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The Impact of Translanguaging on Student Assessment Performance: A Scope Review

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ABSTRACT: Traditional monolingual assessment methods fail to accurately measure the competence of multilingual learners because they focus more on language than content, leading to inequality in education. This review, conducted within the PRISMA 2020 and SPIDER frameworks, systematically analyzes studies on the impact of translanguaging (TL) on the assessment performance of multilingual learners. The study searched the primary databases ERIC, ProQuest, ScienceDirect, and two secondary databases, Google Scholar and ResearchGate, to ensure a comprehensive search. The search yielded 4910 documents, and the PRISMA screening process selected eight research papers published between 2014 and 2024. These studies primarily followed two main approaches: TL as a cognitive support tool for learners (e.g., using L1 for brainstorming) and TL as a planned pedagogical strategy in assessment design. The results show that TL helps learners gain confidence in expressing concepts, reduces language anxiety, and promotes fairness in assessment. Therefore, this study proposes a logical model linking TL strategies with assessment outcomes to foster a more equitable and effective multilingual educational environment.

KEYWORDS: Translanguaging, assessment performance, systematic review, PRISMA, multilingual education, assessment validity.

1. INTRODUCTION

The rapid growth of multilingual classrooms, particularly in English-medium instruction (EMI) contexts, has challenged traditional monolingual approaches. In Asia, despite the rapid expansion of EMI driven by globalization (Lei & Hu, 2023), assessment systems remain largely monolingual, creating tension with classroom translanguaging practices. Translanguaging encourages learners to strategically draw on their full linguistic repertoires—such as using their first language to support academic production in the target language (García & Lin, 2017). Recent studies show that translanguaging is an effective pedagogical strategy in bilingual and EMI contexts (Canagarajah S. , 2011), as its purposeful use helps students access academic content, affirm their identities (Blackledge & Creese, 2010), and develop target-language proficiency through cognitive and linguistic scaffolding (Lin & He, 2017).

Despite the benefits of translanguaging in promoting student engagement and understanding being widely recognized (García & Kleyn, 2016), there remain important gaps in understanding its measurable impact on assessment outcomes. This research gap is also evident in the Asian context, where EMI has been expanding rapidly, yet translanguaging remains marginal in assessment context. In Vietnam, although translanguaging frequently occurs in EMI classrooms, its role in testing is often questioned due to entrenched monolingual ideologies and a lack of policy support (Nguyen, 2022). Thus, synthesizing existing findings on translanguaging and student assessment is crucial for more equitable evaluation frameworks in multilingual education systems.

To address this gap, this study conducts a systematic review of empirical research on the impact of translanguaging on students' assessment performance, guided by the PRISMA framework to ensure transparent and rigorous study selection. The review aims to examine how translanguaging is implemented across assessment contexts and to synthesize evidence on its positive and negative effects on students' assessment and academic outcomes, thereby developing an overall understanding of the relationship between translanguaging practices and assessment results.

In alignment with the aims outlined above, this study seeks to answer the following questions: How does translanguaging influence student performance in assessments across bilingual and multilingual educational contexts?

Specifically, this study seeks to answer:

(1) In what ways is translanguaging currently employed within different assessment contexts?

(2) What are the positive and negative effects of translanguaging practices on students' assessment performance and academic outcomes?

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2. STUDY DESIGN

This section presents in detail the theoretical frameworks, selection criteria, and research quality appraisal tools used to guide the systematic review process, ensuring methodological rigor and transparency.

2.1. Translanguaging

The concept of translanguaging was first introduced by Williams in 1994 in the context of bilingual education in Wales to describe classroom practice where students use one language for input and another for output. Over time, TL evolved into a more comprehensive theoretical framework. Translanguaging is defined as a speaker's deployment of their full linguistic repertoire without being limited by the social and political boundaries of "named languages" (Otheguy, García, & Reid, 2015). This definition challenges traditional monolingual ideologies that treat languages as separate systems (Poplack, 1980). In contrast, TL emphasizes the integrated, flexible, and dynamic nature of language practices (Li, 2018; García & Wei, 2014).

2.2. Assessment

Assessment in education is often defined as a systematic process of collecting, interpreting, and using evidence about learners' knowledge, skills, attitudes, and learning outcomes to improve learning and make appropriate educational decisions. According to Brown (2019), assessment can take many different forms, from classroom activities such as quizzes, presentations, portfolios, to large-scale standardized examinations. An effective assessment system needs to ensure validity, reliability and fairness, and reflect not only content knowledge but also thinking and communication skills in real-world contexts (Black & Wiliam, 1998).

However, traditional forms of assessment, especially standardized testing, often have a monolingual construct that reflects an “English-only” ideology (McNamara, 2000). This risks under-representing the actual abilities of multilingual learners, while compromising both validity and fairness (Hawkins, 2024; Shohamy, 2011).

2.3. Theoretical framework guiding the systematic review

The integration of these two theoretical frameworks highlights a central contradiction: while multilingual learners frequently use translanguaging to construct knowledge and express understanding, assessment systems are largely based on monolingual thinking, which can easily distort learners’ actual abilities.

Drawing on the combination of two theoretical frameworks this study is guided by three key propositions:

(1) Reconceptualizing evidence of learning: Translanguaging demonstrates that language competence does not exist in isolation, but rather is the application of the entire language repertoire in learning. This reopens the question of what constitutes “valid evidence” of student achievement.

(2) Expanding the notions of validity and fairness: In line with approaches that view assessment as a socio-technical process, ignoring translanguaging in testing may reduce fairness and comprehensiveness (Dai et al., 2024).

(3) Addressing the political–ethical dimension of translanguaging: Translanguaging is not only a learning strategy, but also a socio-political action that challenges the ideology of monolingualism, contributing to the affirmation of identity and equity for multilingual learners (García & Kleyn, 2016).

2.4. The SPIDER framework & selection criteria

To translate the theoretical premises into concrete methodological decisions, this study adopted the SPIDER framework (Sample – Phenomenon of Interest – Design – Evaluation – Research type). This framework is particularly well suited to reviews focusing on phenomena of interest in the social sciences and education.

Table 1. Application of the SPIDER framework in the present study.

SPIDER	*Operational definition*	*Inclusion/Exclusion criteria*
S – Sample	Learners (students) in bilingual or multilingual settings (EMI/CLIL/EFL, content courses taught in English, or courses where two languages are in use).	Include: learners in formal education/ structured vocational training Exclude: teachers or policies
P – Phenomenon of Interest	Translanguaging practices within assessment contexts (classroom assessment, standardized testing, academic tasks)	Include**:** translanguaging practices directly related to assessment activities. Exclude: translanguaging in teaching or interaction that does not link to assessment outcomes.
D – Design	Research designs with empirical data: qualitative, quantitative, or mixed-methods.	Include: classroom observation, interviews, student work analysis, quasi-experimental studies, mixed-methods. Exclude: purely theoretical or commentary papers without empirical evidence.
E – Evaluation	Indicators of assessment performance or academic achievement	Include: any valid indicator linked to assessment performance. Exclude: attitudinal or affective measures if not connected to performance outcomes.
R – Research type	Empirical studies	**Include:** peer-reviewed empirical studies (2010–2025) **Exclude:** non–peer-reviewed grey literature purely theoretical pieces.

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The application of SPIDER not only helps to clearly define the scope of the research but also directly guides the document search strategy. For example, the Phenomenon of Interest (P) (translanguaging practices within assessment contexts) narrowed the search scope to studies specifically examining translanguaging in assessment, excluding research focused solely on classroom interaction or policy, thereby ensuring alignment with the study objectives. The Evaluation (E) component (indicators of assessment performance or academic achievement) ensured that all included studies reported concrete assessment outcomes.

Based on this framework, the keyword strategy is built around the core concepts:
"translanguaging", "assessment", "academic performance", "academic achievement", "students", "learners", "multilingual learners", "bilingual learners".

This combination ensures comprehensive coverage of the key concepts while filtering out irrelevant materials.

2.4. Quality appraisal and risk-of-bias

To ensure the reliability and scientific validity of the synthesis results, this thesis conducted a quality appraisal and risk-of-bias assessment of all selected studies. Due to the diversity of studies included in the review—quantitative, qualitative, and mixed-methods—the thesis employed the Mixed Methods Appraisal Tool (MMAT, version 2018) as the standard instrument for the assessment. The MMAT is specifically designed for systematic reviews that include multiple types of studies, making it well-suited to the scope of this research (Hong, Gonzalez-Reyes, & Pluye, 2018).

Each study was clearly categorized according to one of the five MMAT study design types and evaluated against the tool's five core criteria. The quality level was then categorized into three tiers:

- High: ≥ 4 out of 5 criteria met (Results are highly reliable with a low risk of bias).
- Moderate: 2 or 3 out of 5 criteria met (Results are generally reliable but should be interpreted with caution).
- Low: ≤ 1 out of 5 criteria met (Results have a high risk of bias and should be treated carefully).

This quality assessment process ensures that the conclusions drawn in this study accurately reflect the strength of evidence from the selected study

3. SAMPLING

A rigorous search strategy was implemented to help collect documents in a systematic, comprehensive, and reproducible manner, in strict adherence to the PRISMA 2020 guidelines.

3.1. Search strategy

In this study, three main databases were used: ERIC, ProQuest, ScienceDirect. Among them, ERIC and ProQuest are prioritized for searching first because of their wide coverage, especially in the fields of education, applied linguistics and evaluation research. Besides, ScienceDirect will help provide research articles, interdisciplinary articles in social sciences to help broaden the search scope. In addition, two auxiliary sources for the search, Google Scholar and ResearchGate, were also used. Google Scholar helps to search for additional unindexed studies and regional studies, especially Vietnam, and ResearchGate is used as a tool to support the search for peer-reviewed articles. The search terms were built based on the elements of the SPIDER framework, with Boolean operators (AND, OR) and truncation (*):

(Translanguaging OR "multilingual education") AND (assess OR "academic achievement" OR "academic performance" OR "learning outcome") AND (student* OR learner* OR "CLIL" OR "EFL")*

Moreover, a number of Vietnamese equivalents such as *"chuyển giao ngôn ngữ linh hoạt", "đánh giá", "học sinh"* and *"người học"* were tested on Google Scholar to identify relevant local-language studies. The use of truncation (*) for terms such as *assess** (e.g., assessment, assessing) and *student** (e.g., students, student) helped maximize coverage of lexical variants.

To ensure relevance and currency, some limitations were applied in the search process.

- Time: studies published between 2010 and 2025 were considered, reflecting the period during which translanguaging emerged as a prominent pedagogical and research framework.
- Language: English, Vietnamese.
- Type of studies: Only peer-reviewed empirical studies were included.

Table 2. Search strategy and log

Databases	Boolean	Search date	Initial records
ProQuest	(Translanguaging OR "multilingual education") AND (assess* OR "academic achievement" OR "academic performance" OR "learning outcome") AND (student* OR learner* OR "CLIL" OR "EFL")	2025-09-21	3929
ScienceDirect	(Translanguaging OR "multilingual education") AND (assess* OR "academic achievement" OR "academic performance" OR "learning outcome") AND (student* OR learner* OR "CLIL" OR "EFL")	2025-09-21	618
ERIC	(Translanguaging OR "multilingual education") AND (assess* OR "academic achievement" OR "academic performance" OR "learning outcome") AND (student* OR learner*)	2025-09-21	343
Google Scholar (hand search)	"Chuyển giao ngôn ngữ, học sinh, đánh giá, translanguaging"	2025-09-21	20

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3.2. PRISMA Process

In this study, the literature selection process was conducted in accordance with the PRISMA 2020 guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) to ensure transparency, systematization, and reproducibility. The entire procedure was carried out through four main stages: Identification, Screening, Eligibility, and Inclusion.

In the Identification phase, a total of 4,910 records were identified across all databases and imported into Zotero for duplicate removal. After the duplicate removal process, 686 duplicate records were removed, leaving 4,224 records for screening in the next step. The remaining documents were screened through title and abstract, 4,172 records were excluded at this stage for not meeting the inclusion criteria related to translanguaging, assessment, or the absence of empirical data. A total of 52 reports were selected for full-text review. The Eligibility stage involved a detailed examination of the full texts of these 52 studies. The articles were excluded at this stage mainly for a number of reasons: lack of empirical data; irrelevant research focus; and study participants not being learners. After this comprehensive review, 8 articles remained and were included in the final synthesis. This systematic process ensured that the final set of studies was highly relevant and directly contributed to answering the dissertation research question.

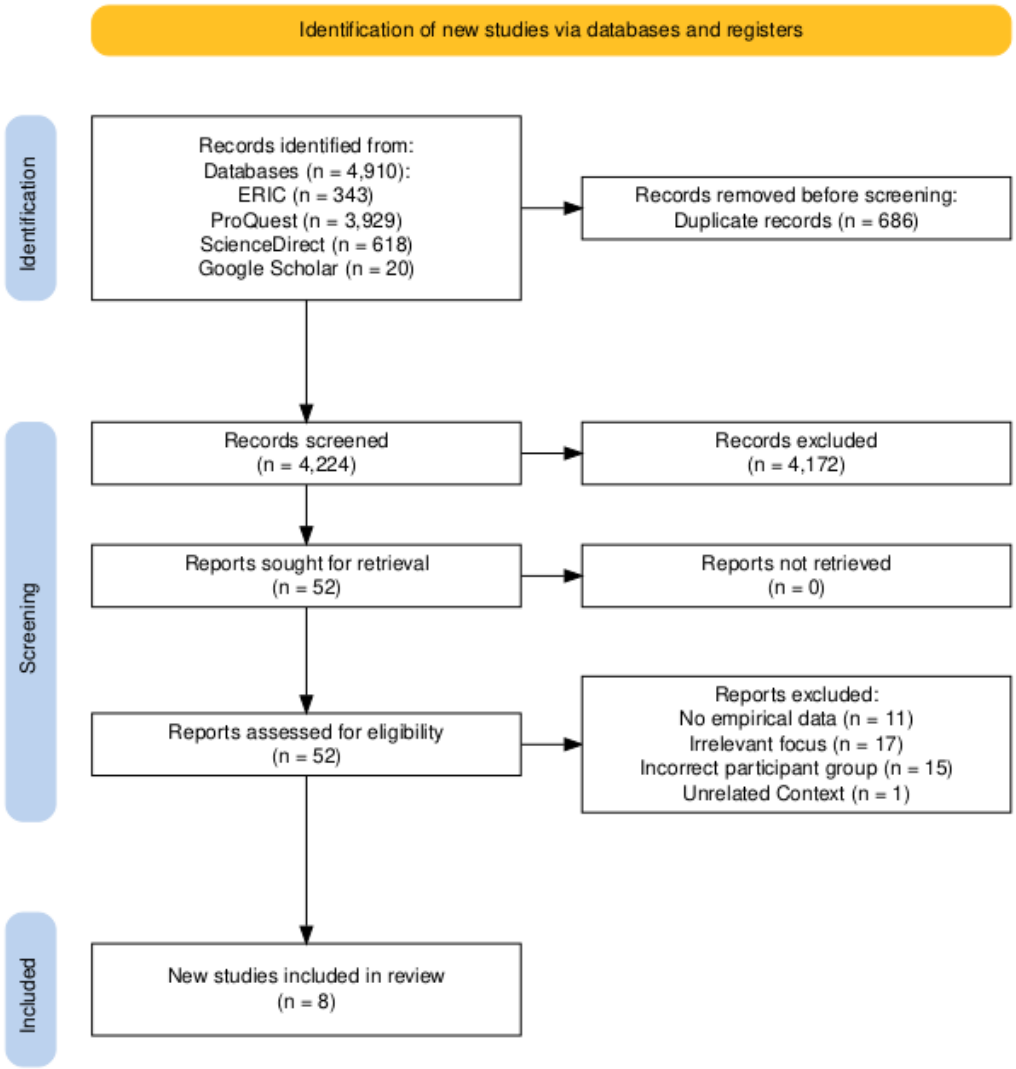


Figure 1. PRISMA 2020 Flow Diagram of Study Selection

4. DATA COLLECTION

4.1. Data extraction

A data extraction table was designed and used to collect key information from 8 studies selected through the PRISMA process. The extracted data included: author/year, country/context, research design (D), field, participants (S), assessment type (E), use of translanguaging (P), and key findings.

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Table 3. Key characteristics of the selected studies

Author (Year)	Country (Context)	Design	Subject/ Field	Participants	Translanguaging Use	Assessment		Key Findings
						Type	Stakes	
Andrea Parmegiani (2014)	United States (Higher Education)	Mixed-methods (Ethnographic case study)	Basic Writing	10 ESL students (Dominican Republic); 1 Spanish instructor; ESL course instructor	Students used L1 (Spanish) to fill lexical gaps; the instructor learned Spanish to enable bidirectional learning	Quantitative (GPA, retention rates, exit exam passing rates)	High-stakes	Storytelling-based translanguaging achieved a 100% success rate in significantly improving GPA and student retention.
Oksana Afitska (2020)	England, UK (Primary School)	Mixed-methods (Quasi-experimental, mixed-method)	Science Education	220 ELL students from 4 primary schools (Years 3–6)	Identified two types: (1) teacher-controlled (bilingual dictionaries), (2) unrestricted use of Hungarian and Slovakian in science tasks	Quantitative (classroom-based assessment, student work samples)	Low-to-medium stakes	Translanguaging improved conceptual understanding. Lack of it led to inaccurate assessment. Teacher resistance and student attitudes were barriers.
Author (Year)	**Country (Context)**	**Design**	**Subject/ Field**	**Participants**	**Translanguaging use**	**Assessment**		**Key findings**
						Type	**Stakes**	
Eleni Meletiadou (2022)	UK (Higher Education)	Mixed-methods (Mixed-methods case study)	Oral Fluency/ Presentation Skills	80 multilingual undergraduate students (aged 19-27) at a university in the UK.	Translanguaging in group presentations allowed L1 use for clarifying concepts; peer mentors supported linguistic mediationcommunication.	Mixed (pre-/post-tests; reflective reports; anonymous feedback)	Medium stakes	Translanguaging + PALM improved oral fluency, reduced anxiety, and enhanced social-emotional well-being.
Josep M. Cots, Lídia Gallego-Balsà, & Angels Llanes (2022)	Catalonia, Spain (University)	Quantitative non-randomized (Mixed-methods, quasi-experimental)	ESP	54 bilingual university students (Catalan/ Castilian)	Planned pedagogical use of L1 for lexical contrasts, translation, and code-switching in ESP course	Mixed (pre-/post-tests; holistic ratings; fluency & complexity measures; focus groups	Medium-to-high stakes	Translanguaging group outperformed in written lexical complexity and holistic ratings. Some resistance to mandatory translanguaging noted.
Author (Year)	**Country (Context)**	**Design**	**Subject/ Field**	**Participants**	**Translanguaging use**	**Assessment**		**Key findings**
						Type	**Stakes**	
Erasmos Charamba (2023)	South Africa (Primary School)	Qualitative (Ethnographic case study)	Science education	36 fifth-grade students. All were native speakers of isiZulu	Teacher encouraged L1 use to clarify scientific concepts; students used full linguistic	Qualitative (classroom observations of engagement &	Low stakes	Translanguaging was essential for conceptual learning and participation, improving English proficiency and engagement.

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					repertoires to negotiate meaning	understanding)		
Nabaz Noori Kareem & Rebecca Adams (2024)	Iraq/ Kurdish region (University)	Quantitative non-randomized (Quasi-experimental)	EFL	40 students (2 intact classes) aged 18-20, all native speakers of Kurdish. Most also spoke some Iraqi Arabic	Kurdish used to explain grammar/ vocabulary, clarify writing structures, and in pre-writing	Collaborative writing tasks (short essays) assessed using a 5-criterion rubric.	Medium stakes	Translanguaging group scored significantly higher on writing tasks and engaged more in meaning-focused language-related episodes.
Author (Year)	**Country (Context)**	**Design**	**Subject/ Field**	**Participants**	**Translanguaging use**	**Assessment**		**Key findings**
						Type	**Stakes**	
Ervina CM Simatupang & Ida Zuraida Supri (2024)	Indonesia (Vocational Training)	Mixed methods (Sequential explanatory mixed-method)	English Communicative Competence for Hospitality Industry	47 hotel staff members from various departments. All spoke Indonesian.	Translanguaging integrated into bilingual speaking training (role-plays, dialogues, discussions)	Mixed (pre-/post-speaking tests; Likert survey; narrative frames)	Medium stakes	Significant improvements in fluency, pronunciation, comprehension, and confidence. Translanguaging increased motivation and understanding.
Lianjiang Jiang, Zhen Li & Jessica S.C. Leung (2024)	Hong Kong, China (Mixed: Lower Secondary; Tertiary)	Qualitative (Instrumental Case Study)	CLIL	3 teachers and multilingual students (Cantonese, Putonghua, Korean, Urdu, Hindi, Bahasa, Tagalog)	Digital multimodal composing enabled use of multiple languages and modes (text, image, video)	Mixed (final products; process journals; feedback; observations; interviews)	Medium stakes	DMC translanguaging bridged abstract concepts with lived experiences and offered richer assessment evidence than traditional tests.

4.2. Overview of Included Studies

The eight studies included in this systematic review have diverse contexts, ranging from the West regions such as the United States (Bronx Community College), the United Kingdom (England and Wales), Spain (Catalonia), to the African and Asian regions such as South Africa, Hong Kong, Iraq and Indonesia. This wide scope demonstrates that translanguaging is not just a phenomenon limited to one country but a meaningful and globally applied pedagogical strategy. However, a notable gap was during the review process: despite the wide search scope across multiple countries, no studies from Vietnam met the selection criteria.

Furthermore, the included studies encompass various academic levels, from primary school students (Afitska and Charamba's studies) to university students (Meletiadou, Cots et al., Kareem & Adams) and even hotel staff in a professional training setting (Simatupang & Supri's study). This demonstrates the flexibility and adaptability of translanguaging in a variety of learning environments, from formal education to vocational training.

In terms of methodology, the studies included qualitative, quantitative, and mixed methods, demonstrating a multidimensional approach. The MMAT quality assessment results showed that 75% of the studies (6/8) were classified as high quality, confirming the methodological rigor of the synthesized evidence (e.g., Jiang et al., 2024; Meletiadou, 2022). The remaining two studies were rated as moderate quality but were still included due to their unique contributions to a relatively under-researched field (Parmegiani, 2014).

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Table 4. Summary of Quality Appraisal Results (MMAT) and Access Link (DOI/URL)

Author (Year)	Title	Design Type (MMAT Classification)	MMAT Score	Quality Level	Access Link
Andrea Parmegiani (2014)	Bridging Literacy Practices through Storytelling, Translanguaging, and an Ethnographic Partnership: A Case Study of Dominican Students at Bronx Community College	Mixed methods	3/5 (60%)	Moderate	*10.37514/JBW-J.2014.33.1.03*
Oksana Afitska (2020)	Translanguaging in diverse multilingual classrooms in England: oasis or a mirage?	Mixed methods	4/5 (80%)	High	ProQuest (doc: 2451418550)
Eleni Meletiadou (2022)	The Utilisation of Peer-Assisted Learning/Mentoring and Translanguaging in Higher Education	Mixed methods	5/5 (100%)	High	*EJ1345577*
Josep M. Cots, et al. (2022)	Promoting translanguaging (or not) in the ESP classroom: An analysis of monoglossic and heteroglossic practices and discourses	Quantitative non-randomized	4/5 (80%)	High	*10.1016/j.system. 2022.102795*
Author (Year)	**Title**	**Design Type (MMAT Classification)**	**MMAT Score**	**Quality Level**	**Access Link**
Erasmos Charamba (2023)	Translanguaging as bona fide practice in a multilingual South African science classroom	Qualitative	5/5 (100%)	High	*10.1007/s11159 -023-09990-0*
Nabaz Noori Kareem & Rebecca Adams (2024)	Translanguaging and Collaboration in EFL Writing	Quantitative non-randomized	3/5 (60%)	Moderate	*EJ1465066*
Ervina CM Simatupang & Ida Zuraida Supri (2024)	Fusing translanguaging with speaking technology in the hospitality industry: Improving English communicative competence	Mixed methods	4/5 (80%)	High	10.1016/j.ssaho. 2024.101166
Lianjiang Jiang, et al. (2024)	Digital multimodal composing as translanguaging assessment in CLIL classrooms	Qualitative	5/5 (100%)	High	10.1016/j.learninstruc. 2024.101900

5. DATA ANALYSIS

After completing the data extraction process, the information presented in the data extraction table was systematically analyzed and synthesized. The purpose of this stage was to address the two core research questions: how translanguaging is implemented and its impact on assessment performance. Due to the heterogeneity of the data (as the studies employed different measurement scales and indicators), the review combined thematic synthesis for qualitative data and narrative synthesis for quantitative findings.

5.1. Translanguaging strategies used in assessment contexts.

The analysis identified two main ways in which translanguaging was implemented in academic assessment contexts, reflecting differences in teachers' roles and levels of control.

Translanguaging as a tool to support learners.

In this approach, translanguaging was used primarily as a flexible, spontaneous, or semi-structured mechanism initiated by learners themselves to reduce cognitive or linguistic barriers.

Many studies showed that learners used their first language (L1), or their full linguistic repertoires, during the initial stages of a task before formal assessment. For example, Parmegiani's (2014) study observed that students used L1 for brainstorming, outlining, and argumentation during the pre-writing phase of their essays, which helped them focus on academic content before moving on to the second language (L2). Charamba (2023) also noted that using L1 is an essential strategy for clarifying difficult scientific concepts in science assessments.

Furthermore, other studies such as Afitska (2020) and Simatupang & Supri (2024) emphasize that TL is used to clarify assessment questions and materials, especially for students who still struggle with L2. These findings suggest that assessment failures often result from an overemphasis on linguistic form rather than the academic content conveyed by learners. Accordingly, educators and assessment designers can draw on these insights to promote greater fairness in assessment. Thus, allowing TL in the context of assessment can enhance fairness, while also helping learners reduce language anxiety and increase confidence, especially in public speaking tasks (Meletiadou, 2022).

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Translanguaging as a planned pedagogical strategy.

This approach includes translanguaging activities that are intentionally integrated by teachers or researchers into assessment design, often implemented through specific instructional models or innovative assessment tools.

Meletiadou (2022) and Cots et al. (2022) implemented pedagogical models in which TL was incorporated into the preparation and peer review phases. Students were allowed to use L1 during peer review feedback, which improved the quality of feedback and indirectly enhanced the final review results.

Another innovative assessment model, as illustrated by Jiang et al. (2024), integrated TL into the assessment design by allowing students to utilize multiple resources (language, images, audio) within DMC products. This approach reshaped the assessment, treating TL as an academic competency.

Finally, Kareem & Adams (2024) and Charamba (2023) designed specific academic tasks that encouraged TL during the collaborative process, ensuring students developed both content and language knowledge before moving on to the formal assessment.

5.2. The impact of TL on assessment performance.

The narrative synthesis revealed consistent evidence of the positive impact of translanguaging on key assessment indicators, despite variations in methodologies and contexts. However, the studies by Oksana Afitska (2020), Erasmos Charamba (2023), and Lianjiang Jiang (2024) are not included in the table because they focus on qualitative analysis.

Table 5. Summary of quantitative finding

Area of Improvement	Author (Year)	Metric	Pre-TRL/Mono Group	Post-TRL/TRL Group	Effect Size/ / Statistic
Speaking/Communication	Eleni Meletiadou (2022)	Oral assessment score	*M = 29.88*	*M = 54.54*	*d= 1.93*
	Ervina CM Simatupang & Ida Zuraida Supri (2024)	Average speaking test score	*67.36*	*78.20*	*d = 1.96*
		Skill gain (Vocabulary)		*Increase*	*d = 1.98*
Writing Quality	Josep M. Cots, Lídia Gallego-Balsà, & Angels Llanes (2022)	Lexical Complexity (GUI)		*TRL Group achieved Higher average score than Monolingual Group*	
	Nabaz Noori Kareem & Rebecca Adams (2024)	Writing Rubric Score (Max 20)		*TRL Group Significantly Higher than Monolingual Group*	*F(1,18)=6.82, p=.02*
Overall Academic Achievement	Andrea Parmegiani (2014)	GPA		*Nearly Two Points Higher than average ESL student GPA*	
		Student Retention Rate	*65% (Other students)*	*100% (TRL Group)*	
Collaborative Engagement	Nabaz Noori Kareem & Rebecca Adams (2024)	Successful LREs Resolution Rate	*33% (Monolingual Group)*	*54% (TRL Group)*	
		Frequency of Meaning-related LREs		*TRL Group generated Twice the LREs compared to Monolingual Group*	*Statistically Significant*
Perception & Motivation	Ervina CM Simatupang & Ida Zuraida Supri (2024)	L2 Learning Motivation (5-point Likert scale)		*M=4.4 (Very High)*	

Quantitative evidence shows that translanguaging has strong positive effects on academic performance, significantly improving learners' communication skills, academic output quality, and confidence, with large effect sizes reported for presentation skills (d > 1.9). Students allowed to use translanguaging achieved higher writing scores, greater vocabulary complexity, stronger collaborative dialogue, and improved long-term outcomes such as GPA and retention, challenging the belief that L1 use hinders L2 development.

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5.3. Challenges and limitations.

Although the eight studies reported largely positive effects of translanguaging in assessment contexts, they also identified limitations and challenges, indicating that its implementation must be purposeful and contextually appropriate rather than universally beneficial.

A prominent challenge identified in Oksana Afitska's (2020) study was that the majority of teachers in the UK were monolingual, relying solely on their primary language of instruction (usually English), which limited their confidence and capacity to implement translanguaging in assessment. Similarly, Andrea Parmegiani's (2014) study highlighted the high demands placed on teachers when integrating translanguaging into assessment practices. Building on these findings, Charamba (2023) showed that when teachers fail to model translanguaging—despite encouraging students to use it—the authenticity and effectiveness of translanguaging are undermined, inadvertently reinforcing monolingual ideologies. At the institutional level, conflicts between learner-centered pedagogical practices and "English-only" policies (Jiang, Li, & Leung, 2024), along with entrenched monolingual systems and limited administrative commitment (Charamba, 2023; Parmegiani, 2014), remain major barriers to the legitimacy, sustainability, and scalability of translanguaging initiatives in education. These findings suggest that resistance from monolingual teachers, stemming from limited assessment experience and entrenched "English-only" policy beliefs, remains one of the most significant barriers to the adoption of translanguaging in assessment contexts.

Another limitation is methodological: some studies analyzed in this review had relatively small sample sizes, such as Parmegiani (2014), or short intervention durations, such as Kareem and Adams (2024), which limits the generalizability of the quantitative findings.

6. REPORTING

This final section presents the key findings from the data synthesis, interprets their implications for the field of academic assessment, and proposes important implications for future research and educational practice.

6.1. Summary of key findings and contributions

Through the synthesis and analysis of selected studies, this systematic review demonstrates that translanguaging (TL) represents a promising pedagogical framework that contributes to enhancing equity and effectiveness in education for multilingual learners. The most important finding concerns the role of TL in addressing the "monolingual value" problem by clearly distinguishing between language deficits and knowledge deficits. This capacity strengthens the validity of academic assessments. With regard to specific outcomes measured through quantitative data, the findings also indicate significant improvements in complex expressive skills, including writing and presentation abilities. Specifically, Simatupang and Supri (2024) reported a large improvement in presentation skills (Cohen's d ≈ 1.96). Furthermore, long-term indicators such as GPA were also found to be positively correlated with TL (Parmegiani, 2014).

6.2. Validity and equity in assessment

The application of translanguaging (TL) directly challenges the validity of monolingual assessment models, which are based on the assumption that language competence is isolated and singular. Instead, TL enhances the construct validity of academic assessments by ensuring that assessment tools measure core knowledge and cognitive processes, rather than merely L2 language proficiency.

From a critical perspective, TL functions as an important equity mechanism by affirming learners' right to draw on their full linguistic repertoires (García & Kleyn, 2016). This practice significantly reduces language anxiety and fosters a safer assessment environment (Meletiadou, 2022).

The emergence of Digital Multimodal Composing (DMC) assessment represents a major advancement, demonstrating that TL can broaden the concept of academic competence. DMC shifts the focus of assessment from linguistic accuracy to meaning-making competence through the flexible coordination of language, visual resources, and digital modalities (Jiang et al., 2024).

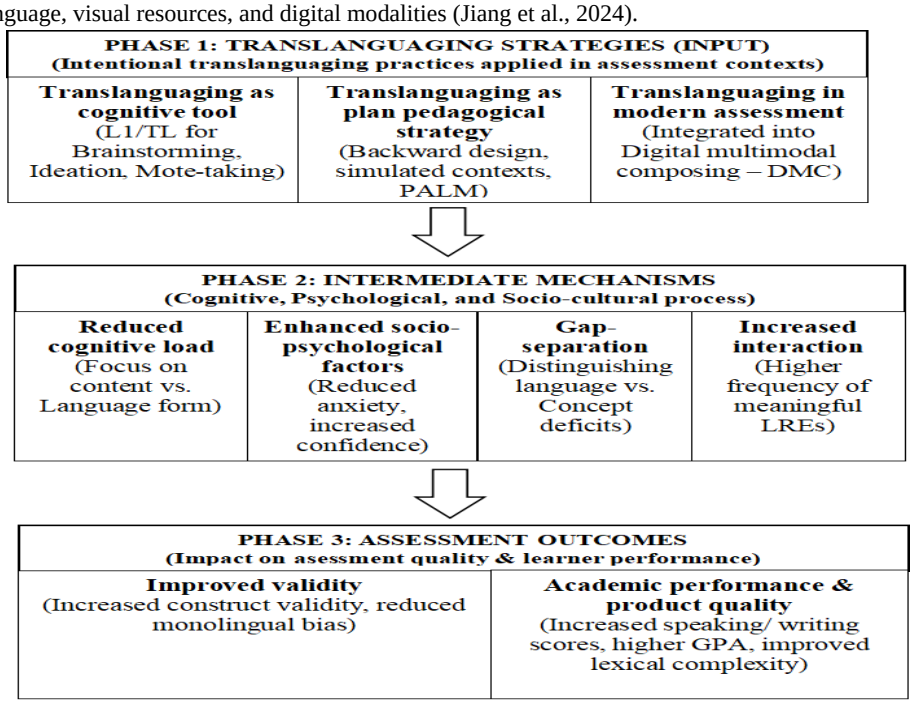


Figure 2. The translanguaging assessment logic model

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6.3. Practical implications and contributions

Although this review has methodological limitations, such as small sample sizes and short intervention durations in some studies, it nevertheless offers specific implications and makes a meaningful contribution to the field.

First, the use of translanguaging (TL) should be encouraged in the pre-assessment phase, particularly in activities such as brainstorming and group discussions, to help distinguish between "language gaps" and "conceptual gaps" before learners produce final outputs in the L2.

At the policy level, it is recommended that educational authorities revise assessment regulations to allow greater linguistic flexibility. Such adjustments are necessary to more accurately reflect learners' academic competence within multilingual contexts and to reduce ideological constraints that may hinder academic development.

Finally, this review proposes the development of assessment rubrics that explicitly incorporate translanguaging, recognizing the strategic use of linguistic resources as a legitimate criterion of academic competence. The following rubric is proposed as an assessment improvement that explicitly integrates translanguaging (TL):

Table 6. Translanguaging-informed assessment rubric.

Criteria	Excellent (5)	Satisfactory (3)	Needs Improvement (1)
Content understanding	Demonstrates clear comprehension of key concepts; ideas are well-developed and logically linked.	Shows general understanding but has some shortcomings in explanation.	Shows limited understanding of concepts, with unclear or imprecise ideas.
Use of translanguaging to clarify meaning	Effectively integrates multiple languages to explain or expand academic ideas.	Uses more than one language but lacks a clear strategy linked to the task goal.	Uses translanguaging in a confusing way or without a clear academic purpose.
Language accuracy and coherence	Uses language (in any language) accurately and coherently, ensuring clarity of meaning.	Uses language with minor errors, but overall meaning remains clear.	Makes frequent language errors that interfere with understanding.
Organization and structure	Presents ideas in a clear, logical, and well-structured manner.	Presents ideas with an adequate structure but some minor flaws.	Presents ideas that are disorganized or lack logical flow.

6.4. Suggestions for future research

One notable limitation of the studies summarized in this thesis is the combination of short intervention duration and small sample sizes, often lasting only a few weeks and involving only a limited number of participants. Therefore, long-term empirical studies are needed to track learners' progress over one to two years, thereby verifying whether translanguaging can maintain positive results in terms of scores, GPAs, and retention rates over time. Furthermore, expanding the scale of research is an urgent priority. There is a need for larger, more diverse research samples across regions, educational levels, and academic disciplines to increase the reliability and generalizability of translanguaging models in assessment.

A key finding of this review is the absence of empirical research from Vietnam that meets the criteria, particularly at the university level, highlighting an urgent national research gap. To address this, the thesis proposes a concise three-step research roadmap: (1) conduct quasi-experimental intervention studies in high-stakes EMI assessments to measure the impact of translanguaging on academic outcomes and motivation; (2) investigate lecturers' attitudes, readiness, and professional development needs regarding translanguaging through mixed-methods research; and (3) develop and validate multilingual assessment rubrics that integrate translanguaging competence to ensure fairness, objectivity, and institutional scalability in Vietnamese higher education.

Finally, it is necessary to develop and validate specialized rubrics or assessment tools to score multilingual products fairly and transparently, as well as to verify the reliability of these tools across assessors.

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