Teaching Two Targets: Cross-Linguistic Transfer and Pedagogical Decision-Making Among Dual-Language Graduate Instructors of Record

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Abstract
This review examines how dual-language graduate instructors of record negotiate cross-linguistic transfer while making pedagogical decisions within multilingual and disciplinarily demanding higher-education environments. Its purpose is to clarify how bilingual linguistic resources, teacher cognition, learner diversity and institutional conditions interact to shape instructional practice. Using a structured narrative review of relevant scholarship published across international and African contexts, the study synthesises theoretical and empirical evidence on cross-linguistic influence, translanguaging, sociocultural learning, language-sensitive instruction, disciplinary literacy and professional development. The findings indicate that cross-linguistic transfer is neither uniformly beneficial nor inherently disruptive; its pedagogical value depends on linguistic distance, proficiency, disciplinary demands, instructional objectives and instructors' capacity to regulate language use strategically. Purposeful translanguaging, differentiated scaffolding and explicit attention to academic language can strengthen conceptual access and classroom participation when integrated with, rather than substituted for, rigorous content instruction. The review further identifies pedagogical decision-making as a dynamic process involving continuous adjustment of language choice, explanation, task design, assessment and feedback according to learner readiness and disciplinary expectations. Institutional language policies, mentoring, professional learning, technological resources and workload arrangements also substantially condition instructors' ability to implement responsive practices. The study concludes that effective dual-language graduate instruction requires deliberate coordination of linguistic accessibility and disciplinary rigor, supported by reflective and evidence-informed pedagogical judgement. Universities are therefore encouraged to institutionalise sustained language-aware professional development, mentoring and policy guidance. Future research should employ longitudinal, comparative and classroom-based designs to examine evolving instructor practices, disciplinary variation and measurable student outcomes, particularly within underrepresented multilingual higher-education contexts where linguistic diversity remains central to teaching and learning.

Keywords: *Cross-linguistic transfer; dual-language instruction; graduate instructors; pedagogical decision-making; translanguaging; disciplinary literacy.*

1. Introduction

1.1. Dual-Language Graduate Teaching Contexts

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Dual-language graduate teaching occupies a distinctive position within contemporary higher education because the instructor must simultaneously negotiate disciplinary knowledge, pedagogical responsibilities and multiple linguistic resources. Graduate instructors who teach through more than one language are not simply transmitting content across linguistic codes; they are mediating academic concepts, classroom interaction and disciplinary participation for learners whose linguistic repertoires may differ substantially. Consequently, their instructional environment involves a continuous interaction between language proficiency, disciplinary expertise, institutional expectations and learner diversity. In multilingual universities, this complexity becomes particularly visible where English retains institutional authority while students and instructors possess extensive repertoires in additional languages.

The Canadian experience illustrates this multidimensionality. Marshall, Moore & Himeta (2021) demonstrate that plurilingual higher-education classrooms require instructors to negotiate the simultaneous identities of disciplinary specialists and language-support providers. Such an environment complicates conventional assumptions about the role of the university instructor because language cannot be treated as a neutral vehicle through which disciplinary knowledge is delivered. Rather, language choice influences participation, comprehension and the ways in which students gain access to disciplinary discourse. For dual-language graduate instructors, therefore, effective teaching requires awareness of how linguistic resources intersect with the epistemic demands of particular subjects.

This issue is especially consequential in African higher education, where multilingual realities coexist with historically established English-medium structures. In South Africa, lecturers operating in English-dominant university environments have reported using African languages alongside English to facilitate classroom communication, while simultaneously confronting institutional expectations surrounding English-medium instruction (Munyaradzi & Manyike, 2022). The South African context demonstrates that dual-language teaching is shaped not merely by individual instructor preference but also by language policy, institutional culture and broader questions of linguistic legitimacy. The pedagogical space available to graduate instructors is consequently influenced by whether multilingual practices are recognised as legitimate instructional resources or regarded as departures from prescribed language norms.

Nigeria presents an equally complex setting. The country's extensive ethnolinguistic diversity creates a substantial gap between the linguistic resources available to learners and the predominance of English in formal educational institutions. Oloruntoba-Oju & van Pinxteren (2023) argue that the continued expansion of higher education raises important questions about the capacity of English alone to accommodate the linguistic and educational needs of Nigeria's diverse population. Within this environment, graduate instructors who possess competence in English and one or more Nigerian languages may occupy an important mediating position between institutional language expectations and students' existing linguistic resources.

The cognitive dimension of bilingualism further strengthens the significance of dual-language instructional competence. Evidence from Nigerian university students indicates that bilingual experiences can influence cognitive, social and cultural development, although these effects are not uniformly positive or negative (Obasi, 2024). For graduate instructors, this suggests that learners' multilingual identities should not automatically be interpreted as deficits requiring remediation. Instead, their existing languages can constitute resources through which difficult

concepts, abstract relationships and disciplinary terminology are negotiated. Such an orientation shifts the pedagogical emphasis from language correction alone toward strategic linguistic mediation. Comparable evidence from Pakistan shows that translanguaging can create interactional spaces in which university teachers and students collaboratively construct meaning in multilingual classrooms (Sarker, Rahman & Hossain, 2023). Similarly, research in Saudi higher education indicates that teachers' attitudes toward translanguaging do not always correspond neatly with their reported classroom practices, revealing the influence of institutional expectations and individual pedagogical beliefs (Almayez, 2022). These findings are pertinent to graduate instructors because the capacity to teach bilingually involves more than possessing knowledge of two languages. It also requires judgement concerning when, why and how different linguistic resources should be mobilised.

The pedagogical implications extend to teaching style and learner experience. In the Nigerian undergraduate context, teaching styles have been associated with students' academic experiences, underscoring the importance of instructional approaches in shaping classroom engagement and learning conditions (Sabboh & Olugbade, 2021). At the institutional level, professional attributes may likewise contribute to organisational effectiveness within universities, reinforcing the importance of instructors' competencies beyond subject-matter knowledge alone (Onche, Adenekan & Sabboh, 2021). Taken together, these perspectives position the dual-language graduate instructor as a linguistically and pedagogically situated academic actor whose effectiveness depends on the ability to coordinate language, disciplinary knowledge, learner needs and institutional expectations.

1.2. Cross-Linguistic Transfer in Academic Instruction

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Cross-linguistic transfer in academic instruction refers to the ways knowledge, linguistic structures, cognitive strategies and communicative resources established through one language influence the use and development of another. In multilingual higher-education environments, this process is particularly consequential because instructors and students routinely mobilise more than one linguistic system while explaining concepts, interpreting disciplinary terminology and constructing academic meaning. Transfer is therefore better understood as an interaction between linguistic resources and instructional activity than as a simple movement of isolated features from a first language (L1) into a second language (L2).

Evidence from bilingual English-medium instruction demonstrates that such influence can operate directly within university teaching. Han (2023) identifies phonetic, semantic, syntactic and conceptual effects of Chinese on the English instructional discourse of bilingual lecturers, while also showing that L1 resources may function as scaffolding rather than merely as sources of interference. This perspective is important for graduate instructors of record because their bilingual practices may simultaneously reflect disciplinary expertise and the cognitive resources associated with their broader linguistic repertoire. Consequently, linguistic transfer may shape not only pronunciation or grammatical choices but also how instructors conceptualise, sequence and clarify complex academic material. Cross-linguistic transfer can likewise extend beyond linguistic form into higher-order academic competencies. Research involving English-Spanish dual-language learners indicates that cognitive skills associated with writing can transfer across languages, suggesting that reasoning and higher-order processes may operate across linguistic boundaries rather than remaining confined to a single language (Kim et al., 2022). Such findings are relevant to academic instruction because bilingual instructors may draw upon established

reasoning, categorisation and explanatory strategies when communicating disciplinary knowledge through another language. The instructional consequence is that bilingualism can constitute an intellectual resource through which academic concepts are reframed for particular learners. Empirical evidence from Nigeria further illustrates linguistic interdependence. Humble et al. (2024) found evidence of cross-language transfer among Hausa-English learners, demonstrating that literacy development in one language can be associated with skills used in another. Although this evidence concerns school-age learners, it reinforces the broader principle that linguistic competencies can interact across languages within educational processes. Within higher education, this principle becomes relevant when instructors use students' existing linguistic knowledge to illuminate unfamiliar terminology, textual structures or disciplinary concepts. However, transfer should not be conceptualised exclusively through deficit-oriented assumptions. From a South African Global South perspective, Mkhize (2023) argues that conventional transfer models may inadequately represent multilingual speakers whose communicative repertoires are fluid, interconnected and socially situated. Similarly, translanguaging research demonstrates that instructors can deliberately create connections between languages to develop metalinguistic awareness and facilitate comprehension (Vaish, 2021). This approach positions cross-linguistic transfer as a potential pedagogical resource whose effectiveness depends upon linguistic distance, learner proficiency, disciplinary context and instructional purpose. Accordingly, the experience of dual-language instructors is embedded within broader psychosocial and contextual conditions that influence how individuals negotiate changing responsibilities and expectations (Ezeani & Sabboh, 2021). The pedagogical significance of cross-linguistic transfer consequently lies in its capacity to connect linguistic knowledge with instructional reasoning, enabling graduate instructors to navigate the simultaneous demands of disciplinary accuracy, linguistic accessibility and meaningful academic participation.

1.3. Purpose, Scope, and Review Questions

This review examines the intersection of cross-linguistic transfer and pedagogical decision-making among dual-language graduate instructors of record in higher education. Its central purpose is to develop a conceptually integrated understanding of how instructors who operate across two languages negotiate linguistic resources while simultaneously fulfilling the academic, instructional and disciplinary responsibilities associated with university teaching. Rather than treating bilingual instruction as a simple matter of delivering equivalent content in two languages, the review approaches it as a complex pedagogical process involving language choice, disciplinary communication, learner accessibility, instructional judgement and contextual adaptation. The scope encompasses scholarship addressing bilingual and multilingual teaching, cross-linguistic influence, translanguaging, language-mediated learning, instructor cognition, pedagogical practices, learner diversity and the institutional conditions surrounding multilingual higher education. Particular attention is given to graduate instructors of record because their position combines advanced disciplinary preparation with substantial teaching responsibility, creating distinctive demands that may differ from those experienced by established faculty members or language instructors. The review considers international perspectives while maintaining sensitivity to multilingual contexts in Africa and other regions where English-medium higher education intersects with locally established linguistic repertoires.

The review is guided by three principal questions. First, how does cross-linguistic transfer shape the ways dual-language graduate instructors communicate disciplinary knowledge, interpret

academic concepts and employ their available linguistic resources? Second, what pedagogical decisions arise when instructors must balance linguistic accessibility, disciplinary precision, learner diversity and institutional expectations? Third, how can existing scholarship inform professional preparation, institutional support and future research concerning graduate instructors who teach across linguistic boundaries?

Through these questions, the review seeks to connect two domains that are frequently examined separately: multilingual language practices and pedagogical decision-making. The resulting analytical perspective recognises the dual-language instructor as both a linguistic mediator and an academic decision-maker. It therefore considers not only what languages instructors use, but also the circumstances, purposes and pedagogical judgements underlying their language choices. This framing provides a foundation for examining how linguistic repertoires can influence instructional practice while preserving the centrality of disciplinary knowledge, academic standards and meaningful student learning.

2. Theoretical Foundations of Dual-Language Teaching

2.1. Cross-Linguistic Influence and Transfer

Cross-linguistic influence and transfer refer to the ways in which knowledge, structures, strategies, and processing routines associated with one language shape performance in another. Cross-linguistic influence is the broader phenomenon, encompassing facilitative and constraining effects arising from the interaction of linguistic systems, whereas transfer commonly denotes the observable movement or reapplication of knowledge or skills across languages. For graduate instruction, this distinction is significant because bilingual instructors continually coordinate linguistic resources while explaining disciplinary concepts, interpreting student contributions, and constructing academically appropriate discourse.

A central proposition is that bilingual language systems remain dynamically interconnected. Lexical access, for example, may involve simultaneous activation of representations in more than one language, producing either facilitation or interference depending on contextual conditions and the degree of competition between alternatives (Bailey, Lockary & Higby, 2024). Such interaction helps explain why a dual-language graduate instructor may draw on familiar terminology, syntactic patterns, discourse conventions, or conceptual associations from one language while teaching through another. The resulting influence is not necessarily an error. It may support retrieval, clarify meaning, or enable an instructor to establish conceptual equivalence across linguistic communities. Conversely, where structures or pragmatic conventions diverge, transfer may produce formulations that are grammatically acceptable in one language but inappropriate or less conventional in another.

The linguistic dimension of transfer extends beyond isolated vocabulary or sentence structures to academic writing and disciplinary communication. Evidence from large-scale analysis of second-language academic texts indicates that characteristics of the writer's first language can shape syntactic organisation in English academic writing, demonstrating that transfer may persist even within highly formal registers (Bi & Tan, 2024). For graduate instructors of record, this is consequential because teaching requires simultaneous attention to content accuracy, disciplinary terminology, rhetorical organisation, and comprehensibility. Cross-linguistic influence may therefore enter lesson explanations, examples, assessment feedback, classroom questioning, and written instructional materials. The relevant issue is not whether bilingual instructors possess influence from another language, but how that influence interacts with professional expertise and communicative purpose.

Transfer is also conditioned by instructional context. Research in South Africa demonstrates that the relationship between home-language literacy and second-language reading is responsive to the nature and intensity of instruction, indicating that transfer should not be conceptualised as an automatic consequence of bilingualism alone (Kim et al., 2024). Similarly, Nigerian evidence involving Hausa and English shows interdependence in reading development, reinforcing the proposition that skills established through one language can contribute to performance in another language when learners operate within multilingual educational environments (Humble et al., 2024). These findings are pertinent to graduate teaching because instructors make decisions within institutional settings that determine which languages are legitimate, which forms of academic expression are expected, and how much room exists for drawing on multilingual resources. Cross-linguistic transfer is nevertheless neither uniform nor unidirectional. Its occurrence may vary according to proficiency, linguistic similarity, task demands, exposure, and the communicative context in which a language is being used. Experimental work on bilingual morphosyntax indicates that language interaction can be sensitive to proficiency and other developmental conditions, illustrating that transfer is best understood as a variable process rather than a fixed bilingual trait (van Dijk & Unsworth, 2023). More recent evidence on pragmatic transfer likewise demonstrates that bilingual speakers may carry interpretive preferences from one language into another, with consequences for meaning construction even where surface grammatical accuracy is maintained (Mazzaggio & Stateva, 2024). For graduate instructors, this implies that effective bilingual teaching requires metalinguistic awareness: instructors must recognise when a cross-linguistic correspondence is pedagogically productive and when it risks obscuring a disciplinary distinction or pragmatic convention.

Transfer may also operate bidirectionally, with the relative strength of influence changing according to language dominance and immediate communicative demands. This is especially relevant to instructors who may possess disciplinary expertise in one language but conduct teaching in another. In such circumstances, transfer can affect linguistic form, how examples are framed, how relationships among concepts are verbalised, and how disciplinary meanings are made accessible to students. The educational implications also extend beyond language form to the learner's broader academic environment. In Nigerian higher education contexts, factors surrounding students' educational decisions and academic behaviour can shape how learners respond to instructional expectations and support. Parental involvement has been associated with career decision-making among Nigerian secondary-school students, underscoring the wider social environment in which educational choices are formed (Ezeani, Ogu & Sabboh, 2023). Likewise, academic self-handicapping among Nigerian undergraduates has been examined in relation to peer approval seeking, socioeconomic status, and locus of control, highlighting the relevance of psychosocial conditions to students' academic engagement (Sabboh & Ojo, 2023). Within dual-language graduate classrooms, such contextual considerations reinforce the need to interpret cross-linguistic behaviour as part of a broader instructional ecology rather than as a purely linguistic deficit.

2.2. Translanguaging and Flexible Language Practices

Translanguaging represents a shift from viewing bilingualism as alternation between discrete linguistic systems towards understanding multilingual communication as the strategic mobilisation of an integrated repertoire of linguistic and semiotic resources. In pedagogical settings, flexible language practices allow instructors and students to draw on languages, varieties, registers and modes of expression to construct meaning and make disciplinary

knowledge accessible. This perspective is pertinent to graduate instructors, whose teaching requires movement between institutional expectations and students' linguistic resources.

Within higher education, translanguaging can function as an intentional pedagogical resource rather than an incidental departure from an official medium of instruction. Research on English-medium university classrooms shows that translanguaging can support comprehension, participation and collaborative construction of disciplinary knowledge by allowing students to mobilise linguistic resources alongside the designated instructional language (Tai, 2022). This flexibility helps instructors explain abstract concepts, introduce specialised terminology or address differing proficiency. Carefully structured translanguaging can make difficult content intelligible while preserving the target academic register.

The pedagogical value of translanguaging depends on professional judgement. Evidence from Chinese English-for-academic-purposes classrooms indicates that students may view translanguaging positively because it facilitates understanding and connects existing knowledge with new academic language (Liu, Deng & Wimpenny, 2024). Yet flexible language use does not imply unrestricted switching. Instructors must determine when another language clarifies a concept, when paraphrasing is preferable to translation, and when sustained instructional-language use is necessary for disciplinary communication. Translanguaging therefore constitutes a decision-making practice in which linguistic flexibility is balanced against curricular, disciplinary and institutional objectives. The distinction between planned and spontaneous translanguaging is important. Instructors may deliberately design bilingual explanations, multilingual glossaries, comparative terminology activities or discussion stages, while students may independently draw on their repertoires during peer interaction, note-taking or problem solving. Evidence from multilingual university classrooms indicates that teacher-led and student-led translanguaging can support language development and that learners use multilingual resources for translation, paraphrasing, brainstorming and collaborative assistance (Ali, 2024). Such practices can redistribute communicative agency, enabling students to produce rather than merely receive academic knowledge. Translanguaging also challenges rigid assumptions concerning the boundaries of named languages. Research in a Yorùbá-language classroom in southwestern Nigeria demonstrates how learners creatively combine linguistic resources even within formal educational spaces where a standardised variety is institutionally privileged (Agoke, 2023). This illustrates the tension between prescribed language norms and multilingual classroom realities. Flexible language practices can become a means of negotiating academic identity, cultural belonging and legitimate participation, particularly where institutional expectations favour monolingual forms of academic expression.

The Nigerian context further demonstrates that translanguaging is embedded within broader histories of language contact and multilingual social organisation. Research on a multicultural speech community in southeastern Nigeria shows how borrowing and translanguaging emerge from sustained interaction among speakers with different linguistic backgrounds (Ugwuona, 2020). For graduate instructors, such repertoires can support terminology, conceptual associations and recognition of students' prior knowledge. Instructors must remain attentive to unequal proficiency so flexible practices do not exclude students.

Comparable dynamics are evident elsewhere in Africa. Research in a multilingual South African science classroom conceptualises translanguaging as a legitimate communicative practice through which learners draw on multiple languages to support participation and meaning-making (Charamba, 2023). This reinforces the importance of treating multilingual resources as part of

classroom interaction. In graduate education, such flexibility can preserve conceptual precision while providing alternative routes into difficult material.

Translanguaging is also shaped by institutional mobility and language policy. Work on higher education and student mobility emphasises multilingual practices as mechanisms for scaffolding learning, clarifying concepts and facilitating academic communication across linguistic boundaries (Bowden, Abdelzaher & Essam, 2024). Consequently, the dual-language graduate instructor operates within an ecology in which language choice is pedagogical, interactional and institutional. Effective translanguaging requires bilingual competence and reflective awareness of audience, task, disciplinary convention and classroom purpose. It provides a framework through which instructors can use linguistic flexibility to expand access to knowledge while maintaining the academic standards expected of advanced graduate-level classroom instruction.

2.3. Sociocultural Perspectives on Language-Mediated Learning

Sociocultural perspectives conceptualise learning as a socially situated and culturally mediated process in which language functions simultaneously as a means of communication, a cognitive instrument and a resource for participation. From this standpoint, knowledge does not develop independently of interaction but emerges through engagement with teachers, peers, cultural practices and institutional environments. Language-mediated learning is therefore concerned not simply with the acquisition of linguistic forms but with how learners use language to interpret experience, negotiate meaning and participate in academically valued activities. This perspective is particularly pertinent to dual-language graduate instructors, whose instructional responsibilities require them to mediate disciplinary knowledge across linguistic and cultural boundaries. Mediation constitutes a central principle of sociocultural approaches to language learning. Learners develop through interaction with cultural tools and through assistance that enables them to perform beyond their current level of independent competence. In second-language research, the Zone of Proximal Development provides a framework for examining how interaction, feedback and guided participation facilitate development (Hughes, 2021). For dual-language graduate instructors, language can consequently operate as a form of instructional scaffolding. Reformulation, clarification, strategic questioning, comparative explanation and carefully selected bilingual resources can help students connect unfamiliar disciplinary concepts with existing knowledge while progressively assuming greater responsibility for academic performance. The relationship between interaction and development is particularly important in graduate classrooms, where learning involves participation in specialised disciplinary discourse. Effective instructors do more than simplify complex information; they create interactional conditions through which students learn how knowledge is expressed, evaluated and contested within a field. Evidence from socioculturally informed instruction indicates that structured teacher–student dialogue can facilitate development by linking explicit guidance with opportunities for increasingly independent performance (Davin, 2022). Thus, language-mediated learning involves a gradual movement from supported participation towards greater disciplinary autonomy. The sociocultural perspective further recognises that instructional interaction is influenced by linguistic diversity, cultural identity and institutional expectations. Teacher development research demonstrates that educators working in linguistically and culturally diverse classrooms require more than technical language knowledge; they must develop an understanding of learners' backgrounds and the social conditions shaping classroom participation (Eun, 2023). This principle has direct implications for dual-language graduate instructors because their linguistic repertoire may enable them to recognise meanings, assumptions and

communicative conventions that would otherwise remain invisible within a monolingual instructional framework. Multilingual African classrooms provide particularly important evidence of this interaction between language, culture and learning. Research in South Africa shows that translanguaging can create opportunities for learners to mobilise their linguistic resources while engaging with disciplinary content, thereby making language an active component of meaning-making rather than merely a medium for transmitting predetermined knowledge (Charamba, 2023). Similarly, research among teachers in resource-constrained multilingual South African classrooms demonstrates that educators' experiences are shaped by the interaction of linguistic diversity, institutional resources, learner characteristics and sociocultural circumstances (Omidire, 2020). These conditions underline the importance of interpreting language-mediated learning within its broader educational ecology.

The Nigerian context also demonstrates that learning takes place within complex psychosocial environments. Research on Nigerian adolescents identifies psychosocial factors as relevant to patterns of moral disengagement, indicating that learners' attitudes and social orientations can influence how they participate in educational environments (Sabboh, 2021). Related evidence from Delta State associate's psycho-sociological conditions with behavioural outcomes among adolescents, further illustrating the importance of social relationships and contextual influences in educational participation (Balogun & Sabboh, 2021). Within a sociocultural framework, such considerations reinforce the need for instructors to recognise that language-mediated learning occurs among learners whose participation is shaped by social experience, interpersonal relationships and established behavioural dispositions.

For dual-language graduate instructors, this perspective transforms linguistic diversity from a peripheral classroom consideration into a central dimension of pedagogical mediation. The instructor must interpret students' linguistic responses, prior experiences and participation patterns while determining how best to scaffold disciplinary understanding. Language choice, therefore, becomes intertwined with instructional judgement: selecting an explanation, encouraging peer dialogue, permitting strategic multilingual interaction or reformulating a student contribution can each influence access to disciplinary knowledge. Sociocultural theory consequently provides a framework for understanding teaching as mediated participation in which language, identity, interaction and context collectively shape how graduate learners enter and progressively participate in academic communities.

2.4. Teacher Cognition and Pedagogical Decision-Making

Teacher cognition encompasses the knowledge, beliefs, assumptions, experiences and perspectives through which teachers understand instructional situations and determine appropriate action. Pedagogical decision-making is therefore not a mechanical application of prescribed methods; it involves interpreting learner needs, disciplinary objectives, expectations and linguistic resources. For dual-language graduate instructors of record, cognition is especially consequential because language choice and instructional strategy are intertwined. Decisions about explanation, terminology, interaction, feedback and translanguaging reflect both professional knowledge and interpretation of context.

The relationship between cognition and practice is dynamic. Teachers may hold sophisticated beliefs about learner-centred instruction while adapting them when confronted with time constraints, assessment requirements, uneven proficiency or institutional conventions. Research on university EFL teachers demonstrates that stated beliefs and observed practices can diverge, indicating that pedagogical decisions emerge from the interaction between cognition and

contextual pressures (Ahmed & Mahmood, 2024). This matters for graduate instructors, whose autonomy coexists with departmental curricula, assessment regimes and expectations concerning instructional language.

Decision-making also involves continuous interpretation of classroom evidence. Teachers monitor responses, identify comprehension difficulties, assess participation and adjust explanations. Research on teacher cognition and corrective-feedback practices demonstrates that stated understandings of feedback can coexist with considerable variation in strategies actually employed (Saeedian & Ghaderi, 2023). For dual-language instructors, judgement may involve deciding whether difficulty requires repetition, reformulation, bilingual clarification, additional examples or altered interaction. Pedagogical expertise therefore involves translating professional knowledge into context-sensitive action.

Professional learning can reshape the cognitive foundations of such decisions. Longitudinal evidence from multilingual classrooms indicates that professional development focused on multilingualism can influence teachers' cognition and practices, although changes in beliefs do not automatically produce corresponding changes in classroom behaviour (Sevinç, 2022). Preparation for dual-language teaching should therefore combine theory with observation, reflection, collaborative inquiry and analysis of instructional episodes. Such preparation can help instructors recognise how assumptions about language, proficiency and participation influence pedagogical choices. The consequences of instructional choices are significant. Evidence from Nigerian universities indicates that teaching styles and parental bonding are associated with academic boredom among undergraduates, highlighting the importance of instructional approaches and students' wider relational environments in shaping academic experience (Sabboh & Olugbade, 2021). For dual-language graduate instructors, this reinforces the need to interpret disengagement cautiously and distinguish linguistic difficulty from broader contextual factors. Cognition informs not only what instructors teach but also how they interpret student behaviour.

Pedagogical decision-making can further be understood as strategic alignment. Akin-Oluyomi and Akhigbe (2023) conceptualise leadership decisions as requiring coherence between strategic objectives and operational choices. Applied to instructional practice, this principle highlights the importance of aligning language choices, learning activities and assessment with course objectives. Similarly, workforce optimisation research emphasises adaptive allocation and continuous adjustment in response to changing demands (Falemi, Akhigbe & Akin-Oluyomi, 2023). Within teaching, analogous reasoning involves reallocating instructional attention when students display different linguistic or conceptual needs.

The African multilingual context demonstrates that teacher decisions are shaped by institutional and material conditions. Research on South African teachers shows that classroom decision-making is influenced by curriculum demands, instructional resources and implementation conditions (Hoadley, 2006). For dual-language graduate instructors, this underscores that pedagogical cognition is situated within organisational structures rather than operating independently of them. Decisions about multilingual explanation, participation, assessment and disciplinary language consequently emerge from the interaction of professional knowledge, learner characteristics, institutional expectations and available pedagogical resources.

3. Cross-Linguistic Transfer in Graduate Instruction

3.1. Positive and Negative Transfer Effects

Positive and negative transfer effects provide a critical lens for understanding how dual-language graduate instructors mobilise previously developed linguistic knowledge while teaching through

another language. Positive transfer occurs when similarities between languages facilitate comprehension, production or acquisition, whereas negative transfer arises when previously established linguistic patterns conflict with target-language conventions and generate interference (Bardovi-Harlig & Sprouse, 2017). For instructors of record, these effects extend beyond personal language proficiency because transferred patterns can influence explanations, disciplinary terminology, classroom interaction and the linguistic models presented to students.

Positive transfer is especially valuable where languages share lexical, conceptual or structural properties. Existing linguistic knowledge can reduce processing demands and enable speakers to establish correspondences across languages efficiently. Metalinguistic awareness strengthens this process because multilingual speakers who consciously recognise relationships among linguistic systems may exploit similarities strategically rather than relying upon them automatically. Evidence from French-English-German multilingual learning demonstrates that applied metalinguistic awareness can substantially facilitate positive transfer when speakers use knowledge of a previously learned language to interpret an additional language (Woll, 2018). For dual-language graduate instructors, such awareness can support comparative explanations and more efficient mediation of complex disciplinary concepts.

Transfer is nevertheless bidirectional and can reshape an instructor's established language as well as the language currently being used for instruction. Research involving Spanish-English bilinguals found facilitative effects where morphosyntactic properties overlapped across languages while also showing that second-language experience could alter sensitivity to variation within the first language (Requena & Berry, 2021). Thus, instructional language choices may reflect continuing interaction among linguistic systems rather than straightforward movement from a dominant language into a weaker one.

Negative transfer becomes particularly salient when apparent equivalence conceals important differences in syntax, pronunciation, lexical meaning or pragmatic convention. Nigerian evidence demonstrates this at the phonological level: educated speakers' production of the English diphthong /ʊə/ can be affected by features of their established linguistic repertoire, creating pronunciation patterns that diverge from the target reference form (Nimram et al., 2024). For graduate instructors, comparable effects may influence specialised terminology and oral explanations, making reflective monitoring important where intelligibility is pedagogically consequential. Multilingual experience further complicates the conventional distinction between source and target languages. Experimental evidence indicates that both a first and a second language can influence morphosyntactic processing in a third language, demonstrating that interference may originate from multiple previously acquired systems rather than exclusively from the mother tongue (Abbas, Degani & Prior, 2021). Dual-language graduate instructors may consequently experience competing linguistic activation whose effects vary with proficiency, recency of use, structural similarity and instructional context.

In African multilingual environments, however, positive and negative transfer should not be reduced to a simple binary between correct facilitation and erroneous interference. Scholarship from South Africa cautions that conventional transfer models can inadequately represent the multidimensional communicative repertoires through which multilingual speakers construct meaning (Mkhize, 2023). This perspective is particularly significant for dual-language graduate instructors because a transferred feature may function differently across pedagogical contexts. An expression that appears non-target-like under monolingual norms may nevertheless assist conceptual mediation, whereas apparently successful transfer may introduce subtle disciplinary or pragmatic ambiguity. Pedagogical decision-making therefore requires instructors to evaluate

transfer according to communicative purpose, disciplinary precision, student comprehension and the linguistic expectations governing advanced academic instruction.

3.2. Linguistic Transfer Across Academic Domains

Linguistic transfer across academic domains concerns the movement and reconfiguration of linguistic knowledge, discourse routines and meaning-making strategies as multilingual instructors and learners engage with different disciplinary knowledge systems. For dual-language graduate instructors of record, transfer is consequential because academic disciplines employ different vocabularies and organize explanation, evidence, argumentation and evaluation through distinctive communicative conventions. Accordingly, linguistic resources that facilitate understanding in one field may require modification before they function appropriately in another. Academic vocabulary represents an important level of domain-sensitive transfer. Multilingual speakers can exploit similarities among academic lexical items, where cognates and familiar morphological structures provide access to unfamiliar terminology. Research on academic vocabulary shows that cross-linguistic similarity can support comprehension, although superficial resemblance can also produce inaccurate interpretation when meanings diverge across languages (Milovanović, 2023). For graduate instructors, this creates a pedagogical responsibility to distinguish genuinely transferable terminology from apparent equivalents that may compromise disciplinary precision.

Morphological knowledge provides another transferable resource. Evidence involving English monolingual, Spanish–English and Chinese–English bilingual learners indicates that morphological awareness contributes to word reading in ways shaped by similarities and differences among the languages involved (Marks et al., 2023). This matters as many disciplinary terms are morphologically complex. Dual-language instructors can therefore use roots, affixes and word-formation patterns to illuminate specialized vocabulary while ensuring that linguistic comparison does not distort technical meaning.

Mathematics illustrates how transfer extends beyond terminology to conceptual representation. Mathematical learning requires symbolic reasoning, but it also depends on relational language, explanation and justification. South African research demonstrates that language can either expand or restrict access to mathematical meaning when learners operate through an additional language (Robertson & Graven, 2020). Graduate instructors must therefore distinguish conceptual difficulty from linguistic difficulty and determine when home-language resources can scaffold disciplinary reasoning without weakening command of the instructional language.

Science presents comparable but distinctive demands. Nigerian evidence involving pre-service integrated science teachers shows that bilingual English–Yorùbá instruction can improve cognitive and practical achievement in ecology, indicating that strategically connecting familiar linguistic resources with scientific concepts can facilitate learning (Taibat, Olajide & Olatorera, 2023). Such transfer is most productive when bilingual explanation supports conceptual accessibility while progressively strengthening control of technical terminology and scientific discourse. The effectiveness of transfer also varies with learner expertise and task complexity. Research integrating English-language development with mathematics learning demonstrates that combining linguistic and disciplinary processing can produce different outcomes depending on prior knowledge and cognitive demands (Jiang et al., 2023). Dual-language graduate instructors therefore require domain-sensitive judgement rather than a uniform bilingual strategy across courses.

Transfer also operates at the level of academic discourse. Multilingual research indicates that academic-language competencies developed in one linguistic system can contribute to performance in another, particularly where learners possess established literacy resources (Duarte, 2015). Argument structure, textual organization and explanatory routines may therefore transfer across languages, although discipline-specific rhetorical expectations often require explicit adaptation. Interdisciplinary fields intensify these demands because linguistic transfer occurs simultaneously across languages and knowledge domains. Research combining artificial intelligence, biosensors and microbiological detection illustrates how specialized terminology and conceptual frameworks from multiple fields can converge within one scholarly discourse (Olorunkosebi, Ayinde & Kofi, 2023). For dual-language graduate instructors, such environments require deliberate mediation of terminology, disciplinary conventions and conceptual relationships so that transferred knowledge remains intelligible, accurate and appropriate to the domain in which it is communicated.

3.3. Language Proficiency and Instructional Performance

Language proficiency is a central component of instructional performance because graduate instructors must transform disciplinary expertise into explanations, questions, feedback and assessment that students can understand. For dual-language graduate instructors of record, proficiency extends beyond grammatical accuracy to include lexical range, disciplinary discourse, interactional responsiveness and the ability to adjust language to different pedagogical purposes. When these resources are insufficient, cognitive effort devoted to formulation may reduce spontaneity, constrain explanation and limit responsiveness during complex classroom exchanges. International evidence from English-medium higher education shows that instructors' language proficiency forms part of a broader professional profile that interacts with disciplinary background, teaching experience and institutional context. A survey of university lecturers across multiple countries found substantial variation in EMI teacher profiles and highlighted English proficiency as a meaningful dimension of professional capacity (Macaro, 2021). For dual-language graduate instructors, proficiency therefore operates not as an isolated credential but as a resource that supports classroom organization, disciplinary explanation and interaction with linguistically diverse students.

Instructional performance is also shaped by the relationship between language proficiency and academic success. Longitudinal evidence from Turkish EMI programmes shows that linguistic and non-linguistic factors jointly influence educational outcomes, with proficiency developing alongside other determinants of academic performance (Soruç et al., 2024). This suggests that graduate instructors require sufficient proficiency to manage disciplinary communication while also drawing on pedagogical knowledge, confidence and contextual awareness effectively.

The Nigerian higher-education context similarly illustrates the importance of specialized academic language. Lecturers' perceptions of English for Specific Purposes indicate that discipline-relevant language skills contribute to students' academic proficiency and ability to engage effectively with their fields of study (Nwokolo, 2020). For instructors of record, this reinforces the need to command not merely general English but the rhetorical patterns, technical vocabulary and explanatory conventions through which disciplinary knowledge is taught and assessed. Language proficiency should nevertheless not be treated as a monolingual gatekeeping mechanism. South African research on multilingual assessment demonstrates that students may perform more effectively when translanguaging opportunities allow them to process complex content through their broader linguistic repertoires before producing assessed work (Mbirimi-

Hungwe, 2021). For dual-language graduate instructors, high performance therefore includes knowing when target-language use should be sustained and when strategically flexible language practices can strengthen comprehension without diluting academic standards.

Professional readiness also influences the capacity to translate competence into effective performance. A framework for technology adoption emphasizes that employee readiness involves skills, adaptability and psychological preparedness for changing work demands (Akhigbe, Falemi & Akin-Oluyomi, 2024). Applied to graduate instruction, this perspective suggests that language proficiency becomes more pedagogically productive when instructors are prepared to adapt communication, technologies and teaching routines to evolving classroom requirements. Similarly, organizational models integrating human-resource strategy with operational analytics emphasize capability development, alignment and evidence-informed adjustment as foundations for performance (Falemi, Akhigbe & Akin-Oluyomi, 2024). Within dual-language graduate teaching, analogous principles support reflective monitoring of linguistic demands, student responses and instructional outcomes. Language proficiency therefore contributes most strongly to instructional performance when combined with disciplinary expertise, pedagogical judgement, adaptive communication and institutional support.

4. Pedagogical Decision-Making Among Graduate Instructors

4.1. Planning Language-Sensitive Instruction

Planning language-sensitive instruction requires graduate instructors to anticipate the linguistic demands embedded within disciplinary teaching rather than responding to language difficulties only after they emerge. For dual-language graduate instructors of record, planning entails coordinating content objectives, academic-language expectations, students' linguistic repertoires, classroom interaction and assessment. Language sensitivity therefore transforms lesson preparation from content sequencing into deliberate consideration of how learners will access, discuss and demonstrate disciplinary knowledge.

A productive starting point is identifying the language through which disciplinary understanding becomes visible. Lecturers must anticipate specialised vocabulary, dense grammatical constructions, disciplinary genres and interactional practices that may restrict participation for multilingual students. Linguistically responsive instruction in higher education consequently requires attention to students' linguistic needs while maintaining the integrity of disciplinary content (Haan & Gallagher, 2022). Planning should therefore specify both what students should understand and the linguistic resources required to explain, debate, apply or evaluate that knowledge. Such preparation does not imply converting disciplinary instruction into language teaching. Evidence from Taiwanese higher education demonstrates that linguistically responsive practices can address comprehension and participation difficulties, but excessive foregrounding of language may compete with disciplinary teaching (Chang, 2021). Dual-language instructors must consequently establish purposeful boundaries. Pre-teaching essential terminology, using strategically sequenced explanations and designing opportunities for clarification can support access without displacing substantive course objectives.

Language-sensitive planning also requires knowledge of students' repertoires. A South African higher-education initiative demonstrates that lecturer awareness of linguistic diversity can support multilingual strategies, including translation and translanguaging, for improving access to disciplinary knowledge (Wildsmith-Cromarty et al., 2022). For graduate instructors, this means deciding beforehand where bilingual comparison, multilingual discussion or target-

language reinforcement is pedagogically justified rather than permitting language alternation without an instructional rationale.

Teacher preparedness is equally important. Evidence from Austria indicates that experience with linguistically responsive approaches can strengthen teachers' perceived capacity to work with multilingual learners, while differences in language proficiency continue to create instructional challenges (Kart et al., 2023). Planning should consequently include differentiated prompts, visual supports, modelling, collaborative activities and alternative routes into complex material so instructors can respond to heterogeneous proficiency without reducing intellectual demand.

Strategic allocation provides a useful complementary principle. Nigerian workforce research shows that effective planning depends on matching human capabilities, workload and changing operational requirements rather than relying exclusively on static allocation (Akanbi, Ganiu & Sunday, 2022). Applied pedagogically, this principle encourages instructors to distribute linguistic support according to task complexity and learner readiness. A conceptually demanding activity may require greater scaffolding, whereas excessive support for familiar material can constrain autonomy. Planning should similarly connect instructional choices with observable learning outcomes. Organizational research emphasizing the integration of workforce systems with productivity metrics demonstrates the value of continuous feedback and evidence-informed adjustment (Falemi, Akhigbe & Akin-Oluyomi, 2023). In language-sensitive graduate teaching, comparable reasoning involves examining student responses, participation, written performance and assessment evidence to refine subsequent instructional plans. For dual-language instructors of record, effective planning is therefore iterative: linguistic scaffolds are anticipated, implemented and recalibrated according to disciplinary objectives and evidence of student learning.

4.2. Managing Linguistic and Disciplinary Demands

Managing linguistic and disciplinary demands requires dual-language graduate instructors to coordinate two interdependent responsibilities: making disciplinary knowledge intellectually rigorous while ensuring that the language through which it is taught remains accessible. Effective pedagogical decision-making therefore depends on identifying where linguistic complexity is intrinsic to disciplinary reasoning and where it constitutes an avoidable barrier to participation.

Disciplinary literacy provides a useful framework for this distinction. South African evidence shows that content lecturers can experience difficulty integrating language support with subject teaching, particularly when they lack preparation in multilingual pedagogy, academic vocabulary and disciplinary reading practices (Livingston et al., 2022). For graduate instructors of record, managing these pressures requires embedding language support within disciplinary activity rather than treating language development as a separate remedial task.

The relationship becomes particularly visible in specialized academic writing. Research in Spanish English-medium higher education demonstrates that discipline-specific linguistic and genre features are associated with students' demonstrated content proficiency, indicating that disciplinary knowledge and its linguistic representation cannot be cleanly separated (Breeze, 2021). Instructors must therefore make explicit how evidence is described, arguments are structured and technical meanings are communicated within their fields.

Comparable challenges arise as students develop disciplinary literacy through an additional language. Analysis of biology examination writing in Hong Kong found that stronger-performing students produced discourse more characteristic of academic scientific exposition, including denser information and more specialized linguistic features (Qiu, Lo & Teng, 2022). This

underscores the need for instructors to calibrate explanations, modelling and feedback so linguistic scaffolding advances rather than simplifies disciplinary learning.

Managing simultaneous demands also requires coordination across expertise. Evidence from multidisciplinary emergency care emphasizes structured communication, shared accountability and integrated decision-making when professionals with different specializations address complex tasks (Ohunyon, Ayinde & Ojukwu, 2023). Analogously, graduate teaching benefits when linguistic and disciplinary considerations are coordinated rather than addressed independently.

A related organizational perspective emphasizes data-driven monitoring, performance indicators and adaptive feedback for managing variation across complex operational settings (Akin-Oluyomi & Akhigbe, 2023). Applied pedagogically, this supports continuous attention to student comprehension, participation and assessment evidence. Dual-language graduate instructors can thereby adjust terminology, pacing, examples and multilingual support while preserving disciplinary standards, enabling linguistic accessibility and intellectual rigor to operate as mutually reinforcing dimensions of instructional performance in practice.

4.3. Adapting Instruction to Learner Diversity

Adapting instruction to learner diversity requires dual-language graduate instructors to recognise that students differ not only in language proficiency but also in prior knowledge, academic confidence, cultural experience, learning readiness and participation patterns. Responsive teaching therefore requires purposeful adjustment of explanations, tasks, interaction and assessment without lowering disciplinary expectations. Differentiation is particularly important in multilingual classrooms because linguistic performance may not accurately represent a learner's conceptual understanding.

Effective adaptation begins with diagnosing variability and creating multiple pathways into disciplinary content. Evidence from Hong Kong language education demonstrates that differentiated instruction benefits from collaborative planning, research-informed practice and sustained attention to teachers' capacity to respond to heterogeneous learning needs (He & Lo, 2024). For graduate instructors of record, such differentiation can involve varying linguistic scaffolds, modelling complex academic discourse, using multimodal representations and structuring peer interaction according to students' readiness.

Teacher efficacy influences whether these strategies are implemented effectively. Research among Ethiopian teacher educators found limited differentiated-instruction practices alongside insufficient preparation and lower perceived efficacy, highlighting professional development as important for responding confidently to learner variability (Melese, 2022). Dual-language instructors consequently require pedagogical competence alongside linguistic proficiency to determine when students need language support, conceptual clarification or greater intellectual challenge. Learner diversity also includes psychosocial characteristics affecting classroom participation. Nigerian evidence associates school climate, self-efficacy and peer-related factors with adolescent behavioural outcomes, illustrating how educational engagement develops within interconnected social environments (Sabboh & Alausa, 2021). Instructors should therefore avoid interpreting silence, hesitation or limited participation solely as evidence of linguistic weakness.

At university level, academic buoyancy further differentiates how students respond to ordinary academic difficulties and pressures. Evidence from undergraduates in Ibadan demonstrates the relevance of individual and contextual factors to students' capacity to navigate academic challenges (Yusuf, Sabboh & Asiyanbi, 2023). For dual-language graduate instructors, adapting

instruction consequently involves monitoring learner responses and calibrating language support, task complexity, feedback and participation opportunities so diverse students can access disciplinary knowledge while progressively developing independent academic competence.

5. Integrating Language Transfer and Pedagogy

5.1. Balancing Language and Content Objectives

Balancing language and content objectives constitute a central pedagogical challenge for dual-language graduate instructors of record because disciplinary learning and linguistic participation develop through interconnected processes. An excessive emphasis on linguistic accuracy can restrict engagement with intellectually demanding material, whereas exclusive attention to disciplinary content may leave students without the language resources necessary to demonstrate understanding. Effective balance therefore requires instructors to identify the linguistic demands embedded within disciplinary objectives and determine how language support can advance, rather than compete with, substantive learning.

Within higher education, integration requires explicit coordination between disciplinary knowledge and the language through which knowledge is constructed. Integrated content-and-language approaches recognize that students encounter disciplinary concepts through specialized terminology, genres and communicative practices; consequently, language development can occur within content instruction when pedagogical design makes these dimensions visible (Ruiz-Madrid & Fortanet-Gómez, 2023). For dual-language graduate instructors, this involves specifying what students should know while simultaneously anticipating how they must explain, discuss, interpret or write about that knowledge.

Such integration requires careful calibration. European higher-education experience with Content and Language Integrated Learning demonstrates that language and subject learning can be mutually reinforcing when communication, cognition and disciplinary content are intentionally connected (Papaja, 2023). Graduate instructors should therefore avoid treating language objectives as additional material appended to already crowded curricula. Instead, vocabulary development, disciplinary argumentation and interactional competence can be embedded within authentic subject tasks. Instructional sequencing also influences whether competing objectives remain manageable. Evidence from a content-and-language integrated university course indicates that structured instructional principles can improve learning by connecting prior knowledge, demonstration, application and integration with content-language activity (Hao et al., 2023). This suggests that dual-language instructors can sequence linguistic scaffolding around disciplinary complexity, providing intensive support where conceptual and linguistic demands converge and withdrawing assistance as competence develops.

African contexts demonstrate why this balance must remain sensitive to multilingual realities. South African research on English across the curriculum shows that integrating writing into History teaching requires teachers to negotiate responsibility for disciplinary knowledge and academic language simultaneously (Mpofu, 2024). Such evidence reinforces the importance of treating disciplinary literacy as part of subject expertise rather than transferring responsibility for language entirely to language specialists.

Nigeria's multilingual educational environment similarly illustrates how local-language resources can contribute to accessibility and knowledge construction. Evidence from Southeast Nigeria indicates that incorporating local language into teaching can support comprehension and educational sustainability, while implementation depends on appropriate institutional and pedagogical conditions (Ezepue et al., 2023). For dual-language graduate instructors,

strategically drawing on familiar linguistic resources may therefore facilitate conceptual access while preserving progression toward the language conventions expected in advanced academic work. Balancing objectives also requires alignment. A Nigerian supply-chain governance model emphasizes coordination among standards, monitoring and performance improvement within complex systems (Akin-Oluyomi & Akhigbe, 2022). Applied to instructional reasoning, this principle supports alignment among language expectations, disciplinary outcomes and assessment criteria rather than pursuing them independently.

Evidence-informed adjustment is equally important. A conceptual model integrating workforce behavior with real-time operational information emphasizes continuous feedback and responsive adaptation to performance patterns (Akhigbe, Falemi & Akin-Oluyomi, 2023). In dual-language teaching, analogous monitoring of discussion, written work, assessment and comprehension enables instructors to recalibrate linguistic scaffolding without reducing disciplinary rigor. Balancing language and content objectives is thus an iterative pedagogical judgement through which linguistic accessibility and disciplinary advancement are coordinated around evidence of student learning.

5.2. Institutional Support for Dual-Language Instructors

Institutional support is pivotal to the effectiveness of dual-language graduate instructors of record because multilingual teaching creates demands that individual linguistic competence alone cannot resolve. Universities need an enabling architecture in which language policy, pedagogical development, mentoring, technological provision and workload arrangements support instructors mediating disciplinary knowledge across languages. Without such structures, responsibility for reconciling institutional language expectations with classroom realities shifts to individual instructors, producing uneven practices.

A systematic review of professional learning for English-medium instruction educators found that instructors are frequently underprepared for language-related pedagogical demands and that formal development opportunities often mismatch practical challenges. Institutional support should therefore extend beyond generic orientation toward sustained development incorporating language-aware pedagogy, disciplinary communication, assessment, peer observation and collaborative learning communities (Dang, Bonar & Yao, 2023).

Policy coherence is equally important in African multilingual universities. Comparative evidence concerning Nigeria and South Africa demonstrates that formal recognition of linguistic diversity does not automatically generate effective multilingual educational practice when implementation, resources and institutional commitment remain inadequate. Universities supporting dual-language instructors require operational guidance on legitimate multilingual practices, appropriate language allocation and mechanisms for developing indigenous-language capacity alongside dominant academic languages (Aroge & Makalela, 2024).

Evidence from Malawian universities further reveals tensions between official monolingual orientations and multilingual practices through which staff and students negotiate teaching and learning. Institutional support must acknowledge these linguistic realities rather than positioning multilingual strategies as informal departures from policy. Frameworks can legitimize purposeful language alternation while giving instructors sufficient discretion to respond to disciplinary and learner needs (Reilly et al., 2024).

Institutional readiness also extends to technological and organizational change. A workforce-oriented technology-adoption framework emphasizes readiness assessment, capability development, strategic alignment, and adaptive reinforcement when organizations introduce new

systems. Applied to graduate instruction, these principles suggest that universities should not merely provide multilingual technologies or digital resources; they should ensure instructors possess the competence, confidence and continuing support required to use them productively (Akhigbe, Falemi & Akin-Oluyomi, 2024).

Effective institutional provision should connect policy with practice through funded professional development, mentoring, language-specialist consultation, accessible teaching resources, appropriate workload recognition and systematic feedback. Such infrastructure strengthens graduate instructors' pedagogical agency while ensuring that dual-language teaching is treated as an institutionally supported academic responsibility rather than an individual accommodation.

5.3. Future Research and Professional Development

Future research on dual-language graduate instructors of record should move beyond treating linguistic proficiency as the principal explanation for teaching effectiveness. Research designs need to examine how cross-linguistic transfer interacts with disciplinary knowledge, pedagogical judgement, institutional expectations and instructor identity over time. Longitudinal studies would help trace how instructors modify language choices, explanations, assessment practices and classroom interaction as teaching experience develops. Research should also compare disciplines, language combinations and institutional contexts to establish whether effective practices transfer across settings or remain locally contingent.

Professional development should consequently be conceived as continuous capability building rather than a one-time orientation. Research on international graduate teaching assistants shows that targeted development can address challenges surrounding language barriers, grading expectations and evaluation of disciplinary writing. Rubric analysis, reflection and shared planning can help instructors establish clearer standards while learning from colleagues' interpretations of student performance (Walsh, Jia & Vernon, 2020). Future studies should test whether such interventions produce sustained improvements in instructional confidence, feedback quality and student learning.

A South African perspective indicates that professional development for content teachers can integrate language across the curriculum as an ongoing practice rather than positioning linguistic support outside disciplinary teaching. This approach is relevant because development can focus on how academic language, disciplinary literacy and multilingual resources operate within authentic subject teaching (Mpofu & Maphalala, 2024). Comparative research should examine how similar models function in multilingual universities with different language policies and resource conditions. Capability development also benefits from identification of emerging competencies. A Nigerian workforce-development model emphasizes capability mapping, continuous learning and alignment between development priorities and changing operational requirements (Falemi, Akhigbe & Akin-Oluyomi, 2020). Applied cautiously to academic development, this supports diagnosing instructors' needs in multilingual communication, assessment, digital pedagogy and culturally responsive teaching.

Professional development must remain adaptable when instructional demand changes. A workforce-optimization framework emphasizes forecasting capacity needs, identifying skills gaps and using responsive deployment during periods of volatility (Falemi, Akhigbe & Akin-Oluyomi, 2023). For graduate instruction, future research can investigate how mentoring, peer observation, teaching analytics and language-focused coaching may be allocated according to instructors' evolving needs. Such inquiry would help establish evidence-based development

pathways that strengthen linguistic flexibility and disciplinary teaching without assuming that all dual-language instructors require identical support.

Conclusion

This review examined how dual-language graduate instructors of record negotiate cross-linguistic transfer while making pedagogical decisions across linguistically and disciplinarily complex classrooms. The analysis fulfilled its objectives by connecting theoretical accounts of cross-linguistic influence, translanguaging, sociocultural learning and teacher cognition with the practical demands of planning, instruction, assessment and professional development. Collectively, the evidence demonstrates that bilingual instructional practice cannot be understood as a simple choice between languages. Rather, instructors continually mobilise, regulate and recalibrate linguistic resources in response to disciplinary expectations, learner needs and institutional conditions. A central finding is that cross-linguistic transfer can produce both facilitative and constraining effects. Prior linguistic knowledge can support conceptual comprehension, vocabulary development, disciplinary communication and metalinguistic awareness, yet structural, pragmatic or discourse-level differences may also generate interference. Effective instructors therefore require pedagogical judgement to determine when cross-language connections should be encouraged, explicitly mediated or strategically limited. The review further establishes that language-sensitive planning, differentiated scaffolding and purposeful translanguaging are most effective when they preserve disciplinary rigor rather than substitute linguistic accessibility for intellectual challenge. Learner proficiency, academic buoyancy, prior knowledge and sociocultural experience consequently require responsive rather than uniform instructional decisions. Institutional conditions emerged as equally consequential. Graduate instructors require coherent language policies, mentoring, sustained professional learning, appropriate technologies, workload recognition and opportunities for interdisciplinary collaboration. Universities should therefore institutionalise language-aware professional development that combines disciplinary pedagogy, multilingual communication, assessment literacy and reflective teaching. Future research should prioritise longitudinal, comparative and classroom-based designs capable of tracing how instructors' language practices and pedagogical decisions evolve across disciplines, language combinations and institutional settings. Particular attention should be given to underrepresented multilingual higher-education contexts and measurable student outcomes. Ultimately, strengthening dual-language graduate instruction requires treating bilingual repertoires as pedagogical resources while ensuring that their deployment remains deliberate, evidence-informed, context-sensitive and aligned with rigorous disciplinary learning outcomes.

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