

Research Article

Developing Understanding through Bilingual Presentation of Materials in an EFL Context

Hamidreza Mahboudi ^{1*}, Shiva Sadighi ², Zahra Kazemi ³

1. Assistant Professor of ELT, Department of English, Faculty of Humanities, Zand Institute of Higher Education, Shiraz, Iran (Corresponding Author) hr_mahboudi@yahoo.com
2. Assistant Professor of ELT, Department of English, Faculty of Humanities, Zand Institute of Higher Education, Shiraz, Iran, shivasadighi@gmail.com
3. MA in English Translation, Department of English, Faculty of Humanities Department of English, Zand Institute of Higher Education, Shiraz, Iran, kazemi.zahra090@gmail.com

ARTICLE INFO

Submission History

Received: 2025-08-16
Accepted: 2025-09-15

Keywords

Translation
Bilingual presentation
EFL learner
Critical Reading of Media
and Press Texts

ABSTRACT

Research has extensively documented the advantages of translation in language education although limited scientific investigation exists about translation applications for Critical Reading of Media and Press Texts. This study seeks to measure Iranian EFL students' progress in developing understanding in Critical Reading of Media and Press Texts through materials presented in both English and Persian. Seventy-five undergraduate students majoring in English Language Teaching from Zand Institute of Higher Education in Shiraz participated in the study. The researchers applied convenience sampling to determine study participants. The research design incorporated pre-test and post-test measurements to evaluate how bilingual material presentation affects understanding skill growth in English as a foreign language. The research examined if using first language (SL) materials together with target language (TL) materials would improve understanding press concepts and develop analytical reading capacities while decreasing memorization. Based on statistical analysis, results demonstrated that students in the experimental group who received bilingual instruction achieved better test scores compared to students in the control group. Results of the study also proved that bilingual presentation of materials led to better learning and understanding of the concepts and prevented the learners from memorizing the contents of the course. The findings of the study has outstanding implications for university language teachers and students as well as material developers.



In modern, globalized, and cross-media-related conditions, critical skill to analyze and interpret media and press texts has become a critical competence among English as a Foreign Language (EFL) learners. Despite the contemporary emphasis on the critical reading in the EFL curriculum, learners still report significant struggle when facing complex media discourse in the English language. These challenges include identification of rhetoric devices, identification of ideological slant and assessment of credibility and consistency of arguments. These mental demands are further increased when the learners are not well versed in the target language, therefore only attaining superficial comprehension levels and making them easily adopt memorization learning techniques.

Moreover, bilingual instruction, which can be understood as the teaching method that employs the native language of the learners, as well as the target language, has been suggested as a pedagogical tablet that could reduce these issues. According to empirical research, the simultaneous presentation of educational information in two languages can support understanding and the cognitive processing of a complex content by the learners (Bialystok, 2021; Kroll & Bialystok, 2023). Presenting parallel exposure on materials in both English and Persian, say, can help students gain an extra linguistic access to the abstracts and concepts, which can be interpreted and reflected upon more profoundly. It partially can also decrease linguistic overload and, thereby, enhance the acquisition of critical literacy skills, especially at the level when learners are not yet fully in command of English.

Although, there are still debates of the effectiveness of a bilingual instruction in the academic circles. Critics continue to believe

that maintenance of the native language can minimize exposure to a target language and foster overreliance on the translation (Baker 2018; Seliger & Vago 2020). The issue of cognitive overload is also mentioned and it is suggested that students with lower level of bilingual knowledge can have difficulty in managing two language systems and has a risk to suffer the drop of academic performance (Macaro 2009). These are the reasons why such critiques emphasize the need to consider the situational conditions that maximize bilingual training and quantify the relevance impact that bilingual teaching has on meaningful learning.

Nevertheless, emerging evidence based on empiricism indicates that bilingual education may result in metalinguistic knowledge, cognitive mobility, and critical thinking (Garcia and Li Wei 2021; Mahboudi 2019). In addition, bilingual pedagogy is associated with the better results when completing tasks that involve the use of inferential thinking, evaluation of sources, and identification of minor indicators in text that are absolutely essential to critical reading of media and press texts. Use of trans-languaging where the learners switch the language in meaning-making has been reported to foster the achievement of greater exposure to the curricular topics and also to stimulate challenging cognitive complexity (Adesope et al. 2010; Leonardi 2023).

The current study discusses the implications of dual material presentation, namely English and Persian, on the ability of Iranian EFL students to think critically regarding material presented in media and the press. Using pre and post- suitability to the learners after learning bilingual and monolingual guidelines, the research will compare performance of learners and analyse the value of bilingual

presentation on the basis of deeper understanding, skeptic consideration and lowered reliance on memorization. The findings should contribute to current discussions of the best practices in language instruction methodology and provide some empirical writing on curriculum development and the teaching of EFL.

Objectives of the study

The present research seeks to examine whether it is beneficial impact of presenting materials in English and student's native language, on learners' understanding. Researching whether it is beneficial to teach students in two languages to analyze, evaluate, and interpret more complex texts than the total monolingual approach.

Literature Review

Bilingual presentation of materials has become increasingly popular as the field of study and gained the attention of researchers as a teaching method, which aids in learning a second language. According to Bialystok (2021) and Kroll and Bialystok (2023), empirical evidence is that bilingual education offers a faster pathway to Mastery of a second language compared to the traditional monolingual ones. To a large extent, such superiority is explained by the kind of interactive, communicative, and cognitively challenging teaching practices used during bilingual instruction, and all of them contribute to much robust intellectual engagement. Cummins (2020) also emphasizes that the so-called bilingual pedagogies develop higher-order thinking skills, including analysis, synthesis, and evaluation, and at the same time develop language proficiency and analytical skills. Thus, students often demonstrate a better

mastery of analytical reading, the ability to understand the message conveyed by complex sentences, the possibility of using linguistic knowledge in new circumstances.

Unlike the traditional second-language teaching is biased toward mechanical learning by memorization, wording of grammar exercises, and instruction that bases the study of language in the genuine sociocultural setting. This departure in methodology is interesting in that cognitive-psychology studies repeatedly demonstrate that the quality of the learning process is stronger when mediated by the active involvement and contextualized activity. When learners are offered to perform the tasks that require critical thinking and involve both linguistic systems, they will get more possibilities to gain long-lasting, transferable skills. Nonetheless, the argument within the academia on bilingual presentation of materials is not exhausted.

Furthermore, one of the major arguments against the use of bilingual presentation of materials postulates that switching between languages in the course of teaching can prove to be confusing to the students and hinder their mastery of either languages. Critics still argue that there is a more concrete, streamlined baseline to the language acquisition process that is provided by teaching in only one language, where a learner is able to build up all of the available mental stores to a singular system. According to Kern (2014), as much as the attention may be split between two languages, it may be rather slowing down growth in both and not allowing secure skills to be built in either where the learner does not have an utter sense of mastery of either language. This is based on the cognitive load theory and it is believed that the human working memory is limited, therefore, subsequent processing of two linguistic codes

has the probability of overwhelming the limited mental power of the learner.

In spite of all the skepticism related to the bilingual presentation of materials, there is still a significant amount of empirical literature to support the cognitive and linguistic benefits that bilingual education brings with itself. Lastly, an example of meta-analysis synthesized by Adesope et al. (2020) showcases the results that support that bilingual instruction enhances working memory capacity, cognitive flexibility, and information processing speed which is also unrelated to merely language learning but the cognitive performance which is related to the switching between different linguistic systems. Any regular students in a bilingual program consistently outperform their monolingual classmates in such activities that require a high-level analytical reading ability and drawing thematic meaning of complex passages. This trend is also exhibited by Mahboudi (2019), who demonstrates the way the implementation of bilingual English-language resources facilitates an effective development of critical reading by discouraging memorization and stimulating more profound involvement of the mind in the process of decoding textual information.

Although the research literature has confirmed that bilingual presentation of materials has significant cognitive benefits, it is imperative to note that such benefits are not shared among the group. According to Baker (2018), stagnation may occur when students have low levels of mastering both of their languages and the bilingual teaching will still result in stagnation. In the given conditions, learners cannot process the information in both languages comfortably and are, therefore, hindered in their academic achievement. Such a phenomenon bears out the need to ensure

that language proficiency is strictly evaluated before children are placed in bilingual programs and also the necessity of offering language support of this nature.

Moreover, the advantages of bilingual presentation of materials, including the metalinguistic one, have been reported previously. According to Garc Ciac and Li Wei (2021), bilingual students learn more metalinguistic awareness levels, or the ability to think about and have control over language forms, and this skill assists further understanding of the linguistic form and its meaning. The skills are particularly important in the academic setting, such that learners have to frequently interpret subtle arguments, critique rhetoric, and read texts that utilize cultural references. Helping to switch languages and cross-linguistic comparisons help bilingual learners to read not only on the surface level.

However, in as much as there are various educational benefits that are attributed to bilingual presentation of materials, doubts still remain regarding its possible drawbacks. The translation focus in bilingual programs is a part of the argument provided by Seliger and Vago (2020) according to whom, bilingual studies have a tendency to focus on translation at the expense of communicative competencies; in this interpretation, bilingual students become obsessed with word-by-word exchange instead of developing a native speaker of the target language. What this criticism suggests is a long standing debate in second language pedagogy literature concerning the pedagogical value of translation as a teaching exercise. Despite the fact that translation can be constructively employed as an analytical activity, the consistent reliance on the former can hinder the free flow of the growth of communicative competence.

The other downside that is frequently reported is cerebral load. According to Macaro (2009), learners who are weak bilingually may find it cognitively challenging to switch back and forth between the languages, a situation that interferes with their performance at school. Such an issue is especially relevant to the context of content-based instruction, when students have to learn abstruse content and overcome the language barrier at the same time.

As Mifsud and Vella (2022) state, bilingual presentation of materials does not only broaden a speaker in the mastery of a language but also builds cultural competencies. Through introducing the various cultural frameworks to the learners, bilingual programs allow better communication with the varied perspectives and engagement in a deeper textual analysis based on social and cultural context. Such competencies are becoming fundamental in an ever more globalized environment, with a great emphasis being put on skills that are applied in transcultural communication.

Also, this becomes more of a challenge when it applies to early childhood education. According to Thomas and Collier (2002) unless care is taken to develop a well-designed program, early childhood bilingual education can result in non-integrated linguistic and cultural building. Specifically, the insufficient focus on the interaction between the ethnic identity and language learning may create lasting academic inequalities. Effective early childhood bilingual programs therefore have to combine cultural education with language learning so that a unified sense of identity is enhanced.

Methodology

The research design incorporated pre-test and post-test measurements to evaluate how bilingual material presentation affects understanding skill growth in English as a foreign language. The research examined if using first language (TL) materials together with second language (SL) materials would improve understanding press concepts and develop analytical reading capacities while decreasing memorization.

Organization of the research included a standardized homogeneity assessment for participants to control for variations in language proficiency before conducting the experiment. The effectiveness of bilingual education for deep reading engagement was evaluated through statistical data analysis of collected information.

Also, the researchers examined educational success through two different teaching strategies which used bilingual resources and monolingual educational materials. The research project used performance evaluation preceding and following the intervention to identify changes in student's understanding in Critical Reading of Media and Press Texts.

At length, organization of the research included a standardized homogeneity assessment for participants to control for variations in language proficiency before conducting the experiment. The effectiveness of bilingual education for deep reading engagement was evaluated through statistical data analysis of collected information.

Research questions and hypothesis

This study aims at addressing the following research questions and hypothesis:

RQ1. Does the use of student mother tongue (TL) in the classroom affect students' understanding of Critical Reading of Media and Press Texts?

H0: The use of students' mother tongue (TL) does not affect students' understanding of Critical Reading of Media and Press Texts.

Participants

The research was carried out with 75 English Teaching undergraduate students from Zand Institute of Higher Education in Shiraz. The researchers applied convenience sampling to determine study participants. The researchers employed the Oxford Placement Test 2004 (OPT) to check their participants' proficiency before conducting the experiment. 40 selected students from 75 participated in the study based on their OPT scores ranging between 100 and 150 that placed them at B1 (intermediate) level per Common European Framework of Reference for Languages (CEFR). The researchers divided 40 chosen participants into equal parts for experimental and control groups with twenty students in each group. The selected students were registered for Critical Reading of Media and Press Texts during the academic semester of this study.

Instruments

Homogeneity test

The researchers implemented the homogeneity test to verify equal English proficiency levels between participants from A, B and C groups prior to testing because this assessment minimized experiment-distorted results caused by possible confounding variables. A total of 40 participants from the 75-person sample qualified through an English proficiency test for Group B enrollment. The selective participant selection aimed to reduce linguistic inconsistency to establish clear outcome attribution for the testing methods (bilingual vs. monolingual teaching) independent from native language abilities of study members. The results of the homogeneity test verified that Group B met

the study requirements through its Standard English proficiency thus making them optimal for assessing bilingual and monolingual teaching techniques.

Course Material

Evaluation in Translation by Jeremy Munday stands as the main source material for the undergraduate English Language Teaching (ELT) course titled Critical Reading of Media and Press Texts. The two-credit course functions to help students build their analytical capability and media comprehension skills. Students encounter numerous difficulties when handling media texts so the authors chose this book because it offers an analytical assessment of translation decision-making and text evaluation.

The research utilizes translation for both educational purposes and academic investigation. Through language comparison between TL and SL students gain better control of their understanding of language. The process of translation assists students in multiple ways including it boosts their linguistic competency while improving analytical capabilities and cultural comprehension and enhancing their reading comprehension abilities and text analysis techniques.

Pre-test and Post-test

A pre-test and post-test operation measured how students were affected by bilingual material presentation methods. Both the pre-test and post-test were administered in the experimental group and the control group to compare the effects of bilingual instruction versus monolingual instruction. The pre-test assessment was given to students before the teaching phase in order to evaluate their media analysis skill and reading comprehension abilities. Students received the post-test at the end of the instructional period to measure

changes in their analytical abilities as well as media text comprehension and translation skills. The two tests operated as achievement exams containing 20 multiple-choice questions that focused on materials from the instruction. The grading process for each question during the assessment phase supported uniform evaluation of student results before and after training.

Results

This research evaluated how the bilingual presentation of materials influences the critical reading abilities of English as a foreign language. The study results, based on statistical analysis, demonstrated that students in the experimental group who received bilingual instruction achieved better test scores compared to students in the control group.

Statistical results demonstrated that students achieved better performance in both tests, as their pre-test average stood at 35.67, whereas their post-test average reached 41.77.

Table 1.
Statistics

Statistics	Pre-test	Post-test
N (Valid)	40	40
N (Missing)	0	0
Mean	35.6750	41.7750
Std. Deviation	5.33199	6.68902
Skewness	-0.363	-0.842
Std. Error of Skewness	0.374	0.374
Kurtosis	-0.397	-0.358
Std. Error of Kurtosis	0.733	0.733

Table 2.
Paired Samples Statistics

Group	Pair	Test	Mean	N	Std. Deviation
Control	Pair 1	Pre-test	35.8500	20	5.65941
		Post-test	36.5000	20	5.55830
Experiment	Pair 1	Pre-test	35.5000	20	5.12476
		Post-test	47.0500	20	1.53811

The observed distribution of scores followed a normal pattern, thereby making parametric tests valid for use in the analysis.

Figure 1.

Histogram chart of pre-test

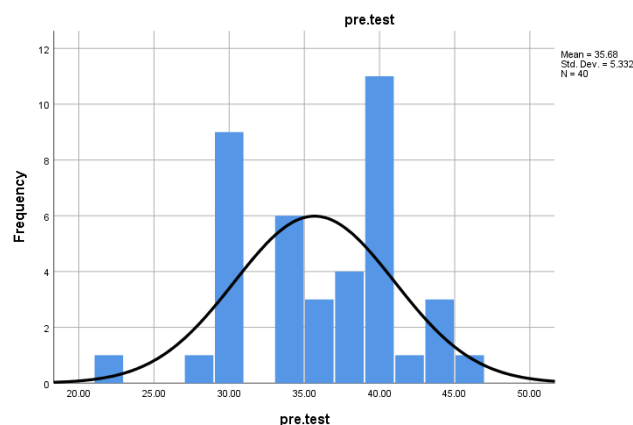
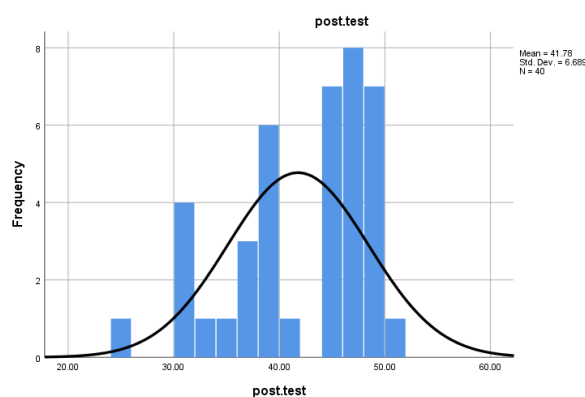


Figure 2.

Histogram chart of post-test



The experimental group displayed substantial learning gains as its pre-test score of 35.50 increased to 47.05 in the post-test period, whereas the control group remained relatively stable, with a pre-test mean of 35.85, which slightly rose to 36.50 after testing.

The control group achieved a minor improvement with a t-score of -2.79 and a p-level of 0.012, while the experimental group reached a highly significant elevation point ($t = -12.19, p < 0.001$).

Table 3.*Paired Samples Test*

Group	Pair	Test (Pre-test - Post-test)	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Control	Pair 1	pre-test - post-test	-0.6500	1.03999	-2.795	19	0.012
Experiment	Pair 1	pre-test - post-test	-11.5500	4.23612	-12.194	19	0.000

The data indicates that the bilingual presentation of materials was effective at boosting reading aptitude skills, whereas the monolingual presentation of materials exhibited little to no advancement.

These conclusions received additional support through the results obtained from an independent samples t-test. Results from the

pre-test indicated no statistically meaningful difference between the test groups, as their scores resulted in a t-value of 0.205 ($p=0.839$). However, the experimental group demonstrated superior results compared to the control group in the post-test evaluation ($t = -8.181, p < 0.001$), with a mean difference of 10.55 points.

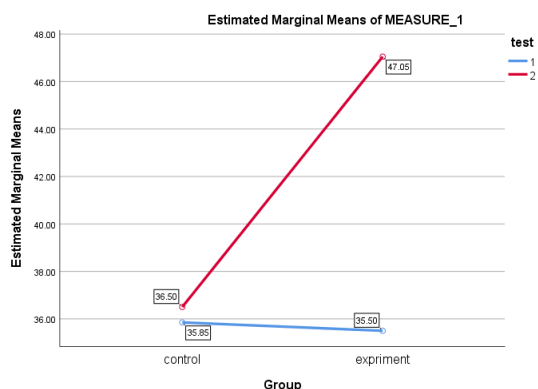
Table 4.*Independent Samples Test*

Test	Levene's Test for Equality of Variances	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Post-test	Equal variances assumed	18.312	0.000	-8.181	38	0.000	-10.55000
	Equal variances not assumed			-8.181	21.893	0.000	-10.55000
Pre-test	Equal variances assumed	0.035	0.852	0.205	38	0.839	0.35000
	Equal variances not assumed			0.205	37.632	0.839	0.35000

The substantial difference between groups demonstrates the strong ability of the

bilingual presentation of materials to develop critical analytical abilities.

Figure 3.
Schematic comparison of Means of post-test between groups



The study results demonstrated that learning through the bilingual presentation of materials produced higher critical reading achievement than the monolingual presentation of materials. Results from the experimental group confirmed that bilingual instruction plays a vital role in developing analytical skills, establishing them as essential elements in contemporary EFL teaching practices.

Discussion

Based on the results of this study, bilingual presentation of materials revealed itself as an essential pedagogical method specifically for EFL classes. Likewise, multiple studies in cognitive psychology together with applied linguistics demonstrate the benefits of using bilingual presentation of materials to developed both advanced language skills and metalinguistic competencies with improved critical reading capacity. Bilingual presentation of materials surpassed immediate target language encounters seen in monolingual presentation of materials by offering students structural mental assistance that helps understanding along with building analytic skills between languages and advanced intellectual abilities. The substantial empirical findings about bilingual presentation of

materials affect critical reading skills that receive critical evaluation within this discussion through a study of cognitive flexibility and textual analysis and academic engagement outcome. Furthermore, Bilingual presentation of materials proved to be beneficial because it improves both deep understanding and analytical thinking abilities.

Similarly, the scientific evidence have showed that exposing students to bilingual texts helps them compare concepts between languages that enables better understanding of syntax and semantics and rhetorical elements. According to Bialystok (2021) and Kroll & Bialystok (2023), bilingual learners outperform monolingual learners when it comes to addressing multilayered texts because their information processing abilities are enhanced. The study revealed bilingual presentation of materials interaction leads students to develop better cognitive control abilities that enhance their ability to switch between different linguistic systems. Through this ability, bilingual students learn new languages better and simultaneously build essential analytic competencies required for critical reading practices.

Garcia and Li Wei (2021) stated that bilingual presentation of materials implements translanguaging as a cognitive and pedagogical framework, which enables learners to shift easily between languages to enhance their understanding processes. Students who participated in translanguaging practices gain metalinguistic awareness that enables them to analyze text components better and identify hidden meanings from discourse structures more precisely. The ability to recognize ideological biases serves students well during media text analysis because they need to detect rhetorical techniques and cultural assumptions from discourse systems. The research findings

of Mahboudi (2019) aligned with these observations because bilingual students achieve superior results when they analyze source credibility and subtextual features in journalistic texts.

Based on research conducted by Lee and Park (2024), bilingual presentation of materials developed critical reading abilities as one of its main advantages. Their findings showed that EFL students who read bilingual texts showed important statistical advances in their argument analytical skills and their capability to detect logical incongruities along with their critical ability to evaluate news article information. According to the researchers, bilingual presentation of materials developed working memory and cognitive flexibility that led students to achieve better results. Adesope et al. (2020) supported the research of De Mottoni et al. (2022) through their meta-analysis on bilingual learners' executive functional abilities that help them perform better in critical assessment and inferential reasoning tasks. Moreover, Mifsud and Vella (2022) established that learning through bilingual presentation of materials provides students with cultural competencies necessary to read various texts.

Additionally, students who read bilingual materials learn to perceive cultural narratives and sociolinguistic variations more profoundly resulting in better interpretive approaches according to their findings. The ability to understand effectively cultural perspectives proves critical for media literacy because students need to position information within its full political landscape. Bilingual presentation of materials reveals to students that language decisions modify interpretations and affect audience reactions and gives them essential analytical abilities to decipher persuasive messages. Bilingual presentation of

materials helps students develop their problem-solving capabilities as well as enhance their skills in higher-order thinking. The cognitive flexibility of bilingual learners grows stronger according to Bialystok (2021) since second language acquisition enhances their ability to approach complex linguistic tasks. The adaptable nature of bilingual learning benefits students specifically in reading comprehension where they need to merge various information sources with viewpoint evaluation along with the synthesis of different perspectives.

As indicated by Leonardi (2023), students' critical thinking skills develop through translation-based assignments in bilingual presentation of materials because students analyze language structures while seeking different communication methods. Besides, students achieve a deep understanding of complicated text features when they perform comparative linguistic examinations that ultimately leads them to develop advanced reading skills with literary content.

On the other hand, through bilingual presentation of materials, students encounter few limitations because they learn more than memorization-focused teaching methods. The monolingual traditional instructional approach focus its teachings on vocabulary memorization and grammatical rule memorization resulting in basic classroom engagement with reading materials. The research by Selwyn (2021) demonstrated bilingual learners use analytical approaches instead of rote learning strategies because they focus on contextual interpretation and inferential reasoning. Such a cognitive transformation helped students learn how to read critically without teacher assistance so they can approach texts with deep intellectual understanding.

Further, bilingual presentation of materials enables better student involvement and participation across academic discussions by providing numerous advantages. Bilingual presentation of materials produces students who show better classroom participation and discuss more often. According to Lee and Park (2024) bilingual presentation of materials, enabled students to pose analytical questions and question assumptions while adding meaningful contributions in complex debates. The bilingual presentation of materials make learning accessible to students and provide language support to deepen understanding while stimulating their intellectual interest. Mifsud and Vella (2021) stated that translation exercises function as intellectual links that allow students to link established knowledge with incoming information to create an interactive learning setting.

Likewise, empirical research demonstrated the effectiveness of bilingual instruction so EFL curricula must incorporate bilingual presentation of materials for students to achieve best possible outcomes. In addition, bilingual presentation of materials shows strong benefits across cognitive and linguistic areas together with pedagogical needs that makes it the preferable choice for wide language learning program adoption. In the same vein, bilingual presentation of materials delivers critical reading skills to students that leads to better language abilities and greater preparedness for future educational and professional success because of world globalization.

Finally, research should study the extended effects bilingual presentation of materials creates on academic performance and professional evolution pathways of students. Future studies must conduct research about

bilingual presentation of materials for various text categories such as literary, technical, and scientific works. The research would yield important findings regarding how bilingual presentation of materials works in wider educational settings and promotes interdisciplinary comprehension skills. The approach to bilingual presentation of materials changes traditional language education by providing an innovative teaching strategy beyond single-language instruction methods. The addition of bilingual presentation of materials to EFL classes helps learners build flexible thinking capabilities and analytical skills and cross-cultural understanding which enables them to handle complicated texts from various linguistic sources.

Conclusion

This study confirms previous findings that bilingual presentation of materials helps EFL students develop better analytical abilities for critical reading of media and press texts. Based on research results, students who received exposure to bilingual English-Persian materials showed better performance than monolingual students and proved to have advanced cognitive along with understanding processing abilities. Students learn critical thinking through bilingual presentation of materials because it develops their abilities to understand language structures and symbol systems.

This study requires follow-up investigation with improved approaches to size sample groups and achieving gender equality to address the full range of long-term cognitive and vocational effects. Also This study proves that teaching English as a foreign language through bilingual presentation of materials leads students to achieve better reading skills together with improved understandings.

References

- Adesope, O. O., Lavin, T., Thompson, T., & Ungerleider, C. (2010). A systematic review and meta-analysis of the cognitive correlates of bilingualism. *Review of Educational Research*, 80(2), 207–245. <https://doi.org/10.3102/0034654310368803>
- Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2020). Rethinking the use of tests: A meta-analysis of practice testing. *Review of Educational Research*, 87(3), 659–701. <https://doi.org/10.3102/0034654316689306>
- Baker, C. (2018). *Foundations of bilingual education and bilingualism* (6th ed.). Multilingual Matters.
- Bialystok, E. (2021). Bilingualism: Pathways to cognitive advantage and disadvantage. *Current Directions in Psychological Science*, 30(4), 316–323. <https://doi.org/10.1177/096372142111009718>
- Cummins, J. (2020). Rethinking the education of multilingual learners: A critical analysis of theoretical concepts. *Multilingual Matters*.
- De Bot, K., & Jaensch, C. (2015). What is special about L3 processing? *Bilingualism: Language and Cognition*, 18(2), 130–144. <https://doi.org/10.1017/S1366728913000448>
- García, O., & Li Wei. (2021). *Translanguaging: Language, bilingualism and education* (2nd ed.). Palgrave Macmillan.
- Kern, R. (2014). *Language, literacy, and technology*. Cambridge University Press.
- Kroll, J. F., & Bialystok, E. (2023). Understanding the consequences of bilingualism for language processing and cognition. *Annual Review of Linguistics*, 9, 399–421. <https://doi.org/10.1146/annurev-linguistics-011921-043201>
- Lee, H., & Park, J. (2024). The role of bilingual materials in developing EFL students' critical reading skills. *Journal of Language Teaching and Research*, 15(1), 45–59. <https://doi.org/10.17507/jltr.1501.06>
- Leonardi, V. (2023). *Translating texts: A pedagogical approach*. Routledge.
- Macaro, E. (2009). Teacher use of codeswitching in the second language classroom: Exploring 'optimal' use. In M. Turnbull & J. Dailey-O'Cain (Eds.), *First language use in second and foreign language learning* (pp. 35–49). *Multilingual Matters*.
- Mahboudi, H. (2019). Bilingual resources and critical reading development in EFL contexts. *Iranian Journal of Applied Linguistics*, 22(3), 87–105.
- Mifsud, C., & Vella, Y. (2022). Bilingual education and intercultural competence: Developing cultural literacy in the classroom. *Journal of Multilingual Education Research*, 12(2), 25–44.
- Munday, J. (2016). *Evaluation in translation: Critical points of translator decision-making*. Routledge.
- Seliger, H. W., & Vago, R. M. (2020). *First language attrition*. Cambridge University Press.
- Selwyn, N. (2021). *Education and technology: Key issues and debates* (3rd ed.). Bloomsbury Academic.
- Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Center for Research on Education, Diversity & Excellence, University of California.
- Turnbull, M., & Dailey-O'Cain, J. (Eds.). (2009). *First language use in second and foreign language learning*. *Multilingual Matters*.
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>