**Translanguaging in education: a new perspective in multilingual contexts**

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In many English as a Foreign Language (EFL) educational contexts it seems to prevail the view that teachers should only use the target language in the classroom; however, experience shows all the linguistic repertoires (L1, L2, L3, Ln) are actually used when dealing with classroom activities, tasks or projects, in what has been termed *translanguage*.

*Translanguaging* refers to the ability to shuttle between languages and has its origins in Wales, with scholars such as Cen Williams. Currently, the concept portrays the multilingual speaker's linguistic repertoires as unique, dismissing the separation of languages as a social construct, and treating all the languages as an integrated system. However, experts still use terms such as L1, L2 or code-switching, making visible the lack of new theories as regards multilingualism and education (García & Wei, 2014).

This paper presents a critical review of previous research regarding translinguaging in education. In general terms, studies reveal that the dynamism and functionality of multilingual practices enrich content learning and endow it with interaction (Nikula, Dafouz, Moore, & Smit, 2016). Besides, translanguaging is a useful communication tool that engages students in diverse complex social and linguistic contexts giving preference to meaning and understanding (Paulsrud, Rosén, Strazer, & Wedin, 2017). Furthermore, translanguaging can stimulate the resources that multilingual speakers already have (creativity, critical thinking, etc.) (Cenoz & Gorter, 2015).

Our contribution aims to shed light on a matter of pedagogical importance, translanguaging thriving in our globalised world.
References


