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**BEYOND LANGUAGE BARRIERS: A META-SYNTHESIS OF
TRANSLANGUAGING-FOCUSED TEACHER TRAINING AND ITS IMPACTS ON
TEACHERS****DİLLER ARASI ENGELLERİN ÖTESİNDE: DİL ALAŞIM PEDAGOJİSİİ
(TRANSLANGUAGING) ODAKLI ÖĞRETMEN EĞİTİMLERİ VE BU PEDAGOJİNİN
ÖĞRETMENLER ÜZERİNDEKİ ETKİLERİNİN METASENTEZİ**

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Abstract

Translanguaging, as a pedagogical approach, has been gaining a prominence especially in bilingual and multilingual educational settings. As a strategic and intentional use of multiple languages to enhance communication and learning, this pedagogy provides potential benefits in terms of creating inclusive learning environments in such settings (Garcia & Wei, 2014). The present study synthesizes the results of the studies on translanguaging pedagogy from the teachers' perspectives. More specifically, it analyses in what ways the translanguaging-driven teacher training programs have impacted the practitioners and their perspectives towards this bilingual pedagogy. Eleven (N=11) peer-reviewed full-length articles published between 2014 and 2023 were included from a search of three electronic databases: Web of Science, ERIC, and SCOPUS. The analysis focused on identifying common themes and patterns in how these programs influenced educators' understanding of translanguaging. The synthesis of these existing articles revealed that while the in-service teacher training programs designed based on translanguaging principles had a profound effect on reshaping most of the teachers' conceptualizations and perceptions towards translanguaging in a positive way, they could not create significant effects in some cases, primarily due to time constraints. The study also discussed that the bilingual classroom pedagogies and professional identities of most educators underwent a change in parallel with their new insights.

Keywords: Translanguaging, Bilingual/Multilingual Education, Professional Development, Bilingual Teacher Training

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Özet

Çift dilli ve çok dilli eğitim ortamlarında, pedagojik bir yaklaşım olarak dil alarım modelinin (translanguaging) giderek daha fazla öneme kazanmaktadır. Bu pedagojik yaklaşım, iletişimi ve öğrenmeyi geliştirmek için birden fazla dilin stratejik ve amaçlı kullanımını içerir ve bu tür ortamlarda kapsayıcı öğrenme ortamları yaratma açısından potansiyel faydalar sunar (Garcia & Wei, 2014). Bu çalışma, öğretmenlerin bakış açıları doğrultusunda dil alarım pedagojisi üzerine yapılan araştırmaların sonuçlarını sentezlemektedir. Başka bir ifadeyle, dil alarım pedagojisi temelli öğretmen eğitim programlarının, öğretmenler üzerindeki etkilerini ve bu pedagojiyi algılayış şekillerini analiz etmektedir. 2014 ile 2023 yılları arasında yayımlanan, üç elektronik veri tabanında (Web of Science, ERIC ve SCOPUS) yapılan aramalardan seçilen on bir (N=11) hakemli tam metin makale bu çalışmaya dahil edilmiştir. Bu mevcut makalelerin sentezi, dil alarım modeli ilkelerine dayalı hizmet içi öğretmen eğitim programlarının, öğretmenlerin bu pedagoji hakkındaki kavrayışlarını ve algılarını çoğunlukla olumlu şekilde dönüştürmede derin bir etkiye sahip olduğunu, ancak bazı durumlarda, özellikle zaman kısıtlamaları nedeniyle, önemli bir etki yaratamadığını ortaya koymuştur. Çalışma ayrıca, çoğu eğitimcinin yeni anlayışları paralelinde, çift dilli sınıf pedagojilerinin ve profesyonel kimliklerinin değiştiğini tartışmıştır.

Anahtar Kelimeler: Çokdillilik, İki Dilli/Çok Dilli Eğitim, Mesleki Gelişim, İki Dilli Öğretmen Eğitimi.

1. INTRODUCTION

Linguistic and cultural diversity has been becoming the norm rather than an exception in an increasingly globalized world. When it comes to meeting the complicated linguistic realities of pupils from varied origins, traditional monolingual methods to education frequently fall short. Even some bilingual teachers hold monoglossic language ideologies on language (García, & Lin, 2016). In this context, translanguaging has emerged as an alternative pedagogical strategy that challenges traditional teaching methods, leveraging full linguistic repertoire of learners (García, 2009). Going beyond acknowledging learners' home languages, translanguaging incorporates them as vital teaching tools that foster academic and cognitive growth (Baker, 2001).

It is crucial for teachers to possess an understanding of the rationale behind the translanguaging pedagogy and the practical ways of fostering an inclusive space for students within the classroom environment (Pablo & Christian, 2023). This understanding highlights the importance of professional development programs which can be designed by the translanguaging pedagogy and heteroglossic language ideology (Flores & Beardsmore, 2015). Such programs are expected to equip teachers with the necessary knowledge and competence to effectively integrate this approach to the classroom practices.

This meta-synthesis study has the potential to influence educational policy and practice in education field. Understanding the impact of translanguaging-driven teacher training programs and their effects on teachers might help trainers to organize more efficient professional development programs. This synthesis also sheds light on the opportunities and difficulties instructors had when putting translanguaging ideas into practice, providing insightful information for educators, legislators, and researchers who are dedicated to creating fair and linguistically sensitive learning environments. In this sense, the aim of this study is to present a comprehensive understanding of how the professional development programs of the reviewed articles influence teachers' attitudes, methods, and general efficacy of instructors in diverse multilingual and monolingual classrooms.

1.1. Translanguaging as a Theoretical Framework

Translanguaging, which was coined as "trawsieithu" for a bilingual environment in Wales by Cen Williams and his colleague (Lewis et al., 2012, p. 3), is an educational strategy for integrating all languages in learners' repertoire for meaning-making and a better comprehension (García & Wei, 2014). With the concept dynamic bilingualism, translanguaging emerged as a pedagogical approach to describe a practice in which students are expected to switch among the languages as a flexible way in order to develop both receptive and productive skills, such as listening in their mother tongue and writing in their target language (Williams, 1994). Baker defines translanguaging as 'the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of both languages' (p. 288). Garcia (2012) suggests the idea that bilinguals have a single repertoire from which they deliberately choose elements for strategic communication. The term which was both socially and linguistically constructed is discussed by Wei (2011) as follows:

For me, translanguaging is both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them. It includes the full range of linguistic performances of multilingual language users for purposes that transcend the combination of structures, the alternation between systems, the transmission of

information and the representation of values, identities and relationships. The act of translanguaging then is transformative in nature; it creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience and environment, their attitude, beliefs and ideology, their cognitive and physical capacity into one coordinated and meaningful performance and make it into a lived experience (p. 1223).

The core characteristics of pedagogical translanguaging is defined by Cenoz and Gorter (2021) by different aspects including the approach, aim, type of program, organization, and type of student. By approach, pedagogical translanguaging adopts a heteroglossic point of view. When it comes to the type of the program, this pedagogy includes both multilingual education and second language education programs. In parallel with the program type, translanguaging pedagogy is designed either for multi/bilingual students or emergent bilingual students. Lastly, as for the organization, this pedagogy is intentionally planned and structured by teachers as part of the lesson plan and course objectives.

There have been a lot of research studies concentrated on translanguaging pedagogy in bilingual and multilingual environments (e.g., Alamillo, Yun & Bennet, 2017; Bauer, Colomer & Wiemelt, 2020; Escamilla, Alanis & Meier, 2023; McClain, Mancilla-Martinez, Flores & Buckley, 2021; Sembiante, Restrepo-Widnet, Bengochea & Gort, 2023), as translanguaging is commonly recognized as an appropriate pedagogical approach for these settings (Cenoz, 2009). These studies have explored different dimensions of translanguaging in multilingual and bilingual settings, including students' development of biliteracies, informal assessment through translanguaging, students' hidden translanguaging talents, teachers' language use, and teachers' sustainable translanguaging. The findings of these studies indicate that translanguaging pedagogy not only helps students become more biliterate by bridging the gap between their native and target languages, but it also provides insightful information on efficient informal assessment techniques. Furthermore, these studies emphasize the necessity for instructors to implement and maintain the implementation of translanguaging in order to create a more responsive and inclusive learning environment, as well as how this pedagogical approach help learners reveal their hidden translanguaging talents.

Beyond these contexts, translanguaging pedagogy has recently taken attention in EFL contexts concerning its potential to enhance language learning outcomes and facilitate more inclusive and effective teaching practices (e.g., Aydın-Yazıcı, 2024; Dikilitaş & Bahrami, 2022; Dikilitaş & Mumford, 2020; Dikilitaş, Bahrami & Erbakan, 2023; Gelir, 2022; Mena-Orduña, Cots & Llanes, 2024). Generally, native-like competency has been the goal of the monolingual policy, which has been promoted in EFL situations. Likewise, communicative language instruction prioritizing the use of the target language has strengthened the monolingual technique that provides little to no space for L1 usage in educational environments (Wang, 2019). Consequently, the concept of fully utilizing learners' entire language repertoire has called into question the conventional teaching methods that prioritize exclusive use of the target language in EFL classrooms. In this regard, the studies on translanguaging in EFL settings have examined various aspects, including students' attitudes toward translanguaging in oral production assessments, language teacher education on translanguaging pedagogy, and learners' engagement. In these studies, translanguaging is explored in various forms, including teacher-led and student-led approaches, such as flexible use of both languages, integration of both pre-planned syllabus activities and child-led activities, and collaboration through co-teaching and co-planning. These studies suggest that teachers who participated in teacher education programs on translanguaging techniques felt more prepared to use these methods in the classroom and felt more aware of the linguistic resources available to their pupils, which helped them design more

inclusive lesson plans. These studies also indicate that higher levels of student participation and engagement resulted from the use of translanguaging techniques because students felt that their identities and languages were respected in the classroom. By allowing for the flexible use of both languages, the learning environment became more engaging and promoted peer cooperation and communication.

2. METHODS

Discussing how translanguaging-driven teacher training programs have an impact on teachers within the various preschool contexts, this study employed a meta-synthesis approach by examining eleven (n=11) selected studies. The nature of review studies as general is explained by Newman and Gough (2020) as “Reviews to find out what is already known from pre-existing research about a phenomena, subject or topic; new primary research to provide answers to questions about which existing research does not provide clear and/or complete answers” (p.3). In this sense, the aim of the present study is to provide an in-depth understanding of the effects of translanguaging-focused teacher training on educators' methodologies, drawing on the insights and findings from the selected studies to fill gaps and extend knowledge in this area. Newman and Gough (2020) also suggest a written plan or “protocol” for the review studies to guide researchers and order this protocol as follows: (1) develop research question, (2) design conceptual framework, (3) construct selection criteria, (4) develop search strategy, (5) select studies using selection criteria, (6) coding studies, (7) assess the quality of studies, (8) synthesis results of individual studies to answer the review research question, (9) report findings (p. 6).

Lipsey and Wilson (2001) suggests that another component of a qualitative meta-synthesis is the hypothesis suggested by the researcher. In this line, the main hypotheses of this review are as follows:

- Teachers undergoing translanguaging-focused teacher training lead to some changes in these teachers' attitude towards this pedagogy,
- Translanguaging-driven teacher training programs enhance teachers' collaborative skills,
- Translanguaging-driven professional development lead some changes in their instructional practices,
- Lastly, implement translanguaging pedagogy change their conceptualization of bilingual education.

As for the present meta-synthesis research, the selected studies are listed below with their details including publication year, the country where they were conducted, the research approach that they followed, and more specifically the research design they employed:

Table 1: Key Information of the Selected Studies

	Researcher(s)	Year	Geography	Research Approach	Research Design
1.	Aleksić & Garcia	2022	Luxembourg	Qualitative	Moment Design
2.	Aleksić & Bebic-Crestany	2023	Luxembourg	Mixed-Method	Not Specified
3.	Dikilitaş & Bahrami	2022	Türkiye	Qualitative	Narrative Inquiry
4.	Dikilitaş & Mumford	2020	Türkiye	Qualitative	Longitudinal
5.	Dikilitaş, Bahrami & Erbakan	2023	Türkiye	Qualitative	Exploratory
6.	Harcu & Akerblom	2020	Sweedden	Qualitative	Action Research

7.	Kirsch	2020	Luxembourg	Qualitative	Not Specified
8.	Kirsch, Aleksić, Mortini & Andersen	2020	Luxembourg	Mixed-Method	Not Specified
9.	Kirsch	2021	Luxembourg	Qualitative	Not-Specified
10.	Kirsch & Mortini	2021	Luxembourg	Qualitative	Not-Specified
11.	Pontier & Riera	2022	The USA	Qualitative	Not-Specified

As seen in the table 1, the studies were recent and the journals they had been published were: Contemporary Issues in Early Childhood, International Multilingual Research Journal, European Early Childhood Education Research Journal, System, International Journal of Early Years Education, Learning and Instruction, International Journal of Bilingual Education and Bilingualism, International Journal of Multilingualism, and TESOL Quarterly.

2.1. Criteria for the Selection of the Studies

Initially, a Boolean search string was created which was paralleled the scope of this systematic study and contained pertinent key terms: Title-ABS-KEY ("translanguaging" OR "bilingual education") AND ("preschool" OR "pre-school" OR "kindergarten" OR "early childhood"). Three major and frequently used databases were searched: Web of Science, The Education Resources Information Center (ERIC), and SCOPUS.

Table 2: Eligibility Criteria

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"> articles published in the last ten years articles published in English peer-reviewed full-length primary research articles translanguaging in preschool contexts emergent bilingual speakers 	<ul style="list-style-type: none"> articles published before 2014 articles published in other languages secondary research articles including proceedings, unpublished dissertations, reviews, chapters, <i>etc.</i> translanguaging in other education levels non-emergent bilingual speakers

3. FINDINGS AND DISCUSSION

Concerning this qualitative meta-synthesis, it is noteworthy that the teacher training programs on translanguaging pedagogy have been implemented in a variety of countries, including Luxembourg, Türkiye, Sweden, and the USA. When the linguistic and cultural landscape of Luxembourg, Sweden, and the USA is taken into account, it is not surprising to make it a prime location for exploring translanguaging pedagogy. It is mostly because that multiculturalism is a significant reality of these countries, and translanguaging practices are expected to foster equitable linguistic and cultural outcomes for bilingual children coming from majority and minority languages in these countries. On the other hand, Türkiye's repeated presence in the list highlights a growing interest in implementing translanguaging pedagogy in second language teaching in a monolingual setting. In this sense, the review suggests that it would be valuable to explore the successes and challenges of implementing a translanguaging-driven professional development programs in diverse settings, including

multilingual and monolingual settings to draw broader conclusions about the effectiveness of these programs. As for the research approaches and designs in the reviewed studies, *table 1* displays the predominance of qualitative design, including Narrative Inquiry, Longitudinal, Exploratory, and Action Research designs (e.g. Dikilitaş, Bahrami & Erbakan, 2023; Kirsch & Mortini, 2021; Pontier & Riera, 2022). This aspect highlights the emphasis on in-depth, context-rich exploration of this pedagogy in different contexts. Although only two in number, the inclusion of mixed-method studies (Aleksić & Bebic-Crestany, 2023; Kirsch, Aleksić, Mortini & Andersen, 2020) adds significant value, as these studies presented different conclusions due to their detailed analysis. They were able to gather a wider range of insights by combining qualitative and quantitative data, and this allowed them to produce complicated and frequently contradictory results that illustrate the diversity and complexity of translanguaging techniques in various educational contexts. For instance, teachers were classified as having a mild monolingual stance, a mild translanguaging stance, or a true translanguaging stance in Aleksić and Bebic-Crestany's mixed method research (2022). The teachers in the group of mild monolingual stance were noted to need more time to practice translanguaging to fully embrace and effectively implement it in their classrooms. The study had the opportunity to provide a more thorough translanguaging categorization of how the instructors' shifting attitudes toward their students' multilingualism were categorized through the use of a questionnaire to ascertain the teachers' positions and in-depth interviews. On the other hand, the studies using a qualitative study methodology found that participants' attitudes about the use of translanguaging were positively influenced by professional development trainings on translanguaging pedagogy (e.g. Aleksić & Garcia, 2022; Dikilitaş & Mumford, 2020; Kirsch & Mortini, 2021).

As for the impacts of the in-service professional development programs carried out in the diverse pre-school settings on the teachers, the majority of research has highlighted the significance of teacher preparation programs for early childhood educators in terms of altering their perceptions of translanguaging and acquiring favorable stance toward this diverse pedagogy (e.g., Aleksić & Garcia, 2022; Kirsch, 2020). Kirsch, Aleksić, Mortini and Andersen (2020) presented how the teachers' conceptualization and attitudes towards translanguaging changed in accordance with the training they received. In the article, the teachers which initially expressed their concerns about the using of translanguaging later held more positive attitudes as they became increasingly aware of its benefits through the training program. Teachers who first voiced worries about translanguaging in the article were concerned that students would become confused when exposed to various languages. They also felt under pressure from families who wanted them to concentrate on teaching Luxembourgish. However, as they practiced translanguaging practices in the class and observed that children's well-being and language skills improved, their initial concerns diminished, and they began to recognize the value of integrating multiple languages into their teaching. Similarly, in Dikilitaş, Bahrami and Erbakan's study (2023), for example, it was suggested that receiving a translanguaging-driven training reshaped the co-teaching strategies between the homeroom teachers and English teachers in the pre-school, equipping them with the necessary knowledge and practice in designing joint syllabus and creating interactional space in the classroom. In this way, their professional identities changed, leading them to perceive themselves as cooperative facilitators of a bilingual learning environment rather than merely language teachers, resulting in a more dynamic and integrated approach to early childhood education. This meta-synthesis analysis also indicates that little is known about the experience of bilingual education co-teachers and how to train preschool teachers to integrate translanguaging into their teaching strategies (Dikilitaş & Bahrami, 2022; Pontier & Riera, 2022). Further research is needed to explore the dynamic interaction between the co-teachers and also the specific challenges and opportunities faced by these teachers in bilingual settings, as well as to develop and evaluate training programs that effectively prepare preschool educators to implement translanguaging practices. This would further our comprehension of how to assist teachers in

encouraging multilingualism and improving cooperative learning strategies in early childhood education.

The review also demonstrated that the changing mindset of the preschool teachers toward translanguaging, in turn, affected their in-class practices. To illustrate, Kirsch, Aleksić, Mortini and Andersen (2020) presented in their study that preschool teachers modified their pedagogical practices from carrying out isolated activities to more holistic and comprehensive in-class activities which enabled preschoolers to express themselves in a more flexible way. These child-centered language learning activities, including such as memory games, dialogic reading, daily interactions, and songs created more meaningful learning environment for children to hear and practice language structures in an authentic way. In a similar vein, Dikilitaş, Bahrami, and Erbakan (2023) discussed in their research that using translanguaging provided preschool teachers with the competence in selecting lesson plans, preparing teaching materials, conducting assessment, and developing lesson plans collaboratively. It was also suggested in this study that the sharing responsibility and roles decreased the workload of the teachers. The reviewed articles concluded that further training is needed to assist teachers comprehend that translanguaging is a resource-oriented and context-bound pedagogy rather than just a mere strategy (e.g. Aleksić & Bebic-Crestany, 2023; Dikilitaş & Bahrami, 2022; Harcu & Akerblom, 2020; Kirsch, Aleksić, Mortini & Andersen, 2020). However, the reviewed literature emphasize the need for continued training to help instructors better grasp translanguaging as a contextually adaptable and resource-oriented pedagogy as opposed to a one-time teaching tactic. Numerous studies confirmed this necessity, highlighting the need of professional growth in achieving the full potential of translanguaging in early childhood education.

4. CONCLUSION

To sum up, this meta-synthesis highlights how translanguaging-driven professional development programs may change teachers' perspectives, approaches, and general efficacy in both bilingual and monolingual classrooms. The traditional monolingual methods to education are no longer enough to accommodate the complicated linguistic reality of pupils from varied backgrounds, as linguistic and cultural diversity grows more widespread. The results of this study show that educators are better able to establish inclusive and linguistically responsive learning environments when they possess the skills and knowledge required to include translanguaging strategies into their instruction. Additionally, this study offers insightful information on the potential and difficulties instructors have when implementing translanguaging techniques in the preschool classroom. For educators, policymakers, and researchers who are dedicated to promoting culturally and linguistically responsive educational methods, these findings are essential. The results of this meta-synthesis can direct the establishment of more successful professional development programs, which will eventually help to create equitable and linguistically inclusive learning environments for all children by impacting educational policy and practice.

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