

Disentangling the Distinctions: A Systematic Review of Translanguaging and Plurilingualism in Theory and Practice

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Abstract

This systematic review disentangles the distinctions and overlaps between translanguaging and plurilingualism, the two significant frameworks in multilingual education. Translanguaging focuses on the dynamic and fluid use of an integrated linguistic repertoire, fostering inclusivity and adaptability, while plurilingualism emphasizes the structured coexistence of distinct languages, promoting linguistic and cultural diversity. Following the guidelines of PRISMA, the review synthesizes findings from books, reports, and peer-reviewed articles, critically analyzing the theoretical foundations, pedagogical applications, and sociolinguistic implications. The key findings of this review reveal shared commitments to ensuring equity and inclusivity as well as assisting multilingual learners, along with theoretical and practical divergences. Major challenges encompass theoretical ambiguities, implementation barriers, and underrepresentation in global contexts. Implications for researchers, educators, and policymakers reflect the transformative potential of both the frameworks in fostering equitable and inclusive educational environments. The directions for future research emphasize comparative studies, expanded geographic representation, and interdisciplinary approaches to enhance understanding and application of multilingual practices.

Keywords: Translanguaging, Plurilingualism, Linguistic Diversity, Inclusivity, Equity, Multilingual Education

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1. Introduction

Globalisation, digitalisation and transnational mobility have all contributed to a rise in linguistic as well as cultural diversity in many social landscapes (Piccardo, 2013; Kubota, 2016). Consequently, these changes have translated into the advent of a “multilingual turn” (Meier & Conteh, 2014; May, 2014). Multilingual turn is further associated with a host of notions such as heteroglossia (Blackledge & Creese, 2014), multilingualism (Cenoz, 2013), multicompetence (Cook & Li, 2016), translanguaging (García & Li, 2014; Li, 2018), metrolingualism (Pennycook & Otsuji, 2015), as well as plurilingualism (Council of Europe, 2001, 2020; Coste et al., 2009; Lüdi & Py, 2009; Piccardo, 2018). Two of these notions, i.e., plurilingualism and translanguaging have become increasingly prominent in the literature. Even though both concepts focus on the dynamic interplay of languages in multilingual individuals and societies, they have different theoretical underpinnings, practical applications, and sociolinguistic implications. This systematic review aims at finding out these differences, similarities and overlaps, providing a comprehensive analysis of these aspects emphasizing language pedagogy and learning practice.

1.1 Translanguaging and Plurilingualism

According to García & Wei (2014), translanguaging is the fluid and dynamic use of linguistic resources which are adopted by bilingual or multilingual speakers to construct meaning, establish effective communication, and navigate socio-cognitive contexts. It was first formulated in the 1980s by Cen Williams as an observation of bilingual education in Wales and has since advanced and become a theory. Translanguaging means that a person does not possess separate languages but rather possesses an integrated linguistic resource and repertoire. This view undermines the previous linguistic approaches, which are based on the monolingual language use and puts into the foreground the multilingual speaking subject and his/her ability to make sense of the world within the framework of a particular language. Li (2018) builds on this theoretical approach to

translanguaging by presenting it as a practical theory of language use in contexts beyond education and into social media and the workplace.

Conversely, plurilingualism, highlights the coexistence and interplay of multiple languages within the linguistic repertoire of an individual. It is grounded on European language policies and the Common European Framework of Reference for Languages (CEFR), promoting the maintenance, preservation, and development of distinct linguistic identities (Council of Europe, 2001). In contrast to translanguaging, which highlights the fluid integration of languages, plurilingualism promotes and appreciates the structured interplay of several languages, acknowledging their cultural and social importance (Cenoz & Gorter, 2015). Coste, Moore, and Zarate (2009) assert that the theoretical basis of plurilingualism is intricately intertwined to the sociocultural notion of linguistic capital as introduced by Bourdieu (1991). This relationship highlights its alignment with promoting cultural identities and motivating learners to perceive language learning as a fundamental aspect of their social and cultural engagement.

1.2 Significance in Language Education

In a rapidly evolving and globalised world, translanguaging and plurilingualism play a significant role as they address the issues and opportunities offered by multilingual education. Translanguaging encompasses pedagogical potential to ensure and promote equity and inclusivity by allowing learners to utilize their complete linguistic resources. Thus, it promotes cognitive development, improve critical thinking and fosters creativity (Hornberger & Link, 2012). In addition, it also present a challenge to the hegemony associated with monolingual ideologies in educational contexts, and encourages those practices which values the linguistic realities of different populations of learners.

On the other hand, plurilingualism provides a framework to raise linguistic awareness and cultivate intercultural competence by motivating and supporting learners to see their languages as interconnected instead of viewing them in isolation, thereby fostering metalinguistic skills as well as an in depth appreciation for linguistic diversity (Coste, Moore, & Zarate, 2009). It requires discretion and complete competence, as well as a continuously emerging and developing

language competence. Therefore, plurilingual pedagogy requires teachers and students to bring ways to overcome language and cultural barriers into the classroom (Council of Europe, 2001, 2020; Coelho & Steinhagen, 2022). Plurilingualism has proved significant in language education to shape language policies as well as curricula by giving priority to the development of functional proficiency in different languages while valuing the cultural identities of learners.

1.3 Objectives of the Research

This systematic review specifically focusses on disentangling the theoretical and practical aspects of translanguaging and plurilingualism, exploring their similarities, differences as well as pedagogical implications.

- i. To analyse key definitions and theories underpinning translanguaging and plurilingualism, reflecting on their sociolinguistic orientations.
- ii. To examine the operationalization of translanguaging and plurilingualism in educational contexts focusing on their implications for language teaching and learning.
- iii. To synthesize findings from existing research to highlight areas of convergence and divergence between translanguaging and plurilingualism.

2. Theoretical Background

2.1 Foundational Theories of Translanguaging

Translanguaging can be dated back to 1980s when Cen Williams used it to mean the use of more than one language in Welsh bilingual classrooms. About ten years later, it has become a more robust theoretical concept supported by prominent theorists as Ofelia García and Li Wei. Translanguaging questions the monolingual conception of languages that views languages as separate systems as García and Wei (2014) argue that multi-linguals rely on one composite linguistic repertoire to mediate practices in social, cognitive and interactional domains.

The theory of translanguaging originates from social constructivism and in ecological approaches to language usage. Translanguaging is best supported by the social constructivist theory because

of the significance of interaction and the context for language development (Vygotsky, 1978). The ecological view, that van Lier (2004) developed, describes language learning and use in systems of interaction; recognizing the flexibility and resourcefulness of multilingual individuals.

The core of translanguaging is a unitary and unified language system that multi-linguals use to solve cognitive and social problems. This view is in consonance with Bakhtin's (1981) dialogic theory where there is lateral communication out of which language is constituted as heteroglot. Reflected in the dynamic and meta-linguistically constructed use of language, translanguaging places the focus of meaning making on the multilingual individuals across linguistic repertoires.

2.1.2 Frameworks Underpinning Translanguaging

Several key principles characterise the translanguaging framework.

- a. **Integrated Linguistic Repertoire:** According to García and Lin (2017), translanguaging believes that multilingual uses a unified linguistics system in place of independent languages facilitating communication as well as cognitive flexibility.
- b. **Pedagogical Application:** In education, translanguaging presents the viewpoints counter to monolingualism by advocating for practices that value the language resources owned by students. Acting as a framework for learning, it allows the students to employ their entire linguistic resources in order to apprehend and generate knowledge (Creese and Blackledge, 2010).
- c. **Equity and Social Justice:** According to Hornberger and Link (2012), translanguaging is inherently associated with power, identity, and access issues. In this way, it becomes a weapon for the voices of neglected linguistic communities and thus contributes to resolving the linguistic and educational equity issue.

2.2 Foundational Theories of Plurilingualism

Plurilingualism as a concept has evolved from the European language policy models, and builds a vision of multilingualism which focuses on the presence of a number of separate languages within the linguistic repertoire of an individual. This term found popularity in using the work of the

Council of Europe and its adoption as the part of the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001).

Contrary to the concept of translanguaging which stresses the notions of fluidity and integration, plurilingualism advocates for the structured as well as context-dependent usage of distinct languages. Plurilingualism borrows insights from sociocultural theories of language specifically accommodating the concept of linguistic capital presented by Bourdieu's (1991), which views languages as resources encompassing social, cultural, and economic value. It also encompasses and supports the Vygotskian views (1978) on socio-cultural approach of mediated learning emphasizing a significant place of language in the process of social and cognitive development.

2.2.1 Frameworks Underpinning Plurilingualism

The frameworks for plurilingualism are rooted in the following principles.

- a. **Interconnected Language Systems:** Plurilingualism not only recognises the uniqueness of every language, but also emphasises their interconnectedness as well as the ways through which individuals navigate and negotiate meaning across linguistic boundaries (Coste, Moore, & Zarate, 2009).
- b. **Cultural and Linguistic Diversity:** Plurilingualism places priority on preserving and promoting linguistic as well as cultural diversity, supporting those policies and practices which facilitate the development of multilingual identities (Cenoz & Gorter, 2015).
- c. **Functional Proficiency:** Plurilingualism motivates learners towards developing functional proficiency in different languages preparing them to effectively communicate across different sociocultural settings. The approach is in compliance with the CEFR's emphasis on developing communicative competence coupled with intercultural awareness (Council of Europe, 2020).

2.3 Comparative Perspectives

The differences between translanguaging and plurilingualism are observed in the theoretical framework and their educational applications. Translanguaging fully recognises language use and

touches on practices in their dynamic nature and flexibility. It is most pertinent where language boundaries are rather ambiguous for instance, in the multilingual schools and in the transnational communities. On the other hand, plurilingualism remains more oriented toward the organization and structured coexistence of languages as how it emerged from the European policies of giving priority to preserving the linguistic diversity.

However, it is significant to note that both these frameworks advocates linguistic diversity, equity and inclusivity. Both of them present a challenge to the monolingual bias, as in Europe, since the 18th century, the one nation-one language ideology has been reinforced and this idea has achieved a global prevalence (Phillipson, 2007; Lüdi & Py, 2009), and advocates those approaches that values the linguistic repertoire of multilingual individuals. In addition, both of these concepts stress the significance of intercultural competence and metalinguistic awareness to navigate multilingual as well as multicultural environments.

3. Review of Related Literature

The concepts of translanguaging and plurilingualism have garnered significant scholarly interest in recent years, reflecting their increasing relevance in multilingual education and sociolinguistic research. This literature review synthesizes existing studies to highlight key findings, address identified gaps, and examine emerging trends. The analysis focuses on their theoretical underpinnings, practical applications, and implications for language learning, teaching, and policy development, emphasizing the dynamic and evolving nature of multilingual practices.

3.1 Key Findings

3.1.1 Definitions and Theoretical Development: Translanguaging, has been researched widely as a practice that is dynamic and fluid; that is, multilingual people use an integrated linguistic repertoire to communicate and make meaning. Translanguaging, García and Wei (2014) maintain, challenges the previous boxed-in construction of languages; it proposes linguistic adaptability and fluidity. They view it as a means of empowering multilingual speakers by affirming their linguistic practices and identities.

On the other hand, plurilingualism is grounded in the idea of the organized coexistence of an individual's different languages. The framework, which is grounded in European language policies, emphasizes the need to maintain and develop linguistic diversity (Coste, Moore & Zarate, 2009). Highlighting skillsets developed through plurilingualism, including intercultural competence and metalinguistic awareness, Cenoz and Gorter (2015) argue that plurilingualism differs from translanguaging in its emphasis on separate linguistic systems at the stage of interaction.

Although both models subscribe to a critical view towards monolingual ideologies, their theoretical orientations do not coincide. Translanguaging stresses fluidity and integration, plurilingualism structure and differentiation. These differences highlight the importance of more comparative studies to better delineate theoretical boundaries and clarify conceptual overlaps.

3.1.2 Pedagogical Applications: Translanguaging has been implemented in educational settings to create inclusive and equitable environments. This is a learning strategy that allows students to draw on all of their language resources, facilitating their cognitive development, building their critical thinking (Creese & Blackledge, 2010). It also allows learners to establish engagement with complex and demanding materials to develop an in-depth understanding (Hornberger & Link, 2012).

Plurilingualism is a concept that, albeit less operationalized in classroom contexts, has been used to inform and influence language education policies and curricula. The Common European Framework of Reference for Languages (CEFR) integrates plurilingualism as a central tenet, enabling learners to acquire the ability to exploit multiple languages (Council of Europe, 2020). Empirical research demonstrates that plurilingual approaches can also develop linguistic awareness and intercultural knowledge (Cenoz & Gorter, 2015).

Along with significant success in educational contexts, translanguaging presents certain challenges as well. Institutional constraints and monolingual biases (García & Lin, 2017) make it challenging for teachers to implement translanguaging practices. Similarly, plurilingual approaches face resistance in contexts where language policies prioritize dominant languages over minority ones.

The barriers that emerged nevertheless demonstrate the need for professional development and policy reforms that would support future efforts to adopt multilingual pedagogies.

3.1.3 Sociolinguistic Implications: Translanguaging and plurilingualism both have significant sociolinguistic implications or potential for sociolinguistic significance in the construction of identity and power relations. Translanguaging liberates and supports the oppressed groups because the forms of language they use are legitimate and valuable. It challenges the hegemonic language ideologies, thus supports linguistic justice and social justice (García & Otheguy, 2020). On the other hand, plurilingualism aims to maintain linguistic diversity and is in harmony with other efforts to promote the protection of endangered languages and cultures.

The emphasis on conceptualizing languages as distinct and bounded may unintentionally reinforce the essentialist perspectives on language and identity (Makoni & Pennycook, 2007). Therefore, nuanced strategies are needed that can balance the maintenance of linguistic diversity with the appreciation and recognition of linguistic flexibility.

3.2 Recent Trends in Research:

3.2.1 Focus on Equity and Social Justice: One of the strongest trends emerging from translanguaging research is its orientation toward social justice agendas. In the studies, they argue, translanguaging subverts linguistic hierarchies and aids in the empowerment of marginalized peoples, a paradigm consistent with more significant movements toward educational equity and inclusion (Hornberger & Link, 2012). Reflecting its potential as a tool of intercultural understanding, plurilingualism has also been connected to attempts to facilitate linguistic and cultural diversity.

3.2.2 Technological Application: In translanguaging research, technology has become an area of significant exploration. The digital tools and platforms create new means for multilingual student talk and learning, totaling ways students can translanguage in classrooms in virtual spaces (Li, 2018). In parallel, studies on plurilingualism have been furthering the exploration of how technology can be instrumental in promoting language learning and facilitating intercultural communications emphasizing the necessity of digital literacy in education in the present world (Buendgens-Kosten, 2022;

McGill University, n.d.; Sosa-Díaz & Valverde-Berrocso, 2020; TEMPLATE Project, n.d.).

3.3 Research Gaps

- 3.3.1 Comparative Studies:** Translanguaging and plurilingualism have been researched each on their own in great detail, however, comparative research, on the other hand, is rare. Few systematic studies exist that compare their similarities and differences, resulting in an underappreciation of how the frameworks complement or contradict each other. This type of comparative analysis is crucial because it can help refine theoretical definitions and emphasise best practices in multilingual education (Vallejo & Dooly, 2019).
- 3.3.2 Unexplored Global South:** An overwhelming proportion of translanguaging and plurilingualism research has been instantiated in Western contexts, mainly Europe and North America. It also lacks research from the Global South (Asia, Latin America and Africa), which may limit generalisability. Thus, contextualised studies in linguistic and cultural contexts should also be extended to the Global South if we are to holistically approach the application of these frameworks (Heugh, 2023).
- 3.3.3 Policy Implications:** The pedagogical as well as the theoretical dimensions of translanguaging and plurilingualism are sufficiently investigated and explored, but their implications for language policy are not adequately developed. Therefore, studies are required to analyse how both frameworks can inform policy-related decisions at institutional, national, and international levels, with the potential to bring significant benefits in the contexts of linguistic marginalisation and inequality (Vallejo & Dooly, 2019).
- 3.3.4 Longitudinal Studies:** Most research on translanguaging and plurilingualism is cross-sectional, focusing on short-term results. However, the potential benefits of longitudinal research are vast, as it can investigate and explore the lasting effects of these practices on language learning, identity formation, and social integration. Such research would present significant evidence to policymakers and educators who implement sustainable multilingual strategies (Prilutskaya, 2021).

3.3.5 Literature Review Gird

The significant information are summarized for the sampled articles.

Author(s)	Year	Focus Area	Key Findings	Methodology	Relevance to the Study
García & Wei	2014	Translanguaging as a dynamic bilingualism practice	Challenges monolingual ideologies, promotes linguistic fluidity, and integrates full linguistic repertoires	Theoretical analysis	Provides foundational theories and definitions of translanguaging
Cenoz & Gorter	2015	Plurilingualism in English language teaching	Plurilingual approaches enhance intercultural competence and linguistic awareness	Literature synthesis	Explores operationalization of plurilingualism in education
Coste, Moore, & Zarate	2009	Plurilingual and pluricultural competence	Promotes structured coexistence of languages and their interaction for intercultural understanding	Policy analysis	Establishes theoretical and policy frameworks for plurilingualism

Council of Europe	2020	CEFR Companion Volume with new descriptors	Plurilingual descriptors support multilingual proficiency, intercultural competence, and functional language use	Policy framework	Provides operational tools for plurilingual pedagogy
García & Otheguy	2020	Comparative analysis of translinguaging and plurilingualism	Highlights convergences (inclusivity, equity) and divergences (fluidity vs. structured language use)	Comparative theoretical analysis	Synthesizes similarities and distinctions between the two frameworks
Hornberger & Link	2012	Translinguaging in multilingual classrooms	Promotes biliteracy and challenges linguistic hierarchies	Ethnographic case studies	Explores classroom applications of translinguaging
Prilutskaya	2021	Pedagogical translinguaging	Longitudinal benefits of translinguaging include cognitive development	Systematic review	Provides evidence for long-term impacts of translinguaging practices

			and identity formation		
Piccardo	2021	Plurilingualism and meaningful integration of languages	Focuses on personalizing multilingual education and fostering language connections	Theoretical framework and practical examples	Examines plurilingualism's practical implications for teaching
Li	2018	Translanguaging as a practical theory of language	Develops translanguaging as a practical and pedagogical framework beyond theory	Theoretical and conceptual development	Offers innovative theoretical constructs for integrating translanguaging in education
Creese & Blackledge	2010	Translanguaging as pedagogy in bilingual classrooms	Validates translanguaging as an inclusive and effective classroom strategy	Case studies of bilingual schools	Demonstrates practical applications of translanguaging
Vallejo & Dooly	2019	Convergences and divergences between translanguaging and plurilingualism	Identifies overlapping values (inclusivity, equity) and distinct goals	Mixed-methods review	Deepens understanding of shared and unique aspects of both frameworks

			(fluidity vs. structure)		
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4. Research Methods

The researchers have followed the standards of PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) in this systematic review to ensure transparency rigour, and reproducibility. This structured approach establishes the rigour, transparency, and replicability of the review process. This article assesses the methodologies used in the reviewed studies, discussing their strengths and limitations, as well as potential areas for improvements.

4.1 Procedure

In this paper, the researchers have systematically searched the major academic papers such as Google Scholar, Scopus, Willey, Tylor and Francis, and the Web of Science. Various keywords used are translanguaging', plurilingualism', multilingualism', and language education. The researchers further employed Boolean operators (AND/OR) in mentioned keywords to narrow down the search and further validate the precision and relevance of the search outputs. Given the studies included, the search strategy also included synonyms and related terminologies.

4.1.1 Criteria for Inclusion: This systematic review included articles, books, and books chapters from peer-reviewed sources published in the period from 2000 to 2024 addressing research themes that were related to translingualism and plurilingualism.

4.1.2 Criteria for Exclusion: All non-peer-reviewed sources, studies unrelated to language education, and duplicate publications are excluded from this systematic review.

4.2 Eligibility Criteria:

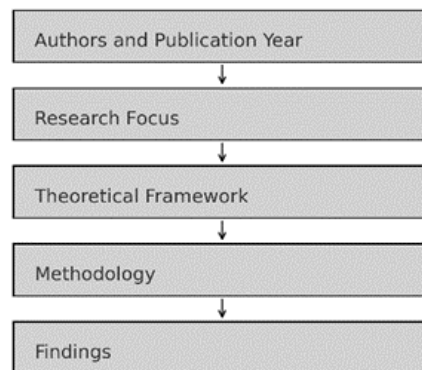
The eligibility criteria involved a two-phase screening process followed by selection process. The titles and abstracts of the studies were first scanned for inclusion. Finally, filtered articles were

reviewed further after assessing their full text availability and direct relevance to this specific review. Exclusion criteria included those works not explicitly dealing with translanguaging and/or plurilingualism or studies with different methodological weaknesses.

4.3 Data Extraction:

This paper employed a data extraction template to ensure efficiency in collecting key data from the included studies.

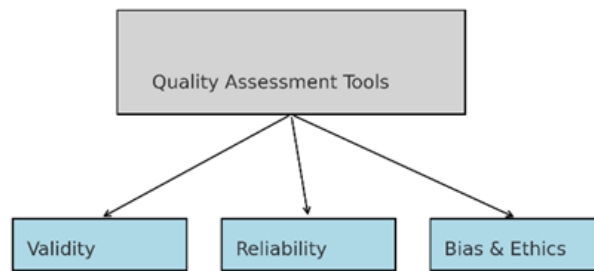
Figure 1: The Process of Data Extraction in Systematic Review



4.4 Quality Assessment

The quality of methodological approach used for the selected studies was carefully determined using tools including the Critical Appraisal Skills Programme (CASP) checklist and AMSTAR (A Measurement Tool to Assess Systematic Reviews) framework.

Figure 3: The Quality Assessment Process in Systematic Reviews



A high degree of methodological diversity was observed, with qualitative, quantitative, and mixed-methods approaches. This diversity has enhanced the analysis but, conversely, also manifested inconsistencies in the reporting process and in maintaining methodological rigour.

4.5 Strengths of Methodologies

4.5.1 Mixed-Methods Approaches: Integrating qualitative and quantitative data led to a comprehensive understanding of translanguaging and plurilingual practices (García & Lin, 2017).

4.5.2 Context-Sensitivity: A significant number of studies were positioned within particular sociocultural and educational contexts, lending relevance and applicability to findings (Heugh, 2023; Vallejo & Dooly, 2019).

4.5.3 Innovative Research Designs: Studies involving ethnographic and/or longitudinal methods revealed rich accounts of the lived experiences of multilingual individuals (Creese & Blackledge, 2010; Prilutskaya, 2021).

4.6 Limitations and Areas for Improvement

4.6.1 Geographic Scope: The research was unbalanced, orienting more to the Global North and missing multilingual practices in other underrepresented regions such as Global South (Havlin, 2022).

- 4.6.2 Sample Size and Diversity:** Numerous studies were based on small, homogeneous samples, restricting the generalizability of findings (Wang, 2019; Wlosowicz, 2020; Chen et al., 2022).
- 4.6.3 Long-Term Impact:** There were few longitudinal studies constraining insight on sustained outcomes (Lewis et al., 2013).
- 4.6.4 Interdisciplinary Integration:** Few studies incorporated interdisciplinary perspectives, such as cognitive or sociocultural dimensions of multilingualism (Squires, 2009).

The methodological approach used in this review on translanguaging and plurilingualism present a robust and rich tapestry of research designs adding unique contribution to the field. Of course, improvements with regard to certain limitations, such as, increasing sample variability, using longitudinal designs and designs with a wider geographical coverage, seem desirable and necessary for furthering research. Such improvements make it possible for future research to give better and more comprehensive accounts of the multilingual education and sociolinguistic practices.

5 Results

The researcher has synthesized findings from an array of studies to indicate the theoretical divergences, pedagogical implications, as well as overlapping themes between translanguaging and plurilingualism. The findings of this systematic review are summarized below.

5.5 Theoretical Distinctions

Both the frameworks of translanguaging and plurilingualism have distinct roots in terms of theoretical perspectives. Translanguaging stresses the dynamic, and fluid use of the integrated linguistic repertoire of an individual by challenging the traditional boundaries of language. It suggests that multilingual individuals exercise flexibly with regard to their linguistic resources for constructing meaning and communicating effectively (García & Wei, 2014). Plurilingualism, on the other side, reflects the structured and organised coexistence of different languages within the

linguistic repertoire of an individual. It motivated maintaining linguistic diversity and cultural identity, emphasizing the functional as well as context-specific use of languages (Coste, Moore, & Zarate, 2009). Thus, such distinctions highlights a philosophical divergence, where translanguaging tries to dismantle linguistic silos, while plurilingualism stresses the significance to maintain them for cultural and educational purposes.

5.6 Pedagogical Applications

Both translanguaging and plurilingualism present complementary yet diverse approaches when it comes to multilingual education. Translanguaging acts as a scaffolding for learning by making them able to utilize their complete linguistic repertoire. It also improves understanding, critical thinking, and ensure engagement by allowing learners to navigate fluidly between languages (Creese & Blackledge, 2010). In addition, it challenges monolingual ideologies by valuing the linguistic practices of the marginalized communities. Plurilingualism promotes intercultural competence as well as metalinguistic awareness, and supports the structured development of linguistic proficiency in distinct languages while respecting the boundaries of languages. Moreover, it is aligned with the policy frameworks such as the CEFR to inculcate functional multilingualism (Council of Europe, 2020).

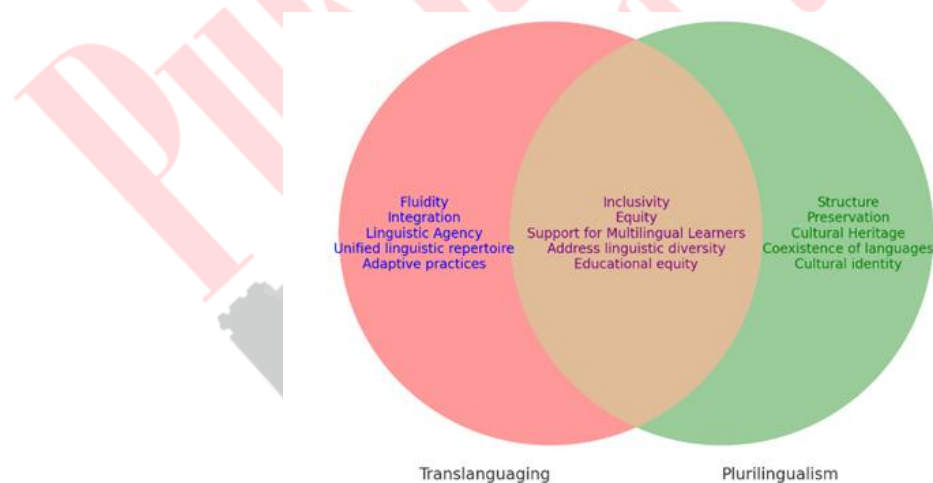
5.7 Overlapping Themes

Translanguaging and plurilingualism, however, do share several similarities amidst their differences. Both frameworks strive to create statistically students-centric environments that acknowledge and embrace linguistic diversity (SpringerLink, 2023). Both of these approaches not only contest monolingual norms, but are also proponents of including marginalized languages in their identities (Cambridge University Press, n.d.). Furthermore, both perspectives view linguistic diversity as a potential asset to improve academic success and personal development (ASCD, n.d.).

Table 1: Distinctions and Overlaps between Translanguaging and Plurilingualism

Aspect	Translanguaging	Plurilingualism	Shared Themes
Core Concept	Integrated linguistic repertoire	Coexistence of distinct languages	Inclusivity and equity
Focus	Fluid, adaptive language practices	Preservation of linguistic diversity	Support for multilingual learners
Pedagogical Goals	Scaffolding learning through linguistic fluidity	Developing functional multilingualism	Promoting better learner outcomes
Key Scholars	García & Wei (2014); Creese & Blackledge (2010)	Coste, Moore, & Zarate (2009); Cenoz & Gorter (2015)	

Figure 1: Comparative Overview of Translanguaging and Plurilingualism



Despite differences in their theoretical orientations, translanguaging and plurilingualism share a commitment to building inclusive and equitable multilingual education, according to the findings. The attention of translanguaging to fluidity and integration balances with focus of plurilingualism

to structure and diversity. As such, in combination these frameworks offer deep and valuable insights for educators, policy-makers and researchers alike, offering nuanced approaches to meet the realities of multilingualism in diverse educational settings.

6 Discussion and Implications

6.1 Theoretical Frameworks

The theoretical borders between translanguaging and plurilingualism are a matter of discussion. Rooted in post-structuralist theories of language, translanguaging conceptualizes languages as integrated resources within a shared linguistic repertoire (García & Wei, 2014). However, plurilingualism reflects the organisation of multiple languages, in which each language is different and in harmony with sociocultural perspectives based on the maintenance of language diversification (Coste, Moore, & Zarate, 2009).

However, the boundaries between these frameworks are not very clear-cut. While translanguaging takes a learner-focused, holistic approach, plurilingualism emphasizes structure and organisation within a system of interrelated languages, especially in learning environments where the learner is dealing with multiple language systems. However, future theoretical work should be more descriptive, mapping out the more elaborate social and cultural entanglements surrounding both the fluid and structural aspects that typify these trends in multilingualism, presenting a challenging yet engaging task for researchers.

6.2 Practical Applications

Translanguaging and plurilingualism have both had a huge impact on language education policies and practices within the classroom. In practice, practising translanguaging during lessons is powerful; it allows learners to draw on their entire language repertoire and lead towards critical thinking, cognitive development and inclusion. Teachers who use translanguaging have been found to engage their students in relevant and complex concepts; a potential path for a more effective language education (Creese & Blackledge, 2010).

Plurilingualism, which is framed within the Common European Framework of Reference for Languages (CEFR), does this through a focus on functional proficiency and intercultural competence. Language awareness is an important process that helps learners to negotiate different language systems with the aim of enabling learners to communicate across the globe in a more culturally responsive way as our world becomes increasingly interconnected (Council of Europe, 2020).

While promising, there are significant implementation barriers. Translanguaging is often resisted in monolingual-focused education systems, whereas plurilingualism emphasises structured uses of more than one language, rather than capturing the fluid language practices of multilingual learners. Identifying and solving these challenges will be an important part of supporting educators and policymakers in making steps to improve mapping language education.

6.3 Challenges and Gaps

These are some issues that need to be dealt with and areas where further research is needed. There is a need for precise delineation between the overlapping principles of translanguaging and plurilingualism. Comparative studies can clarify their different contributions and complementarities (Vallejo & Dooly, 2019). Moreover, studies are mainly focused on Western environments (Global North), which hinders our understanding of multilingual practices in underrepresented regions like Asia, Africa, and Latin America (Global South). A broader geographic coverage should be implemented for better knowledge (Chen et al., 2022). Additionally, the existing literature predominantly studies short-term effects, which fails to provide a comprehensive understanding of the long-term consequences of the practices on language learning goals, identity construction, and social integration processes. Thus, making use of longitudinal research in these fields will be indispensable (Lewis et al., 2012) to appreciate the longer-term effects. Moreover, translanguaging and plurilingualism are often implemented in a rather piecemeal manner, either by focusing specifically on the classroom level and not translating to a wider policy-level commitment. Research studies should investigate how these approaches can be embedded into institutional, national and international policies (Council of Europe, n.d.).

6.4 Implications for Education and Society

Translanguaging and plurilingualism have implications outside of the classroom, impacting macro sociolinguistic and societal dynamics. These frameworks uphold, expand, and question linguistic equity and inclusivity through challenging ideas of monolingualism and, more importantly, empowering marginalised communities. It builds empowerment, which in turn inspires and motivates, and helps bring people together, while going hand in hand with global avenues for intercultural understanding and collaboration (Vallejo & Dooly, 2019; Piccardo, 2021).

Educators must shift their pedagogies to adopt these frameworks. Multilingualism cannot be considered a problem by teachers, but lessons need to reflect and incorporate students' language resources in their design. This means that professional development programs can provide all the training and support needed to transition from theory to practice (U.S. Department of State, n.d.).

Translanguaging and plurilingualism are not just relevant to educators but also demand the attention and active involvement of policymakers. These frameworks should be embedded within new language policies and address structural factors, such as monolingualism and resource constraints, to enable equitable opportunities for learners. To galvanise these efforts by promoting this model of inclusive, equitable educational curricula, it is critical to invest in multilingual resources, teacher training, and community (Gurney & Wedikkarage, 2024).

7 Conclusion

The present review has illuminated the theoretical, pedagogical, and sociolinguistic considerations facilitating nuanced understanding of the salient yet distinctive and interrelated and interconnected frameworks of translanguaging and plurilingualism. They are also both critical of monolingual ideologies and constructive in offering ways for promoting inclusive and equitable multilingual education. Its unique orientations produce complementary insights into the complexities of multilingualism.

The focus in translanguaging is, therefore, over the dynamic and context-dependent employment of an individual's integrated linguistic repertoire, an act which empowers and enables speakers to utilise their linguistic resources and form new meaning through agency and creativity. In contrast, plurilingualism underlines the high level of organisation, co-dependence and interconnectivity of languages in a multi-dimensional manner in which they work together to maintain the diversity of languages and cultures. Although these two approaches are fundamentally different, they have a commonality of removing the language barrier and improving unity. They embody inclusivity and equity, especially in terms of multilingual learners, which ultimately make them essential resources in modern-day learning.

Translanguaging and plurilingualism are powerful tools for teachers to create equitable and inclusive classroom spaces that acknowledge and utilise the linguistic resources of learners. However, for these strategies to be effective, they must guide educational curricula and policies. And this is where the policymakers step in. By removing those barriers, monocultural and monolingual biases, and resource constraints, as well as investing in multilingual resources and community engagement, policymakers can help create healthier learning environments.

Further research is suggested into the convergences and divergences of translanguaging and plurilingualism. Comparative studies help refine theoretical understandings by identifying their articulation practice in various settings. Longitudinal studies are needed to assess the long-term impacts of these frameworks on identity development and learner outcomes.

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