

Translanguaging in ELT Teacher Training

Tue ztrk Karataş

Mersin University

ABSTRACT

The era of globalization has boosted population of non-native English speakers and their mobility as English users without geographical boundaries in real and virtual multilingual environments that embrace linguistic diversity. Therefore, English cannot be conceptualized as a neutral entity. In recent years in order to enhance learners' engagement by letting them to use their whole linguistic repertoire, the term of 'translanguaging' has gained popularity with an emphasis on the use of more than one language specifically in multilingual contexts for language teaching and learning. Translanguaging as a critical approach for English language teaching and learning and English language teacher education stresses linguistic interdependence. Translanguaging aims to minimize linguistic boundaries by promoting the flexibility and fluidity of language use in multilingual contexts. However, it remains under-explored in English language teaching and learning and English language teacher education. Thus, this present systematic review study aimed to examine translanguaging specifically in English language teacher education. The findings of this present systematic literature review revealed several implications for translanguaging practices in English language teaching and learning and English language teacher training.

Keywords: English language teaching and learning, learners' engagement, linguistic interdependence, English language teacher education, systematic review