

Visualizing the Literature of Translanguaging Studies from 2010 to 2023: A Bibliometric Analysis

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Abstract

Translanguaging, which underscores the innovative deployment of two or more languages across different socio-cultural contexts, has garnered considerable interest within the realms of applied linguistics and multilingual education. This study analyzes 1182 scholarly articles from the core journal database of the Web of Science (WOS) via CiteSpace. The results show that: 1) Translanguaging studies are attracting increasing attention and have emerged as a pivotal area of focus; 2) Language teaching and pedagogy have remained central themes over the years; 3) The field of translanguaging research has also begun to explore learner identity, multimodal perspectives, educational policies, and sociocultural implications; 4) Future research is anticipated to intersect more with language services, the discourse of minority groups, cognitive linguistic landscapes, interdisciplinary studies, and technology-enhanced or AI-empowered language practices and teaching within the context of multilingual education.

Keywords

Translanguaging, Bibliometric Analysis, CiteSpace

1. Introduction

Translanguaging, with its focus on the research and practice of the creative use of two or multiple languages and language varieties in different socio-cultural contexts, has attracted wide attention in applied linguistics and multilingual education. Fundamentally, Translanguaging is a Practical Theory of Language, therefore an applied linguistics theory, that comes out of practical concerns of understanding the creative and dynamic practices human beings engage in with multiple named languages and multiple semiotic and cognitive resources (Li, 2018).

This multilingual phenomenon was first discussed as “Trawsieihu” proposed by Cen Williams in 1994 (Lewis et al., 2012). Currently, this concept has embraced various social domains both theoretically and practically, for instance, language education and pedagogy (Jiang et al., 2022; Kevin & Li, 2023), creative discourse (Ren et al., 2022; Zhang, 2015; Zhang, 2020), language and health (Iturriaga & Young, 2021), translation studies (Yang, 2020, 2021), communication studies (Armfield, 2011), and semiotics (Pennycook, 2017) in bilingual and multilingual contexts (Kim & Choi, 2021; Wang, 2022). Such language practice has, more often than not, displayed a natural transformation of language resources in multilingual environments, which tends to be multilingual, multimodal, and multidisciplinary (Scott & Cohen, 2023) by employing language resources creatively and critically in a dynamic manner (Li, 2022b). This dynamic engagement with language also serves to manifest diverse latent sociocultural connotations, encompassing facets such as individual’s political orientation and identity (Li, 2022b) and ideological underpinnings (Hillman et al., 2019). In this manner, translanguaging is unveiled as a multifaceted social praxis.

Given the substantial academic significance, it is imperative to provide a thorough exposition of translanguaging research, offering a comprehensive and systematic review of the extant literature. This study leverages CiteSpace, a sophisticated analytical tool for literature review, to conduct an in-depth exploration of various dimensions within translanguaging studies and offer a holistic understanding of translanguaging, spurring theoretical advancements and practical applications across diverse bilingual and multilingual settings within the global academic landscape.

2. Literature Review

The current landscape of translanguaging research is characterized by a diverse array of studies that employ a mix of qualitative and quantitative methodologies. This methodological diversity may lead to variations in the review of publications between China and the broader international academic community, reflecting distinct research priorities and theoretical perspectives within each context.

In terms of content, the majority of Chinese researchers have approached translanguaging studies with a comprehensive and longitudinal perspective, examining their application across various domains. Notably, these studies are predominantly connected to the field of language teaching within the context of multilingual education, highlighting the significance of translanguaging in enhancing pedagogical practices and outcomes. Such review is exemplified by Liang and Wang (2020)’s research, which has reviewed the origin, language use, code switching, and code mixture, and emphasized the multimodal perspective and language education classroom. Longitudinal perspective is also feature of such review, and “a decade” is often the unit for such review, the reason of which may be the short history of translanguaging studies. The above-mentioned studies also prove that translanguaging are mostly researched in multilingual education.

While the review of translanguaging studies in China is relatively extensive, covering a broad spectrum of topics and employing both qualitative and quantitative approaches, the international academic community has seen fewer comprehensive and systematic reviews of translanguaging research. Much of the current literature focuses on specific themes, topics, and domains related to translanguaging, rather than providing a holistic overview of the field. This suggests that there is a need for more integrative research that can bridge the gap between the diverse areas of study within translanguaging, offering a more unified perspective on this growing interdisciplinary field. Though translanguaging has become a rising research focus in the international community, mainly in areas of teaching and pedagogy in education, translanguaging as a communicative practice and so forth (Golovko & Sheiko, 2021; Lu et al., 2023; Prilutskaya, 2021), but little with the overall view of translanguaging studies in the whole international academic community.

Methodologically, several scholars examined translanguaging research by using R, CiteSpace, and Nvivo, displaying certain quantitative feature of literature review. For instance, Qin and Wang (2021) analyzed translanguaging research from SSCI and A&HCI journals from 2000 to 2020 using R, and found that translanguaging study is still in the ascendant through the efforts of five groups of researchers mainly in the UK and the USA and will still focus on pedagogy in the future with more emerging themes. By examining translanguaging studies from WOS and CNKI from 2010 to 2022 using CiteSpace and Nvivo, Jia and Wang (2023) marked a transition in language education from monolingual to multilingual approach by employing different modes such as images and gestures in recent years for multilingual communication, and promising research fields such as interdisciplinary translanguaging education practice and language policy of Mandarinization.

Although a quantitative approach is utilized in analyzing translanguaging studies, it is essential to recognize that a significant portion of research in this field is qualitative in nature, often through thematic summarization and narrative analysis (Zheng & An, 2022). For instance, a comprehensive review of the literature from 2010 to 2021 reveals that the past decade has witnessed a growing interest in translanguaging studies. This includes explorations of theories, educational practices, and social interactions, showcasing a trans-disciplinary approach to linguistic research. This trend indicates a field that is ripe for in-depth investigation from both social and applied linguistics perspectives (Zheng & An, 2022).

Therefore, conducting a quantitative analysis of translanguaging studies using CiteSpace within the international academic community represents a significant scholarly endeavor. It can provide a comprehensive and systematic overview of the literature in this field over the past decade. It is particularly valuable for scholars and practitioners interested in both the theoretical and practical dimensions of translanguaging. By harnessing the functionalities of CiteSpace, this review not only synthesizes the existing literature but also identifies key trends and patterns that have emerged, thereby enhancing the nuanced understanding of translanguaging's

role in multilingual education and linguistic research on a global scale.

3. Data and Methods

The dataset for this study was sourced from the WOS, a rich and authoritative resource for identifying internationally recognized and online-published academic journals. By pinpointing *translanguaging* as the primary search term one that ranks among the most prominent keywords in WOS for research in this domain—the study captures the scholarly landscape from 2010 to 2023, ensuring a comprehensive assessment. This period begins with the appearance of translanguaging research and extends up to the time node of data collection, reflecting the development of translanguaging research over more than a decade. As of May 2023, the dataset comprises 1,182 articles, with the exclusion of non-relevant or peripherally related documents, book reviews, conference proceedings, and editorial notes. This extensive compilation of literature, spanning over a decade, presents a valuable opportunity for scholars to delve into the myriad dimensions of translanguaging research.

The analytical tool is CiteSpace, known for its scientific analysis of potential knowledge within the literature (Li & Chen, 2022). Using the CiteSpace tool can assist in analyzing the development of translanguaging over more than a decade, especially by visually presenting it in a quantified manner. Before initiating the mapping process in CiteSpace, the literary data extracted from WOS underwent a preprocessing phase utilizing CiteSpace's integrated literature converter. This step was essential for enhancing the accuracy of the analysis by eliminating any duplicate records from the WOS dataset. Additionally, this study enriches its analysis by incorporating fundamental statistical details gleaned from the WOS, such as publication status, which allows for a more nuanced and thorough examination of translanguaging research trends and developments.

The analytical framework of this study is structured around three pivotal dimensions of translanguaging research: an overarching perspective on the research landscape, an assessment of the driving forces within the research community, and the identification of emerging research hotspots. Each section is meticulously designed to probe into these three research questions, with the aim of attaining a holistic comprehension of the evolution and current state of translanguaging studies from 2010 to 2023. Through this multifaceted analysis, the study endeavors to uncover the intricate dynamics that have shaped and continue to influence the field of translanguaging.

- 1) What is the status of the overall view of the research on translanguaging from 2010 to 2023?
- 2) What are the hotspots of translanguaging studies between 2010 and 2023?
- 3) What are the most representative research contributing powers in the study of translanguaging and the features of their relationship network from 2010 to 2023?

4. Results and Findings

4.1. Overall Status of the Research

The comprehensive assessment of translanguaging research's current status within the global academic community is grounded in a thorough analysis leveraging CiteSpace and the WOS data. This assessment reveals three features of the research landscape: firstly, the progression of translanguaging-related publications in the WOS began with a steady start in 2010, yet experienced a significant upsurge from 2016, reaching a pinnacle with 291 articles in 2022; secondly, the inaugural scholarly work on translanguaging, dating back to 2010, remains the most frequently read and cited globally, highlighting its persistent relevance; and thirdly, an average of around 200 scholars and researchers have opted to publish their translanguaging studies through WOS, with each publishing an average of two to four pieces, indicating a thriving academic community. This data emphasizes the ongoing interest and scholarly dedication to this field of research. The detailed analysis confirming these observations is elaborated upon in the following sections.

Figure 1 illustrates the upward trajectory of annual publications in the field of translanguaging within the WOS. The trend is markedly ascending, with a pronounced peak of 291 publications in 2022. The beginning of this area in the WOS is marked by 2 articles in 2010. A modest increase to 14 was observed from 2015, with a gradual progression continuing into 2016. However, the period between 2016 and 2022 stands out for its dramatic and substantial increase in translanguaging-related literature. In particular, the interval from 2018 to 2022 saw an addition of 271 publications, indicating a surge in researchers' attention. This pattern indicates that translanguaging has not only gained momentum but also established itself as a dynamic and burgeoning area of research. The trend line depicted in **Figure 1**, which shows a positive correlation ($R^2 = 0.6061$), further bolsters the assertion that translanguaging is an area of growing significance and is poised for continued expansion. The escalating trend in translanguaging research not only

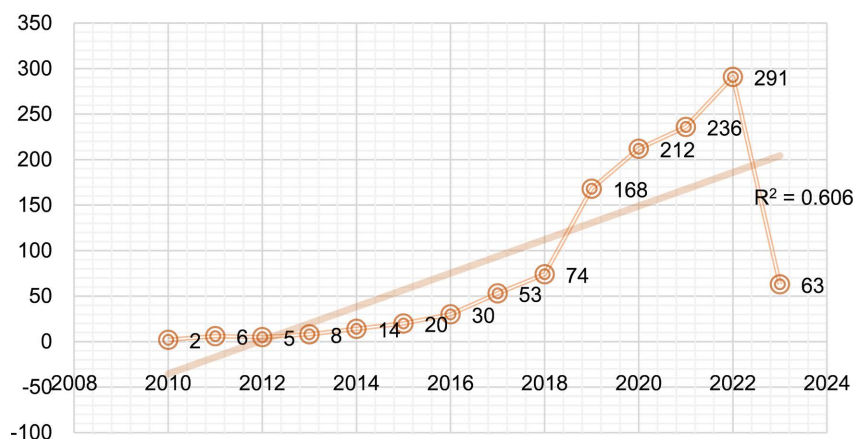


Figure 1. Trend of annual publication of translanguaging studies from WOS.

highlights its potential for future growth but also confirms its standing as a topic of sustained interest and exploration within the global academic community.

This study provides a clear exposition of the central themes within the international discourse on translanguaging research spanning the period from 2010 to 2023. It is achieved by presenting the analysis of the top five most frequently cited articles, as detailed in **Table 1**, which serves as a compass for the research's thematic orientation and intellectual gravity. The foremost among these highly cited works, published by **Creese and Blackledge (2010)**, advances the assertion that pedagogies grounded in translanguaging constitute efficacious bilingual instructional strategies. It challenges the conventional monolingual teaching methodologies employed for imparting proficiency in the target language. Importantly, this article stands as the earliest contribution to the field of translanguaging studies in the WOS dataset. The subsequent entry in terms of citation frequency delves into the construction of identities among multilingual Chinese adolescents in the British context. Employing Moment Analysis as a methodological approach, **Li (2011)** illuminates the agency inherent in multilingual individuals as active participants in societal spheres. Furthermore, the study underscores the existence of multilingual spaces that transcend the imposed dichotomies often encountered in the exploration of bilingualism and multilingualism. The third highest cited article authored by **Otheguy et al. (2015)** accentuates the importance of employing translanguaging pedagogies to facilitate language maintenance and revitalization endeavors among bilingual students and marginalized communities. This is achieved by conceiving of translanguaging as comprising both mental grammars and language practices, thereby elucidating the distinction between named language and idiolect. A subsequent seminal work, penned by **Canagarajah (2011)**, portrays translanguaging as an instructive tactic for fostering advanced academic writing proficiencies. Through dialogical pedagogy, the study proposes the integration of translanguaging practices as a teachable strategy to enhance students' composition skills. The fifth highest cited paper, crafted by **Li (2018)**, aspires to establish translanguaging as a theoretical framework for understanding languages. This endeavor involves elaborating upon two pivotal concepts: Translanguaging Space and Translanguaging Instinct, demonstrating their significance from both sociocultural and cognitive vantage points. Collectively, the synthesis of these extensively referenced works underscores the persistent emphasis on bilingual and multilingual pedagogies and their intersection with societal practices in the realm of translanguaging research. This thematic trajectory over time illustrates the evolution from an initial concentration on pedagogical aspects to an expansive array of inquiries encompassing sociocultural dimensions.

Table 2 offers a curated selection of the top five distinguished journals that have earned recognition for their focus on translanguaging studies. These journals place a significant emphasis on educational and social research within the multifaceted domains of bilingualism, multilingualism, and multiculturalism, highlighting

Table 1. Top 5 mostly-cited studies concerning translanguaging from WOS.

No.	Title	Author	Journal	Citation	Year
1	Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching?	Creese, A and Blackledge, A	Modern Language Journal	938	2010
2	Moment Analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain	Li, W	Journal of Pragmatics	731	2011
3	Clarifying translanguaging and deconstructing named languages: A perspective from linguistics	Otheguy, R; Garcia, O and Reid, W	Applied Linguistics Review	600	2015
4	Codemeshing in Academic Writing: Identifying Teachable Strategies of Translanguaging	Canagarajah, S	Modern Language Journal	513	2011
5	Translanguaging as a Practical Theory of Language	Li, W	Applied Linguistics	477	2018

Table 2. Top 5 journals publishing translanguaging studies from WOS.

No.	Journal	Publication Count
1	International Journal of Bilingual Education and Bilingualism	98
2	Translation and Translanguaging in Multilingual Contexts	63
3	Applied Linguistics Review	55
4	International Journal of Multilingualism	54
5	Journal of Multilingual and Multicultural Development	45

their contribution to the advancement of scholarly understanding in these areas.

Amidst this assemblage of preeminent journals, the International Journal of Bilingual Education and Bilingualism emerges as a notable frontrunner, boasting an impressive publication count of 98. Evidently, this journal assumes a pivotal role in advancing translanguaging studies on a global scale. It is noteworthy that Duarte's article titled Translanguaging in mainstream education: a sociocultural approach has garnered a commendable citation count of 67. This significant work posits the proposition that the practice of translanguaging holds promise in enhancing the acquisition of subject-specific knowledge while also facilitating the cultivation of advanced speech acts amongst multilingual adolescents, particularly within the context of intricate dialogues. The employed analytical framework is anchored in sociocultural discourse analysis, which effectively lends insights into the intricate dynamics of peer interactions. The journal that occupies the second position is Translation and Translanguaging in Multilingual Contexts. In their scholarly contribution authored by Lopez et. al. in 2019, titled Exploring the use of translanguaging to measure the mathematics knowledge of emergent bilingual students and cited 9 times, the authors expound on the notion that an augmentation in the mathematical proficiency of emergent bilingual students can be facilitated through a comprehensive inquiry into the formulation and execution of bilingual mathematics assessments, encompassing the realm of translanguaging

practices. The third position is Applied Linguistics Review. Notably, the article of utmost citation within this journal, authored by Otheguy et al. in 2015 and titled Clarifying translanguaging and deconstructing named languages: A perspective from linguistics, has amassed a substantial citation count of 600. The fundamental concepts elucidated therein are succinctly delineated in Table 1. The International Journal of Multilingualism stands out as the fourth. Its highest-cited paper, Translanguaging and Semiotic Assemblages boasts 186 citations. This work extensively explores the concept of spatial repertoires and assemblages, as advanced by Pennycook (2017), facilitating a nuanced comprehension of the intricate interplay among diverse manifestations of semiosis. The work titled Minority Languages and Sustainable Translanguaging: Peril or Prospects? by Cenoz & Gorter (2017), has garnered 175 citations, found its place within the ranks of the fifth most prolific journal the Journal of Multilingual and Multicultural Development. This effectively underscores the dual nature of translanguaging as it pertains to minority languages within the milieu of bilingual and multilingual education. In doing so, it unveils translanguaging's capacity to either imperil or empower. Furthermore, the authors advance a cogent framework of guiding principles aimed at fostering sustainable translanguaging practices within the intricate domain of regional minority language utilization.

The significant citation counts garnered by the journals featured in this select group of five highly influential publications underscore a marked escalation of interest from the global academic community in translanguaging study. This attention surge is particularly evident through an examination of publication trends, with a spotlight on the years 2017 and 2019. During these periods, there is a discernible concentration on themes pertinent to linguistics and semiotics, the subtleties of bilingualism and multilingualism, and the complex dynamics between language and society.

It is noteworthy that these thematic preferences exhibit a degree of alignment with earlier findings from the broader Web of Science community's top five most-cited studies on translanguaging. This convergence suggests a continuity in the intellectual pursuits and research priorities within the field, reflecting a robust and evolving academic dialogue that shapes the trajectory of translanguaging studies. The consistency in thematic focus across these high-impact publications and the wider body of work highlights the field's maturation and the coalescence of scholarly efforts around critical areas of inquiry.

4.2. Contributing Powers of the Research

This part provides a comprehensive exposition of the collective research contributions, encompassing key constituents such as authors, institutions, geographic demarcations, and scientific funding within the domain of translanguaging studies.

Table 3 enumerates the leading scholars in the realm of translanguaging studies, affording an opportunity to scrutinize the thematic predilections of these

eminent personages, encompassing the international scholarly cohort. Presented herewith are the foremost two authors in terms of publication frequency, alongside the corresponding count and recent interest of their publications, thereby encapsulating a snapshot of the scholarly landscape for translanguaging studies.

Table 3. Top 10 authors publishing translanguaging studies from WOS.

No.	Author	Centrality	Publication Count	Year
1	Garcia, Ofelia	0.01	20	2011
2	Li, Wei	0.01	20	2011
3	Tai, Kevin W H	0.00	13	2020
4	Cenoz, Jasone	0.00	12	2017
5	Lin, Angel M Y	0.00	10	2015
6	Blackledge, Adrian	0.00	9	2010
7	Gorter, Durk	0.00	8	2017
8	Moore, Emilee	0.00	7	2014
9	Creese, Angela	0.00	7	2010
10	Charamba, Erasmos	0.00	6	2019

Garcia, an eminent scholar boasting a substantial publication count of 20, holds the esteemed position of a Distinguished Professor at the City University of New York. Revered as a trailblazer in the realms of bilingual education and translanguaging practices, her scholarly contributions have left a profound impact on the field. In recent years, she mainly focuses translanguaging research concerning Chinese bilinguals (García, 2022), literacy study (García & Kleifgen, 2020), Latinx bilingual readers (García, 2020), plurilingualism (García & Otheguy, 2020), and so forth. From her recent studies, it finds that her recent interest of bilingual education in relation to translanguaging is much extended to people whose first language is not English but other languages in Asian for instance.

Li, a prolific scholar with a notable publication record, holds the prestigious positions of Director and Dean at the Institute of Education (IOE) at University College London (UCL). Demonstrating a profound scholarly commitment, Li is prominently engaged in the realm of translanguaging studies, and has earned a distinguished standing within this academic domain, commanding considerable esteem for his contributions. His recent publications are much concerned with translanguaging in self-praise on social media (Ren et al., 2022), language policy and planning (LPP) (Li, 2022a), classroom research (Kevin & Li, 2021), translation and translanguaging (Kiaer et al., 2022), bilingual morphological awareness (Jiang et al., 2022), and translanguaging as a political stance (Li, 2022b). In sum, his main research interests are situated in both the translanguaging in teaching and in the social studies by viewing translanguaging as a current and immediate social practice (Bao & Li, 2022).

In addition to the exposition pertaining to the primary two authors, the assemblage of these preeminent ten scholars can be systematically categorized into five distinct research cohorts (Qin & Wang, 2021), that is, (1) translanguaging pedagogies and learning strategies in bilingual education; (2) research on translanguaging behaviors from the socio-cultural perspectives; (3) translanguaging practices in discourse and minority languages; (4) translanguaging pedagogies in the South Africa multilingual classroom; and (5) the content and language integrated learning (CIIL) as translanguaging strategies.

Figure 2 presents a graphical representation of the collaborative network among the ten authors, offering an alternative perspective on the synergistic relationships that define the work of these leading figures in the field of translanguaging studies. This visual map of interconnectedness highlights the collaborative spirit that pervades the research community and underscores the importance of interdisciplinary cooperation in advancing scholarly knowledge. This figure follows two principles: (1) The bigger the node is, the more contributing the author is, and (2) the more lines there are between/among authors, the stronger their cooperation network is and their cooperation relationship is. By following these two principles, it finds that Li has the most complex and diversified cooperative relationship network, particularly in relation to Garcia, Tai, Blackledge, and Creese. Bibliometric analysis from the WOS also authenticates this network, indicating the close and diverse cooperation by Li with other representative figures concerning translanguaging studies. Drawing from information in WOS database, they may once or currently study or work in the same institute or their institutes with highly academic exchanges, which have thus facilitated the formation of the network and promoted a more dynamic international publication of academic fruits concerning translanguaging. Scholars, such as Lin, Cenoz, Gorter, and Moore on the other hand exhibits comparatively much less cooperative network in academic research.



Figure 2. Relationship network of authors publishing the most in the WOS.

Table 4 displays top ten institutes publishing the most concerning translanguaging studies, in which two findings are presented. (1) Most of these institutes are located in the UK and the US, but their publication count and centrality differ, though starting researching as early as 2011. Though institutes in the UK may have higher publication counts in general, institutes in the US, for instance, the City University of New York (CUNY) System (publication count: 38; centrality 0.20) and the University of London (publication count: 47; centrality: 0.07), reflecting that institutes in the US may have higher influences in the translanguaging studies, although institutes in the US may contribute the most; (2) Institutes from other countries or regions have also shown emerging potential and contributions to the translanguaging studies. Institutes, such as University of Hong Kong from China, University of Basque Country from Spain, and Stockholm University from Sweden, also have caught the trend of translanguaging studies as early as 2013, though most of them started their research in the year of 2018, and produced numerous academic publications in the WOS that share almost the same count as the ones from institutes in the US and the UK. However, their centrality of publications is lower than that in the US and the UK in general, except the Stockholm University from Spain.

Table 4. Top 10 institutes publishing translanguaging studies from WOS.

No.	Institute	Centrality	Publication Count	Year
1	University of London	0.07	47	2011
2	City University of New York (CUNY) System	0.20	38	2011
3	University of Texas System	0.15	35	2013
4	University College London (UCL)	0.02	31	2018
5	State University System of Florida	0.08	25	2015
6	UCL Institute of Education	0.01	24	2019
7	University of Basque Country	0.01	21	2014
8	University of Hong Kong	0.01	19	2013
9	University of Colorado System	0.01	18	2018
10	Stockholm University	0.03	17	2018

The relationship network of these institutes is presented in **Figure 3**. It is an intertwined picture view that exhibits relatively close relationship in academic cooperation in the study of translanguaging. City University of New York (CUNY) System, however, has the highest centrality of 0.20 of all, which indicates the most centralized or cooperative status of the current research institutes in relation to the studies of translanguaging. University of Texas System follows behind with the second high centrality of 0.15, exhibiting relatively weaker network than City University of New York (CUNY) but comparatively stronger than the rest. The rest of research institutes that display important network of academic

relationships are State University System of Florida with a centrality of 0.08, University of London with a centrality of 0.07, and rest are below 0.05 with relatively weaker network of these comparatively more influential institutes in the international publications.

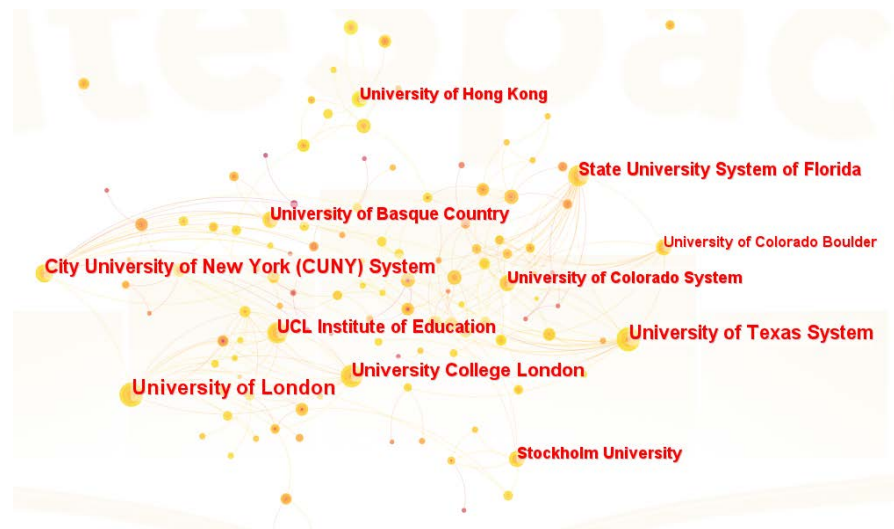


Figure 3. Relationship network of institutes publishing the most in WOS.

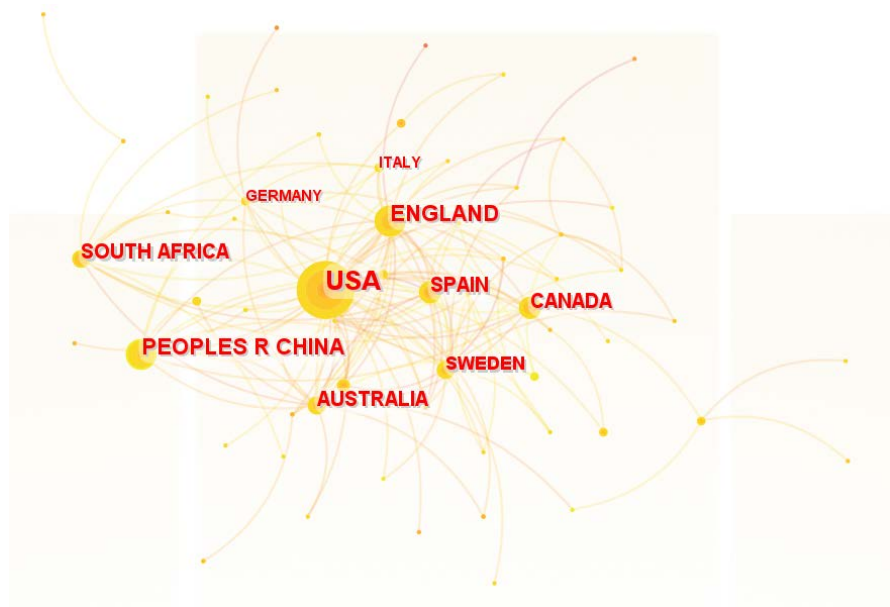
Table 5 provides an overview of the foremost ten nations and/or regions that exhibit the highest publication output within the realm of translanguaging, as documented within the WOS database. This tableau unveils a temporal sequence wherein scholarly engagement with translanguaging commenced earliest within the United Kingdom (in 2010), trailed closely by initiatives within the United States (in 2011) and South Africa (in 2011). It merits attention, however, that notwithstanding the UK's preceding foray, the US has since surged ahead, contributing a substantial 362 papers in contrast to the UK's 135 papers. Notably, China's contributions to the global discourse are also noteworthy, amounting to a considerable 117 papers, despite its commencement of translanguaging exploration three years subsequent to the UK's inception. Furthermore, a notable trend emerges wherein approximately fifty percent of these scholarly publications emanate from English-speaking countries—such as the UK, US, Australia, and Canada—while the remaining portion originates from diverse linguistic contexts, including nations such as China and South Africa.

Figure 4 depicts the complex web of relationships among various countries and regions, meticulously outlining their interconnected roles in the field of translanguaging research. The United States (USA) stands out as the most central actor with a centrality measure of 0.50, highlighting its pivotal position as the academic hub of translanguaging scholarship. The United Kingdom (UK) follows as the secondary hub, claiming the second position with a centrality of 0.36, while South Africa emerges as the tertiary hub with a centrality of 0.18.

It is noteworthy that China, despite having the third-highest publication count,

Table 5. Top 10 countries/regions publishing translanguaging studies from WOS.

No.	Countries/Regions	Centrality	Publication Count	Year
1	US	0.50	362	2011
2	UK	0.36	135	2010
3	PEOPLES R CHINA	0.03	117	2013
4	SOUTH AFRICA	0.18	75	2011
5	SPAIN	0.02	73	2014
6	AUSTRALIA	0.12	71	2015
7	CANADA	0.11	62	2013
8	SWEDEN	0.10	42	2013
9	GERMANY	0.10	32	2015
10	ITALY	0.00	29	2014

**Figure 4.** Relationship network of countries/regions publishing the most in the WOS.

does not proportionally hold the third position in terms of centrality. Spain exhibits a similar discrepancy. The fourth and fifth hubs are identified as Australia, with a centrality of 0.12, and Canada, with a centrality of 0.11, respectively. This observed hierarchy of centrality persists across the subsequent tiers of focal points, revealing a consistent alignment between centrality indices and the potential for discrepancies between publication volumes and their corresponding centrality rankings.

These incongruities underscore the potential for divergent classifications within the categorization of key academic centers, suggesting that publication output may not always be indicative of a country or region's centrality within the scholarly network. This finding invites a more nuanced understanding of the dynamics

that shape the geographical distribution of academic influence and collaboration in the field of translanguaging studies.

The ultimate metric of research impact under review is an assessment of the top ten funding sources leveraged to facilitate research and the publication of academic articles in the field of translanguaging, as detailed in **Table 6**. A scrutiny of these financial underpinnings and their origins reveals several pivotal insights. Firstly, there is an observable, yet not uniformly consistent, correlation between the distribution of funding and the publication output across different countries. Secondly, a significant majority of the funding is derived from governmental entities, with some specifically designated as national funds. Thirdly, the UK Research and Innovation fund is particularly prominent for its role in enabling a substantial body of global publications on this topic. Additionally, it is significant to highlight the presence of a university fund, namely that provided by Shanghai International Studies University (SISU) in China, which has made a substantial contribution to the diversity of the international scholarly conversation in translanguaging.

Table 6. Top 10 funds publishing translanguaging studies from WOS.

No.	Fund	Publication Count
1	UK Research Innovation	39
2	Arts Humanities Research Council	27
3	Economics Social Research Count	16
4	Basque Government	13
5	Spanish Government	13
6	Social Sciences and Humanities Research Council of Canada	9
7	Spencer Foundation	7
8	Luxembourg National Research Fund	6
9	National Science Foundation	6
10	Shanghai International Studies University	6

4.3. Research Hotspots

To delve deeper into the global domain of translanguaging studies, this section undertook a quantitative examination of pivotal terminologies within this field spanning the years 2010 to 2023. This analysis encompassed the identification of the foremost ten keywords, the chronological progression of these keywords, and the leading ten keywords characterized by the strongest bursts.

Table 7 presents an inventory of the foremost ten keywords that have emerged within the realm of translanguaging studies. These identified keywords offer insights into the rapid global assimilation of translanguaging studies subsequent to its conceptual inception and subsequent publication since 2010. This trend finds reinforcement in the chronological emergence of these keywords, exemplified by

terms such as language (2013), English (2013), education (2013), and strategy (2013), among others. This phenomenon, characterized by these early-incorporated keywords, underscores the profound concentration of translanguaging studies on the domain of English language education and instructional methodologies, notably encompassing bilingual and multilingual educational paradigms (Jia & Wang, 2023). Additionally, pertinent keywords including pedagogy, classroom, students, school, and literacy corroborate this assertion. Evidently, translanguaging emerges as a pivotal agent in the realm of foreign language education, particularly in scenarios where language learners engage with two or more languages, or even multifaceted multimodal techniques, to facilitate their linguistic pursuits, some of which are geared towards scholastic objectives (Zheng & Drybrough, 2023).

Table 7. Top 10 keywords in the existing literature from WOS.

No.	Keyword	Count	Centrality	Year
1	language	292	0.05	2013
2	English	156	0.13	2013
3	education	145	0.11	2013
4	pedagogy	128	0.05	2015
5	identity	126	0.09	2014
6	classroom	101	0.07	2013
7	students	98	0.06	2016
8	strategy	82	0.06	2013
9	school	81	0.02	2017
10	literacy	81	0.06	2015

While the pedagogical dimension of translanguaging educational paradigms has been a consistent focal point since their inception, they have concurrently broadened the purview of research to encompass sociocultural facets inherent in bilingual and multilingual pedagogy. A notable example is the nuanced exploration of students' cultural and social identities, as evidenced by the prominence of the keyword identity (126 publications, centrality: 0.09, year 2014). This salient theme underscores a robust interconnection between the praxis of translanguaging and the intricate tapestry of identity, emanating from the observation that language learners frequently harness their individual linguistic repertoires to engage in translanguaging practices in the social context, thereby actively contributing to the construction of multifaceted social identities (Qin & Wang, 2021).

The timeline of keywords contributes a sequential framework to the progression of translanguaging studies in the contemporary period (refer to **Figure 5** and **Figure 6**). To comprehensively examine the principal focal points through a temporal lens, the depicted clusters are subsequently dissected in terms of subjects and motifs, yielding two main research hotspots: (1) the intersection of translanguaging and

language pedagogy, and (2) the convergence of translinguaging and societal dynamics.

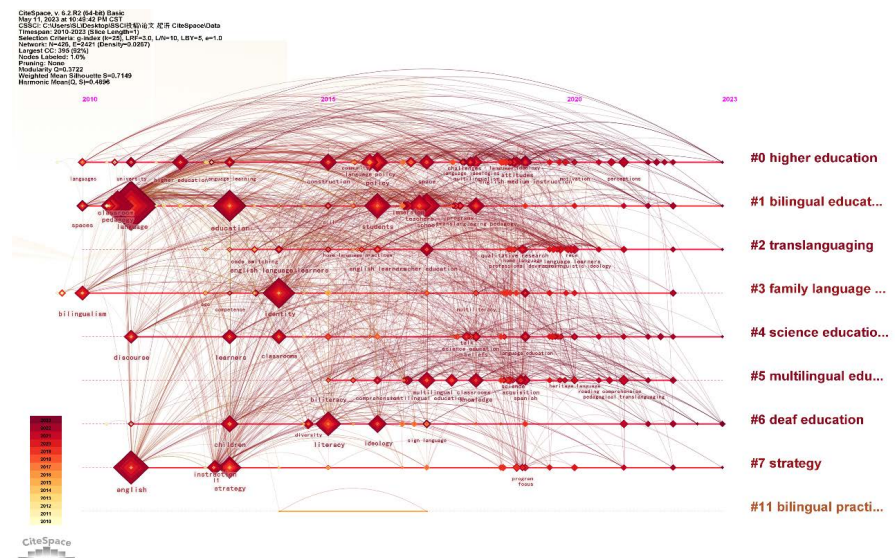


Figure 5. Timeline of keywords of translinguaging studies from WOS.

Top 10 Keywords with the Strongest Citation Bursts

Keywords	Year	Strength	Begin	End	2010-2023
education policy	2012	2.52	2012	2016	[Timeline bar]
bilingual education	2011	4.59	2015	2017	[Timeline bar]
strategy	2013	5.65	2016	2018	[Timeline bar]
linguistic landscape	2017	2.67	2017	2018	[Timeline bar]
languages	2010	3.66	2018	2019	[Timeline bar]
science education	2018	2.44	2018	2019	[Timeline bar]
language learners	2020	2.67	2020	2021	[Timeline bar]
pedagogical translinguaging	2021	3.69	2021	2023	[Timeline bar]
perceptions	2021	2.87	2021	2023	[Timeline bar]
youth	2021	2.63	2021	2023	[Timeline bar]

Figure 6. Top 10 keywords with the strongest citation bursts of translinguaging studies.

The domain of translinguaging studies has witnessed a pronounced preoccupation with the nexus of translinguaging and language pedagogy since its emergence in 2010. In conceptual terms, translinguaging, distinct from mere code-switching, accentuates the evanescent, contemporaneous, and immediate praxes encompassing diverse languages. It underscores the inventive and discerning facets of linguistic engagement, harnessing resources that transcend conventional paradigms, notably incorporating multimodal modalities (Bao & Li, 2022). Over an elapsed decade, the theoretical underpinnings of translinguaging have evolved through four successive stages: (1) the transitional translinguaging space, (2) the

critical translanguaging space, (3) the translanguaging instinct, and (4) the communicative zone. These phases have considerably illuminated the domain of language pedagogy. Translanguaging in this context centers on the pragmatic utilization of language in educational contexts, catering to a diverse student cohort hailing from varied cultural contexts and communities, encompassing distinct language proficiencies, and traversing disparate educational echelons and milieus (Li, 2018; Li & Shen, 2021; Zheng & An, 2022). It posits that translanguaging engenders a fluid system and repository spanning across languages, enabling bilingual and multilingual individuals to harness an extensive spectrum of resources to foster a communicative repository, construct identities, and express themselves with inventiveness and discernment (Duarte, 2019; Liang & Wang, 2020; Lopez et al., 2019). Current scholarly investigations pertaining to translanguaging within the context of language pedagogy evince five salient hallmarks: (1) Translanguaging for language pedagogy is inextricably linked to principles of social equity, entailing the utilization and safeguarding of minority languages and their respective communities; (2) The methodological framework for data collection in translanguaging inquiries within pedagogical realms leans towards qualitative methodologies, encompassing classroom observations, interviews, ethnographic inquiries, among others; (3) Encouraging outcomes emanate from translanguaging practices in language pedagogy, notably manifest in the heightened linguistic diversity both for educators and learners; (4) The incorporation of multimodal and diverse resources serves to enrich language education, engendering expanded translanguaging spaces for both pedagogues and learners to engage in translanguaging exercises within bilingual and multilingual educational milieus; (5) Translanguaging studies predominantly adopt moment analysis as a methodological approach, which effectively captures the instantaneous and transitory attributes inherent to specific subject matters.

The contemporary surge in interest surrounding translanguaging and its implications within society constitutes another noteworthy subject within the domain of translanguaging studies. This discourse predominantly revolves around several research domains, namely the linguistic landscape, the translanguaging phenomenon in media, word recreation through translanguaging, and the interface between translanguaging and language policy. Scholars' exploration of the linguistic landscape has garnered attention since 2017, with particular focus on regions such as Zambia. Within these landscapes, one observes multilingual signage interwoven with local cultural and socio-economic discourses, forming a dynamic platform for translanguaging practices (Costley et al., 2022). The translanguaging phenomenon is notably evident in media discussions, notably among youth populations from 2021 onwards. An exemplar instance is the strategic employment of self-praise by Chinese youth on the Weibo platform, wherein translanguaging serves as a tool for identity construction within the realm of social media (Ren et al., 2022). This underscores the youth's inclination to employ translanguaging strategies for self-expression and identity negotiation in the virtual sphere. The

reimagining of linguistic elements, particularly through neologisms and expressions, frequently involves translanguaging. However, this practice can sometimes be perceived as a challenge to the established sanctity of extant languages and their attendant cultural mores (Han, 2020; Li, 2016; Zhou, 2022). Furthermore, translanguaging has intersected with language policy considerations since 2012, remaining an enduringly salient topic. At its core, the ethos of translanguaging in this context lies in fostering a more inclusive, felicitous, and just linguistic environment. This stands in contrast to monolingual paradigms or the undue prominence of certain dominant languages, which might misalign with the multicultural and multilingual identities and backgrounds of specific groups (Koyama & Kasper, 2022). The examination of translanguaging's role within society occupies a pivotal niche within applied linguistics, facilitating nuanced analyses of bilingual and multilingual phenomena. This burgeoning research field has garnered substantive academic enthusiasm and has permeated an array of broader academic domains (Jia & Wang, 2023; Li, 2011, 2018).

5. Results and Findings

In conclusion, this paper offers a comprehensive overview of the knowledge domain through an extensive review of the extensive body of translanguaging research spanning from 2010 to 2023. This review includes an assessment of the research hotspots within the field. Throughout this analytical exploration, the paper provides scholars with empirical and quantitative insights to enhance their academic endeavors in the area of translanguaging. The analytical perspective presented in this discourse deepens researchers' understanding of the broader research landscape, pinpoints key areas of inquiry, and identifies the principal contributors to the field. Looking ahead, five recommendations for future research are proposed as follows:

1) Investigations into multimodal and multisensory dimensions: Translanguaging combines the practice of language, a spectrum of modalities and sensory experiences. Future research endeavors may delve deeper into the role of multimodal and multisensory aspects within the practice of Translanguaging.

2) Potentials integration of cognitive aspect and transformative power of social structures: The process of translanguaging exerts not only transformative effects on linguistic systems but also on individual cognition and social structures. Future studies might explore how translanguaging influences the transformation of cognitive and social structures.

3) Interdisciplinary research: The concept of translanguaging has prompted researchers to cross the boundaries of linguistics, psychology, sociology, and education, fostering a broader scope of inquiry. Future research could further investigate the impact and application of translanguaging across various disciplines.

4) Research in diverse socio-cultural contexts: With the application of translanguaging theory across different cultures and environments, future studies may increasingly focus on the practice of translanguaging in various contexts and its

implications for language education and language policy.

5) Exploration in the era of big data and artificial intelligence: The advent of big data and artificial intelligence technologies is revolutionizing social life in unprecedented ways. The study of translanguaging should pay greater attention to the new patterns and characteristics of language use and practice in the new context.

However, it is crucial to recognize the limitations inherent to this study. On one hand, the investigation's scope was circumscribed by the use of the keyword "translanguaging" to explore the research corpus comprehensively. For future research, it would be beneficial to adopt more specific keywords within the field, such as translanguaging education, translanguaging and bilingualism, and translanguaging and multilingualism. This targeted refinement could lead to a more detailed understanding of the knowledge domain, allowing for a more intricate and subtle analysis. On the other hand, the literature reviewed in this study is limited to core journals indexed in the WOS, with a focus on English-language publications. While this method provides a solid basis for CiteSpace analysis, including journals from the SSCI and Arts & Humanities Citation Index (A&HCI), it does not account for contributions from journals outside these indices or from languages other than English, such as Chinese or French. Future studies would be enriched by broadening the scope to include a comparative analysis of publications across different languages and academic databases, thereby providing a more comprehensive visualization of the knowledge domain within translanguaging studies.

Conflicts of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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