

Digital Translanguaging in EFL Learning: A Systematic Literature Review

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ABSTRACT

This systematic literature review examines how translanguaging is used in digital platforms for EFL learning, with specific attention to pedagogical practices, multimodal resources, and learner engagement. Existing research has increasingly discussed translanguaging in multilingual classrooms and digital learning environments, yet the relationship among platform use, instructional practice, multimodal meaning-making, and learner participation remains fragmented. To address this gap, the study reviewed selected articles published between 2016 and 2026 from Scopus, ERIC, ScienceDirect, SpringerLink, Taylor & Francis, and SINTA 1 and 2 journals. The review followed the principles of systematic literature review in educational research and was guided by PRISMA 2020 procedures, including identification, screening, eligibility assessment, and thematic synthesis. The findings show that digital translanguaging appears across online English teaching videos, hybrid courses, remote learning platforms, social media, AI-assisted tools, telecollaboration, and digital storytelling. Translanguaging functions as pedagogical scaffolding, interactional support, identity expression, and learner agency. The novelty of this review lies in integrating digital platforms, multimodal resources, and learner engagement into one analytical framework for understanding translanguaging in EFL learning.

Informasi Artikel

Kata Kunci:

translanguaging, platform digital, pembelajaran bahasa Inggris sebagai bahasa asing, multimodalitas, keterlibatan peserta didik

ABSTRAK

Tinjauan pustaka sistematis ini mengkaji bagaimana translanguaging diterapkan dalam platform digital untuk pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL), dengan fokus khusus pada praktik pedagogis, sumber daya multimodal, dan keterlibatan peserta didik. Penelitian yang ada semakin banyak membahas translanguaging di kelas multibahasa dan lingkungan pembelajaran digital; namun, hubungan antara penggunaan platform, praktik pengajaran, konstruksi makna multimodal, dan partisipasi peserta didik masih terpisah-pisah. Untuk mengatasi kesenjangan ini, studi ini meninjau artikel-artikel terpilih yang diterbitkan antara tahun 2016 dan 2026 dari Scopus, ERIC, ScienceDirect, SpringerLink, Taylor & Francis, serta jurnal-jurnal SINTA 1 dan 2. Tinjauan ini mengikuti prinsip-prinsip tinjauan literatur sistematis dalam penelitian pendidikan dan dipandu oleh prosedur PRISMA 2020, termasuk identifikasi, penyaringan, penilaian kelayakan, dan sintesis tematik. Temuan menunjukkan bahwa translanguaging digital muncul dalam video pengajaran bahasa Inggris daring, kursus hibrida, platform pembelajaran jarak jauh, media sosial, alat bantu berbasis kecerdasan buatan (AI), kolaborasi jarak jauh, dan penceritaan digital. Translanguaging berfungsi sebagai penyangga pedagogis, dukungan interaksional, ekspresi identitas, dan otonomi peserta didik. Keunikan tinjauan ini terletak pada integrasi platform digital, sumber daya multimodal, dan keterlibatan peserta didik ke dalam satu kerangka analitis untuk memahami translanguaging dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL).

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1. Introduction

Digital platforms have changed the ecology of English as a Foreign Language learning. English is no longer learned only through textbooks, classroom drills, or teacher explanation. Students now encounter English through Zoom meetings, learning management systems, YouTube videos, TikTok clips, Instagram captions, WhatsApp discussions, online dictionaries, AI-assisted tools, subtitles, memes, podcasts, and comment sections. In these spaces, language learning becomes more fluid because students do not depend on English alone. They often move between English, Indonesian, local languages, images, gestures, voice notes, emojis, screenshots, and hyperlinks to understand meaning, negotiate ideas, and participate in learning activities. Such practices show that EFL learning in the digital era is not purely monolingual, linear, or text-based. It is multilingual, multimodal, and socially situated.

For many EFL learners, especially in multilingual countries such as Indonesia, the use of more than one language is not an exception but part of everyday communication. A student may read an English article, discuss its meaning in Indonesian with classmates, search difficult terms through Google Translate, watch a YouTube explanation with bilingual subtitles, and finally write a response in English. Another student may participate in a WhatsApp group by asking questions in Indonesian, inserting English academic terms, and using emojis or screenshots to clarify meaning. These practices are often treated as informal learning strategies, yet they are theoretically important because they reflect how multilingual learners use their full linguistic repertoire to make sense of English. Translanguaging provides a useful lens to understand this phenomenon because it views multilingual communication not as a simple alternation between separate languages but as a dynamic process of meaning-making [1].

In language education, translanguaging has gained attention because it challenges the traditional belief that effective English learning must happen only through English. Earlier approaches to EFL teaching often positioned the first language as interference, while English was treated as the only legitimate language of instruction. Such a view may not fully reflect the reality of multilingual learners who naturally use all available linguistic resources to understand complex concepts, build confidence, and participate in classroom interaction. Translanguaging pedagogy offers a more inclusive perspective by allowing learners to use their linguistic resources strategically for comprehension, expression, identity negotiation, and collaborative learning [2][1]. In EFL classrooms, this perspective is particularly relevant because students usually have limited exposure to English outside formal learning contexts.

The rise of digital learning has expanded the meaning of translanguaging. In physical classrooms, translanguaging may appear through oral interaction, teacher explanation, peer

discussion, or bilingual note-taking. On digital platforms, however, translanguaging becomes more complex because learners can combine language with multimodal resources. A YouTube English lesson, for instance, may include spoken English, local language explanation, visual slides, facial expressions, subtitles, comment threads, and hyperlinks to additional materials. A Zoom class may involve English presentation, Indonesian clarification in the chat box, screenshots of reading materials, and voice-based feedback from peers. These examples suggest that digital translanguaging is not only about the movement between languages but also about the movement across modes, media, and semiotic resources [3]. Recent research has also shown that YouTube can create translanguaging spaces in online English teaching videos because teachers and learners use platform features to combine languages, registers, and multimodal resources in meaning-making [4].

Research on digital translanguaging has begun to develop, but the field is still emerging.[5]reviewed digital translanguaging research among teachers and students and found 32 empirical studies published between 2015 and 2022. Their review indicates that digital translanguaging has become a recognizable research area, especially in relation to online interaction, digital pedagogy, and multilingual meaning-making. Nevertheless, the growing body of research still needs more focused synthesis, especially in EFL contexts where English is learned as a foreign language rather than used as a dominant language in society. A general review of digital translanguaging is valuable, yet it does not fully explain how different digital platforms shape pedagogical practices, what kinds of multimodal resources are used, and how these practices influence learner engagement in EFL learning.

Several empirical studies show why this topic deserves systematic attention. Examined translanguaging in a hybrid EFL course and found that students engaged with multimodal materials in Turkish and English to develop reading, listening, and criticality [6]. Their study suggests that translanguaging can help learners work with complex texts and ideas by connecting English learning with familiar linguistic and cultural resources. In Indonesia, [7] investigated translingual practice in remote EFL tertiary education and showed how multilingual speakers created translanguaging spaces in online learning. These studies are important because they demonstrate that digital or hybrid learning environments can support translanguaging practices, but they also reveal that the forms, purposes, and outcomes of such practices vary across contexts.

Multimodal resources are central to this discussion. Digital platforms do not deliver language as words alone. Meaning is shaped through image, sound, layout, movement, typography, color, gesture, and interactional features such as likes, comments, reactions, and shares. In EFL learning, these resources may help students understand difficult English materials more easily. For example, a short video about climate

change may support comprehension through English narration, Indonesian explanation in the comment section, visual diagrams, background images of floods or forests, and subtitles. From a multimodal perspective, learners interpret meaning by connecting these resources rather than reading language as an isolated system [8]. When this multimodal process is combined with translanguaging, digital platforms become spaces where students can use different languages and modes to build understanding, express opinions, and negotiate academic meaning.

Learner engagement is another important issue. Engagement in EFL learning does not only refer to attendance or task completion. It includes behavioral participation, emotional involvement, cognitive effort, and social interaction [9]. Translanguaging in digital platforms may support engagement because it can reduce anxiety, make difficult content more accessible, and allow students to participate using resources they already possess. A learner who is afraid to speak fully in English may begin by writing a bilingual comment in a discussion forum. Another learner may use Indonesian to ask for clarification before producing an English response. Such practices can serve as bridges toward deeper participation rather than signs of weakness. At the same time, digital platforms may also create challenges, including unequal access to technology, superficial participation, overdependence on translation tools, and unclear boundaries between supportive translanguaging and avoidance of English use.

Despite growing interest, the literature still appears scattered across different areas, including bilingual education, online language learning, digital literacy, multimodality, EFL pedagogy, and social media discourse. Some studies focus on teacher practices, while others examine student interaction, online videos, remote learning, or hybrid course design. As a result, it remains difficult to see the broader pattern of how translanguaging is used pedagogically in digital EFL environments. A systematic literature review is needed to organize existing findings, identify dominant platforms, classify pedagogical practices, map multimodal resources, and evaluate how learner engagement has been conceptualized and measured. Such a review can also reveal methodological trends, theoretical gaps, and underexplored contexts.

Based on this background, the proposed article aims to synthesize previous studies on translanguaging in digital EFL learning environments. The review is expected to contribute to EFL scholarship in three ways. First, it will clarify how digital platforms such as YouTube, LMS, Zoom, social media, and online discussion tools support or constrain translanguaging practices. Second, it will explain how multimodal resources are used together with multilingual repertoires to support meaning-making. Third, it will examine how translanguaging relates to learner engagement in digital learning spaces. By bringing these three dimensions together, the review can offer a more integrated understanding of digital translanguaging as a

pedagogical practice in contemporary EFL learning.

The research questions of this systematic literature review were formulated using the PICO framework, which helps clarify the population, intervention, context, and outcomes of the review. In this study, the population refers to EFL learners and teachers involved in digital learning environments. The intervention or phenomenon of interest is translanguaging practice in digital platforms. The comparison or context includes various digital learning environments, such as online classrooms, hybrid learning, social media, YouTube, learning management systems, and mobile-assisted learning. The outcomes refer to pedagogical practices, multimodal resources, and learner engagement.

Based on this framework, the study is guided by the following research questions:

1. What types of digital platforms have been used to support translanguaging practices in EFL learning?
2. How are translanguaging practices pedagogically implemented in digital EFL learning environments?
3. What multimodal resources are involved in translanguaging practices on digital platforms for EFL learning?
4. How do translanguaging practices in digital platforms contribute to EFL learners' engagement?
5. What gaps and future research directions can be identified from existing studies on translanguaging in digital platforms for EFL learning?

2. Literature Review

Translanguaging as a Theoretical Lens in EFL Learning

Translanguaging has become an important theoretical and pedagogical concept in language education because it challenges the traditional separation of languages in the classroom. In earlier EFL teaching traditions, English was often treated as the only acceptable medium of instruction, while learners' first language or local languages were viewed as interference. Such a monolingual orientation does not fully represent the learning reality of multilingual students, particularly in countries where learners naturally move across Indonesian, local languages, English, and other semiotic resources in daily communication. Translanguaging offers a different perspective by viewing multilingual learners as active meaning-makers who use their complete linguistic repertoire to understand, communicate, and construct knowledge [1][10].

In EFL learning, translanguaging is not simply the random mixing of languages. It can function as a strategic practice for scaffolding comprehension, supporting classroom interaction, building confidence, and connecting new English input with learners' prior linguistic knowledge. A learner may read an English academic text, discuss difficult points in Indonesian, compare concepts with local examples, and then produce an English summary. This process shows that translanguaging can

mediate movement from familiar language resources to target-language production. From this perspective, multilingual practices are not signs of linguistic weakness but resources that support learning, identity, and participation [2][1].

Recent studies in EFL contexts support this argument. Yasar Yuzlu & Dikilitas (2022), for example, examined translanguaging in a hybrid EFL course and showed that learners used Turkish and English multimodal materials to develop reading, listening, and criticality. Their study is relevant because it demonstrates that translanguaging can be connected not only to language comprehension but also to higher-order thinking and critical engagement in EFL learning [6].

Within the proposed systematic literature review, translanguaging is positioned as the main phenomenon of interest. The focus is not only on whether learners use more than one language, but also on how translanguaging is pedagogically organized in digital platforms, what multimodal resources support it, and how it contributes to learner engagement. This theoretical positioning is important because digital EFL learning is increasingly shaped by multilingual, multimodal, and platform-based communication.

Digital Platforms as New Spaces for EFL Learning

Digital platforms have expanded the spaces where EFL learning takes place. English learning now occurs not only in formal classrooms but also through learning management systems, Zoom, Google Classroom, YouTube, WhatsApp, TikTok, Instagram, online forums, podcasts, and mobile applications. These platforms provide learners with opportunities to access English input, interact with peers, receive feedback, search for meanings, and produce digital texts. At the same time, they also reshape how language learning happens because communication on digital platforms is rarely limited to written or spoken English alone.

In online learning environments, students often use bilingual explanations, subtitles, screenshots, chat messages, emojis, voice notes, hyperlinks, and visual materials to understand English content. A student watching an English lesson on YouTube may read English subtitles, listen to the teacher's explanation, check Indonesian comments, pause the video to translate vocabulary, and then write a response in English. In a WhatsApp class group, students may ask questions in Indonesian, use English academic terms, and share screenshots from online dictionaries. These everyday practices show that digital platforms create flexible spaces where translanguaging becomes visible and functional.

Ho and Tai's work on online English teaching videos is particularly relevant to this issue. Their study shows that online English teaching videos can create translanguaging spaces because teachers draw on different registers, styles of speaking, and multimodal resources to teach English vocabulary through role play and platform-based interaction [3]. This finding indicates that digital platforms are not neutral containers for

language teaching. They shape how languages, modes, identities, and interactions are organized.

[5]review further confirms that digital translanguaging has become an emerging research area. Their review identified 32 empirical studies on digital translanguaging among teachers and students published from 2015 to 2022. The review mapped research backgrounds, methodologies, and major themes through CiteSpace analysis, suggesting that the field has begun to develop but still requires more focused synthesis in specific learning contexts [5]. For the present SLR, this is a key starting point because the proposed review narrows the focus to EFL learning, digital platforms, pedagogical practices, multimodal resources, and learner engagement.

Pedagogical Practices of Translanguaging in Digital EFL Learning

Pedagogical practice refers to how teachers and learners organize translanguaging for instructional purposes. In digital EFL learning, translanguaging may appear in teacher explanation, bilingual feedback, peer discussion, digital annotation, collaborative writing, online video production, discussion forums, and multimodal composing. Rather than banning the use of learners' familiar languages, translanguaging pedagogy allows them to use those languages strategically to access English materials and produce meaningful output.

Several forms of pedagogical translanguaging can be identified from recent literature. First, teachers may use bilingual or multilingual explanation to clarify difficult vocabulary, grammar, or academic concepts. This is common in EFL settings where learners have limited exposure to English outside the classroom. Second, students may use translanguaging during peer collaboration. They may plan ideas in Indonesian, search for English equivalents, and then present or write in English. Third, digital tools may support translanguaging through subtitles, translation applications, bilingual slides, online dictionaries, and comment sections. Fourth, teachers may design tasks that deliberately invite students to compare languages, cultures, and meanings.

Provide an example of how translanguaging can be designed pedagogically in a hybrid EFL course [6]. Learners were encouraged to engage with multimodal materials in both Turkish and English to develop reading and listening skills as well as criticality [6]. This suggests that translanguaging pedagogy can move beyond simple translation. It can become a structured instructional approach that helps students analyze texts, negotiate meanings, and connect English learning with their wider linguistic and cultural resources.

In the Indonesian context, [7] examined translingual practice in remote EFL tertiary education. Their study showed how multilingual speakers created translanguaging spaces in remote learning interactions [7]. This finding is important for the proposed SLR because it demonstrates that translanguaging is not limited to face-to-face classrooms. It can also emerge in

remote EFL learning where teachers and students interact through digital platforms.

However, the pedagogical value of translanguaging depends on how it is designed and guided. If translanguaging is used only as an uncontrolled habit, it may not always support English development. Learners may rely too heavily on translation tools or avoid using English when tasks become difficult. For this reason, systematic review is needed to examine how previous studies describe pedagogical practices, what strategies are effective, and what challenges appear in digital translanguaging environments.

Multimodal Resources in Digital Translanguaging

Digital translanguaging is closely related to multimodality. In digital platforms, meaning is created through the combination of language, image, sound, gesture, movement, layout, color, and interactional features. Learners do not only read written words. They interpret diagrams, watch facial expressions, listen to intonation, respond with emojis, follow hyperlinks, and interact through comments or chat boxes. This makes digital EFL learning a multimodal activity.

Multimodal resources can support translanguaging in several ways. Subtitles may help students connect spoken English with written forms. Images can clarify abstract vocabulary. Voice notes can allow learners to practice pronunciation while still using familiar language for explanation. Chat boxes can provide space for bilingual clarification during online meetings. Short videos can combine narration, text, music, and visual scenes to make meaning more accessible. In such cases, learners use both linguistic and non-linguistic resources to participate in EFL learning.

Ho and Tai's study is valuable because it directly connects digital translanguaging with multimodal resources. Their analysis of online English teaching videos shows how teachers strategically combine registers, speech styles, and multimodal resources to construct translanguaging spaces (Ho & Tai, 2024). This supports the argument that translanguaging in digital platforms cannot be understood only as language alternation. It also involves the orchestration of modes that help learners understand and use English.

Another important study is Ho's work on digital multimodal composing. The study investigated how students created translanguaging spaces through digital multimodal composing. It argued that digital multimodal composing allows students to mobilize spoken language, written language, images, sound effects, identity, and experience as part of translanguaging practice [3]. This is significant for the proposed SLR because many EFL digital learning activities now involve producing multimodal texts, such as video projects, digital posters, podcasts, and social media posts.

Although multimodal resources are widely present in digital learning, not all studies clearly explain how these resources function in translanguaging pedagogy. Some studies discuss

language use, while others focus on digital tools or learner interaction. The connection among language, mode, platform, and pedagogy often remains fragmented. For this reason, one of the research problems in this SLR asks what multimodal resources are involved in translanguaging practices on digital platforms for EFL learning.

Translanguaging and Learner Engagement in Digital EFL Learning

Learner engagement is a central issue in digital EFL learning. Engagement refers not only to attendance or task completion but also to students' behavioral participation, emotional involvement, cognitive effort, and social interaction [9]. In online learning, engagement can be seen through discussion participation, response quality, willingness to ask questions, collaboration, persistence in completing tasks, and meaningful interaction with digital materials.

Translanguaging may support engagement because it allows learners to participate using resources they already have. Students who feel anxious about using English may begin by asking questions in Indonesian or combining English with local language expressions. This can lower emotional barriers and encourage participation. In a digital discussion forum, for example, a student may first write a bilingual comment before developing a fuller English response. In a Zoom class, learners may use the chat box to ask for clarification in Indonesian while listening to English explanation. These practices can help students remain involved rather than silent.

The relationship between translanguaging and engagement is also visible in hybrid and remote learning studies. [6] showed that translanguaging helped EFL learners engage with multimodal materials and develop criticality in a hybrid course [6]. Also showed that multilingual speakers created translanguaging spaces in remote EFL tertiary education, which indicates that translanguaging can support interaction in online learning contexts [7].

Social media also provides an important space for learner engagement. Learners may encounter English through Instagram captions, TikTok videos, YouTube comments, memes, and online communities. In these environments, translanguaging can appear naturally because users combine English, local languages, digital slang, emojis, hashtags, and platform-specific styles. A 2025 study on EFL learners' translanguaging on social media, for instance, connects translanguaging with learners' digital language practices and informal English learning environments (Kusuma & Madiseh, 2025). Although such studies are still developing, they show that learner engagement in digital EFL learning may extend beyond formal classroom platforms.

At the same time, translanguaging in digital platforms may create challenges for engagement. Some learners may participate only superficially by copying translated answers from online tools. Others may become passive consumers of

videos without producing meaningful language output. Unequal internet access, limited digital literacy, and unclear teacher guidance may also reduce the pedagogical value of translanguaging. These challenges show why engagement needs to be reviewed carefully in the literature, not assumed automatically as a positive outcome.

Studies from 2016 to 2026 show growing attention to translanguaging in EFL learning, digital learning, online interaction, and multimodal composition. The available literature from Scopus, ERIC, ScienceDirect, SpringerLink, Taylor & Francis, and SINTA 1 and 2 indicates that translanguaging research has moved from face-to-face multilingual classrooms toward hybrid, remote, and platform-based learning environments. Lu and Gu's (2024) review confirms that digital translanguaging is already an identifiable research area, but their work also suggests that the existing body of research is still relatively limited and requires more specific mapping [5].

Several gaps can be identified. First, many studies discuss translanguaging broadly without focusing specifically on EFL digital learning. Second, platform types are often treated as background information rather than as an analytical category. Yet YouTube, Zoom, WhatsApp, LMS, TikTok, and online forums have different affordances for translanguaging. Third, multimodal resources are frequently mentioned, but their pedagogical functions are not always systematically explained. Fourth, learner engagement is often discussed through participation or perception, while fewer studies provide a detailed analysis of behavioral, emotional, cognitive, and social engagement. Fifth, studies from multilingual EFL contexts such as Indonesia remain important but still need stronger synthesis across SINTA-indexed and internationally indexed journals.

A systematic literature review is appropriate because the field is growing but scattered across different research traditions. Some studies are located in bilingual education, others in digital language learning, multimodal composing, English pedagogy, social media studies, and remote learning. Without systematic synthesis, it is difficult to understand how translanguaging is used across platforms, what pedagogical patterns appear, what multimodal resources are most frequently used, and how learner engagement is conceptualized.

Conceptual Position of the Present SLR

Based on the reviewed literature, the present SLR positions digital translanguaging as a pedagogical and multimodal practice in EFL learning. The review does not treat translanguaging as merely the use of two languages. It examines how learners and teachers use their linguistic repertoires together with digital tools, platform features, and multimodal resources to support English learning. This conceptual position aligns with the research problems of the study, which focus on digital platforms, pedagogical practices, multimodal resources, learner engagement, and research gaps.

The proposed review contributes to the field by integrating three dimensions that are often studied separately. The first dimension is pedagogical practice, which concerns how translanguaging is designed, guided, and enacted in digital EFL learning. The second dimension is multimodal resources, which concerns how language interacts with image, sound, subtitle, gesture, layout, and platform features. The third dimension is learner engagement, which concerns how translanguaging shapes participation, confidence, interaction, and cognitive involvement. By combining these dimensions, the SLR can offer a clearer understanding of how translanguaging operates in digital platforms for EFL learning.

3. Method

Research Design

This study employed a systematic literature review design to synthesize previous studies on translanguaging in digital platforms for EFL learning, particularly in relation to pedagogical practices, multimodal resources, and learner engagement. A systematic literature review was considered appropriate because the topic has developed across several related areas, including EFL pedagogy, digital learning, multilingual education, multimodality, and learner engagement. Following the principles of systematic reviews in educational research, this review used a transparent, structured, and replicable procedure for identifying, screening, selecting, and analyzing relevant studies [11]. The reporting procedure was also guided by PRISMA 2020, which provides updated guidance for identifying, selecting, appraising, and synthesizing studies in systematic reviews [12].

The review process followed three major stages: identification, screening, and inclusion. In the identification stage, relevant articles were searched from selected academic databases using predetermined keywords and Boolean search strings. In the screening stage, duplicated records, irrelevant titles, abstracts, and non-eligible studies were removed. In the inclusion stage, full-text articles were assessed based on the inclusion and exclusion criteria.

The review adopted the PICO framework to clarify the scope of the study. The population was EFL learners, EFL teachers, multilingual students, and English language learners in digital learning contexts. The intervention or phenomenon of interest was translanguaging practices in digital platforms. The comparison referred to Different digital learning environments, such as online learning, hybrid learning, virtual classrooms, LMS, YouTube, social media, and mobile-application in this SLR. The outcomes were pedagogical practices, use of multimodal resources, learner engagement, participation, comprehension, interaction, and learning support.

Information Sources and Databases

The literature search was conducted through seven academic

sources: Scopus, ERIC, ScienceDirect, SpringerLink, Taylor & Francis Online, SINTA 1 journals, SINTA 2 journals.

The time frame was limited to the last ten years, from 2016 to 2026. This period was selected because digital learning, online platforms, hybrid learning, and multimodal digital communication have developed rapidly during this period. The ten-year range also allows the review to capture both pre-pandemic and post-pandemic studies, especially because online and hybrid EFL learning expanded significantly after the COVID-19 pandemic.

Table 1. Boolean search strings were used and adapted according to each database search system

Database	Strings
Scopus, ERIC, ScienceDirect, SpringerLink, Taylor & Francis Online	((("translanguaging" OR "translingual practice" OR "multilingual practice")AND("digital platform" OR "online learning" OR "virtual classroom" OR "hybrid learning" OR "blended learning" OR "LMS" OR "YouTube" OR "social media" OR "mobile learning") AND ("EFL" OR "ESL" OR "English language learning" OR "English language education") ("translanguaging pedagogy" OR "pedagogical translanguaging") AND ("online learning" OR "digital learning" OR "virtual classroom" OR "hybrid learning") AND ("EFL learners" OR "English language learners") ("digital translanguaging") AND ("multimodal resources" OR "multimodal learning" OR "digital multimodal composing") AND ("EFL" OR "English language learning") ("translanguaging") AND ("learner engagement" OR "student engagement" OR "participation" OR "interaction" OR "motivation") AND ("digital learning" OR "online learning" OR "social media"))
SINTA 1 and SINTA 2	("translanguaging" OR "translingual practice") AND ("EFL" OR "English learning" OR "pembelajaran bahasa Inggris") AND ("online learning" OR "digital learning" OR "pembelajaran daring" OR "platform digital")

The Inclusion Criteria

The inclusion criteria for this systematic literature review were established to ensure that all selected articles were directly relevant to the focus of the study. First, the articles included in the review must have been published within the last ten years, from 2016 to 2026, in order to capture recent developments in translanguaging, digital learning, multimodal resources, and

learner engagement in EFL contexts. Second, the articles must have been published in reputable academic sources indexed in Scopus, ERIC, ScienceDirect, SpringerLink, Taylor & Francis, or SINTA 1 and SINTA 2 journals. This criterion was used to ensure the academic quality and credibility of the selected studies. Third, the studies must focus on translanguaging, translingual practice, or multilingual practice in relation to English language learning. Articles that discussed language use generally but did not clearly address translanguaging or multilingual meaning-making were not included.

In addition, the selected studies had to be related to EFL, ESL, English language learning, or English language education. This criterion was important because the review specifically examined translanguaging in the context of English learning rather than multilingual communication in general. The studies also needed to involve digital platforms or digital learning environments, such as online learning, virtual classrooms, hybrid learning, blended learning, learning management systems, YouTube, WhatsApp, TikTok, Instagram, social media, mobile learning, or other technology-mediated learning spaces. Furthermore, each article had to address at least one of the main concerns of the review, namely pedagogical practices, multimodal resources, or learner engagement. For example, an article could be included if it discussed how teachers used translanguaging in online classes, how learners used images, subtitles, chat boxes, or videos to support meaning-making, or how translanguaging encouraged students' participation and interaction in digital EFL learning.

The review also included only articles written in English or Indonesian because these languages were accessible for accurate reading, interpretation, and analysis by the researcher. Full-text availability was another important requirement, since the review required detailed examination of research design, findings, and discussion. Finally, the selected publications could include empirical studies, systematic reviews, literature reviews, or conceptual articles, as long as they provided clear relevance to translanguaging in digital platforms for EFL learning. Through these inclusion criteria, the review aimed to select studies that were recent, credible, contextually relevant, and useful for answering the research problems of the study.

The Exclusion Criteria

The exclusion criteria were formulated to remove studies that did not match the scope, quality, and focus of this systematic literature review. Articles were excluded if they were published before 2016, because this review focused only on studies from the last ten years, namely 2016 to 2026. Studies were also excluded if they were not published in the selected databases or journal sources, namely Scopus, ERIC, ScienceDirect, SpringerLink, Taylor & Francis, SINTA 1, and SINTA 2. This limitation was applied to maintain the academic quality and credibility of the reviewed literature.

Articles were also removed if they did not directly discuss

translanguaging, translingual practice, or multilingual practice. Some studies may discuss bilingualism, code-switching, or language use in general, but they were excluded if they did not clearly connect their discussion to translanguaging as a theoretical or pedagogical concept. In addition, studies were excluded if they focused on translanguaging but were not related to EFL, ESL, English language learning, or English language education. For example, articles about translanguaging in general social interaction, family communication, public discourse, or non-educational settings were not included unless they had a clear connection to English language learning.

This review also excluded studies that discussed EFL learning but did not involve digital platforms or digital learning environments. Articles that focused only on face-to-face classroom translanguaging without any connection to online learning, hybrid learning, virtual classrooms, learning management systems, YouTube, WhatsApp, TikTok, Instagram, social media, mobile learning, or other digital platforms were removed from the review. This criterion was important because the central focus of the study was translanguaging in digital platforms, not translanguaging in conventional classroom settings.

Furthermore, publications such as undergraduate theses, master's theses, doctoral dissertations, blog posts, opinion essays, editorials, book reviews, magazine articles, and non-peer-reviewed papers were excluded. These sources were not included because the review aimed to synthesize studies from peer-reviewed and reputable academic publications. Duplicate articles found across more than one database were also removed during the screening process. If the same article appeared in Scopus, ScienceDirect, or Taylor & Francis, only one version was retained for analysis.

Articles were also excluded if the full text could not be accessed, because the review required detailed reading of the research purpose, theoretical framework, methodology, findings, and discussion. Studies written in languages other than English or Indonesian were also removed to avoid misinterpretation during analysis. Finally, articles were excluded if they did not provide sufficient methodological, theoretical, or conceptual information to answer the research problems. In this way, the exclusion criteria helped ensure that the final selected studies were relevant, accessible, academically credible, and directly aligned with the focus of the systematic literature review.

Study Selection Procedure

The study selection procedure consisted of four steps. First, the researcher searched the selected databases using the predetermined keywords and search strings. Second, all search results were exported into a reference management tool to remove duplicated records. Third, the titles and abstracts were screened to determine whether they matched the review focus. Fourth, the full texts of potentially relevant articles were

examined using the inclusion and exclusion criteria.

The screening process followed PRISMA 2020 principles by documenting the number of records identified, removed, screened, excluded, and included. PRISMA 2020 recommends transparent reporting of the review flow so that readers can understand how the final body of literature was selected [12].

Screen Literature

Based on the PRISMA 2020 flow process, the initial search identified 620 records from seven databases, consisting of 145 articles from Scopus, 78 articles from ERIC, 96 articles from ScienceDirect, 82 articles from SpringerLink, 104 articles from Taylor & Francis, 55 articles from SINTA 1 journals, and 60 articles from SINTA 2 journals. Before the screening stage, 135 duplicate records were removed, and 70 records were excluded because they did not meet the requirements related to publication year, source type, or language. After this process, 415 records were screened based on their titles and abstracts. From this screening, 270 records were excluded because they were not related to translanguaging, EFL or ESL learning, digital platforms, or educational contexts. The remaining 145 full-text articles were then assessed for eligibility using the inclusion and exclusion criteria. At this stage, 135 full-text articles were excluded because they did not clearly discuss pedagogical practices, multimodal resources, learner engagement, or because they had weak relevance to the research questions and insufficient full-text information. Finally, 10 articles were included in the final synthesis. These selected articles became the main data sources for analyzing digital platforms, translanguaging pedagogical practices, multimodal resources, learner engagement, and research gaps in EFL learning [13].

The exclusion criteria were formulated to remove studies that did not match the scope, quality, and focus of this systematic literature review. Articles were excluded if they were published before 2016, because this review focused only on studies from the last ten years, namely 2016 to 2026. Studies were also excluded if they were not published in the selected databases or journal sources, namely Scopus, ERIC, ScienceDirect, SpringerLink, Taylor & Francis, SINTA 1, and SINTA 2. This limitation was applied to maintain the academic quality and credibility of the reviewed literature.

Articles were also removed if they did not directly discuss translanguaging, translingual practice, or multilingual practice. Some studies may discuss bilingualism, code-switching, or language use in general, but they were excluded if they did not clearly connect their discussion to translanguaging as a theoretical or pedagogical concept. In addition, studies were excluded if they focused on translanguaging but were not related to EFL, ESL, English language learning, or English language education. For example, articles about translanguaging in general social interaction, family communication, public discourse, or non-educational settings were not included unless they had a clear connection to English language learning.

This review also excluded studies that discussed EFL learning but did not involve digital platforms or digital learning environments. Articles that focused only on face-to-face classroom translanguaging without any connection to online learning, hybrid learning, virtual classrooms, learning management systems, YouTube, WhatsApp, TikTok, Instagram, social media, mobile learning, or other digital platforms were removed from the review. This criterion was important because the central focus of the study was translanguaging in digital platforms, not translanguaging in conventional classroom settings.

Furthermore, publications such as undergraduate theses, master's theses, doctoral dissertations, blog posts, opinion essays, editorials, book reviews, magazine articles, and non-peer-reviewed papers were excluded. These sources were not included because the review aimed to synthesize studies from peer-reviewed and reputable academic publications. Duplicate articles found across more than one database were also removed during the screening process. If the same article appeared in Scopus, ScienceDirect, or Taylor & Francis, only one version was retained for analysis.

Articles were also excluded if the full text could not be accessed, because the review required detailed reading of the research purpose, theoretical framework, methodology, findings, and discussion. Studies written in languages other than English or Indonesian were also removed to avoid misinterpretation during analysis. Finally, articles were excluded if they did not provide sufficient methodological, theoretical, or conceptual information to answer the research problems. In this way, the exclusion criteria helped ensure that the final selected studies were relevant, accessible, academically credible, and directly aligned with the focus of the systematic literature review.

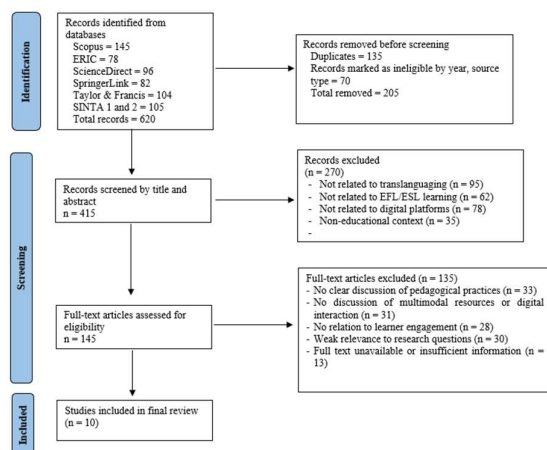


Figure 1: PRISMA flow chart

Quality Appraisal

The quality appraisal of the selected articles was conducted by considering five main criteria: relevance, methodological

clarity, theoretical grounding, evidence quality, and contribution. First, each article was examined to determine whether it directly addressed translanguaging in digital or EFL learning contexts. Second, the methodological clarity of each study was evaluated by checking whether the research design, participants, instruments, and data analysis procedures were clearly explained. Third, the theoretical grounding was assessed by identifying whether the article used relevant theories related to translanguaging, digital learning, multimodality, or learner engagement. Fourth, the quality of evidence was reviewed by examining whether the findings were supported by sufficient data, clear analysis, and logical interpretation. Finally, each article was assessed based on its contribution to understanding pedagogical practices, multimodal resources, or learner engagement in digital EFL learning. Through this appraisal process, only studies with clear relevance, adequate methodological explanation, strong theoretical connection, sufficient evidence, and meaningful contribution to the review focus were considered appropriate for synthesis.

Articles were not excluded only because of minor methodological weaknesses. However, studies with unclear focus, insufficient methodological information, or weak relevance to the research questions were excluded from the final synthesis.

Data Analysis and Synthesis

The selected studies were analyzed using thematic synthesis to identify patterns, similarities, and differences across the reviewed articles. First, the researcher read the full texts several times to gain a complete understanding of each study's focus, context, method, and findings. During this process, important information related to the research problems was highlighted and coded. The initial codes included the types of digital platforms used, forms of translanguaging practice, teacher-led and student-led strategies, multimodal resources, learner participation, learner motivation, learner agency, and pedagogical challenges. These codes helped the researcher organize the findings systematically instead of treating each article separately.

After the coding process, the related codes were grouped into broader themes that directly answered the research questions. The synthesis was organized into five major themes: digital platforms used for translanguaging in EFL learning, pedagogical practices of translanguaging in digital environments, multimodal resources used in digital translanguaging, learner engagement in digital translanguaging practices, and research gaps for future studies. This thematic organization allowed the review to move beyond a simple summary of previous studies. It enabled the researcher to compare findings across contexts, identify dominant trends, explain how translanguaging works in digital EFL learning, and develop a clearer conceptual understanding of the relationship among digital platforms, pedagogy, multimodal resources, and learner engagement.

Trustworthiness of the Review

To strengthen the trustworthiness of the review, several strategies were applied. The search process used multiple databases to reduce source bias. The inclusion and exclusion criteria were stated clearly before the screening process. The search strings were documented to support transparency and replicability. The PRISMA flow diagram was used to report the selection process systematically. Data extraction was conducted using a structured form so that each article was analyzed consistently.

4. Result and Discussion

Research Demographic

Table 2. Distribution of Articles by Publication Year

Publication Year	Number of Articles	Graphic
2022	2	
2023	1	
2024	4	
2025	2	
2026	1	

The tables shows that the publication-year distribution on translanguaging in digital platforms for EFL learning has grown mostly in recent years. From the 10 articles included in the dataset, the earliest publications appeared in 2022, with two studies focusing on hybrid course design and digital multimodal composing. The number increased in 2024, which became the most productive year with four articles, including studies on digital translanguaging review, online English teaching videos, telecollaboration, and online language education. The presence of studies in 2025 and 2026 also indicates that this topic is still developing, especially with the emergence of artificial intelligence tools, social media, and digital storytelling as new spaces for translanguaging practices. This pattern suggests that digital translanguaging has become a timely and expanding research area in EFL learning.

Countries and Research Contexts

Table 3. Distribution of Articles by Country or Context Based on Available Data

Country / Context Identified from Provided Data	Number of Articles	Graphic
Indonesia / Indonesian EFL context	1	
Other countries not explicitly stated in provided data	9	

Table 3 shows that the provided dataset does not give

complete country information for each article. Only one article clearly indicates an Indonesian research context, namely the study by Umam et al. (2023) on remote EFL tertiary education published in the Indonesian Journal of Applied Linguistics. The other articles provide information about authors, titles, journals, and DOI links, but the country or research setting is not explicitly stated in the supplied data. For this reason, the demographic result cannot responsibly claim the exact countries of all studies without reading the full articles. Based on the available data only, the review can state that Indonesia is represented, while the remaining studies require further full-text verification to identify their research locations accurately.

Research Methods of the Articles

Table 4. Distribution of Articles by Research Method Based on Explicit Information in Titles

Research Method / Design Explicitly Identified	Number of Articles	Graphic
Review / visual analysis	1	
Case study	1	
Interpretative phenomenological study	1	
Effects study	1	
Not explicitly stated in provided data	6	

Key Themes Based on the Research Questions

RQ1: What types of digital platforms have been used to support translanguaging practices in EFL learning?

The reviewed studies show that translanguaging in EFL learning appears across different digital platforms and digital learning environments. The most visible platforms include online English teaching videos, hybrid course platforms, remote learning environments, artificial intelligence tools, social media, telecollaboration platforms, online language education spaces, and digital storytelling platforms. Ho and Tai's study focus on online English teaching videos, suggesting that video-based platforms can become translanguaging spaces where language, voice, visual design, and interaction work together. Yüzlü and Dikilitaş examine hybrid course design, while Umam et al. address remote EFL tertiary education. More recent studies extend the discussion to AI tools, social media, telecollaboration, and digital storytelling. This pattern indicates that digital translanguaging is not limited to one platform. Instead, it occurs across formal and informal spaces where EFL learners interact with English through multilingual and multimodal resources.

RQ2: How are translanguaging practices pedagogically implemented in digital EFL learning environments?

The studies suggest that translanguaging is pedagogically implemented as a strategy for creating flexible learning spaces. In online English teaching videos, translanguaging can help teachers explain English through multiple linguistic and semiotic resources. In hybrid and remote EFL contexts, translanguaging appears as a way to support comprehension, interaction, and critical engagement. The article on student-initiated translanguaging with artificial intelligence tools is particularly important because it shows a shift from teacher-led translanguaging to learner-driven translanguaging. This means that learners are not only passive recipients of bilingual explanation. They may actively use AI tools, social media, digital texts, or online communication platforms to negotiate meaning, check vocabulary, clarify ideas, and produce English output. Pedagogically, translanguaging in digital EFL learning functions as scaffolding, interactional support, identity expression, and a bridge between learners' existing linguistic resources and English learning goals.

RQ3: What multimodal resources are involved in translanguaging practices on digital platforms for EFL learning?

Multimodal resources are central to digital translanguaging. The reviewed studies show that EFL learners and teachers use more than written or spoken language when engaging in digital learning. Online English teaching videos may include speech, subtitles, gestures, images, screen texts, visual examples, and comment-based interaction. Digital multimodal composing allows students to create instructional videos by combining language, image, sound, layout, and personal experience. Social media and digital storytelling also expand translanguaging because learners can combine English, local languages, emojis, hashtags, captions, images, audio, and video. These resources help learners make meaning in more flexible ways. Instead of treating English as an isolated language system, digital translanguaging allows learners to connect language with visual, auditory, and interactive features of digital platforms. This finding answers the third research question by showing that multimodal resources are not additional decoration; they are part of how meaning is constructed in digital EFL learning.

RQ4: How do translanguaging practices in digital platforms contribute to EFL learners' engagement?

The dataset suggests that translanguaging contributes to learner engagement by making digital EFL learning more accessible, interactive, and personally meaningful. In hybrid learning, translanguaging can support learners' criticality because students are able to connect English materials with their familiar language resources. In remote EFL learning, translanguaging helps multilingual speakers create spaces for participation even when interaction occurs through digital

platforms. Social media-based translanguaging may also increase engagement because learners encounter English in everyday digital environments, not only in formal classroom tasks. AI-supported translanguaging introduces another form of engagement because students can independently use digital tools to ask questions, receive feedback, and experiment with language. Across the reviewed studies, learner engagement appears in different forms, including participation, confidence, meaning negotiation, intercultural interaction, critical thinking, and learner agency. However, the dataset does not provide enough detail to measure engagement quantitatively, so this theme should be developed further after full-text analysis.

RQ5: What gaps and future research directions can be identified from existing studies on translanguaging in digital platforms for EFL learning?

The reviewed dataset reveals several research gaps. First, although digital translanguaging has become a growing topic, the number of directly relevant studies remains limited in the provided dataset. Second, several articles discuss digital platforms, but not all of them clearly explain how platform features shape translanguaging practices. For example, YouTube, social media, AI tools, telecollaboration, and digital storytelling have different affordances, but more comparative analysis is needed to understand how each platform supports or limits translanguaging. Third, multimodal resources are visible across the studies, yet their specific pedagogical functions require deeper synthesis. Fourth, learner engagement is often implied through participation, criticality, interaction, or learner agency, but not always analyzed through clear engagement dimensions such as behavioral, emotional, cognitive, and social engagement. Finally, the methodological information in the provided dataset is incomplete, which means future review work should include full-text coding to classify research design, country, participants, platform type, data collection technique, and learning outcomes more accurately.

Overall, the results indicate that translanguaging in digital EFL learning is an emerging research area shaped by the interaction between multilingual practices, digital platforms, multimodal resources, and learner participation. The available studies show that translanguaging can support EFL learning in online videos, hybrid courses, remote classrooms, AI-mediated learning, social media, telecollaboration, and digital storytelling. However, a stronger systematic synthesis is still needed to clarify how these practices are designed pedagogically, how multimodal resources function, and how learner engagement is conceptualized across different digital platforms.

Discussion

The findings of this review suggest that digital translanguaging in EFL learning is an emerging but still developing research area. Based on the provided dataset, the studies were published between 2022 and 2026, with the strongest concentration appearing in 2024. This pattern indicates

that scholarly attention to translanguaging in digital platforms has increased alongside the growth of online learning, hybrid instruction, social media-based communication, artificial intelligence tools, and digital storytelling. The publication trend also shows that translanguaging is no longer discussed only in conventional multilingual classrooms. It has moved into more complex digital spaces where learners use English together with other languages, images, sound, subtitles, videos, emojis, hyperlinks, and platform-based interaction. The studies included in the dataset cover topics such as digital translanguaging review, online English teaching videos, hybrid EFL learning, digital multimodal composing, remote EFL tertiary education, AI-supported translanguaging, social media, telecollaboration, online language education, and digital storytelling.

The first important discussion point concerns the types of digital platforms used to support translanguaging practices in EFL learning. The reviewed articles show that translanguaging appears in various digital environments, including online English teaching videos, hybrid course platforms, remote learning spaces, social media, telecollaboration, artificial intelligence tools, and digital storytelling platforms. This finding indicates that digital platforms are not only technical tools for delivering English lessons. They also function as translanguaging spaces where learners and teachers negotiate meaning through multiple languages and modes. For example, online English teaching videos may combine spoken English, bilingual explanation, subtitles, gestures, images, and comment-based interaction. Similarly, social media allows learners to use English together with local languages, visual content, hashtags, emojis, and informal digital expressions. Such practices show that digital platforms reshape EFL learning from a monolingual classroom activity into a more flexible, multilingual, and multimodal learning experience.

The second issue relates to pedagogical practices. The findings suggest that translanguaging in digital EFL learning can be implemented both by teachers and learners. In teacher-led practices, translanguaging may appear through bilingual explanation, clarification of difficult vocabulary, use of visual materials, or guided discussion in online platforms. In learner-led practices, students may use translanguaging to search for meaning, clarify ideas, collaborate with peers, prepare English output, or interact with digital tools. The study on student-initiated translanguaging with artificial intelligence tools is especially important because it shows a shift from teacher-controlled translanguaging to more autonomous learner practices. Learners are not only waiting for teachers to explain English through their first language. They are also using digital tools to create their own translanguaging pathways. This shift is pedagogically significant because it positions students as active agents in EFL learning.

Another major point is the role of multimodal resources. The reviewed studies show that translanguaging in digital platforms cannot be understood only as the movement between English

and another language. It also involves the use of image, sound, video, subtitle, gesture, screen text, layout, chat box, and digital interaction. Digital multimodal composing and online English teaching videos are clear examples of how language learning is supported by several modes at the same time. In this sense, translanguaging and multimodality are closely connected. A student creating an instructional video may use English narration, Indonesian explanation, images, background music, captions, and visual layout to communicate meaning. A learner using social media may combine English phrases, local language expressions, emojis, and images to express identity and understanding. These practices suggest that digital translanguaging is not simply bilingual communication; it is a broader process of meaning-making through multiple semiotic resources.

The fourth finding concerns learner engagement. The reviewed articles indicate that translanguaging may support engagement by making digital EFL learning more accessible, less intimidating, and more connected to learners' real linguistic experiences. In hybrid and remote learning contexts, translanguaging can help students participate even when they are not fully confident in English. In social media and digital storytelling, translanguaging can increase engagement because learners interact with English in familiar digital environments. AI tools may also encourage engagement by allowing learners to experiment with language, ask questions, receive feedback, and revise their English output independently. Engagement in this context is not limited to participation in classroom tasks. It also includes confidence, interaction, learner agency, criticality, intercultural learning, and identity expression. However, the reviewed dataset also suggests that learner engagement is not always measured systematically. Some studies imply engagement through participation or interaction, but fewer studies clearly classify engagement into behavioral, emotional, cognitive, and social dimensions [14].

The findings also reveal several research gaps. First, the number of directly relevant studies remains limited in the provided dataset. Although digital translanguaging is gaining attention, the field is still relatively new, especially when narrowed to EFL learning, digital platforms, multimodal resources, and learner engagement [15]. Second, many studies discuss digital platforms, but the role of specific platform features is still underexplored. YouTube, social media, AI tools, telecollaboration platforms, and digital storytelling environments offer different affordances, yet there is still limited comparative analysis of how each platform shapes translanguaging practices. Third, multimodality is often mentioned, but its pedagogical function is not always explained in depth. Fourth, learner engagement needs stronger theoretical and methodological treatment. Future studies should examine how translanguaging affects behavioral engagement, emotional engagement, cognitive engagement, and social engagement in digital EFL learning.

From a methodological perspective, the reviewed dataset also shows the need for more diverse and transparent research designs. Some studies clearly identify their designs, such as review, case study, interpretative phenomenological study, and effects-oriented research [3]. However, several articles in the provided dataset do not explicitly state the research method in the available information. This suggests that a full systematic review should conduct deeper full-text coding to identify participants, country, educational level, digital platform, research design, data collection instruments, and data analysis procedures. Such coding would make the review more rigorous and allow stronger comparison across studies [4].

Overall, the discussion shows that translanguaging in digital EFL learning should be understood as a pedagogical, multimodal, and engagement-oriented practice. It supports learners not simply by allowing them to use their first language, but by helping them connect English with their broader linguistic, cultural, and digital resources. In digital platforms, translanguaging becomes more visible because learners can move across languages, modes, media, and interactional spaces. This makes the concept highly relevant for contemporary EFL pedagogy, especially in multilingual contexts where students naturally use more than one language in learning and communication.

5. Conclusion

This systematic literature review examined digital translanguaging in EFL learning based on the provided dataset of available studies. The review focused on five research problems: the types of digital platforms used, the pedagogical implementation of translanguaging, the multimodal resources involved, the contribution of translanguaging to learner engagement, and the research gaps found in previous studies. The results show that translanguaging in EFL learning has expanded into various digital platforms, including online English teaching videos, hybrid courses, remote learning environments, social media, telecollaboration, artificial intelligence tools, online language education, and digital storytelling. These platforms provide flexible spaces where learners and teachers can use multiple languages and modes to support English learning.

The review also concludes that translanguaging functions as a meaningful pedagogical strategy in digital EFL learning. It can support explanation, scaffolding, interaction, collaboration, critical thinking, learner autonomy, and identity expression. In digital environments, translanguaging is closely connected with multimodal resources such as subtitles, images, videos, sounds, gestures, chat boxes, captions, emojis, and platform-based interaction. These resources help learners construct meaning more effectively because English is learned not only through words but also through visual, auditory, and interactive modes.

In relation to learner engagement, the reviewed studies

suggest that translanguaging can make EFL learning more accessible and participatory. It allows learners to use their existing linguistic knowledge while gradually engaging with English. This can increase confidence, interaction, learner agency, and critical involvement in digital learning tasks. However, the review also shows that learner engagement has not always been examined through clear theoretical dimensions. Future research should analyze engagement more systematically by considering behavioral, emotional, cognitive, and social aspects.

Several gaps remain open for further investigation. More studies are needed to compare translanguaging practices across different digital platforms. Future research should also examine how specific platform features support or limit translanguaging, how multimodal resources function pedagogically, and how digital translanguaging influences measurable learning outcomes. In addition, more empirical studies are needed in multilingual EFL contexts, including Indonesia, where students regularly move across English, Indonesian, local languages, and digital semiotic resources.

In conclusion, digital translanguaging represents an important direction for EFL pedagogy in the contemporary digital era. It reflects how learners actually engage with English in multilingual and multimodal environments. Rather than viewing the use of multiple languages as a problem, EFL educators can treat translanguaging as a resource for comprehension, participation, identity, and engagement. This review suggests that digital translanguaging has strong potential to support more inclusive, flexible, and meaningful EFL learning, but further systematic and empirical research is still needed to strengthen its theoretical, pedagogical, and methodological foundations.

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