SYNTHESIS

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Teachers' multilingual beliefs and practices in English classrooms: A scoping review

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Abstract

The past decade has witnessed an unprecedented growth in the field of research on multilingualism in English as a second and foreign language (ESL/EFL) classrooms. This scoping review evaluates research conducted on multilingualism and the teaching and learning of English. Three search methods were used: a database search in three major databases for education; a manual search in six most prominent and relevant journals; and a citation search in the articles found through database and manual search. A total of 2282 articles were scanned. Based on inclusion and exclusion criteria and several rounds of selections, 56 articles were found relevant for the purpose of this review. The articles were analysed and discussed according to their research questions/aims, context and methods, evidence, and findings. The findings from the reviewed studies indicate that English teachers' multilingual beliefs and practices vary considerably within national contexts, that they possess more positive beliefs about multilingualism than what they practise in their teaching, and that translanguaging occurs mainly with reference to the language of instruction or students' first language. The study also underlines the importance of arriving at a shared understanding of research concepts when researching multilingual teachers and breaking down barriers between language subjects. Finally, there is little knowledge about the long-term effects of various interventionist or long-term continual professional development programmes when it comes to teachers' multilingual beliefs and practices.

Context and implications

Rationale for this study

The aim of this study was to gain an overview of empirical research on ESL/EFL teachers' beliefs and practices concerning multilingualism.

Why do the new findings matter?

The findings offer a synthesis of research in the field and identify important tendencies across national settings. The findings also point to areas where more research is needed.

Implications for researchers, practitioners and policy makers

The findings indicate that even though central framework documents such as the Common European Framework of Reference (CEFR) endorse multilingual pedagogies in language teaching, teachers' beliefs and practices remain to a large extent influenced by traditional language teaching norms and language ideologies. Moreover, English teachers' beliefs and practices may vary considerably within national contexts. Students' language backgrounds seem to play a less important role than the teacher's language ideologies. When translanguaging practices occur, they are for the most part limited to the language of instruction or the students' first language rather than taking into account the students' entire language repertoire.

INTRODUCTION

In 1984, Ruíz coined the notion of 'language as a resource' in the classroom, advocating support and use of students' home languages to maximise learning (Ruíz, 1984). Due to increased contact across national borders, migration and travel, the question of how teachers view and take account of their students' diverse language resources is as crucial as ever. More students know and learn several languages and use several languages outside of school. Knowing and using several languages has numerous benefits (Dixon et al., 2012), such as enhancing mathematical learning (Dahm & De Angelis, 2018), creativity (Furlong, 2009) and stimulating the learning of new languages and other brain-related processing (Festman, 2021). However, despite growing knowledge of the benefits of multilingual teaching approaches and learning strategies, a monolingual approach has been dominant in English language teaching (Canagarajah, 2013), partly due to the native speaker ideal (Creese et al., 2014) and the (mis)conception that mixing languages impedes learning and development (Pfenninger, 2014).

Within the field of language education, there has been a marked growth in attention to multilingualism over the past decade. Contributions by influential scholars in the field such

as Cummins (2000) have helped to shift the view in educational research and educational policy documents (e.g., Council of Europe, 2001) towards a recognition that multilingualism must be considered an important factor in language education and should impact teachers' approaches to language education. The term *translanguaging* has emerged as a central pedagogical concept referring to a classroom approach which combines 'two or more languages in a systematic way within the same learning activity' (Cenoz & Gorter, 2011, p. 359). According to Cenoz and Gorter (2020), translanguaging entails a systematic 'pedagogical strategy' that values students' entire language repertoire and questions boundaries between languages. A growing body of empirical research indicates the benefits of a cross-linguistic approach, which according to Cummins (2017) include the potential transfer of concepts, linguistic elements, pragmatic knowledge, phonological awareness, and metacognitive and metalinguistic learning strategies (see also Hirosh & Degani, 2018).

Despite empirical and theoretical advances, however, there clearly remains a gap between research and practice in language teaching. Two seminal anthologies from 2014 called for a 'multilingual turn' in language education (Conteh & Meier, 2014; May, 2014), highlighting the lack of impact insights from the field of applied linguistics have had on language teaching. According to Meier (2016), two critical challenges impeding this pedagogical shift are persisting monolingual norms among language teachers and a lack of guidance for teachers.

As part of the effort to understand the mismatch between theory and practice, a wide range of empirical studies have been published in recent years that explicitly aim to chart teachers' beliefs and practices in English as a second and foreign language classrooms (ESL/EFL) in different national contexts. However, to date, no comprehensive review has been conducted that collects and analyses the insights offered in such studies across national contexts. Thus, the present scoping review aims to identify the status quo in relevant research, offering a synthesis of findings on which new research on ESL/EFL can build. For the sake of readability, the collective term 'English teachers' will be used in this study to refer to teachers working in both ESL and EFL contexts (details are included in Appendix A).

To our knowledge, Bredthauer and Engfer (2016), is the only existing review study focusing on language teachers' beliefs and practices, which also includes English teachers. Their review, which presents a synthesis of 12 empirical studies from Germany and Austria, forms a useful starting point for the larger review conducted in the present study. The main findings highlighted in the review can be summarised as follows: (1) teachers are positive towards the idea of a multilingual pedagogical approach and would like to implement this in their own practice; (2) teachers give a range of reasons why they are not able to adopt such an approach, most importantly the lack of relevant training, relevant professional development courses, and relevant teaching resources; (3) teachers treat their heterogeneous student groups as if they were German first language (L1) speakers, frequently describing students' diverse home languages as obstacles to successful learning and a lack of awareness about the advantages of nurturing students' multilingualism.

Other review studies exist on aspects of multilingual teaching and learning. Calafato (2019) reviews studies of non-native speaker teachers, the great majority of which include English teachers (69 out of 86 studies). The review indicates that non-native speaker teachers make use of their multilingual affordances in a range of ways to develop their learners' language awareness and learning strategies, thereby demonstrating an ability to 'convert … [their] affordances into actual strategies when teaching' (Calafato, 2019, p. 17). A second review study, by Kalaja and Pitkänen-Huhta (2020), presents studies of articles dealing with multilingual and intercultural development through visual approaches in English teaching. From a classroom research perspective, we have not identified any review studies in the field of English teaching and learning. Although some seminal studies are well known and often quoted in the context of teaching and learning English (e.g., De Angelis, 2011), the growing number of publications in the field has meant that it is increasingly complicated to stay

abreast of relevant developments across national contexts. A review with a transnational perspective is thus both timely and useful for researchers and practitioners.

The present study collects, categorises and reviews empirical research on teachers' beliefs and practices in multilingual student groups in ESL/EFL contexts, published since the year 2011. Following Hart (1998), we include essential information about the studies' context and methodology. This makes it possible to identify tendencies concerning the educational settings in which the studies are situated and in the methodological approaches used, and thereby also describe gaps in current research. Thus, the research questions for the present review article are:

1. What are the aims, research questions, contexts and methods used in research studies on teachers' beliefs and practices in ESL/EFL multilingual classrooms?
2. What does empirical research across national contexts say about teachers' beliefs and practices in ESL/EFL multilingual classrooms?

A literature review must have an added value (Wee & Banister, 2016). Based on the research questions posed, the purposes of the present review article, and thus its added value, are to identify, describe and discuss empirical research on teachers' beliefs and practices in multilingual classrooms in ESL/EFL contexts, to identify and discuss research questions, research methods and research designs in the studies, to identify and discuss the findings and to identify research gaps and recommend future research directions.

The starting point for this review is the hypothesis that similar findings to those presented in empirical studies we are familiar with in this field (e.g. Beiler, 2021; Burner & Carlsen, 2017, 2022; Flognfeldt et al., 2020; Iversen, 2017; Otwinowska, 2014, 2017), will be found across national contexts, that is, that English teachers are aware of the benefits of multilingualism—or what García et al. (2017) refer to as *stance*, but fail to translate this into practice—referred to as *design* by García et al. The following section details the methodological steps taken to collect and categorise the articles included in this review.

METHODS

A scoping review (Arksey & O'Malley, 2005) aims to map the literature on a particular topic, identifying key concepts and gaps in the literature. Such a review typically has a broad scope and can, by confirming the relevance of the research area, function as a starting point for systematic reviews. The literature search for the current study was conducted in May 2021. We conducted both database search and manual search, followed by citation search. For the database search, we used 'multilingualism', 'English' and 'teachers' as search words. The search span was set to January 2011 until May 2021. The database search was conducted using the search engines ERIC, Scopus and Web of Science. To ensure the quality of the study, only 'peer-reviewed' 'full text' articles were included, which resulted in a total of 840 hits. A first screening of the articles' titles and abstracts resulted in 47 relevant articles. A second round of screening, reading through the articles, resulted in 36 relevant articles from the database searches. In January 2023, following reviewer suggestions, the database search was replicated and the search word 'multilingual' was added, which resulted in two new relevant articles.

Furthermore, in May 2021, a manual search was conducted in the following peer-reviewed scientific journals, based on their scope being relevant to our study and the fact that not all articles can be reached through a database search: *Bilingual Research Journal*, *International Journal of Bilingual Education and Bilingualism*, *International*

Journal of Bilingualism, *International Journal of Multilingualism*, *International Multilingual Research Journal*, and *Multilingual Education.* The first round of search provided a total of 1432 hits.

Based on titles, keywords and abstracts, we included empirical articles about teachers' beliefs, practices and/or perspectives regarding multilingual teaching/learning in ESL/EFL classrooms. We excluded theoretical articles, articles focusing on mainstream classrooms or English as L1, articles without any data from teachers, and articles with data from kindergarten or pre-school. Reading the articles' titles and abstracts resulted in 11 new relevant articles from the manual search. The 11 articles were read in their entirety.

Finally, a citation search was conducted, that is, the list of references in the 47 above-mentioned articles were checked to see if there were more relevant articles that were not found through database or manual search. Seven new relevant articles were found by citation searching. Table 1 shows the steps in the selection process. Thus, the sample for the current review study consists of 56 articles (see Appendix A for an overview; the full reference details of all the articles are in the list of references).

The 56 articles were read carefully and mapped according to feature maps (Hart, 1998) with the following categories: author/date, research question/aims, methods, materials/evidence, arguments/findings. This provided a systematic overview of the articles.

RESULTS

The following presentation of findings from the reviewed studies highlights aspects relevant to the two research questions posed in the introduction. The results from the review are presented in three sections, corresponding to different aspects of the research questions:

- Contexts and methods (RQ1)
- Research questions and aims (RQ1)
- Evidence, arguments and findings (RQ2)

TABLE 1 An overview of database, manual search, and citation search.

Database/Journal	Total hits	Relevant articles after first round	Relevant articles after second round
ERIC	422	21	14
Scopus	178	12	10
Web of Science	250	16	14
Bilingual Research Journal	174	1	1
International Journal of Bilingual Education and Bilingualism	557	3	3
International Journal of Bilingualism	159	1	1
International Journal of Multilingualism	371	5	5
International Multilingual Research Journal	152	1	1
Multilingual Education (2011–2016)	19	0	0
Total	2282	59	49 + 7 after citation search = 56 articles

Contexts and methods in the reviewed studies

Table 2 gives an overview of the national contexts in which the reviewed studies have been conducted.

Most of the reviewed studies are conducted within specific national contexts. Only three studies look across borders to compare findings from teachers in different countries: Bayyurt et al. (2019) survey English teachers in Portugal, Poland and Turkey; Calafato (2020a, 2020b) investigates language teachers' beliefs in Norway and Russia, including English teachers. It is noteworthy that there is only one study from African contexts given that English is a second language in many African countries.

Table 3 shows the level of education the reviewed studies focus on. Most of the studies are conducted in primary and secondary education, whereas a few can be found on pre-service teachers and higher education.

Qualitative research methods dominate among the reviewed studies (see Figure 1). Thirty-three of the studies employ qualitative methods, either in isolation or combination with other methods of data collection, with interviews being the most frequent method of data collection. In most cases, researchers have interviewed a small number of teachers (<10) in one or several schools within a specified local area. Eight studies employ purely quantitative methods of data collection through surveys or questionnaires. Mixed-method approaches are used in 15 studies. Six studies are defined as ethnographic by the researchers, two as autoethnographic where the researchers analyse their own practice, and two studies are described by the authors as participatory action research and collaborative inquiry.

Research questions and aims

The analysis of the research questions and aims in the reviewed studies reveal different points of emphasis relating to central concepts of ESL/EFL teaching and research. In order to highlight these differences in emphasis, the results have been grouped according to categories emerging from the review of research questions. These can be condensed into the key questions outlined in Table 4. The questions listed are used as subheadings in the presentation of the findings.

Evidence, arguments and findings in the reviewed studies

The findings in this section are presented according to the two categories 'teachers' beliefs' and 'teachers' practices' and the questions in Table 4. Although the findings are interconnected, they emphasise different aspects of multilingual beliefs and practices.

TABLE 2 Geographical distribution of studies reviewed.

Europe	19
North America	17
Asia	12
South America	3
Oceania	2
Africa	1
Combination of Europe and Asia	2
Total	56

T A B L E 3 Educational levels.

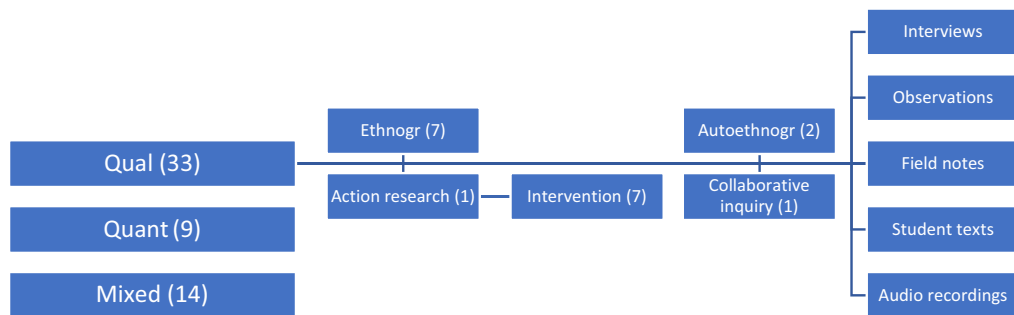|	
Primary school	13
Secondary school	24
Higher education	8
Pre-service teachers	3
Combination of primary, secondary and tertiary educational levels	6
Not specified	2
Total	56

F I G U R E 1 Research methods.

T A B L E 4 Key questions in the reviewed articles.

	Questions
Teachers' beliefs ($n=27$)	a. Which beliefs do English teachers hold about multilingualism? b. Which strategies can be used to develop positive beliefs towards multilingualism? c. To what degree do English teachers' language backgrounds shape their beliefs about multilingualism?
Teachers' practices ($n=29$)	a. To what extent do English teachers activate students' L1 in the classroom? b. How is translanguaging practised by English teachers and to what effect? c. Which strategies and activities can be used to activate students' L1 language resources?

Teachers' beliefs

Which beliefs do English teachers hold about multilingualism?

The studies that explicitly focused on teacher attitudes and beliefs show great variation concerning the perceived challenges and benefits of multilingualism as well as its potential consequences for their own teaching practice. Although many English teachers hold positive beliefs about multilingualism, there seems also to be widespread scepticism about the role of L1 in language teaching. Among Calafato's (2020a) sample of foreign language teachers ($n=460$), 296 were English teachers. Of all teachers surveyed, 39% reported that they preferred native-speaker teachers when learning a new language, though this belief was stronger in Norway than in Russia, where teachers were also significantly more ambivalent about the use of languages other than the target language. Calafato suggests targeted

interventions in pre-service teacher education programs rather than expecting teachers to adopt multilingual practices as they start working. Bayyurt et al. (2019), based on a survey of 159 English teachers, found that teachers still overvalue a native-speaker norm and do not take account of increasingly heterogeneous student groups. The authors highlight the need for a reorientation in classrooms that are increasingly diverse in terms of their linguistic and cultural composition.

In Illman and Pietilä (2018), the English teachers surveyed ($n = 38$) showed awareness of translanguaging strategies, pointing to pronunciation, vocabulary and speaking as areas of language learning in which multilingual students could benefit from their resources. The great majority of teachers in Griva and Chostelidou's (2012) study ($n = 120$, 72% of them being English teachers) also showed awareness of the merits of multilingualism, such as multilingual comprehension and openness to other peoples' languages and cultures. They believe in life-long learning of at least two foreign languages, particularly the teachers holding a master's degree (64%). In Vaish (2012), 75% of the English teachers ($n = 96$) agreed that the mother tongue can help in the teaching of English. In the same survey, however, 95% said that they never encourage students to use their L1s, as several of the other reviewed studies corroborate. The author suggests a stronger emphasis in teacher education on multilingualism, especially language transfer and how bilingualism impacts the learning of English, in addition to strategies for involving mother tongue teachers and the parent community.

Evidence from interviews of English teachers in Sterzuk and Nelson's (2016) study reveal the teachers' lack of awareness about trilingual students' language resources and how to help them make use of the resources. Similar findings are reported in Bailey and Snowden (2021). Based on interviews with five primary teachers and managerial staff working with learners of English as an additional language, they found that the educators seemed unaware of the importance of including the language backgrounds of students.

Findings from surveys of English teachers in Erling et al. (2020, 2021) ($n = 162$) indicate that a substantial number of teachers disagree that students' L1 should be encouraged to be used in the English classroom and they were less convinced about the benefits of English when learning an additional language than other studies described above indicated. Two of the three teachers in Jakisch (2014) similarly expressed scepticism about the usefulness of building on English when learning additional foreign languages because of characteristics of English compared to other languages. The author suggests that English teachers should become more sensitive about the potential of English to support learning of further languages. Burner and Carlsen (2022) focused on a secondary school for newly arrived students. Self-reported data in surveys, observations and interview data were used as evidence. The findings indicate that English teachers fail to practise what they preach when it comes to drawing on students' multilingual resources, concurring with Vaish (2012) and Otwinowska (2014, 2017). Even though teachers valued students' L1, the use of it was considered harmful to L2 learning. They believe language learning occurs stepwise rather than simultaneously. The authors suggest school-based development projects where teachers practise acting on their beliefs and perceptions. Only one English teacher out of eight in Schmid and Schmidt's (2017) study said that she made cross-linguistic comparisons between languages. The other teachers showed a lack of knowledge about suitable multilingual approaches. One teacher claimed that communicative advantages of multilinguals are not relevant because of the educational context (Germany) with exams measuring written proficiency above all. Most of the university English teachers surveyed in McMillan and Rivers (2011) ($n = 29$) believe that L1 use can play a positive role in L2 learning and teaching. English teachers with lower competence levels in L1 (Japanese) were more positive to the use of L1, but all the participants cautioned against 'overusing' the L1. The authors claim that the English-only policies promoted by the universities are outdated. Finally, Ebsworth

et al. (2018), based on a combination of questionnaires ($n = 86$) and interviews ($n = 20$) of ESL teachers in Puerto Rico, found mixed attitudes towards English due to its colonial history. He suggests that teachers need to confront their own beliefs in order to develop a positive stance towards multilingualism.

Which strategies can be used to develop positive beliefs towards multilingualism?

Describing the effects of a workshop on multilingualism for in-service English teachers, Daniel and Burgin (2019) identified positive effects on the participants' beliefs based on evidence from surveys and focus group discussion taken before and after the intervention. Liu et al. (2020) describe a researcher-teacher collaboration in higher education with the aim of promoting translingual practices in higher education EFL courses. Based on an intervention over 1 year involving co-planning meeting, observation and interviews, findings indicated that the teacher became gradually more engaged in reflecting on teaching practices and developing strategies to draw on students' L1s in fruitful ways. Similarly, Galante et al. (2019) proposed a framework for collaboration between researchers and English teachers with the aim of integrating multilingual pedagogical approaches in higher education English courses. The four key factors identified include administrative support, instructors' openness, weekly collaboration checks, and the learner-centred nature of learning activities. In her study on pre-service teachers' attitudes, Vallente (2020), points to the importance of school ideologies in shaping English teacher candidates' attitudes, which sometimes conflict with pedagogical principles taught by the teacher education institutions. Based on interviews and written responses to prompts, the study describes how four trilingual teacher students consciously adopted monolingual and native speaker-based language teaching attitudes of the schools of their practice placements in order to demonstrate belonging to a teacher community. Vallente calls for a stronger focus on multilingualism in teacher education to develop students' confidence in developing a teacher identity that values linguistic diversity.

To what degree do English teachers' language backgrounds shape their beliefs about multilingualism?

Otwinowska (2014, 2017), based on questionnaires and focus group interviews (2014), indicate that the degree of language awareness among English teachers is dependent on the level of their L3 (third language) proficiency and other languages they know, and not so much on whether they are in- or pre-service teachers. Furthermore, she found inconsistencies in teachers' perceptions of multilingualism, and that despite knowing about advantages of multilingualism, teachers lack preparation and confidence to use that knowledge in practice. Otwinowska also found that teachers' multilingual practices depend on their own accomplished multilingualism, suggesting that English teachers should become advanced in at least two languages apart from their first language. Using longitudinal observations, Dávila and Linares (2020) found that decisions ESL teachers made regarding care for multilingual students were informed by their own linguistic backgrounds. Emphasis on learning the L2 in the new country (in this case, English in the USA) was indicative of teachers' perpetuation of language ideologies that prioritise the L2 (i.e., the L1 in the country of arrival) over other languages. In a similar context, Flores (2019) reflects on her past perpetuation of dominant language norms, especially her uncritical subscription to additive bilingualism, as an ESL teacher in the United States with a Latino background. Bah Fall (2019), in a further autoethnographic study, analysed the language ideologies and hierarchies she encountered as a culturally and linguistically diverse individual in her journey from English student to teacher. She describes how her experiences have shaped her own multilingual stance as a teacher and teacher educator.

Conducting interviews and surveys, Faez (2012) found that multilingual English teacher candidates, that is, foreign-born teachers and pre-service teachers enrolled in ESL (in

Canada), showed a higher level of empathy towards their students than teacher candidates born in Canada. The author says that there is an urgent need to prepare teachers to work in linguistically and culturally diverse classrooms. Based on interviews and analysis of teaching material, Haim et al. (2020) concluded that novice English teachers' prior language background affects their beliefs and practices. Multilingual teachers felt they were afforded confidence in their subject matter, used meaningful language teaching strategies, and used their background as a pedagogical resource when working with immigrant students. The study supports the design of programmes that follow the recognition of the full linguistic repertoire of novice English teachers, for example, through autobiographic case studies and reflective practices. Calafato (2020b) used five phases to pilot, validate or use a survey assessing language teachers' multilingualism: item developing, seminar and consultations, piloting and teacher feedback, analysis, and revisions, and confirming the questionnaire. The study showed a correlation between teachers seeing the affordances of foreign language teaching and teachers' beliefs in the benefits of being or becoming multilingual, and positive correlation with teachers engaging in multilingual practices. Moreover, the results indicated that the higher the participants rated their teaching ability, the stronger was their implementation of multilingual practices.

Teachers' practices

To what extent do English teachers activate students' L1 in the classroom?
Teachers draw on the students' L1 to a varying degree and for different purposes. In the reviewed studies, concepts such as translanguaging, code-switching, translingual practices and multilingual practices are used, sometimes interchangeably, to refer to teaching approaches which draw on students' L1 and other languages they know. Brevik and Rindal (2020), based on observations of 60 EFL classes and a survey of English teachers, found that there is considerable variation when it comes to how languages are used in classrooms, which seems to depend on the teacher. The study hardly found any use of languages other than the language of schooling and the target language. Inbar-Lourie (2010), based on observations and interviews, concluded that L1 use has common functions: instructional (e.g., explaining grammar), managerial and affective (e.g., encouragement). The study suggests that teachers should be included in the creation of guidelines for L1 use, read relevant literature, share dilemmas, initiate research and take part in discussions concerning the 'monolingual myth'. In her ethnographic study, Beiler (2021) used field notes, video and screen recordings, texts, teacher feedback, language portraits and interviews as evidence. She found that translanguaging drawing on minoritised languages was consistently more marked and that minoritised language resources were primarily made visible to others outside of curricular activities. Teachers rarely drew on any languages beyond English or Norwegian (L2 and L1), concurring with Burner and Carlsen (2017, 2022), Flognfeldt et al. (2020) and Iversen (2017). Based on recordings from observations, Lightfoot et al. (2021) analysed instances of language mixing. They conclude that language mixing is a key feature of the observed classes, which they underline reflects reality outside of school, thus questioning the imposition of a monolingual medium of instruction. Perfecto (2020), based on interviews, observations and stimulated recall, indicates the important role mother tongue plays in learning English, suggesting that monolingual pedagogical practices have to be reconsidered in multilingual ESL/EFL classrooms. Similarly, Ortega (2019), in a study describing one secondary school teacher's attempt to challenge an English-only approach, calls for a 'paradigm shift' that includes awareness raising in teacher education, curricula and research. Asker and Martin-Jones (2013), based on observations of two teachers, concluded that both consistently overlook the students' first language in 'off-stage' activities, such as group work, while

they took differing approaches in 'on-stage' work such as whole-class discussions, where local language ideologies were enforced to a greater degree and students' L1 was more marginalised.

How is translanguaging practised by English teachers and to what effect?

De Los Reyes (2019), based on observation of two third grade ESL classrooms and interviews with students, found that when teachers encourage translanguaging, it may help students mediate communicative functions they need to fulfil. It is stressed that all students' languages have to be cultivated in the classroom. Interactions and discussions in class were used as evidence in Schissel et al. (2021), in addition to a survey of attitudes and written reflection notes. They found that many English teachers see their role as helping students to acquire 'native-like' competence and avoid interference with other languages. There was varying success in trying to integrate translanguaging practices due to well-established anti-translanguaging practices and school power dynamics. Rowe (2018), moreover, observed that students of other L1s than the dominant languages may be reluctant to draw on their language resources. Rowe, writing from the perspective of a teacher-researcher, used observation and students' writing to document the effects of a writing workshop in which students were encouraged to draw on all their language skills. She proposes six 'design principles' to support emergent bilingual learners: valuing, modelling, authentic opportunities, two-way translation, dual-language or multilanguage texts, and bilingual or multilingual audience. The evidence in Cenoz and Santos (2020) was based on professional development courses with lectures and tasks. They show how English teachers can encourage students to use their multilingualism as a resource and raise metalinguistic awareness through inter-linguistic comparisons, for example focusing on cognates.

Challenges connected to translanguaging approaches are highlighted in Galante's (2020) study, in which teachers were given three multilingual tasks which they implemented in their university English for academic purposes (EAP) courses and evaluated in diaries and interviews. According to the teachers interviewed, challenges include time constraints, the place of translanguaging activities in a setting where learning the target language is the explicit priority, and in which assessment is purely based on monolingual output. The author distinguishes between bilingual and multilingual classrooms, stating that the latter is more complex and thus more challenging as not all the languages present in the classroom are shared by the students and the teacher. In a similar study, Galante et al. (2020) made use of a treatment and a comparison group, where the treatment group was given a number of plurilingual tasks. Teacher interviews and observations were used as evidence in the study. The English teachers reported high confidence-levels and preferred plurilingual teaching, which encouraged genuine discussions and inclusive participation on the part of the students. The multilingual tasks revealed authentic links to students' lived experiences. The tasks also challenged teachers' cultural views, transferred agency to the students and thereby empowered them, reversing the role of the teacher as 'the expert'. The study suggests a gradual introduction of multilingual tasks to develop linguistically inclusive practices.

Encouraging findings are presented in Ollerhead et al. (2020), based on one secondary school English teacher and her class of newly arrived students. The teacher clearly saw the benefits of viewing her students as 'multilingual experts'. Also based on evidence from one English teacher, using observations, recordings and interviews, Pacheco et al.'s (2019) study showed that translanguaging practices lead to clarifying misunderstandings and deepening metalinguistic awareness. However, the study also revealed challenges when the teachers engage in translanguaging practices, such as concern about the amount of time dedicated to linguistic problem solving.

In tertiary education, Cahyani et al. (2018) found that English teachers' code-switching functioned as translanguaging, occurring as an intentional strategy and resulting in integration

of languages, improved communication and increased engagement in learning. In observations of English teachers in secondary school, Chen-On Then and Ting (2011) found that the main functions of teacher code-switching are reiteration and quotations. About half of the code-switching was direct translation ensuring conceptual understanding or student compliance. Using multiple approaches that triangulate the evidence, Fang and Liu (2020) found varied translanguaging practices by English teachers, including teachers subscribing to a pure English-only approach. Some showed clear tendencies about the functions of using L1—for example, when explaining grammar concepts, when eliciting students' previous knowledge or when checking students' knowledge—whereas others expressed a monolingual ideology. The study found that teachers think translanguaging is more necessary for low proficiency students. In a further study carried out in a higher education context (Escobar & Dillard-Paltrineri, 2015), English professors interviewed claimed that the use of L1 in the classroom makes the brain 'lazy'. They viewed languages as separate systems and considered the use of L1 in L2 classes as unreasonable and something that needs to be avoided at any cost. However, the authors of the above-mentioned studies do—in line with the other reviewed studies—uphold the importance of translanguaging by concluding that they provide evidence for its legitimacy.

Which strategies and activities can be used to activate students' L1 language resources?

A number of studies present concrete pedagogical tools and projects that aim to promote the activation of students' language resources. Angay-Crowder et al. (2013) describe a project involving seven sessions with digital storytelling in which code-switching was explicitly encouraged. The evidence used in this study included free writing, storyboard and wikispaces. Although the authors state that digital multimodal approaches such as digital storytelling can support multilingual practices in valuable ways, they note that some students not accustomed to combining languages were reluctant to do so. The authors conclude that teachers should provide guidance to students throughout the tasks in order for them to develop multilingual identities. Kapoyannis (2019) describes an intervention lasting 20 lessons in which 11 pre-service English teachers collaborated with one researcher to implement an identity text activity named 'Name jar project'. Evidence, which included field notes, reflection notes by the collaborating pre-service teachers and student work, indicates that working with identity texts supports students' vocabulary development and affirmed students' identities by providing an opportunity to share stories about their families, languages and cultures. Also focusing on translingual writing projects, Zapata and Laman (2016) used field notes, video- and audio-taped mini-lessons, writing conferences and children's talk as evidence in their cross-case study. They found that the teachers participating in the study valued the classroom community as a linguistic resource and served as linguistic models and resources for translingual writing. The authors argue that a translingual orientation to writing is beneficial and necessary for all students.

Van Viegen (2020) explicitly selected data to illustrate 'best practice' when it comes to translanguaging, among these teachers modelling translanguaging and inter-language inquiry in their classroom talk. The study used transcripts from interviews, field notes, digital images, audio, and video recordings as evidence. Teachers in the study developed a 'translanguaging stance' by observing, reflecting and acting on their practices. A similar approach was used in the study by French and Armitage (2020), where four examples of classroom practice were used to demonstrate effective multilingual pedagogy. The four examples were bilingual messaging as text samples, a project in which students were to interview a community member sharing their language background, a Year 12 research project on a multilingual topic, and reference lists drawing on publications in different languages. Martin-Beltrán et al. (2017) also describe a multilingual writing project. Based on various forms of evidence—written work, audio-recordings of group work, journals, surveys and observation

notes—the authors show how translingual classroom talk can foster collective thinking, recognise learners' knowledge and language skills, and develop language awareness.

The effect of code-switching and translation activities was measured in Corcoll's (2013) study. She used surveys, groups interviews and student writing as evidence to analyse the effects of 3 months of English instruction with emphasis on translingual tasks involving English and the students' L1. Results were compared with three control groups in which the same content was taught without activation of the students' L1. Findings did not identify greater improvement among the children in the treatment group in terms of the learners' oral comprehension and vocabulary acquisition; however, introducing learners' L1 did not have a negative effect on their language acquisition either. Hopp et al. (2020) similarly aimed to measure the effects of a 'framework for a multilingual teaching approach', which was developed by the researchers and implemented over 23 weeks. Results from post-test show that the students in the treatment group outperformed students in the control group when it came to some linguistic aspects. The authors highlight the fact that majority-language and minority-language students did not differ in their performance, which indicates that a multilingual approach can benefit learners irrespective of their language background. Teachers' experiences from the intervention, moreover, showed that students need time to become used to a multilingual approach. Martín-Laguna and Alcón-Soler (2018) analysed effects of a multilingual approach on the development of pragmatic awareness. Based on authentic argumentative writing tasks, diaries and interviews, the study identified greater development of pragmatic markers in English compared to other languages teachers taught. The authors recommend that teachers adopt a multilingual approach, pointing out differences and similarities between languages.

DISCUSSION

Research question 1: contexts and methods

In response to the first research question, the 56 studies reviewed are situated in a wide variety of geographical contexts (for a complete list, see Appendix A). Inevitably, there is considerable variation from country to country as regards the status of English in the country in question and within the education system of that country, the students' linguistic backgrounds, subject curricula and aims, teacher education, further professional development, and so on. This diversity of contexts may be seen to lessen the relevance, or transferability, of findings across national contexts to some degree. However, a closer analysis shows that instructional contexts vary significantly within national boundaries. For example, the contexts described in the seven studies from Canada illustrate this internal heterogeneity well, ranging from English teachers at University EAP courses for international students with other L1s than English (Galante, 2020; Galante et al., 2019; Galante et al., 2020); linguistically diverse pre-service teachers from multiple national origins (Faez, 2012); English language teachers working with learners with diverse mother tongues in elementary and upper secondary schools (Kapoyannis, 2019; van Viegen, 2020); and English teachers working in Hutterite religious communities, in which students' language of everyday communication is Hutterish, a variety of German derived from Corinthia and Tyrol in Austria but influenced by several other languages including Russian and Rumanian, in addition to High German, used for religious worship (Sterzuk & Nelson, 2016). The Canadian example shows that national boundaries do not necessarily serve as a significant factor in any effort to decide which educational settings have more in common than others. Furthermore, variables of age and students' first languages seem to be less decisive when it comes to teachers' multilingual beliefs and practices.

As the justifications of method choices show, different approaches are needed to examine differing aspects of teachers' beliefs and practices (for a complete list, see Appendix A). Nine studies have selected methods with the aim of involving participant teachers actively in collecting data and reflecting on their beliefs and practices as part of the research project (Angay-Crowder et al., 2013; Cenoz & Santos, 2020; Daniel & Burgin, 2019; Galante et al., 2019; Galante et al., 2020; Hopp et al., 2020; Kapoyannis, 2019; Liu et al., 2020; Schissel et al., 2021). Further studies employing action research, collaborative research projects involving different stakeholders, or interventionist approaches could be especially useful in engaging educators and triggering positive professional development among all participants concerned. Such interventionist projects should be led by researchers in collaboration with teachers who have been through multilingual professional development programmes and have extensive experience from linguistically diverse contexts. In addition to a theoretical component based on principles derived from educational research and teachers' needs (Sokel, 2019), covering attitudes towards and cognitive aspects of multilingualism, it is vital that such programmes include a practical component that focuses on the operationalisation of multilingual pedagogies (Myklevold, 2021). This practical component should include a collaboration between the teacher and a mentor over time, allowing teachers to receive guidance and reflect on their development.

In the following, the findings of the 56 reviewed studies will be discussed in relation to English teachers' beliefs and practices regarding multilingualism, keeping in mind that beliefs and practices are both interconnected and can mutually influence each other.

Resesarch question 2, part I: teachers' beliefs

In accordance with the hypothesis posited in the introduction, several of the studies reviewed show a noticeable gap between teachers' attitudes on the one hand and practices on the other (Burner & Carlsen, 2022; Otwinowska, 2014, 2017; Vaish, 2012). Several factors may contribute to such a discrepancy. Otwinowska highlights the lack of formal training among teachers about multilingual pedagogies, concurring with one of the main obstacles to the multilingual turn identified by Meier (2016).

Dávila and Linares (2020), writing about a US context, highlight the societal pressure that students need to learn English as quickly as possible. This can be seen also in Norway, the context we are most familiar with, where teachers express that the pressure to develop students' Norwegian skills dominates all subjects, even English, even though there has been a strong focus on multilingualism in educational research and curricula (Burner & Carlsen, 2017, 2022). In Norway and elsewhere this may reflect a tension between educational research and framework documents on the one hand and political discourse on the other hand, where 'one nation one language' ideals have increasingly been promoted in response to increased globalism of the past decades (Burner & Osler, 2021).

Although this review indicates that teachers often hold positive attitudes towards multilingualism, the review also shows that a lack of awareness about the benefits of multilingualism, not least about implications for language learning, is still widespread (Bailey & Snowden, 2021; Schmid & Schmidt, 2017; Sterzuk & Nelson, 2016). Persistent beliefs and norms about language teaching, such as the 'monolingual myth', continue to form a main obstacle to multilingual teaching practices (Escobar & Dillard-Paltrineri, 2015; Flognfeldt et al., 2020; Inbar-Lourie, 2010), in accordance with Canagarajah (2013) and Meier (2016). Traditional native-speaker ideals are identified in several studies (e.g., Bayyurt et al., 2019; Calafato, 2020a), as well as views about harmful effects of drawing on other languages in English teaching (Calafato, 2020a, 2020b; Erling et al., 2020, 2021; Jakisch, 2014),

corroborating the findings from Pfenninger (2014). Further studies confirm the existence of outdated views on language learning, such as the belief that languages must be learned successively (Burner & Carlsen, 2022) and English-only policies motivated by a native-speaker are ideal (McMillan & Rivers, 2011; cf. Creese et al., 2014).

It is important to note that some national variations exist in the studies examined, with some researchers drawing more optimistic conclusions within certain national contexts, for example in Finland (Illman & Pietilä, 2018) and to some degree in Norway (Calafato, 2020a). Furthermore, as reported in Calafato (2019), some of the reviewed studies show indications that teachers' language backgrounds influence their multilingual stance positively (Calafato, 2020b; Faez, 2012; Haim et al., 2020). However, other studies indicate teachers adopting language learning norms, even though they belong to the same immigrant community as their students (Dávila & Linares, 2020; Flores, 2019).These findings underline the important responsibility teacher education has in developing knowledge about multilingualism. Although there has been increasing attention to multilingualism in teacher education in many countries over the past decade, further effort is needed to prepare teacher students for the linguistic diversity they will face in classrooms, not least through partnerships with practice schools and practice teachers that can serve as positive role models in this respect (Herzog-Punzenberger et al., 2017). In line with this argument, a range of studies conclude that teacher education and professional development programmes must be the main driver of change in developing teachers' awareness and practical tools (Calafato, 2020a; Griva & Chostelidou, 2012; Ortega, 2019; Schmid & Schmidt, 2017; Vaish, 2012; Vallente, 2020). The review study from Austrian and German contexts (Bredthauer & Engfer, 2016) supports this point, showing that lack of preparation among teachers was the main reason why teachers who were otherwise positive towards a multilingual pedagogical approach did not adopt this in their practice, together with a feeling of being overwhelmed by students' diverse language backgrounds (cf. European Union, 2015). It is worth highlighting, however, that teacher education in itself cannot succeed in this effort, but must be supported by the teachers themselves and school leaders. As the findings in Burner and Carlsen (2022) indicate, specialist training is not necessarily a guarantee for a change in practice. The specialist training in this case was only based on theoretical courses in second language learning, which is not uncommon in further education. As argued above, a practical component is thus strongly recommended in such professional development programmes. A noteworthy finding is Vallente's (2020) observation that pre-service teachers adopt monolingual norms in order to align with the teacher community at their practice schools, even though this conflicts with what they are taught in teacher education.

Collaborations between teachers and teacher educators can represent a fruitful approach to develop multilingual practices over time. Some of the studies in the present review are carried out with the aim to introduce multilingual practices through interventions, action research projects or researcher-teacher collaborations in educational environments in which such practices have not been common (e.g., Galante, 2020; Galante et al., 2019; Liu et al., 2020; Schissel et al., 2021). The researcher-teacher collaborations described in such studies can serve as helpful models for the development of similar further education initiatives in different settings. However, in addition to a greater emphasis on multilingualism in education, there is a need for research on the possible long-term effects that pre-service and in-service initiatives have on teachers' beliefs and practices. Further research is needed on the impact of such initiatives and to what degree they lead to changes in beliefs and practices. Professional developments programmes are frequently seen as ineffective because they are not based on actual needs of teachers or educational research, but rather designed by educational authorities according to their views of teachers' needs (Sokel, 2019).

Research question 2, part II: Teachers' practices

The findings indicate that the extent to which languages other than English are used, and the purposes for which they are used, depend heavily on individual teachers. Since all students should have the opportunity to develop their multilingual skills, this is problematic. Apart from the studies focusing on teachers with a firmly developed multilingual *stance* (García et al., 2017), the studies reviewed indicate that students' L1 is either completely disregarded by English teachers (e.g., Escobar & Dillard-Paltrineri, 2015) or the language of reference is limited to the language of instruction, even in linguistically diverse student groups (Asker & Martin-Jones, 2013; Beiler, 2021; Brevik & Rindal, 2020; Burner & Carlsen, 2022; Flognfeldt et al., 2020; French & Armitage, 2020). This reveals a tendency among teachers to regard student groups as a *monolingual habitus* (e.g., May, 2014), treating students with different language repertoires as if they shared a linguistically homogeneous, monolingual background due to traditional language ideologies.

Importantly, studies on teachers' use of the language of instruction demonstrate that this rarely serves the aim of comparing languages or to implement a translanguaging approach. Rather, uses of L1 are connected with classroom management (Fang & Liu, 2020) or specific functions within a lesson, such as explanations of grammar features (e.g., Inbar-Lourie, 2010) or checking student comprehension (Chen-On Then & Ting, 2011), concurring with findings in other studies of L1 use (Rabbidge, 2019, p. 24). It should be noted also that although some reviewed studies use the term 'translanguaging' for all types of L1 uses in English teaching (e.g., De Los Reyes, 2019; Fang & Liu, 2020), this use of the term does not reflect the definition applied by Cenoz and Gorter (2011, 2020), which entails a systematic use of the teacher and students' language repertoire in a learning activity, in other words a practice forming part of what García et al. (2017) refer to as the teacher's *design*.

A number of intervention studies and studies conducted by teacher-researchers point to positive outcomes linked to a translanguaging approach. Benefits described include linguistic aspects such as vocabulary development (Kapoyannis, 2019) and increased metalinguistic awareness (Cenoz & Santos, 2020; Martin-Beltrán et al., 2017), as well as affective aspects such as the development of multilingual identities and learner engagement (Cahyani et al., 2018; Galante et al., 2020).

Although several studies thus highlight benefits of a multilingual approach, some also draw attention to perceived challenges. Time management is seen as a significant obstacle by a number of teachers (e.g., Galante, 2020; Liu et al., 2020; Pacheco et al., 2019). This reflects the view that multilingual teaching practices takes time away from other important aspects of their teaching, rather than an approach underlying their entire practice. In other words, a multilingual pedagogy cannot be separated from language teaching and learning. A second factor highlighted by teachers concerns assessment practices. Teachers in Galante's (2020) and Pacheco et al.'s (2019) studies draw attention to the mismatch between the expectations of a multilingual approach and the monolingual format of established assessment practices. Relevant examples are national tests in reading carried out in many countries, such as the Scandinavian countries, which do not promote the use of the students' language skills beyond the language of instruction. A third hinderance worth noting concerns school cultures and the difficulty of introducing multilingual approaches in environments in which anti-translanguaging practices are strongly established (Schissel et al., 2021). As some studies mention (e.g., Angay-Crowder et al., 2013; Rowe, 2018), this cultural aspect is also reflected in students' initial negative reactions to a multilingual approach, for example the reluctance of learners who speak other languages than the dominant L1 to use their entire language repertoire. The deeply entrenched monolingual norm highlighted in these studies corroborates Meier (2016), who identifies this as one of the main hurdles standing in the way of the multilingual turn.

In some contexts, as highlighted in studies by Hopp et al. (2020) and Galante et al. (2020), multilingual teaching practices have to be implemented gradually over time in order for teachers and students to get accustomed to this approach. However, in other contexts, higher level structural factors, above the deeply entrenched national language ideologies described in several studies (e.g., Asker & Martin-Jones, 2013; Ebsworth et al., 2018; French & Armitage, 2020; Ortega, 2019), pose obstacles that have to be addressed through teacher education, educational policies and framework documents. Having said that, several studies derive from contexts in which multilingualism is explicitly highlighted in the national curricula for English. The curricula of Austria and Norway, for example, highlight benefits of multilingualism and the value of a cross-linguistic approach to language teaching. However, findings from these countries do not show a strong impact on teachers' beliefs and practices (Beiler, 2021; Brevik & Rindal, 2020; Burner & Carlsen, 2022; Erling et al., 2020, 2021; Flognfeldt et al., 2020). This indicates that a greater effort is needed to guide teachers about the aims of policy documents, how they can be understood and applied in practice (cf. Meier, 2016; Myklevold, 2021), for example through integrated further education approaches as proposed earlier in this review.

The findings of this review show clearly that teachers' beliefs and practices concerning multilingualism are deeply rooted in established norms within particular school cultures and national contexts more generally. Increased attention to multilingualism in educational research seems to a limited degree to shift long-lived norms within these contexts, especially concerning teaching practices (cf. Myklevold, 2021). A solid understanding of multilingualism cannot be taken for granted among teacher educators either (Herzog-Punzenberger et al., 2017), including countries where multilingualism is promoted in political framework documents. The studies in this review that exemplify best practices and positive initiatives to introduce and implement multilingual pedagogies derive from teachers and researchers highly invested in this field of research. Though perhaps not surprising, this demonstrates that the strong attention to multilingualism in educational research still has very limited effect on what goes on in English classrooms. One essential condition for this to change is an increased effort to reach out to practitioners, for example through accessible publication formats, professional in-service and further education programmes, including action research and intervention research collaborations, as well as other arenas where practitioners are directly involved.

LIMITATIONS

This review has searched for peer-reviewed articles in journals that revolve around ESL/EFL teachers' beliefs and practices regarding multilingualism. The study has certain limitations. Other relevant articles that were not found through the three types of searches used are excluded. Relevant books, book chapters and PhD theses (monographs) are thus excluded. However, some of the reviewed articles have been part of article-based PhD theses. Moreover, the search has limited itself to studies that mention 'multilingualism' and 'multilingual' in their titles, abstracts and/or keywords. It could be that there are studies using 'plurilingualism' or 'bilingualism' only, but which have a relevant multilingual approach, that have been excluded. Despite the limitations of this review article, it does provide an updated, systematic and critical overview of the majority of the relevant studies in this field since 2011.

CONCLUSIONS AND FUTURE RESEARCH

The large range of national contexts included in this review represents one of the main new contributions to the field of research. Three important conclusions can be drawn based

on the findings from the reviewed studies. First, English teachers' multilingual beliefs and practices may vary considerably within national contexts, where students' backgrounds and national policy documents seem to play a less important role than the individual teachers' language norms and ideologies. The evidence of this tendency across national contexts is a new and important insight, particularly for policy makers and researchers. When designing intervention studies, for instance, more weight should in future be given to the teachers' role. For policy makers it is important to evaluate the effect of curriculum reforms over time. One example of such an evaluation is a government-funded research project currently conducted in Norway by universities over a period of 5 years with the aim of identifying how teachers perceive and operationalise the curriculum reform of 2020.

Second, English teachers' multilingual beliefs are generally more positive and in accordance with research on translanguaging than their multilingual practices. To a degree, this confirms our initial hypothesis that teachers are aware of the benefits of multilingualism, but fail to translate them into practice. More specifically, our findings show that although teachers often hold positive views about multilingualism as a concept, awareness about the cognitive implications for language learning and teaching is much less developed. The general way in which multilingualism is described in framework documents, often resembling 'buzzwords' without further definitions or explanations, may be part of the explanation behind the positive, albeit largely superficial, attitudes towards multilingualism. More research is needed that focuses on how this gap between teachers' attitudes and practices could be bridged.

Third, when translanguaging practices occur, they are mainly restricted to the language of instruction or the students' L1 rather than students' whole language repertoire as recommended by the literature on translanguaging and influential policy documents. Thus, future interventionist research on the operationalisation of multilingualism in classrooms should take into consideration teachers' ability to include students' whole language repertoire.

Moreover, two main conclusions can be drawn regarding methodological considerations. First, the review has shown that researchers employ a variety of terms to describe similar concepts. The terms multilingualism, plurilingualism, translanguaging, code-switching and others are used interchangeably, which causes certain difficulties regarding the technicalities of database search and the interpretation of titles, abstracts and introductory sections of the articles. It is important to arrive at a shared understanding of the unit of analysis. At least, authors should include all the common terms used in titles, abstracts and/or keywords in the articles, so that they ensure that their article will be found when others interested in the same concept look for it. Second, only a small number of studies involve teachers of other second and foreign languages than English. In future research, more studies should focus on teachers teaching different second and foreign languages, which would be in line with theories of translanguaging.

Finally, we have identified two significant research gaps on the basis on this review. One research field which remains under-researched seems to be the influence of English teachers' own linguistic backgrounds on their multilingual beliefs and practice. Are there for example differences between minority language teachers versus majority language teachers when it comes to the inclusion and activation of students' language backgrounds?

In addition to this, we suggest that studies focusing on eliciting existing beliefs and practices should be accompanied or followed up with initiatives that aim to develop linguistically inclusive beliefs and practices among teachers. More studies using an interventionist approach, design-based approach or action research design are needed to outline and test professional development initiatives on multilingualism in pre-service and in-service teacher education, as well as collaborations between different educational stakeholders such as universities and schools. All interventionist studies included in this review report positive effects that can serve as models for similar initiatives in other contexts. More research on the types

of long-term effects of continual professional development programmes, focusing on multi-lingualism in English classrooms, is also needed to document the impact such programmes have in changing beliefs and practices over time.

CONFLICT OF INTEREST STATEMENT
The authors have no conflicts of interest, financial or otherwise, to declare.

DATA AVAILABILITY STATEMENT
Data sharing not applicable to this article as no datasets were generated or analysed during the current study.

ETHICS STATEMENT
As a synthesis of existing literature, ethics approval was not required.

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APPENDIX A

An overview of the reviewed studies.

Author(s) and year of publication	Title	Geographical distribution	Educational level	ESL/ EFL	Methods
Angay-Crowder et al. (2013)	Putting multiliteracies into practice: Digital storytelling for multilingual adolescents in a summer program	North America	SC	ESL	QUAL
Asker and Martin-Jones (2013)	'A classroom is not a classroom if students are talking to me in Berber': language ideologies and multilingual resources in secondary school English classes in Libya	Africa	SC	EFL	QUAL
Bah Fall (2019)	A layered account of translingual invisible tongues: Sensory and multimodal narratives from the English 101 to the Ph.D. classroom	North America	Not specified	ESL	QUAL
Bailey and Snowden (2021)	Reflective accounts of teaching literacy to pupils with English as an additional language (EAL) in primary education	Europe	PS	ESL	QUAL
Bayyurt et al. (2019)	English language teachers' awareness of English as a lingua franca in multilingual and multicultural contexts	Europe	Combination	EFL	QUANT
Beiler (2021)	Marked and unmarked translanguaging in accelerated, mainstream, and sheltered English classrooms	Europe	SC	EFL	QUAL
Brevik and Rindal (2020)	Language use in the classroom: Balancing target language exposure with the need for other languages	Europe	SC	EFL	Mixed

(Continues)

A P P E N D I X A   (Continued)

Author(s) and year of publication	Title	Geographical distribution	Educational level	ESL/ EFL	Methods
Burner and Carlsen (2022)	Teacher qualifications, perceptions and practices concerning multilingualism at a school for newly arrived students in Norway	Europe	SC	EFL	QUAL
Cahyani et al. (2018)	Teachers' code-switching in bilingual classrooms: Exploring pedagogical and sociocultural functions	Asia	HE	EFL	QUAL
Calafato (2020a)	Language teacher multilingualism in Norway and Russia: Identity and beliefs	Europe/Asia	SC	EFL	QUANT
Calafato (2020b)	Evaluating teacher multilingualism across contexts and multiple languages: Validation and insights	Europe/Asia	SC	EFL	Mixed
Cenoz and Santos (2020)	Implementing pedagogical translanguaging in trilingual schools	Europe	SC	EFL	QUAL
Chen-On Then and Ting (2011)	Code-switching in English and science classrooms: more than translation	Asia	SC	ESL	QUAL
Corcoll (2013)	Developing children's language awareness: switching codes in the language classroom	Europe	PS	EFL	Mixed
Daniel and Burgin (2019)	Investigating future educators training to teach English in Ecuador: An examination of one university's program	South America	PT	EFL	Mixed
Dávila and Linares (2020)	English as a second language: teachers' perceptions of care in an anti-immigrant climate	North America	SC	ESL	QUAL
De Los Reyes (2019)	Translanguaging in multilingual third grade ESL classrooms in Mindanao, Philippines	Asia	PS	ESL	QUAL
Ebsworth et al. (2018)	English acquisition in Puerto Rico: Teachers' insights	North America	Combination	ESL	MIX

APPENDIX A (Continued)

Author(s) and year of publication	Title	Geographical distribution	Educational level	ESL/ EFL	Methods
Erling et al. (2020)	Understanding low outcomes in English language education in Austrian middle schools: the role of teachers' beliefs and practices	Europe	SC	EFL	QUANT
Erling et al. (2021)	Differences in English teachers' beliefs and practices and inequity in Austrian English language education: could plurilingual pedagogies help close the gap?	Europe	SC	EFL	QUANT
Escobar and Dillard-Paltrineri (2015)	Professors' and students' conflicting beliefs about translanguaging in the EFL classroom: Dismantling the monolingual bias	North America	HE	ESL	QUAL
Faez (2012)	Diverse teachers for diverse students: Internationally educated and Canadian-born teachers' preparedness to teach English language learners	North America	PT	ESL	Mixed
Fang and Liu (2020)	'Using all English is not always meaningful': Stakeholders' perspectives on the use of and attitudes towards translanguaging at a Chinese university	Asia	HE	EFL	Mixed
Flognfeldt et al. (2020)	The practice of assessing Norwegian and English language proficiency in multilingual elementary school classrooms in Norway	Europe	PS	EFL	QUAL
Flores (2019)	Translanguaging into raciolinguistic ideologies: A personal reflection on the legacy of Ofelia García	North America	SC	ESL	QUAL
French and Armitage (2020)	Eroding the monolingual monolith	Oceania	SC	ESL	QUAL

(Continues)

APPENDIX A (Continued)

Author(s) and year of publication	Title	Geographical distribution	Educational level	ESL/ EFL	Methods
Galante et al. (2020)	Pedagogical translanguaging in a multilingual English program in Canada: Student and teacher perspectives of challenges	Noth America	HE	ESL	QUAL
Galante et al. (2019)	Plurilingualism in higher education: A collaborative initiative for the implementation of plurilingual pedagogy in an English for academic purposes program at a Canadian university	North America	HE	ESL	QUAL
Galante et al. (2020)	'English-only is not the way to go': teachers' perceptions of plurilingual instruction in an English program at a Canadian university	North America	HE	ESL	QUAL
Griva and Chostelidou (2012)	Multilingual competence development in the Greek educational system: FL teachers' beliefs and attitudes	Europe	Combination	EFL	MIX
Haim et al. (2020)	The role of linguistic and cultural repertoire in novice bilingual and multilingual EFL teachers' induction period	Asia	Combination	EFL	QUAL
Hopp et al. (2020)	Integrating multilingualism into the early foreign language classroom: empirical and teaching perspectives	Europe	PS	EFL	QUAL
Illman and Pietilä (2018)	Multilingualism as a resource in the foreign language classroom	Europe	SC	EFL	QUANT
Inbar-Lourie (2010)	English only? The linguistic choices of teachers of young EFL learners	Asia	PS	EFL	MIX
Iversen (2017)	The role of minority students' L1 when learning English	Europe	SC	EFL	QUAL

APPENDIX A   (Continued)

Author(s) and year of publication	Title	Geographical distribution	Educational level	ESL/ EFL	Methods
Jakisch (2014)	Lehrerperspektiven auf Englischunterricht und Mehrsprachigkeit	Europe	SC	EFL	QUAL
Kapoyannis (2019)	Literacy engagement in multilingual and multicultural learning spaces	North America	PS	ESL	QUAL
Lightfoot et al. (2021)	Measuring the multilingual reality: lessons from classrooms in Delhi and Hyderabad	Asia	PS	ESL	QUANT
Liu et al. (2020)	Translanguaging pedagogy in teaching English for academic purposes: researcher-teacher collaboration as a professional development model	Asia	HE	EFL	QUAL
McMillan and Rivers (2011)	The practice of policy: teacher attitudes towards 'English only'	Asia	HE	EFL	QUANT
Martin-Beltrán et al. (2017)	Let us think about it together: how teachers differentiate discourse to mediate collaboration among linguistically diverse students	North America	SC	ESL	QUAL
Martín–Laguna and Alcón-Soler (2018)	Development of discourse-pragmatic markers in a multilingual classroom: a mixed method research approach	Europe	SC	EFL	MIXED
Ollerhead et al. (2020)	'Writing like a health scientist': a translingual approach to teaching text structure in a diverse Australian classroom	Oceania	SC	ESL	QUAL
Ortega (2019)	'Teacher, ¿puedo hablar en Español?' A reflection on plurilingualism and translanguaging practices in EFL	South America	SC	EFL	QUAL

A P P E N D I X   A   (Continued)

Author(s) and year of publication	Title	Geographical distribution	Educational level	ESL/ EFL	Methods
Otwinowska (2014)	Does multilingualism influence plurilingual awareness of Polish teachers of English?	Europe	SC	EFL	MIXED
Otwinowska (2017)	English teachers' language awareness: away with the monolingual bias?	Europe	Combination	EFL	QUANT
Pacheco et al. (2019)	Translingual practice, strategic participation, and meaning-making	North America	PS	ESL	QUANT
Perfecto (2020)	English language teaching and bridging in mother tongue-based multilingual education	Asia	PS	ESL	QUAL
Rowe (2018)	Say it in your language: supporting translanguaging in multilingual classes	North America	PS	ESL	QUAL
Schmid and Schmidt (2017)	Migration-based multilingualism in the English as a foreign language classroom: learners' and teachers' perspectives	Europe	SC	EFL	QUAL
Schissel et al. (2021)	Grappling with translanguaging for teaching and assessment in culturally and linguistically diverse contexts: teacher perspectives from Oaxaca, Mexico	South America	Combination	EFL	Mixed
Sterzuk and Nelson (2016)	'Nobody told me they did not speak English!': Teacher language views and student linguistic repertoires in Hutterite colony schools in Canada	North America	Not specified	ESL	QUAL
Vaish (2012)	Teacher beliefs regarding bilingualism in an English medium reading program	Asia	PS	ESL	Mixed
Vallente (2020)	Framing pre-service English language teachers' identity formation within the theory of alignment as mode of belonging in community of practice	Asia	PT	ESL	QUAL

APPENDIX A   (Continued)

Author(s) and year of publication	Title	Geographical distribution	Educational level	ESL/ EFL	Methods
van Viegen (2020)	Translanguaging for and as learning with youth from refugee backgrounds	North America	SC	ESL	QUAL
Zapata and Laman (2016)	'I write to show how beautiful my languages are': translingual writing instruction in English-dominant classrooms	North America	PS	ESL	QUAL

Abbreviations: HE, higher education; PS, primary school; PT, pre-service teachers; QUAL, qualitative; QUANT, quantitative; SC, secondary school.