.

During the changeover period of 2021-2022, there has been a notable rise in research topics. The concept of 'translanguaging' remains a significant area of interest. However, other topics such as 'multilingual education', 'ESL (English as a Second Language)', 'literacy', 'equity', 'classroom interaction', 'language teaching', 'home language pedagogy', 'decoloniality', and 'mobility' are becoming increasingly important. However, an additional turn has moved research to work in educational and sociolinguistic areas. This shift demonstrates some acknowledgment of the value of multicultural upbringing and bilingualism. Into the latest period, 2023, and themes grow even more diverse. The issue of 'translanguaging' is also very much to the fore. However, other subjects such as 'language learning', 'English as a foreign language', 'digital learning', 'social justice', 'emergent bilinguals', 'assessment', 'literacy', 'identity', 'pedagogical translanguaging', 'language teacher education', 'digital translanguaging', 'higher education', 'community languages', 'English as a second language', and 'bilingual education' have also gained considerable attention and popularity. This signifies a persistent growth of the discipline to tackle current concerns, such as digital learning and social justice, in addition to conventional language education subjects.

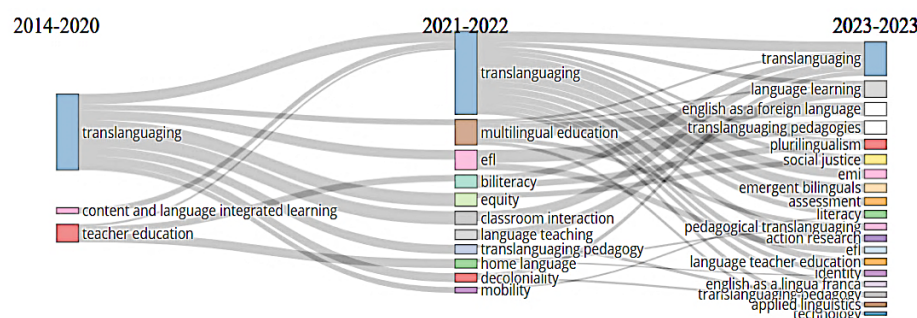


Figure 10. Shifting themes over the period from 2014 to 2023.

Figure 10 illustrates a clear trend toward increasing complexity and diversity in educational research issues. Initially, scholarly focus was limited to specific areas, often addressing singular dimensions of education. Over time, however, the emphasis has broadened significantly to encompass a rich and varied range of subjects that delve into both the practical applications and theoretical foundations of multilingual and multicultural education. Based on the VOSviewer Co-work network in Figure 11, there are 4,165 keywords identified, with 251 meeting the thresholds for co-occurrence links within translinguaging research. Based on these thresholds, co-occurrence keywords were divided into 10 clusters representing different research themes, which were generated and analyzed by VOSviewer. The network visualization map is displayed with ten colors representing each cluster: cluster 1 (39 red), cluster 2 (35 green), cluster 3 (33 blue), cluster 4 (27 black), cluster 5 (27 purple), cluster 6 (23 light green), cluster 7 (23 orange), cluster 8 (21 brown), cluster 9 (12 pink), and cluster 10 (11 yellow)

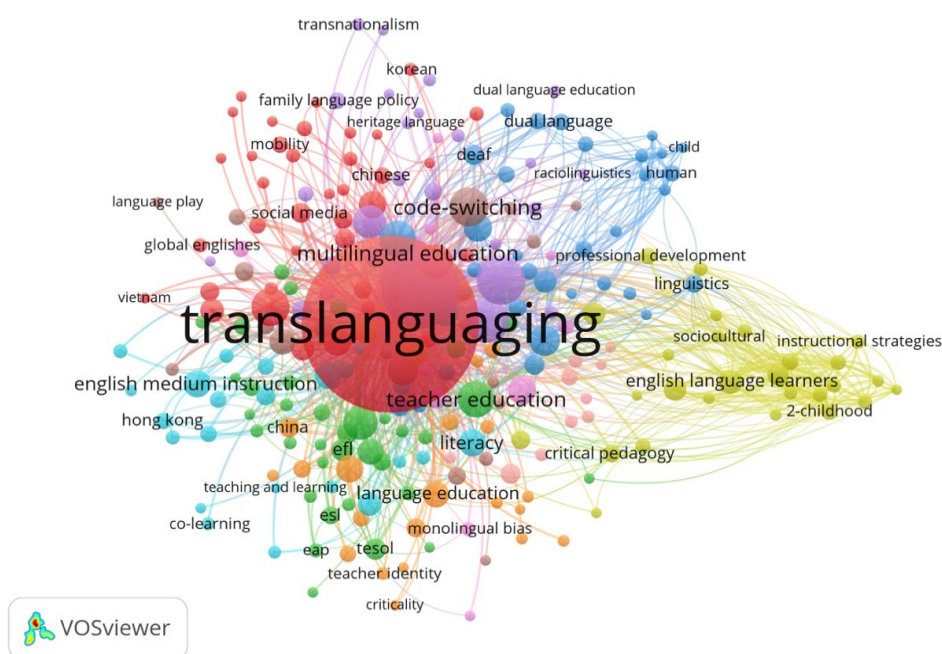


Figure 11. Co-word networks over the period from 2014 to 2023.

The changes in focus and intricacy of translinguaging research over the past ten years demonstrate a more comprehensive range of topics and an increasing complexity within the discipline. The 10 clusters reveal shifting themes according to their average publication time. Clusters 1 to 5 include keywords with the earliest average publication time, the highest co-occurrence frequency, and the highest link values. Clusters 6 to 10 include keywords with the latest publication time and smaller link values. These results suggest that the themes of clusters 1 to 5 embody early and mature translinguaging research evidence. In contrast, clusters 6 to 10 represent emerging evidence, a new emphasis because it grows from specific areas.

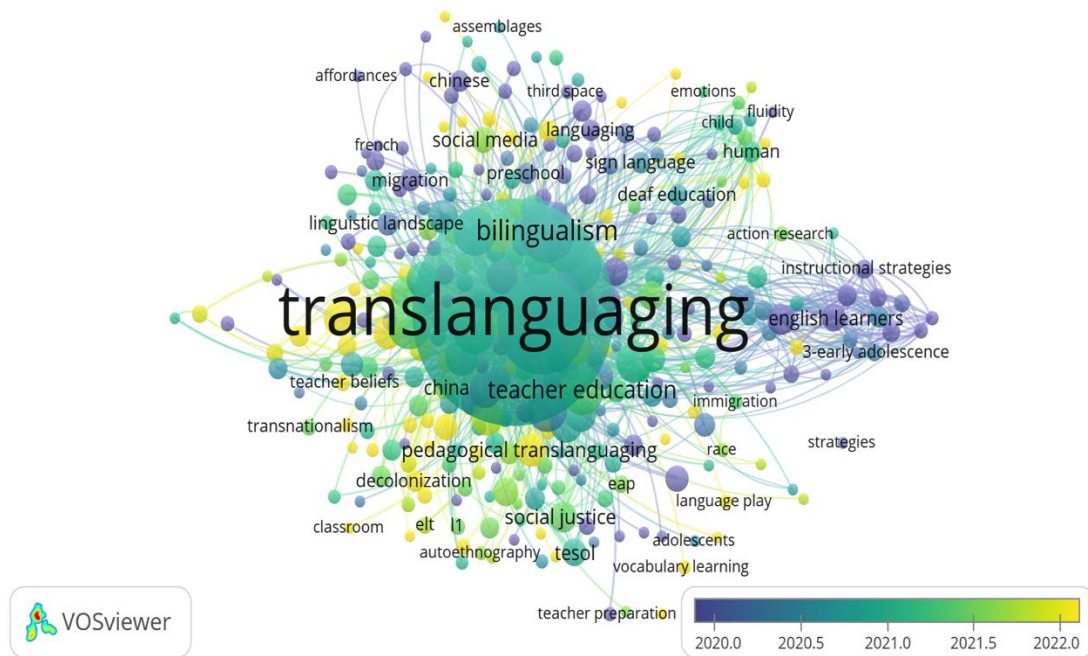


Figure 12. Co-word density over the period from 2014 to 2023.

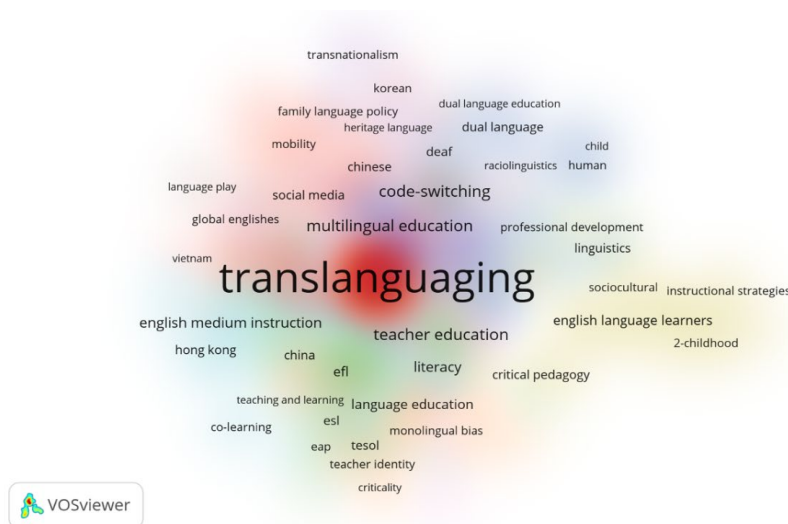


Figure 13. Co-word density over the period from 2014 to 2024.

There has been a shift in the study of translanguaging toward practical pedagogical applications for advancing equity and inclusivity. We have illustrated the shift from conventional code-switching to a translanguaging viewpoint that can offer more just forms of teaching by highlighting buzzwords such as ‘social justice’, ‘equity’, and ‘decoloniality’. In addition, research related to translanguaging now emphasizes the inclusion of minority languages as well as cultural maintenance, specifically arguing for including minority languages in educational systems (Geben & Zelinska, 2021; Hopp et al., 2021; Kleemann, 2021).

Researchers who are exploring the pedagogical use of translanguaging often refer to these terms as ‘pedagogical or instructional translanguaging’, ‘teacher education’, and ‘classroom discourse’. Researchers are, however, pointing to two newer directions, ‘multimodality’ and ‘super-diversity’, expressing a desire for translanguaging approaches that grapple with the burgeoning differences in the range of communication modes jostling together and extensive linguistic constellations (Cenoz & Gorter, 2020; Huang et al., 2024; Juvonen & Kallkvist, 2021; Probyn, 2015; Rajendram et al., 2022; Wawire & Barnes-Story, 2023).

Further research is needed to investigate the role of technology in translanguaging behaviors, especially within virtual and augmented reality spaces. Given the increased use of digital communication today, it is essential to understand how technology tools might assist with translanguaging (Charamba, 2022; Heugh et al., 2022). Mendoza et al. (2023) stressed the need for research into translanguaging as a teaching strategy that could significantly alter conventional education. Furthermore, Ou et al. (2022) and Sindoni (2023) emphasize the need to research how translanguaging affects learning new material in technology-based learning environments, such as virtual reality classrooms and online collaboration tools.

Beyond the contexts of official education, there is a dynamic evolution in how language itself is used (e.g., data from thematic shift studies showed that ‘social media’ was mentioned). Similarly, to date, still limited empirical basis has been available on the spontaneous use of translanguaging in informal online and social settings (Mısır & Işık Güler, 2024; Ren et al., 2022). Incorporating machine learning and artificial intelligence into translanguaging is a promising area of research, as it is imperative to ensure that AI systems are inclusive and capable of processing data efficiently in multiple languages.

5. CONCLUSION

Over the past decade, translanguaging has expanded to impact many citations and provide deep coverage of multiple issues. This bibliometric analysis explores key authors, foundational publications, and emerging thematic areas as a snapshot of where translanguaging research is. A total of 2,707 authors have completed research at 690 institutions. Through an analysis of author collaborations, citation networks, co-word, and publishing trends, this study provides insights into the composition and significance of translanguaging research from 2014 to 2023. Influential authors like Ofelia García, Li Wei, and Angel M. Y. Lin have significantly contributed, with high citation counts. The United States and the United Kingdom lead research activities and international collaborations in this topic.

Translanguaging has evolved significantly across various disciplines, particularly in education, sociolinguistics, and digital communication. As this study demonstrates, it plays a crucial role in shaping multilingual pedagogy and informing language policy, offering educators and policymakers flexible strategies for navigating linguistic diversity. With the growing complexity of global communication, there is an increasing need for international collaboration to deepen theoretical insights and enhance practical applications. Furthermore, integrating artificial intelligence and exploring digital translanguaging practices are vital areas of inquiry, pointing to new directions for interdisciplinary research and innovation.

One limitation of the study is that it was extracted from Scopus and did not include other databases; hence, our data may only be representative of some translanguaging studies. Nevertheless, the data from the Scopus database covers most publications on translanguaging. For further study, an alternate examination might be conducted utilizing data provided by the Web of Science database. Researchers can obtain supplementary perspectives and insights into the bibliometric landscape of translanguaging research by analyzing data from this source.

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