# Article information:

（英文）语言翻译理论与实践：利益相关者如何将语言翻译视为一种实用的语言理论  
<https://www.researchgate.net/publication/343944958_Translanguaging_Theory_and_Practice_How_Stakeholders_Perceive_Translanguaging_as_a_Practical_Theory_of_Language>

# Article summary:

1. The article explores the latest developments in cross-language learning, particularly in English language teaching (ELT), which challenges traditional monolingual frameworks.

2. Stakeholders generally have a positive attitude towards translanguaging practices in ELT classrooms, recognizing the benefits of students' multilingual practices for language and content learning.

3. The article emphasizes the importance of re-examining language policies in ELT to recognize students' first language as a resource and challenge monolingual ideologies. Practical implications for policymakers and language practitioners are provided.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Translanguaging Theory and Practice: How Stakeholders Perceive Translanguaging as a Practical Theory of Language" explores the latest developments in cross-language communication from a multilingual perspective. The author argues that traditional language teaching methods, particularly in English language teaching (ELT), are being challenged by the growing recognition of the benefits of translanguaging practices.

The article provides a comprehensive review of stakeholder attitudes towards translanguaging in ELT environments. It highlights the importance of re-evaluating the role of language in ELT practice, challenging monolingual English language policies, and recognizing students' first languages as valuable resources for promoting English language and content learning.

However, the article has some potential biases and limitations. For example, it focuses primarily on the benefits of translanguaging without exploring potential drawbacks or risks associated with this approach. Additionally, it does not provide sufficient evidence to support its claims about the effectiveness of translanguaging practices in improving student learning outcomes.

Furthermore, the article may be biased towards promoting translanguaging as a preferred approach to language teaching and learning. It does not adequately consider alternative perspectives or counterarguments that may challenge this view.

Overall, while the article provides valuable insights into stakeholder attitudes towards translanguaging in ELT environments, it would benefit from a more balanced and critical analysis of this approach to language teaching and learning.

# Topics for further research:

* Criticisms of translanguaging in language teaching
* Risks and challenges of translanguaging practices
* Alternatives to translanguaging in language teaching
* Effectiveness of translanguaging in improving language learning outcomes
* Multilingualism and language policy in education
* Role of first language in second language acquisition

# Report location:

<https://www.fullpicture.app/item/8d790a1039790bf2cd287fd9c7d64335>