

İNGİLİZ DİLİ EĞİTİMİ ALANINDA AKADEMİK TARTIŞMALAR

Editör: Doç.Dr. Süleyman GÜN

yaz
yayınları

İngiliz Dili Eğitimi Alanında Akademik Tartışmalar

Editör

Doç.Dr. Süleyman GÜN

yaz
yayınları

2026

İngiliz Dili Eğitimi Alanında Akademik Tartışmalar

Editör: Doç.Dr. Süleyman GÜN

© YAZ Yayınları

Bu kitabın her türlü yayın hakkı Yaz Yayınları'na aittir, tüm hakları saklıdır. Kitabın tamamı ya da bir kısmı 5846 sayılı Kanun'un hükümlerine göre, kitabı yayınlayan firmanın önceden izni alınmaksızın elektronik, mekanik, fotokopi ya da herhangi bir kayıt sistemiyle çoğaltılamaz, yayınlanamaz, depolanamaz.

E_ISBN 978-625-8996-44-9

Haziran 2026 – Afyonkarahisar

Dizgi/Mizanpaj: YAZ Yayınları

Kapak Tasarım: YAZ Yayınları

YAZ Yayınları. Yayıncı Sertifika No: 73086

M.İhtisas OSB Mah. 4A Cad. No:3/3
İscehisar/AFYONKARAHİSAR

www.yazyayinlari.com

yazyayinlari@gmail.com

İÇİNDEKİLER

The Trajectory of Translanguaging Pedagogy in Türkiye: A Scoping Review	1
<i>Elif AYDIN YAZICI, Neslihan KELEŞ</i>	
Erasmus+ Mobility as Informal Professional Development for English Language Teachers	34
<i>Mehmet SARAÇ</i>	
Reframing Task-Based Language Teaching as Multiliteracies: A Scope for Digital Multimodal Composing	85
<i>Devrim GÜNAY</i>	

"Bu kitapta yer alan bölümlerde kullanılan kaynakların, görüşlerin, bulguların, sonuçların, tablo, şekil, resim ve her türlü içeriğin sorumluluğu yazar veya yazarlarına ait olup ulusal ve uluslararası telif haklarına konu olabilecek mali ve hukuki sorumluluk da yazarlara aittir."

THE TRAJECTORY OF TRANSLANGUAGING PEDAGOGY IN TÜRKİYE: A SCOPING REVIEW

Elif AYDIN YAZICI¹

Neslihan KELEŞ²

1. INTRODUCTION

In recent years, translanguaging (TL) has become an alternative and effective pedagogical approach in the field of language education, opposing monolingual language ideologies and promoting dynamic use of learners' full linguistic repertoire (Garcia & Wei, 2014). As this pedagogical concept has gained an interest in diverse contexts globally, academic studies have increasingly explored its different aspects such as its role in promoting multilingual practices, impacts on teacher identities, and classroom implementation across different educational settings (e.g., Kirsch, 2021; Pontier & Riera, 2022). In addition to the proven academic and cultural benefits of pedagogical translanguaging in multilingual and bilingual countries, its integration into the second language teaching in monolingual countries has also started to attract scholarly attention. One such context is Türkiye, where education is dominantly monolingual and English is generally taught as a foreign language without holding planned heteroglossic language ideologies. In response to the global shifts towards more inclusive and flexible language

¹ Öğr. Gör. Dr., Trabzon Üniversitesi, Yabancı Diller Yüksekokulu, ORCID: 0000-0001-6634-1025.

² Öğr. Gör., Trabzon Üniversitesi, Yabancı Diller Yüksekokulu, ORCID: 0000-0002-7614-9317.

teaching practices, the number of studies to explore the applicability of translanguaging in Turkish educational landscape has been steadily increasing (e.g., Aydın-Yazıcı, 2024; Öztüfekçi, 2023). The aim of this scoping review is to draw a portrait of these studies in terms of their methodological aspects, their research focus, and future directions in Türkiye setting.

To the best of the authors' knowledge, there is currently no scoping review in the literature that maps translanguaging research conducted in the Turkish context. Unlike previous review studies, which have been limited in scope by concentrating solely on graduate theses (e.g., Karahan & Atmaca, 2023), restricting the time frame of publication (e.g., İnal & Balcı, 2022, Koçer, 2023), or focusing narrowly on pedagogical or theoretical aspects (e.g., İlhan, 2023), the present study seeks to provide a more comprehensive synthesis of translanguaging studies in the field of ELT to date. By adopting a scoping review methodology, it systematically examines both published articles and dissertations across all years and educational levels, thus becoming the first review that integrates the entire body of research on translanguaging in Türkiye. This review also identifies methodological aspects, thematic orientations and practical gaps, thereby providing a roadmap for future research and educational practice. To achieve this objective, the study addresses the following research questions:

1. What are the descriptive characteristics of translanguaging studies conducted in the Turkish context in terms of years of publication, types of publication, research design, participant groups, educational levels, and instructional settings?
2. Which aspects of translanguaging have received scholarly attention in Türkiye, and what are the suggested future directions for research in this area?

1.1. The Concept of Translanguaging

Within the framework of dynamic bilingualism, Williams (1994) coined the term ‘translanguaging’, which is derived from the Welsh word "trawsieithu," to describe a teaching method where students switch between the languages to practice receptive and productive skills like writing in the target language and listening in their mother tongue. Baker (2011) was the first to translate the word ‘translanguaging’, which was described as “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of both languages” (p. 288). According to certain experts, there are some minor variations in this definition. For instance, Canagarajah (2011) expanded it to encompass multilinguals as a practice of multicompetence and language switching, in addition to bilinguals. According to Garcia (2012), it is the process of bilinguals to communicate strategically by selecting linguistic features. Adopting a translanguaging perspective, according to Garcia and Wei (2014), has the ability to restructure bilingual education's practices and structures in three ways: trans-system, transformational, and transdisciplinary. Trans-system, to begin with, is defined as “fluid language practices beyond language systems and structures to engage multiple meaning-making systems and subjectivities” (p.224). According to Wei (2011), the second facet of translanguaging emphasizes the social presumption that underlies the practice, which establishes a social space for learners with varying personal histories, experiences, language and social backgrounds, beliefs, and attitudes. Lastly, the transdisciplinary nature of translanguaging is perceived as “a tool for understanding, not only language on the one hand and education on the other, but also human sociality, human cognition and learning, social relations, and social structures” (p.224).

Within the context of education, translanguaging is a pedagogical method and practice that advocates for language

teaching strategies to be more flexible to provide learners with chances to practice languages utilizing their whole linguistic repertoire (Garcia & Wei, 2015). This pedagogical translanguaging has also some potential advantages such as promoting an in-depth comprehension of the subject matter, supporting weaker language development, promoting collaboration between home and school, and facilitating the blending of early learners and fluent speakers (Baker, 2011).

2. METHOD

This study employed a scoping review approach to systematically synthesize research on translanguaging pedagogy in the Turkish context, aiming to capture the extent, range, and characteristics of existing literature. As the field is relatively emerging in Türkiye, a scoping review enables the identification of research trends, gaps, and potential directions for future studies. Following the five-stage methodological framework for scoping studies proposed by Arksey and O'Malley (2005), this review comprised: “(1) identifying the research question, (2) identifying relevant studies, (3) study selection, (4) charting the data and (5) collating, summarizing, and reporting the results” (p.22).

2.1. Identifying the research question

This study is guided by three research questions as outlined in the introduction part. The first question focuses on capturing the descriptive features of existing studies, while the second examines their thematic focus. Together, these questions provide a comprehensive overview of translanguaging studies in the given context, highlighting the areas of research attention and gaps within the field of English language teaching.

2.2. Identifying relevant studies

In order to encompass a wide range of relevant studies, broad search terms were used as recommended by Arksey and O'Malley's (2005). The search was conducted across five electronic databases, including two Turkish sources (TR Index and YÖKTEZ) and three international databases (Web of Science, ERIC, and Scopus). The search string utilized in international databases was “translanguaging AND Turkish OR Türkiye OR Türkiye OR Turkey”, while in the national databases (TR Dizin and YÖKTEZ) only the key term ‘translanguaging’ was used. TR Dizin is the first and most comprehensive multidisciplinary national database of scholarly journals, produced by the Turkish Academic Network and Information Center (ULAKBİM), while YÖKTEZ is the national database of graduate theses in Türkiye, maintained by the Council of Higher Education. The search was conducted on 17th September 2025 and restricted to English publications with no limitations imposed on publication date, research design, or educational level.

The preliminary search of studies using automated filters across chosen databases was independently replicated by a peer researcher to reduce potential bias. In addition, a comprehensive and systematic search was carried out in strict alignment with all predetermined inclusion and exclusion criteria to enhance the representativeness of the studies included. The inclusion and exclusion criteria are listed in Table 1 in detail.

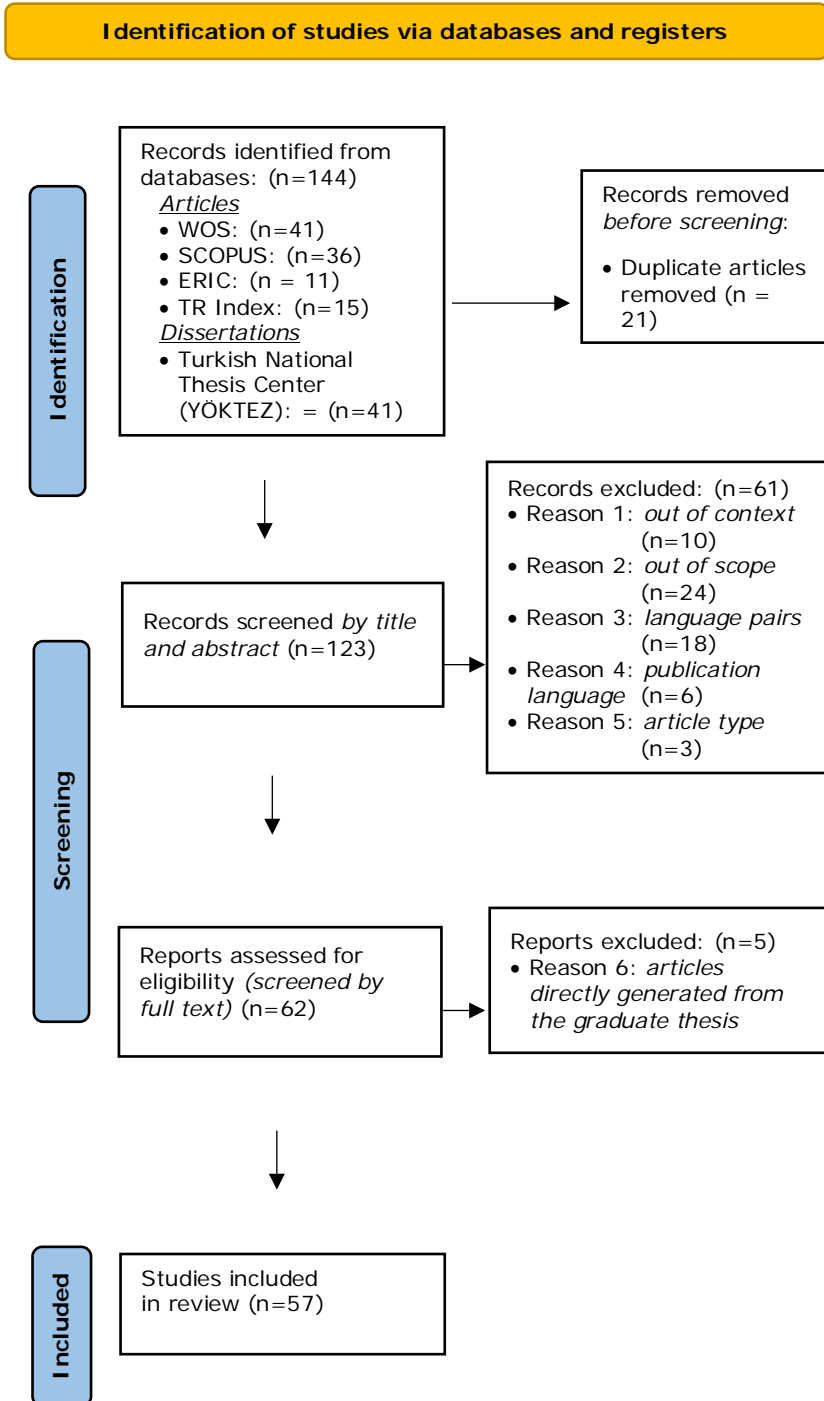
Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none">• translanguaging between EN and TR• translanguaging in Turkish context• published in English language• peer-reviewed research articles and graduate theses	<ul style="list-style-type: none">• translanguaging between other languages• translanguaging in other contexts• published in other languages (e.g., Turkish)• review articles and non-refereed publications

2.3. Study Selection

An initial search across five databases retrieved 144 studies, including graduate theses (n=41) and journal articles (n=103). The retrieval of relatively small number of studies can be attributed to the deliberate limitation to the Turkish context. Duplicates were removed before screening (n=21). The remaining studies (n=123) were simultaneously screened by both researchers based on titles and abstracts. 61 studies were excluded during the screening process for various reasons as they did not meet the inclusion criteria: 10 were conducted outside the Turkish context, 24 were not related to the field of English Language Teaching (e.g., applied linguistics), 18 did not investigate translanguaging in the English–Turkish language pair (e.g., Turkish-Arabic), 6 were not published in English language, and 3 were not primary research (e.g., meta-synthesis, meta-analysis etc.). Then, the full texts of the remaining 62 studies were examined in detail. Some journal articles (n=5) were excluded from the scope of this review because they were found to be directly derived from included graduate theses, and their inclusion would have resulted in duplication. Consequently, the present review includes 57 studies in total. The outline and reporting of study selection process was guided by the PRISMA 2020 framework (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). Figure 1 portrays the elimination process through the PRISMA 2020 flowchart (Page et al., 2021).

Figure 1. PRISMA Flowchart of Study Selection Process



2.4. Charting the Data

Following the selection of the studies for inclusion, all articles were categorized according to the following dimensions: publication year, publication type, research design, educational level, instructional setting, study focus and future direction. Table 2 illustrates the dimensions examined in relation to each research question. All these dimensions, along with author information, were recorded in the Appendix A.

Table 2. Data Analysis Framework

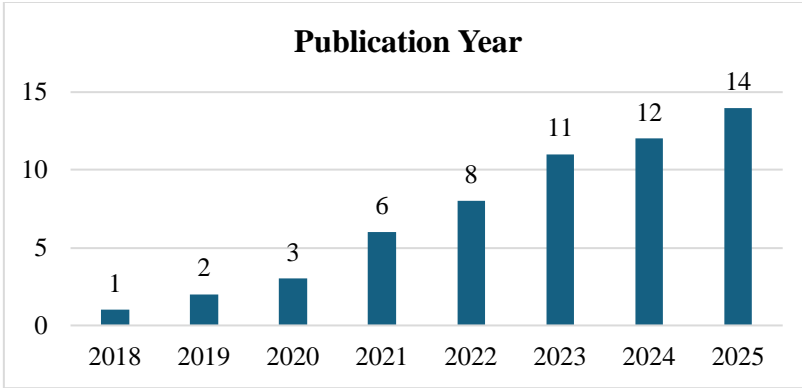
Dimensions	Sub-Dimensions
(RQ1) descriptive characteristics	a) publication year b) publication type c) research design d) education level e) instructional setting
(RQ2) research trends and gaps	a) study focus b) future directions

3. FINDINGS

3.1. Descriptive characteristics of the Studies

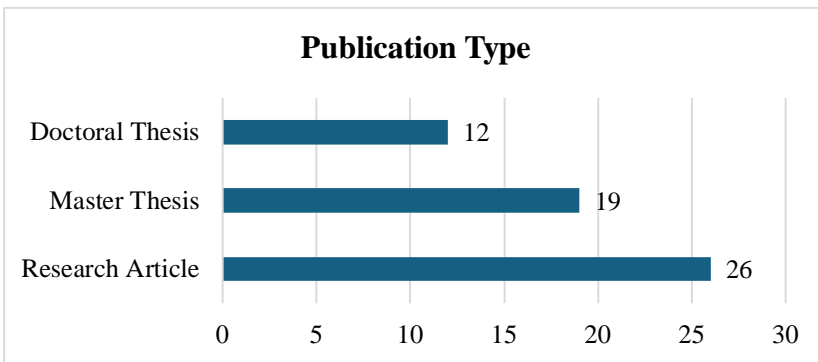
This scoping review includes a total of 57 studies on translanguaging in the Turkish context, comprising peer-reviewed articles and theses. Although no publication year restriction was applied in the search process, the Figure 2 shows that the earliest study on translanguaging in Türkiye was published in 2018. It indicates that scholarly interest in this pedagogy has relatively emerged. Since then, the number of studies concentrating on translanguaging has been increasing gradually, and the highest number of studies was published in 2025.

Figure 2. Distribution of the Studies by Year



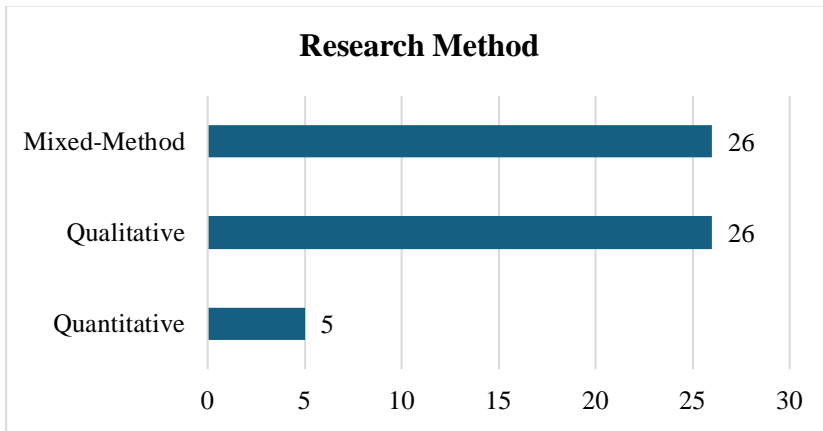
As the Figure 3 demonstrates, these 57 studies between the years of 2018 and 2025 were published in the form of research articles (n=26), master thesis (n=19), and doctoral thesis (n=12). Research articles constitute the largest group, which indicates that translanguaging has gained interest within peer-reviewed academic journals in Türkiye. On the other hand, 31 graduate theses indicate that post-graduate students in the field of language education have explored translanguaging as a research topic from different perspectives. Thus, both student-led and scholarly contributions to the field have made translanguaging studies more common in Turkish context.

Figure 3. Distribution of the Studies by Publication Type



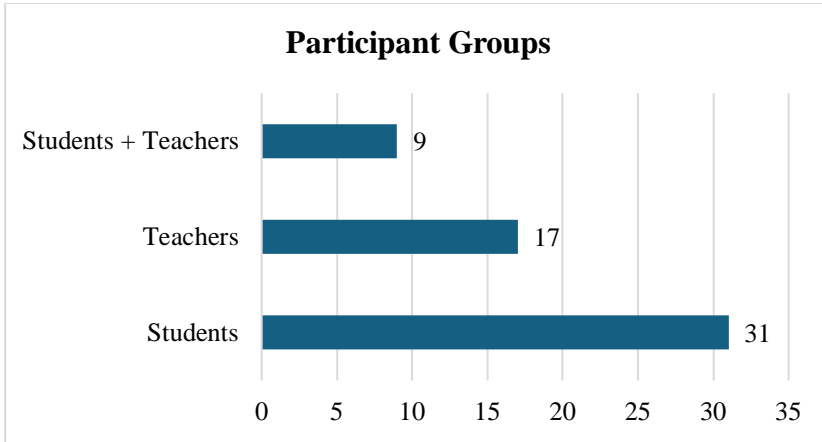
According to Figure 4, mixed-method (n=26) and qualitative studies (n=26) are equally the most common approaches used in translanguaging studies. In contrast, only a small number of studies adopt a quantitative design (n=5). This tendency suggests that the complex and context-bound nature of translanguaging is often explored by mixed studies, combining statistical data with participants' reflections or classroom observations.

Figure 4. Distribution of the Studies by Research Methods



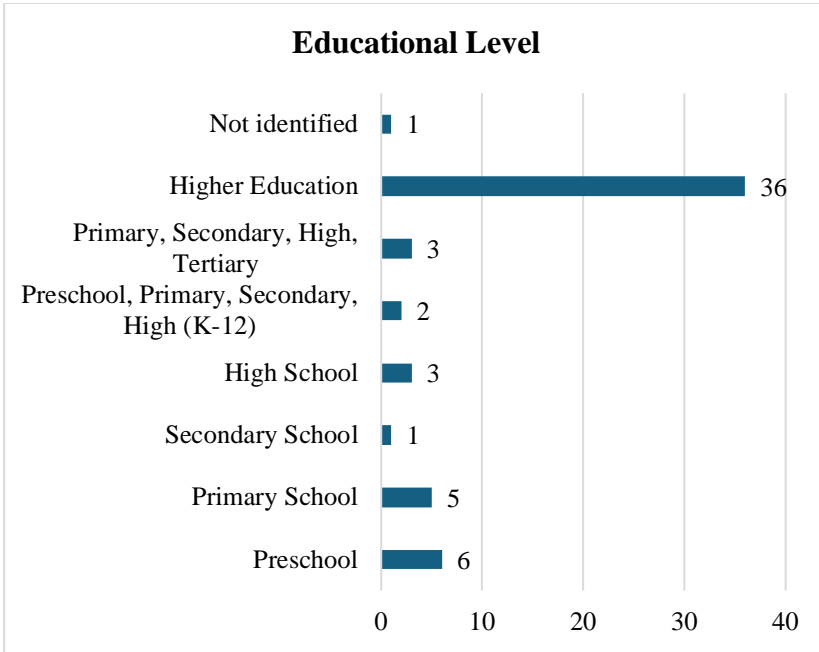
As illustrated in Figure 5, the most studied participant group is students with a total number of 31, followed by teachers (n=17). This suggests that the primary focus relating to translanguaging in Turkish context is on how students engage translanguaging pedagogy in learning a foreign language and how this pedagogy shape their attitudes. The findings also demonstrate that only 9 studies explored translanguaging pedagogy from both teachers' and students' perspectives.

Figure 5. Distribution of the Studies by Participants



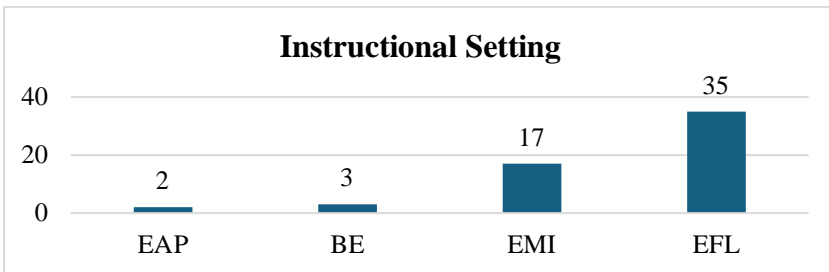
The Figure 6 shows the distribution of translanguaging studies across educational levels in Türkiye. The examination of these studies shows that the majority of the translanguaging studies (n=36) were conducted in higher education setting, which makes it by far the most frequently examined context. On the other hand, there is relatively limited research at other educational levels. For instance, 6 studies explored the translanguaging pedagogy in preschool and 5 in primary school, indicating an increasing interest in translanguaging during early and foundational stages of education. The number of the studies covered the full K-12 range is only 2. Also, 23 studies analyzed pedagogical translanguaging in spanned primary, secondary, high, tertiary levels with a broader approach. As the following figure shows, the least studied group was secondary school level with only 1 study.

Figure 6. Distribution of the Studies by Educational Level



The analysis of translanguaging studies by instructional setting in Turkish context (see Figure 7) shows a clear dominance of EFL (English as a Foreign Language) instructional classroom environments with 35 studies. The second most studied group is EMI (English-Medium Instruction) classroom with 17 studies. In contrast, significantly fewer studies have been conducted in BE (Bilingual Education) and EAP (English for Academic Purposes) settings, with 3 and 2 studies respectively.

Figure 7. Distribution of the Studies by Instructional Setting



3.2. Research Trends and Future Directions

Table 3 displays the research trends of studies conducted in the Turkish context and their evidence based on the list of included studies in Appendix A, which are listed in alphabetical order.

Table 3. Focus of Investigation in Selected Studies

Study Focus	Key Attributes	Evidence(s)
Attitudes / Perceptions / Perspectives (n=20)	• Learners (Students)	[34], [37], [46], [48], [50]
	• Teacher(s)	[4], [6], [38], [40], [44], [45], [49], [51]
	• Both Learners and Teacher(s)	[3], [11], [18], [24], [27], [28], [33]
Translanguaging Practice / Strategies (n=17)	• Learners (Students)	[37], [41]
	• Teacher(s)	[4], [6], [13], [17], [39], [44], [45]
	• Both Learners and Teacher(s)	[3], [5], [11], [18], [27], [28], [33], [36]
Skill / Strategy Development (n=14)	• TL on Listening (Note-taking)	[20]
	• TL on Writing	[1], [2], [8], [26], [29]
	• TL on Speaking	[19]
	• TL on Reading	[25]
	• TL on Listening and Reading	[22], [56]
	• TL on Four skills	[57]
	• TL on Pronunciation	[42]
	• TL in Literature (Note-taking)	[23]
Learner Affective Factors (n=7)	• TL on Vocabulary	[14]
	• Enjoyment	[52]
	• Self-efficacy	[32]
	• Anxiety	[35]
Cognitive Factors and Learning Outcomes (n=6)	• Motivation	[35]
	• Engagement	[7], [47], [48]
	• Achievement	[32], [35]
	• Comprehension	[7]
	• Bilingual Language Acquisition	[15], [16]
	• TL Tendencies on L1 Use	[43]

Teacher Identity (n=5)	(No specific attribute)	[12], [47], [53], [54], [55]
Conversation Analysis (CA) (n=3)	• Instructional Needs	[31]
	• Constructing Content Knowledge	[9]
	• Peer Involvement	[10]
Assessment (n=2)	(No specific attribute)	[29], [30]
Epistemic Diversity (n=1)	(No specific attribute)	[21]

As illustrated in Table 3, the studies included in this review cover a wide variety of research focuses, highlighting the multifaceted nature of translanguaging research. Slightly more than one-third of the studies (n=20) focus on attitudes, perceptions or perspectives. A large number of studies focus on attitudes or perceptions of teachers' (n=8) or learners' (n=5) towards translanguaging. There are also studies that examine simultaneously learners' and teachers' attitudes or perceptions in the same research (n=7) to understand how both groups experience, interpret and respond to translanguaging pedagogy in educational settings. Closely following this study focus, 17 studies examine translanguaging practices and strategies, exploring how teachers and learners implement translanguaging in classroom. The studies tend to focus either on teachers alone (n=7) or on both learners and teachers (n=8), while research specifically addressing learners' classroom practices remains less abundant (n=2).

Apart from attitudes and practices, the third most notable research interest, addressed in 14 studies, concerns skill or strategy development encompassing listening, writing, speaking, reading, pronunciation, vocabulary, and integrated four-skill approaches or note-taking strategies. The findings indicate that TL on writing is the most frequently investigated area among the studies (n=5).

Learner affective factors, including enjoyment, self-efficacy, motivation, anxiety, and engagement, were investigated

in 7 studies, reflecting growing attention to the emotional and motivational effect of translanguaging in language learning and acquisition. In particular, 3 studies specifically addressed student engagement. On the other hand, research interests such as academic achievement, comprehension, bilingual language acquisition, and tendencies in L1 demonstrate that researchers also consider the impact of translanguaging on learning performance and cognitive processes in given context (n=6).

Research addressing teacher identity in translanguaging is also relatively significant and merits attention (n=5). Less frequently explored areas include conversation analysis (n=3), assessment (n=2), and epistemic diversity (n=1), which collectively suggest emerging but underrepresented research interests. Overall, these trends highlight a concentration on perceptions, classroom practices, and skill/strategy development.

4. DISCUSSION

First research question explored the methodological characteristics of 57 studies on TL pedagogy in Turkish context between 2018 and 2025. The findings revealed some key aspects of these studies in terms of their years of publication, types of publication, research design, participant groups, educational levels, and instructional settings. Although we did not impose any restriction regarding the year of publication, the earliest study in Turkish context belongs to 2018 (Küçük, 2018), focusing on the teachers' and students' perceptions of translanguaging pedagogy in an EMI context. This aspect suggests that TL is a relatively recent research area in Türkiye. However, Figure 2 shows that the number of studies on TL has been steadily increasing each year, reaching its peak in 2025 with 14 studies (e.g., Koyuncuoğlu, 2025; Web, Yüksel, & Dikilitaş, 2025). This recent interest in TL pedagogy reflects a shift in language education toward more

inclusive teaching pedagogy that recognizes the value of learners' L1. On the other hand, the distribution of studies by types indicates that TL pedagogy has gained a visibility both among postgraduate students and in peer-reviewed academic discourse in Türkiye. However, doctoral theses (n=12) are relatively fewer than master dissertations (n=19), reflecting a lack of in-depth and long-term research on TL. This also highlights a gap in longitudinal studies exploring the impacts of TL on learners' language development and teachers' classroom practices. The research design of these studies were mostly mixed method (n=27) and qualitative approaches (n=26), stressing the context-sensitive nature of translanguaging. These methods allow researchers to explore not only the teachers' experiences with this pedagogy but also learners' various affective factors shaped by TL (e.g., Aktaş, 2023; Aydın-Yazıcı, 2024; Özkaynak, 2020). This scoping review also points out that TL is generally approached from the perspectives of students, and the majority of the reviewed studies report positive learner attitudes toward the use of this pedagogy in language learning (e.g., Çınar, 2024; Oğuz, 2023). Despite this overall positive trend, there is also evidence of negative student attitudes, particularly among learners who believe that translanguaging may hinder English proficiency development and reduce valuable exposure to the target language (e.g., Öztürk, 2022). As for the teacher participants, several studies also present positive outcomes for them, stressing that experiencing translanguaging practices contribute to teachers' professional development by supporting their bilingual teaching identity and enhancing their teaching flexibility (e.g., Aydın-Yazıcı, 2024; Dikilitaş & Mumford, 2020). It is worthy to note that the majority of the translanguaging studies were conducted in higher education context where both pre-service and in-service English teachers' classroom practices, their existing and emerging language ideologies have been extensively examined. For instance, in his study, Öztüfekçi

(2023) explored the pre-service English teachers' negotiation of language ideologies within the context of a course designed according to the principles of dynamic bilingualism, and he revealed a noticeable shift toward more heteroglossic language ideologies. Such findings illustrate how translanguaging-driven programs and courses can reframe teachers' assumptions and practices in foreign language teaching. Although translanguaging pedagogy originally emerged in multilingual and bilingual teaching settings to challenge language hierarchies by recognizing students' full linguistic repertoire as an asset (Garcia & We, 2014), EFL and EMI contexts have recently begun to adopt this pedagogy by questioning monoglossic language ideologies and promoting more heteroglossic, inclusive approaches to classroom language use. In line with the tendency, this scoping review analyzed the translanguaging studies and practices across various instructional settings. The analysis of translanguaging studies by instructional setting in Turkish context reveals a dominance of EFL and EMI classrooms; however, there are significantly fewer studies in BE and EAP contexts, which directs attention to the needs for more research.

The second research question explored the research trends and future directions concerning translanguaging studies in Türkiye context. The distribution of the research foci in the selected studies reveals that this pedagogy has been analyzed primarily through attitudes, perceptions and perspectives of teachers and students (e.g., Arslan, 2025; İnci & Kırıköz, 2025). While these studies provide valuable insights towards how teachers and students conceptualize translanguaging in EFL and EMI contexts, they also highlight a need for further studies which can go beyond perception-level analysis and can critically analyze classroom-based practices. This study also portrays that one of the most noteworthy trends is to explore the effectiveness of pedagogical translanguaging in teaching language skills such

as writing, listening, speaking, reading, and vocabulary (e.g., Akdeniz, 2025; Bingöl, 2024; Dönbak, 2024). Despite the growing number of such studies exploring how teachers can benefit from this pedagogy in language teaching, there is also a notable gap in how translanguaging can be integrated with language assessment. To date, only two studies have directly addressed this issue, one of which is Kayarkaya (2024), who suggests that translanguaging-informed assessment not only supports a meaningful learning environment but also empowers learners' writing outcomes. Additionally, the scoping review stresses that expanded attention should be paid to under-researched learner groups particularly in K–12 settings, where only a limited number of studies have been conducted (e.g., Erbakan, 2020; Gelir, 2021; Kamışlı, 2022). As the foundational stages of education are critical for the linguistic development, cross-cultural awareness, and socio-emotional development for children (Kirsch, 2021), the lack of research in these levels limits our understanding of how translanguaging can support younger learners' academic and socio-emotional growth. Meanwhile, teacher education, while not a primary focus of the studies included, emerged as a noteworthy area during the full-text review. Several studies explored aspects of professional development (PD), including pre-service or in-service training, providing additional insights that complement the main research trends (e.g., Aydın-Yazıcı, 2024; Dikilitaş & Mumford, 2020; Erbakan, 2020). Future research should place greater emphasis on teacher education, particularly how translanguaging can be integrated to the professional development programs and how these programs contribute to teachers' classroom practices.

5. CONCLUSION AND LIMITATIONS

This scoping review provides a descriptive analysis of 57 studies conducted on translanguaging pedagogy in Turkish

context. The study shows that majority of these have focused on EFL and EMI instructional settings with a clear emphasis on teacher and student perceptions and attitudes. The review also underscores the research trends and future direction concerning translanguaging pedagogies in Türkiye. Despite its contribution to the field in terms of portraying this emerging pedagogy, the study has some limitations. First, the review was restricted to the studies available in five selected databases, and future studies may include relevant studies outside these sources. Also, only the studies explicitly addressing translanguaging were included, and the study potentially omitted the research on related multilingual practices not using the term ‘translanguaging’.

REFERENCES

- Akdeniz, E. (2025). *The effects of translanguaging pedagogy in the pre-stages of academic writing at the tertiary level in an efl context*. (Publication No.949365) [Master's thesis, Middle East Technical University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Akkuş, M., & Ataş, U. (2023). Translanguaging in EFL Writing: Examining Student Exam Papers in an EMI Setting. *Journal of Language Education and Research*, 9(2), 492-514.
- Altaai, W. H. S. (2024). *Translanguaging in primary multilingual English-medium instruction classrooms: Exploring teachers' and students' attitudes and practices at an international school in Türkiye*. (Publication No.901920) [Master's thesis, Kütahya Dumlupınar University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Arksey, H., & O'Malley L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19–32. <https://doi.org/10.1080/1364557032000119616>
- Arslan, Y. (2025). *Understanding the grounds of translanguaging in EFL classrooms: Scrutinizing the perceptions and practices of English teachers*. (Publication No.924899) [Master's thesis, Burdur Mehmet Akif Ersoy University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Ataş, U. (2023). Translanguaging in English-medium instruction (EMI): Examining English literature content

classrooms. *Turkish Journal of Education*, 12(3), 142-157.

- Aydın-Yazıcı, E. (2024). *An ecological perspective towards translanguaging and teacher education in a preschool context*. (Publication No.877311) [Doctoral thesis, Bahçeşehir University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Baker, C. (2011). *Foundation of bilingual education and bilingualism* (5th ed.). Bristol: Multilingual Matters.
- Bal, K. (2024). *Students' attitudes towards translanguaging in higher education in an EFL context*. (Publication No.928842) [Master's thesis, Burdur Mehmet Akif Ersoy University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Bingöl, Z. C. (2024). *Translanguaging-integrated writing procedures and activities within a tertiary context in Türkiye*. (Publication No.904265) [Doctoral thesis, Çukurova University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Bozbıyık, M. (2023). *Displays of co-constructed content knowledge using translanguaging in EMI university classroom*. (Publication No.807013) [Doctoral thesis, Hacettepe University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Bozbıyık, M., & Balaman, U. (2023). The role of translingual peer involvement in resolving understanding troubles in

the English medium of instruction classroom. *System*, 113, 103003.

Canagarajah, S. (2011) Codemeshing in academic writing: identifying teachable strategies of translanguaging. *The Modern Language Journal*, 95, 401–417.

Çınar, S. (2024). *The perceptions and classroom practices of EFL instructors and students regarding translanguaging*. (Publication No.888189) [Doctoral thesis, Çanakkale Onsekiz Mart University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Dikilitaş, K., & Mumford, S. E. (2020). Preschool English teachers gaining bilingual competencies in a monolingual context. *System*, 91, 102264.

Dikilitaş, K., & Öztüfekçi, A. (2024). English language teachers' implementation of collaborative translanguaging. *System*, 126, 103488.

Dönbak, P. (2024). *Using translanguaging to teach vocabulary to primary school students*. (Publication No.889286) [Master's thesis, Çanakkale Onsekiz Mart University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Erbakan, N. T. (2020). *Translanguaging for bilingual acquisition of Turkish and English in a kindergarten context*. (Publication No.655835) [Master's thesis, Bahçeşehir University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

García, O. (2012). *Theorizing translanguaging for educators*. *Translanguaging. A CUNY-NYSIEB guide for educators*, 1(6).

- García, O., & Wei, L. (2014). *Language, bilingualism and education*. Palgrave Macmillan UK
- Gelir, İ. (2021). Learning English as a second language through translanguaging in early years. *Adiyaman University Journal of Educational Sciences*, 11(1), 1-8.
- Genc, E., Yuksel, D., & Curle, S. (2023). Lecturers' translanguaging practices in English-taught lectures in Turkey. *Journal of Multilingual Theories and Practices*, 4(1), 8-31.
- Gülveren, A. (2023). *A new strategy to develop EFL learners' speaking skills and to increase willingness to communicate: Translanguaging pedagogy*. (Publication No.841949) [Master's thesis, Necmettin Erbakan University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Gülle, T., & Bayyurt, Y. (2024). Translanguaging in content assessment: voices, experiences and practices of EMI university students. *Language Learning in Higher Education*, 14(2), 313-336.
- İlhan, B. (2023). *The effects of translanguaging pedagogy on listening and reading comprehension and learners' perspectives on translanguaging in an EFL context*. (Publication No.768428) [Doctoral thesis, Çukurova University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Irgin, P. (2025). Note-taking in Academic Listening: A Translanguaging Perspective. *RELC Journal*, 1(13). <https://doi.org/10.1177/00336882251322253>

- Irgin, P. (2025). Storytelling in a Bilingual Classroom Through the Lens of Epistemic Diversity and Translanguaging. *International Journal of Applied Linguistics*.
- Kamışlı, Ö. (2022). *The potential impacts of translanguaging on L2 reading through online learning at a state secondary school in Turkish context*. (Publication No.754604) [Master's thesis, Bahçeşehir University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Karabulut, A. (2019). *Translanguaging as a pedagogical tool for Turkish EFL students in writing classes*. (Publication No.569705) [Doctoral thesis, Bahçeşehir University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- İlhan, B. (2023). Dil Öğretiminde Geçişli Dil Süreçleri Pedagojisi Kullanımı: Bir Derleme Çalışması. *Dil Dergisi*, 174 (1). 1-30.
- Inal, S., & Balcı, E. (2022). A Review of Research on Translanguaging in Turkey. *Innovational Research in ELT*, 3(2), 20-27. <https://doi.org/10.29329/irelt.2022.505.3>
- Inci-Kavak, V. (2021). *A functional analysis of translanguaging practices in engineering and literature courses in an English medium higher education context in Turkey*. (Publication No.662268) [Doctoral thesis, Çukurova University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Inci-Kavak, V., & Kirkgöz, Y. (2022). Exploring university students' note-taking in literature courses: A

translanguaging perspective. *Cukurova University Faculty of Education Journal*, 51 (2), 1468–1486.

- Inci-Kavak, V., & Kırkgöz, Y. (2022). Attitudes towards translanguaging practices: A comparative study of literature and food engineering classes. *Sustainable Multilingualism/Darnioji daugiakalbystė*, (21), 105-142.
- Karahan, P., & Atmaca, Ç. (2023). Research trends in translanguaging: A systematic review of master theses and doctoral dissertations. *Journal of Language Education and Research*, 9(2), 223-246.
- Karakaş, A. (2023). Translanguaging in content-based EMI classes through the lens of Turkish students: Self-reported practices, functions and orientations. *Linguistics and Education*, 77, 101221.
- Kayarkaya, B. (2024). *Translanguaging in assessment: Designing and evaluating multilingual writing practices*. (Publication No.930939) [Doctoral thesis, Bahçeşehir University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Keleş, E. D. (2024). *The use of translanguaging in integrated performance assessment tasks in EFL classes*. (Publication No.871697) [Master's thesis, Yıldız Teknik University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Kırkgöz, Y., Inci-Kavak, V., Karakaş, A., & Panero, S. M. (2023). Translanguaging practices in Turkish EMI classrooms: Commonalities and differences across two academic disciplines. *System*, 113, 102982.

- Kirsch, C. (2021). Practitioners' language-supporting strategies in multilingual ECE institutions in Luxembourg. *European Early Childhood Education Research Journal*, 29(3), 336-350.
- Koçer, P. (2023). Translanguaging pedagogy: An integrative review study questioning its potential benefits and main concerns. *The Literacy Trek*, 9(3), 29-48. <https://doi.org/10.47216/literacytrek.1341219>
- Koyuncuoğlu, Y. E. (2025). *The effects of translanguaging pedagogy on emergent bilinguals' language mindset, academic achievement and perceived self-efficacy*. (Publication No.924893) [Master's thesis, Bahçeşehir University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Küçük, C. (2018). *Investigating translanguaging as a teaching and learning practice in an English medium higher education context in Turkey*. (Publication No.531272) [Master's thesis, Çukurova University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Oğuz, H. O. (2023). *Partial and full EMI students' attitudes toward translanguaging in a Turkish EMI setting*. (Publication No.789251) [Master's thesis, Kocaeli University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Özkaynak, O. (2020). *A structural equation model on translanguaging practices, foreign language classroom anxiety, reconceptualized L2 motivational self system, and foreign language achievement of emergent bilinguals*. (Publication No.627852) [Master's thesis, Bilkent

University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Öztüfekçi, A. (2023). *Unpacking and negotiating pre-service English teachers' language ideologies: Their journey of learning to facilitate translanguaging*. (Publication No.785298) [Doctoral thesis, Bahçeşehir University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Öztürk, S. A. (2022). *Exploring student-directed translanguaging in the English-centric classroom*. (Publication No.726274) [Master's thesis, Dokuz Eylül University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Özyer, R. D. (2021). *An investigation of efl teachers' perspectives about translanguaging in the age of multiliteracies: A socio-cultural perspective*. (Publication No.701791) [Master's thesis, Kocaeli University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Page, M. J., McKenzie J.E., Bossuyt P.M., Boutron I., Hoffmann T.C., Mulrow C.D. (2021). *The PRISMA 2020 statement: an updated guideline for reporting systematic reviews*. BMJ 2021;372:n71. doi: 10.1136/bmj.n71

Pontier, R. W., & Riera, D. (2022). Self-identified Spanish-speaking early childhood educators abriendo puertas for bilingualism through a care-based linguistic stewardship of Spanish. *Contemporary Issues in Early Childhood*, 25(4). <https://doi.org/10.1177/146394912211377>

Sezer, H. H. (2022). *Translanguaging goals and strategies of the lecturers at English medium instruction context at*

universities in Turkey. (Publication No.711206) [Master's thesis, Kocaeli University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Kirsch, C. (2021). Practitioners' language-supporting strategies in multilingual ECE institutions in Luxembourg. *European Early Childhood Education Research Journal*, 29(3), 336–350. <https://doi.org/10.1080/1350293X.2021.1928721>

Tabak, E. (2024). *Turkish EFL instructors' attitudes towards translanguaging practices*. (Publication No.881708) [Master's thesis, Hacettepe University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Tanık, E. A. (2021). *Translanguaging practices and reasons of EFL students in task-based language teaching activities*. (Publication No.658096) [Master's thesis, Kocaeli University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Taş, T. (2025). *An investigation of pronunciation-based translanguaging practices in English language teacher education*. (Publication No.928631) [Doctoral thesis, Hacettepe University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Taş, T., & Mirici, İ. H. (2025). Examining Translanguaging Tendencies of Turkish Prospective Teachers of English Through Self-Reported Language Mixing Practices. *Pegem Journal of Education and Instruction*, 15(2), 139-152.

- Tekin, S. (2023). Translanguaging strategies with pre-service EFL teachers in EMI classrooms: An emic perspective. *Rumeli Dil ve Edebiyat Araştırmaları Dergisi*, (35), 1242-1257.
- Ulum, Ö. G. (2024). Breaking down linguistic barriers: The radical impact of translanguaging on pre-service EFL teachers' perspectives in Turkey. *PLoS One*, 19(12).
- Webb, R., Yuksel, D., & Dikilitaş, K. (2025). Discipline-specific attitudinal differences of EMI students towards translanguaging. *International Review of Applied Linguistics in Language Teaching*, 63(2), 1093-1113.
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5), 1222–1235.
- Williams, C. (1994). Arfarniad o ddulliau dysgu ac addysgu yng nghyd-destun addysg uwchradd ddwyieithog [Unpublished PhD thesis, University of Wales].
- Yıldırım, C. (2025). *Restructuring Turkish EFL teachers' role identities in emergent bilingual context: Student engagement and teacher identity on translanguaging based framework*. (Publication No.952400) [Doctoral thesis, Hacettepe University]. YÖK National Thesis Center. Retrieved September 17, 2025, from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Yıldırım, E. (2024). Translanguaging pedagogy in EFL lessons to leverage multilingual refugee students' social skills and academic success and support their integration. (Publication No.871411) [Master's thesis, Necmettin Erbakan University]. YÖK National Thesis Center.

Retrieved September 17, 2025, from
<https://tez.yok.gov.tr/UlusalTezMerkezi/>

Yuksel, D., Dikilitas, K., Webb, R., & Kaya, S. (2025). Exploring EMI students' attitudes towards translanguaging and English language proficiency threshold across different disciplines. *International Journal of Bilingual Education and Bilingualism*, 28(4), 507-523.

Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678-694.

Yüzlü, M. Y. (2021). *Re-envisioning efl teaching through translanguaging: Identity re-construction by k-12 English teachers*. (Publication No.690644) [Doctoral thesis, Bahçeşehir University]. YÖK National Thesis Center. Retrieved September 17, 2025, from
<https://tez.yok.gov.tr/UlusalTezMerkezi/>

Yüzlü, M. Y. (2025). Exploring pre-service early childhood teachers' translanguaging perceptions in an EFL context: insights from a workshop. *Journal of Multilingual and Multicultural Development*, 1-16.

Yüzlü, M. Y. (2025). Foreign language enjoyment in translanguaged EFL classrooms. *International Journal of Multilingualism*, 1-18.

Yüzlü, M. Y., & Dikilitaş, K. (2022). The impact of translanguaging-driven training on in-service EFL teachers: Complexity theory prism. *Linguistics and Education*, 71, 101080.

Yüzlü, M. Y., & Dikilitaş, K. (2025). EFL teachers learning to translanguage through loop input: implications for their identity-reconstruction. *Language awareness*, 34(2), 231-256.

Yüzlü, M. Y., & Dikilitaş, K. (2022). Translanguaging as a way to fostering EFL learners' criticality in a hybrid course design. *System, 110*.

Yüzlü, M. Y., & Dikilitaş, K. (2022). Translanguaging in the development of EFL learners' foreign language skills in Turkish context. *Innovation in Language Learning and Teaching, 16(2)*, 176-190.

APPENDIX. List of Included Studies

No	Author(s)	Year	Publication	Research Method	Participant Groups	Level
1	Akdeniz, E.	2025	Master Thesis	Mixed-Method	Students	Higher Education
2	Akkuş, M. & Ataş, U.	2023	Research Article	Mixed-Method	Students	Higher Education
3	Altaai, W. H. S	2024	Master Thesis	Qualitative	Teacher student	Primary School
4	Arslan, Y.	2025	Master Thesis	Mixed-Method	Teachers	Primary, Secondary, High School
5	Ataş, U.	2023	Research Article	Qualitative	Students & Teachers	Higher Education
6	Aydın-Yazıcı, E.	2024	PhD Thesis	Qualitative	Teachers	Preschool
7	Bal, K.	2025	Master Thesis	Mixed-Method	Students	Higher Education
8	Bingöl, Z. C.	2024	PhD Thesis	Mixed-Method	Students	Higher Education
9	Bozbıyık, M.	2023	PhD Thesis	Qualitative	Students & Teachers	Higher Education
10	Bozbıyık, M. & Balaman, U.	2023	Research Article	Qualitative	Students	Higher Education
11	Çınar, S.	2024	PhD Thesis	Mixed-Method	Students & Teachers	Higher Education
12	Dikilitaş, K. & Mumford, S.	2020	Research Article	Qualitative	Teachers	Preschool
13	Dikilitaş, K. & Öztüfekçi, A.	2024	Research Article	Qualitative	Teachers	Preschool
14	Dönbak, P.	2024	Master Thesis	Mixed-Method	Students	Primary School
15	Erbakan, N. T	2020	Master Thesis	Qualitative	Students	Preschool

16	Gelir, İ.	2021	Research Article	Qualitative	Students	Preschool
17	Genç, E., Yüksel, D. & Curle, S.	2023	Research Article	Qualitative	Teachers	Higher Education
18	Gülle, T. & Bayyurt, Y.	2024	Research Article	Qualitative	Students	Higher Education
19	Gülveren, A.	2023	Master Thesis	Mixed-Method	Teachers	Higher Education
20	Irgin, P.	2025	Research Article	Quantitative	Students	Higher Education
21	Irgin, P.	2025	Research Article	Qualitative	Students	Primary School
22	İlhan, B.	2022	PhD Thesis	Mixed-Method	Students	Higher Education
23	İnci, V. & Kırkgöz, Y.	2022	Research Article	Qualitative	Students	Higher Education
24	İnci, V. & Kırkgöz, Y.	2022	Research Article	Qualitative	Students & Teachers	Higher Education
25	Kamışlı, Ö.	2022	Master Thesis	Mixed-Method	Students	Secondary School
26	Karabulut, A.	2019	PhD Thesis	Mixed-Method	Students	Higher Education
27	Karakaş, A.	2023	Research Article	Qualitative	Students & Teachers	Higher Education
28	Kavak, V. İ.	2021	PhD Thesis	Mixed-Method	Students & Teachers	Higher Education
29	Kayarkaya, B.	2024	PhD Thesis	Mixed-Method	Students	Higher Education
30	Keleş, E. D.	2024	Master Thesis	Mixed-Method	Students	Higher Education
31	Kırkgöz, Y., İnci-Kavak, V., Karakaş, A. & Moran Panero, S.	2023	Research Article	Qualitative	Students & Teachers	Higher Education
32	Koyuncuoğlu, Y. E.	2025	Master Thesis	Mixed-Method	Students	Higher Education
33	Küçük, C.	2018	Master Thesis	Mixed-Method	Students & Teachers	Higher Education
34	Oğuz, H. O.	2023	Master Thesis	Qualitative	Students	Higher Education
35	Özkaynak, O.	2020	Master Thesis	Quantitative	Students	Higher Education
36	Öztüfekçi, A.	2023	PhD Thesis	Qualitative	Teachers	Higher Education
37	Öztürk, S. A	2022	Master Thesis	Mixed-Method	Students	Higher Education
38	Özyer, R. D.	2021	Master Thesis	Qualitative	Teachers	Primary, Secondary,

						High, and Tertiary
39	Sezer, H. H.	2022	Master Thesis	Mixed-Method	Teachers	Higher Education
40	Tabak, E.	2024	Master Thesis	Mixed-Method	Teachers	Higher Education
41	Tanık, E. A.	2021	Master Thesis	Mixed-Method	Students	High School
42	Taş, T.	2025	PhD Thesis	Mixed-Method	Students	Higher Education
43	Taş, T. & Mirici, İ.H.	2025	Research Article	Quantitative	Students	Higher Education
44	Tekin, S.	2023	Research Article	Qualitative	Teacher Educator	Higher Education
45	Ulum, Ö. G.	2024	Research Article	Mixed-Method	Teachers	Higher Education
46	Webb, R., Yüksel, D. & Dikilitaş, K.	2025	Research Article	Mixed-Method	Students	Higher Education
47	Yıldırım, C.	2025	PhD Thesis	Mixed-Method	Students & Teachers	Primary School
48	Yıldırım, E.	2024	Master Thesis	Qualitative	Students	Primary School
49	Yuvayapan, F.	2019	Research Article	Mixed-Method	Teachers	<i>Not identified</i>
50	Yüksel, D., Webb, R., Dikilitaş, K. & Kaya, S.	2025	Research Article	Quantitative	Students	Higher Education
51	Yüzlü, M. Y.	2025	Research Article	Qualitative	Teachers	Preschool
52	Yüzlü, M. Y.	2025	Research Article	Quantitative	Students	High School
53	Yüzlü, M. Y.	2021	PhD Thesis	Qualitative	Teachers	K-12 Level
54	Yüzlü, M. Y. & Dikilitaş, K.	2025	Research Article	Qualitative	Teachers	Primary, Secondary, High, and Tertiary
55	Yüzlü, M. Y. & Dikilitaş, K.	2022	Research Article	Qualitative	Teachers	K-12 Level
56	Yüzlü, M. Y. & Dikilitaş, K.	2022	Research Article	Qualitative	Students	Higher Education
57	Yüzlü, M. Y. & Dikilitaş, K.	2021	Research Article	Mixed-Method	Students	High School

ERASMUS+ MOBILITY AS INFORMAL PROFESSIONAL DEVELOPMENT FOR ENGLISH LANGUAGE TEACHERS

Mehmet SARAÇ¹

1. INTRODUCTION

Professional development occupies a central position in English language teaching, yet institutional understandings of teacher learning often remain too narrowly tied to formal provision. Workshops, certification programmes, in-service seminars, and university-based courses continue to define the visible architecture of teacher learning in many national systems, including the Turkish ELT context (Borg, 2018; Richards & Farrell, 2005). These formats serve important institutional purposes, but they account for only part of how language teachers develop professionally. Alongside formal provision, teachers also learn through experiential, intercultural, and self-directed activity, much of which occurs in mobile and transnational professional settings. Erasmus+ teacher mobility, with its combination of school visits, job shadowing, structured courses, teaching assignments, and intercultural encounters, represents a significant site of such informal professional learning in contemporary European teacher education.

This chapter argues that Erasmus+ mobility experiences function for English language teachers not simply as cultural enrichment or institutional benefit, but as a mobility-mediated

¹ Asst. Prof. Dr., Department of English Language Teaching, Necatibey Faculty of Education, Balıkesir University, Türkiye, ORCID: 0009-0003-4800-7412

informal professional learning ecology. Within this ecology, professional learning develops through situated observation of pedagogical practice in another national context, intercultural interaction with colleagues and learners, reflective comparison between home and host practices, pedagogical adaptation upon return, and the renegotiation of professional identity. Although these processes have been addressed separately in the teacher learning literature, their interaction within short-term mobility settings has received less systematic attention, particularly in relation to ELT teachers as a distinct professional group.

English language teachers constitute a particularly relevant group for this inquiry. Their subject matter is intrinsically intercultural: teaching a second or foreign language requires engagement with cultural meanings, varieties of English, and pragmatic norms (Byram, 2008; McKay, 2002). Their pedagogical traditions are also transnational, with methodological influences circulating through professional associations, publishers, digital networks, and conferences. Their classroom realities, however, remain local, often shaped by national curricula, examination cultures, class size, and resource constraints that may differ substantially from those of the host institutions visited during mobility. Returning teachers therefore negotiate the relationship between global pedagogical exposure and local pedagogical constraint, a tension of both practical and theoretical significance.

Existing literature on Erasmus and Erasmus+ mobility has expanded substantially, but it has tended to cluster around three concerns: perceived personal and professional benefits (Engel, 2010; Mede & Tuzun, 2016), intercultural and pedagogical learning (Çiftçi & Karaman, 2019; Karabekir et al., 2024; Martins et al., 2026), and institutional or systemic outcomes such as internationalisation strategies and partnership building (Teichler & Janson, 2007). Less attention has been given to how teachers

translate mobility experiences into classroom practice after returning home, and to how this translation reshapes professional identity. This question is especially important for English language teachers in non-Anglophone contexts, where English teaching carries distinctive identity, ideology, and status implications (Kumaravadivelu, 2012; Pennycook, 2017).

This gap has both empirical and conceptual dimensions. Empirically, qualitative studies that follow English language teachers across pre-mobility, in-mobility, and post-mobility phases remain limited, particularly in southeastern European and Mediterranean contexts. Conceptually, mobility-based teacher learning is still frequently treated as an adjunct to formal professional development rather than as a phenomenon with its own learning architecture. Reframing Erasmus+ mobility as an ecology of informal professional learning, rather than as a discrete training event, foregrounds different questions: what teachers notice, how they interpret what they notice, what they adapt, what they resist, and what remains sustainable over time.

The chapter is also motivated by institutional concerns. Schools and universities across Türkiye and Europe invest considerable resources in Erasmus+ activities, and project coordinators regularly need to demonstrate how mobility experiences contribute to teaching quality. Project reports and practitioner accounts suggest substantial variation: some teachers describe mobility as professionally generative, whereas others struggle to integrate experiences from abroad into Turkish classrooms shaped by large cohorts, assessment pressure, and limited institutional follow-up. A clearer account of the mechanisms through which mobility does, or does not, influence teaching practice can support more purposeful pre-departure preparation, post-mobility reflection, and institutional dissemination.

The study is guided by four research questions:

1. How do English language teachers perceive Erasmus+ mobility experiences as a form of professional development?
2. What pedagogical and intercultural gains do teachers associate with Erasmus+ mobility participation?
3. How do Erasmus+ mobility experiences influence teachers' professional identities and classroom practices?
4. What challenges do teachers experience while transferring mobility-based experiences into their local teaching contexts?

To address these questions, the study employs a qualitative case-study design based on semi-structured interviews and reflective written narratives with English language teachers who participated in Erasmus+ mobility activities within the previous three years. The findings reported in Section 5 are based on participant accounts coded T1 to T11. These excerpts are presented as participant evidence and are analysed to show how mobility-mediated professional learning emerges through observation, intercultural interaction, reflective comparison, pedagogical adaptation, and identity reconstruction.

The chapter contributes to ELT teacher education at three levels. Conceptually, it develops the notion of a mobility-mediated informal professional learning ecology as an analytical lens for examining Erasmus+ experiences. Methodologically, it offers a transparent qualitative design, including interview and reflective narrative protocols that can be adapted for related studies. Practically, it identifies implications for English language teachers, school administrators, university teacher educators, and Erasmus+ coordinators by locating mobility within the broader

continuum of teacher professional learning rather than treating it as a temporary interruption of regular teaching.

The chapter is organised into seven sections. The literature review situates the study within five intersecting bodies of work: teacher professional development, informal and reflective learning, transformative learning and teacher identity, Erasmus+ mobility studies, and intercultural learning and pedagogical transfer. The conceptual framework synthesises these strands into an integrated analytical lens. The methodology section outlines the qualitative case-study design, participant profile, data collection tools and procedures, and analytical approach. The findings section reports seven empirical themes generated through thematic analysis. The discussion interprets these themes in relation to the literature and the research questions, and the conclusion identifies conceptual, methodological, and practical implications.

2. LITERATURE REVIEW

2.1. Teacher Professional Development in ELT

Teacher professional development (TPD) in ELT has changed substantially since the 1990s, both in its theoretical framing and in its modes of delivery. Earlier approaches often emphasised the transmission of new methods and the dissemination of research findings through workshops and short courses, sometimes reproducing a deficit logic in which the teacher was positioned as a recipient of expert knowledge (Richards & Farrell, 2005). Such models retain considerable institutional presence, particularly in centrally planned systems where in-service training is mandated and standardised. Their limitations, however, are well documented. In a review of TPD research, Avalos (2011) observed that isolated training events show limited evidence of sustained impact on classroom practice;

more consequential forms of development are sustained over time, situated in teachers' own contexts, and connected to opportunities for collaborative reflection.

Desimone's (2009) influential framework translated these insights into five features of effective TPD: content focus, active learning, coherence with teachers' beliefs and policy contexts, sufficient duration, and collective participation. The framework has been productive for ELT research, but it also reveals the limitations of much actual TPD provision, especially in non-Anglophone systems where centrally designed seminars remain common (Borg, 2018). Borko's (2004) call for situative perspectives on TPD further broadened the field by foregrounding the social and contextual nature of teacher learning; teacher development could no longer be adequately explained by what occurred in the workshop room alone.

The ELT-specific literature has added further nuance. Richards and Farrell (2005) distinguished between training, oriented to immediate teaching skills, and development, oriented to longer-term growth in understanding of teaching, including beliefs, identity, and craft knowledge. Johnson and Golombek (2016) drew on Vygotskian sociocultural theory to argue that language teacher cognition is shaped through mediated activity over time, and that meaningful development requires opportunities for teachers to externalise, examine, and reconstruct their understandings. From this perspective, professional development is less an event than a continuing process of conceptual change.

These reorientations have enabled a wider range of activities to be recognised as legitimate sites of professional learning, including action research, lesson study, mentoring, peer observation, professional learning communities, online networks, and reflective practice (Burns & Richards, 2009; Hayes, 2014).

Such activities position teachers as active producers of knowledge about their own practice rather than as passive recipients of external expertise. The recognition that informal and self-directed forms of learning can be as consequential as formal training has reshaped how policymakers and teacher educators conceptualise TPD ecosystems (Eraut, 2004; Kennedy, 2014).

The ELT context, however, complicates this broader account of teacher learning. English teachers work within global networks of pedagogical influence, often shaped by Anglophone publishing, examination boards, and methodological discourses, while teaching in local settings where curricula, examinations, and institutional norms may constrain the innovations promoted by those global networks. Kumaravadivelu (2012) and Pennycook (2017) argue that ELT professional development cannot be treated as a neutral technical process because it is entangled with language ideology, power, and identity. Decisions about what counts as effective practice, whose teaching models are emulated, and which varieties of English are legitimised carry consequences that extend beyond pedagogical efficiency.

Türkiye offers a useful illustration of these tensions. The Ministry of National Education organises substantial in-service training each year, and universities deliver structured pre-service programmes for English teachers, yet research continues to identify a gap between the methodological innovations these programmes promote and the everyday classroom realities of Turkish English teachers (Kırkgöz, 2008; Seferoğlu, 2006). Crowded classrooms, examination-driven curricula, and limited time for collaborative reflection constrain what kinds of practice are sustainable. Informal and experiential sources of development, including conferences, online communities, and international mobility, may carry particular weight in such contexts precisely because they allow teachers to encounter alternatives to the constraints of their daily work.

Within this broader TPD landscape, Erasmus+ mobility must be understood in terms of both affordances and constraints. It offers what many formal programmes cannot: immersion in another educational system, sustained interaction with peers from different national contexts, and direct observation of teaching in situ. At the same time, mobility is brief, episodic, and unevenly supported by sending institutions. Its value as professional development therefore depends on the teacher's preparation and reflective disposition, the quality of the host experience, and the extent to which the home institution supports post-mobility interpretation and adaptation.

2.2. Informal Professional Learning and Reflective Practice

Informal learning has been theorised across several adjacent traditions in adult education, workplace learning, and teacher education. Eraut's (2004) influential typology distinguished implicit, reactive, and deliberative learning, all of which occur outside formal instructional settings yet remain central to professional growth. Within Eraut's framework, much of what professionals learn is acquired through everyday activity, observation, problem solving, and informal interactions with colleagues, rather than through structured courses. The strength of this framing lies in its refusal to romanticise informal learning; not all such learning is conscious or beneficial, and some of it may consolidate unhelpful habits as readily as productive ones.

Marsick and Watkins (2001), working in adult and workplace learning, similarly highlighted the role of incidental learning, which occurs as a by-product of other activities and often goes unrecognised by the learner. For language teachers, this includes the steady accumulation of insights from a difficult lesson, a student's unexpected question, or a corridor conversation with a colleague. Such moments rarely register as professional

development in institutional reporting, yet they shape practice over time in cumulative ways.

The notion of reflective practice provides a conceptual hinge between informal experience and deliberate learning. Schön's (1983, 1987) distinction between reflection-in-action and reflection-on-action captured the ways professionals theorise about their practice while acting and after the fact. Within ELT, reflective practice has been developed extensively by Farrell (2015), who has argued that systematic reflection is what converts experience into learning. Without reflection, experience accumulates without being interrogated; with reflection, experience becomes a resource for the ongoing reconstruction of practice.

Reflective practice is particularly relevant to mobility-based learning. A teacher who observes lessons in a Spanish primary school during a job-shadowing week encounters a dense stream of pedagogical, cultural, and institutional information. Whether this exposure becomes professional learning depends on the teacher's capacity to frame, question, compare, and interpret what is observed, and to consider its implications for the home context. The mobility period itself is therefore necessary but insufficient; reflection before, during, and after mobility gives the experience pedagogical significance.

Several scholars have linked reflective practice with collaborative dialogue. Hatton and Smith (1995) proposed a typology of reflection levels, from descriptive accounts to dialogic and critical reflection, where the latter involves examining the wider social and ethical implications of practice. Loughran (2002) reminded teacher educators that not all reflection is equal; reflection that does not move beyond rationalising existing practice is unlikely to support development. For mobility-based reflection, the implication is that simple

reporting of what was seen abroad is less productive than dialogic comparison that interrogates the assumptions of both contexts.

Communities of practice (Wenger, 1998) provide another lens for understanding informal teacher learning. Within this framework, learning is understood as participation in shared practice and as a process of identity construction. Teachers belong to multiple communities of practice, including school-based teams, subject networks, and international professional networks. Mobility activities provide brief but intensive access to a professional community in another national setting. The boundaries between communities, which Wenger described through the notion of brokering, are productive sites of learning because they require teachers to translate, compare, and negotiate meanings across contexts.

Less acknowledged in the ELT TPD literature is the role of disorientation as a trigger for informal learning. Brookfield (1995) and others have argued that adult learning often advances when familiar assumptions are disrupted. Mobility settings can produce precisely this disruption, exposing teachers to classroom routines, learner behaviours, assessment cultures, and institutional structures that depart from what they take for granted. The disorientation, if held in a reflective frame, can prompt re-examination of practices that would otherwise remain invisible.

Taken together, these perspectives define informal professional learning for English language teachers as a continuing process of experience-based knowledge construction mediated by reflection, dialogue, and participation in overlapping communities of practice. Viewed in this way, Erasmus+ mobility is not an interruption of normal professional life but an intensification of particular forms of informal learning. It concentrates observation, interaction, and disorientation into a

short period and then returns the teacher to a context in which learning must be consolidated through conversation, written reflection, and revised practice.

2.3. Transformative Learning and Teacher Identity

Mezirow's (1991, 2000) theory of transformative learning offers a useful, if sometimes overused, framework for thinking about how adult learners change in response to experience. The theory's core proposition is that genuine learning at the adult level often involves not the addition of new information but the alteration of meaning perspectives, that is, the deep frames of reference through which experience is interpreted. The process begins, in Mezirow's account, with a disorienting dilemma, proceeds through critical reflection on assumptions and dialogue with others, and culminates in the adoption of revised perspectives that guide future action.

The concept resonates with mobility studies. Teachers who travel for Erasmus+ activities frequently report moments that resemble disorienting dilemmas, including observing a classroom run on principles they had assumed impossible, encountering learners whose engagement patterns confound their expectations, or recognising that practices they had taken for natural are in fact local artefacts of their own system. Whether such moments crystallise into perspective change depends, again, on the reflective and dialogic work that follows. Taylor (2007), in his review of transformative learning research, observed that empirical evidence for full perspective transformation is more modest than the theory's popularity might suggest. Most learners report partial shifts, additions, and refinements rather than wholesale conversions.

The literature is therefore wary of romanticising perspective change. Newman (2012) offered a robust critique, arguing that Mezirow's framework can be over-applied to

changes that are better described in simpler terms, such as learning new skills, encountering new information, or modifying habits. For mobility research, the implication is to retain analytic discipline: not every reported gain from a mobility week deserves a strong theoretical label, and not every absence of dramatic change indicates failure.

Teacher identity has emerged as a closely related construct in recent ELT research. Beijaard et al. (2004) framed teacher identity as ongoing and discursively constructed, shaped by professional experience, biography, and institutional setting. For language teachers, identity questions are especially layered. Varghese et al. (2005) argued that language teacher identity is constructed at the intersection of professional, linguistic, cultural, and political identities. A non-native English teacher in Türkiye, for example, negotiates positions as a user of English, learner of English, pedagogical expert, representative of a national educational system, and participant in European professional networks.

Mobility experiences interact with each of these identity facets. Encounters with native and non-native English-speaking teachers across the European context provide reference points against which a teacher's sense of professional standing is reshaped. Hosting visits, presenting one's own work to international colleagues, or co-planning lessons across institutional boundaries can produce a sense of legitimate participation in a wider professional community (Wenger, 1998), which in turn can feed into renewed professional confidence at home. Such identity work is not always smooth; it can also surface inadequacies that the teacher had not previously confronted, including in language proficiency, technological literacy, or pedagogical repertoire.

Linking transformative learning to identity provides a richer analytical vocabulary than either tradition alone. The argument advanced here is that mobility experiences can prompt adjustments to meaning perspectives that, even when partial, accumulate into identity shifts over time. A teacher who returns from Italy with a new appreciation for project-based learning is unlikely to abandon her previous approach wholesale, but the experience may slowly recalibrate her image of what an English classroom can be, what her role within it is, and what she is professionally capable of attempting.

Teacher identity research also draws attention to the costs of identity disruption. Day et al. (2006) noted that identity stability is a resource for professional functioning; teachers cannot work effectively if their sense of professional self is continually destabilised. Mobility experiences that unsettle identity without providing resources for reconstruction may therefore generate frustration as well as growth. The post-mobility period is crucial because it is during this phase that identity reconstruction is either consolidated or weakened.

Taken together, the transformative learning and teacher identity literatures indicate that Erasmus+ mobility is a potentially significant site of identity work, but they also caution against assuming transformation. Disorientation, reflection, and dialogue can create conditions for identity development, yet these processes require personal and institutional support. The empirical task is therefore to trace how teachers narrate and negotiate these processes rather than to presume their occurrence.

2.4. International Mobility and Erasmus+ Teacher Development

The Erasmus+ programme, in its various iterations since the original Erasmus initiative of 1987 and its expansion into Erasmus+ in 2014, has become a defining feature of European

higher education and, more recently, of school education. The 2021–2027 programme cycle has further widened the scope, with KA1 (learning mobility), KA2 (cooperation among organisations and institutions), and KA3 (policy support) actions covering schools, vocational education, higher education, adult learning, and youth (European Commission, 2021). For schools, KA1 supports teaching and training assignments abroad, structured courses, and job shadowing; KA2 supports strategic partnerships that often include teacher mobility as one of several activity types.

Research on Erasmus+ has accumulated in waves. Early studies, especially in higher education, focused on student mobility and tended to use survey instruments to measure satisfaction, intercultural learning, language gains, and graduate outcomes (Engel, 2010; Teichler & Janson, 2007). Teacher mobility entered the picture more gradually, with attention given to short-term teaching assignments in higher education and, increasingly, to school-based mobility under the KA1 and KA2 actions.

Studies examining the professional impact of Erasmus and Erasmus+ on teachers report a range of perceived benefits. Engel's (2010) analysis of temporary Erasmus mobility identified positive effects on mobile teachers' intercultural understanding, specialist knowledge, and teaching methods. Mede and Tuzun (2016), working with Turkish ELT academics, found that Erasmus teaching staff mobility contributed to participants' professional development and to their home institutions despite practical difficulties. More recent research has also complicated celebratory accounts: Ateş Özdemir et al. (2023) found no statistically significant difference in self-efficacy between English teachers who had participated in Erasmus+ and those who had not, while Martins et al. (2026) showed that the professional value of school-based Erasmus+ mobility depends strongly on

whether it becomes part of a broader school improvement strategy.

For ELT specifically, recent studies have examined how language teachers experience international mobility. Çiftçi and Karaman's (2019) qualitative meta-synthesis showed that short-term international experiences can support professional, linguistic, and intercultural development in language teacher education, while also emphasising the importance of preparation, host communities, peer networks, and post-programme guidance. Karabekir et al. (2024), focusing on English teachers' reflections on Erasmus+ projects in school and classroom environments, similarly found that mobility experiences generated personal, sociocultural, and professional gains but that teachers encountered curricular, institutional, and contextual barriers when attempting to transfer these experiences into local practice.

A persistent question across this literature concerns transfer: what aspects of learning during a mobility week or month are subsequently integrated into practice? The concept draws on the longer TPD literature on the transfer of training to classroom application (Joyce & Showers, 2002). Transfer in mobility contexts appears to be shaped by three sets of factors: the design, intensity, and quality of the mobility experience; teacher characteristics such as motivation, openness, and prior experience; and home-institution conditions such as support, dissemination structures, and openness to innovation.

Critical perspectives caution against treating mobility as intrinsically beneficial. Work on intercultural experience and education stresses that cross-border contact does not automatically produce intercultural competence; without reflection, mediation, and critical cultural awareness, mobility can reinforce stereotypes as readily as it unsettles them (Alred et al., 2002; Byram, 1997, 2008). Other critiques address equity,

including which institutions secure Erasmus+ funding most often, which teachers are selected for mobility, and how the linguistic norms of mobility settings may privilege particular participants (Risager, 2007). These critiques do not reject Erasmus+ mobility; rather, they support a more analytically grounded account of what mobility can and cannot achieve.

Turkish higher education and school participation in Erasmus+ has grown substantially, with universities and schools across Türkiye actively engaged in KA1 and KA2 actions. Studies in this context, including Demirel's (2009) work on lifelong learning and schools and subsequent research on Turkish teacher education, have begun to map how professional learning is shaped by institutional conditions. Nevertheless, qualitative longitudinal work on Erasmus+ mobility remains comparatively limited. Within ELT departments and faculties of education, Erasmus+ mobility intersects with the broader internationalisation of teacher education, an agenda shaped by national policies, university strategies, and European funding structures.

For the present study, the central point is that Erasmus+ teacher mobility should be examined as a TPD context with distinctive affordances and constraints. The literature demonstrates its increasing relevance, its uneven evidence base, and the methodological difficulty of tracing its professional consequences over time. The study addresses this gap by examining how English language teachers make sense of mobility experiences and how they translate those experiences into classroom practice, professional identity, and institutional participation.

2.5. Intercultural Learning and Pedagogical Transfer in ELT

Intercultural learning has long been part of the ELT teacher development conversation, both because language and

culture are closely intertwined and because contemporary ELT increasingly recognises the multilingual, multicultural realities of its learners. Byram's (1997, 2008) influential model of intercultural communicative competence identified five components, namely knowledge, attitudes, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Although developed primarily for learners, the model has been applied to teachers as well, with the argument that teachers cannot foster what they themselves do not possess.

Deardorff (2006) extended the conversation through a process-based model of intercultural competence, in which attitudes (openness, respect, curiosity) feed into knowledge and skills, which in turn shape internal outcomes (informed frame of reference) and external outcomes (effective intercultural behaviour). The model is iterative; intercultural competence is treated as developmental rather than as a stable trait. For mobility studies, this developmental framing aligns well with what teachers commonly report; competence is not switched on by a mobility experience but accumulates through repeated, reflectively processed encounters.

For language teachers specifically, intercultural learning carries pedagogical implications. Liddicoat and Scarino (2013) argued that intercultural language teaching requires teachers who can move beyond comparing static cultural facts to facilitating learners' active engagement with cultural meaning-making. Such teaching depends, in turn, on teachers' own willingness to interrogate their assumptions about culture and to model intercultural inquiry in the classroom. Mobility experiences offer one of the more direct routes to such interrogation, since they place teachers in the position of being intercultural learners themselves.

The concept of pedagogical transfer, distinct from intercultural transfer, has received attention in comparative education and TPD literature. Steiner-Khamsi (2014) cautioned that the transfer of educational ideas across contexts is rarely smooth; what is borrowed is reinterpreted, reshaped, and sometimes inverted in its new setting. For teachers returning from mobility, the question is not whether to import the methods they observed wholesale (which is rarely feasible) but how to translate the underlying principles into locally workable practice. This requires what Phillips and Ochs (2003) called borrowing literacy, applied at the level of individual practitioners; an ability to read the new context, identify what is transferable, and adapt accordingly.

A related body of work has examined the limits of methodological transfer in ELT. Kumaravadivelu (2012) and Pennycook (2017) have argued that assumptions about universal best methods are problematic because effective language teaching is contextually situated. The post-method perspective calls for teachers who are reflective, context-sensitive, and able to construct locally appropriate pedagogies. From this perspective, the most productive outcome of mobility may not be the importation of techniques but the development of adaptive capacities that enable teachers to construct context-sensitive practice.

Intercultural learning and pedagogical transfer also intersect with identity. As teachers gain intercultural experience, they may develop a broader professional self-understanding, including a sense of belonging to an international professional community (Beijaard et al., 2004; Wenger, 1998). This expanded identity can become a resource for navigating local constraints, as teachers who see themselves as participants in a wider professional conversation may be more willing to experiment,

advocate for change, and sustain engagement despite institutional frustration.

The literature reviewed in these five subsections converges on several conclusions relevant to the present study. English language teacher development is best understood as ongoing and ecological rather than episodic. Informal learning, reflection, and identity work are central to this ecology. Mobility experiences can intensify these processes, but their effects are mediated by personal, institutional, and contextual conditions. Intercultural learning and pedagogical transfer are developmental, partial, and uneven, requiring careful empirical analysis rather than generalised claims about mobility's benefits.

3. CONCEPTUAL FRAMEWORK

The conceptual framework guiding this chapter brings together five strands of scholarship: informal professional development (Eraut, 2004; Marsick & Watkins, 2001), reflective practice (Farrell, 2015; Schön, 1987), transformative learning (Mezirow, 2000), intercultural learning (Byram, 2008; Deardorff, 2006), and teacher professional identity (Beijaard et al., 2004; Varghese et al., 2005). Each strand is well established in its respective field; the contribution of the framework lies in positioning them in relation to Erasmus+ mobility and to one another.

The integrating concept proposed here is the mobility-mediated informal professional learning ecology. The term ecology is used deliberately, drawing on Wenger's (1998) account of communities of practice and Engeström's (1987) activity-theoretical vocabulary, to signal that mobility-based learning is not a linear process triggered by a single event. It is instead a layered system of interacting elements. The ecology comprises three temporal phases (pre-mobility, in-mobility, and post-

mobility) and five interacting processes that operate across those phases.

The first process is observation. During the mobility period, teachers observe practices, routines, and institutional arrangements in another educational context. Observation is not neutral; it is filtered by the teacher's prior frames, expectations, and concerns. The richness of observation as a learning process depends on what the teacher attends to, how systematically it is recorded, and how it is brought into dialogue with prior experience.

The second process is intercultural interaction. Mobility settings involve sustained contact with people who bring different cultural, linguistic, and professional backgrounds. Such interactions afford intercultural learning along the dimensions identified by Byram (2008) and Deardorff (2006), including openness, cultural knowledge, and intercultural communication skills. Interaction is also a site of identity work, since teachers are positioned by others and position themselves in relation to those others.

The third process is reflective comparison. Drawing on Farrell (2015), Mezirow (2000), and Schön (1987), reflective comparison refers to the active interrogation of observed and experienced practices in relation to teachers' prior assumptions and local contexts. Comparison may be descriptive, analytic, or critical: it can involve noting similarities and differences, interpreting why those differences exist, or examining the values and ideologies that underlie them. The depth of comparison shapes the depth of learning available from mobility.

The fourth process is pedagogical adaptation. Following Steiner-Khamsi (2014) and the ELT post-method tradition (Kumaravadivelu, 2012), adaptation is understood not as direct transfer but as principled translation. Teachers identify aspects of

what they have observed that resonate with their own context, modify them to fit local constraints, and integrate them into their existing practice in a way that respects both the source and the destination contexts.

The fifth process is identity reconstruction. Drawing on Beijaard et al. (2004) and Varghese et al. (2005), identity reconstruction refers to the cumulative reshaping of the teacher's sense of professional self in light of mobility experiences. This may include a strengthened sense of legitimate participation in international professional networks, an expanded sense of pedagogical possibility, and revised views of one's own role and capabilities.

These five processes are presented analytically as distinct, but in practice they overlap and interact. Observation feeds intercultural interaction; reflective comparison enables pedagogical adaptation; both interact with identity reconstruction over time. The ecology metaphor captures this interaction without forcing the processes into a strict sequence.

The framework also foregrounds the role of structural conditions. Whether the ecology is productive for an individual teacher depends on conditions internal to the teacher (motivation, prior experience, reflective disposition), conditions of the mobility itself (design, duration, host engagement), and conditions of the home institution (preparation, post-mobility support, dissemination, openness to innovation). Mobility, in this view, neither guarantees learning nor merely provides scenery; it provides affordances whose realisation depends on the wider ecology.

The four research questions follow directly from this framework. The first question addresses how teachers perceive mobility experiences as professional development, or how they understand the ecology as a whole. The second addresses

pedagogical and intercultural gains, mapping onto observation, intercultural interaction, and adaptation. The third addresses identity change and classroom transfer, foregrounding pedagogical adaptation and identity reconstruction. The fourth addresses transfer challenges, with particular attention to the structural conditions that constrain the ecology.

4. METHODOLOGY

4.1. Research Design

The study employed a qualitative case-study design (Stake, 1995; Yin, 2018). This design was appropriate because it enabled in-depth exploration of Erasmus+ mobility as informal professional development within its real-world context and across multiple data sources. The case was bounded by participation in Erasmus+ teacher mobility activities within the previous three years among English language teachers working in Türkiye. The analytical focus was on how teachers interpreted these experiences and how those interpretations shaped classroom practice and professional identity.

The study was interpretive in orientation (Merriam, 1998). It sought to understand how participants made sense of mobility rather than to test predetermined hypotheses. Participants were treated as knowledgeable professional actors whose accounts warranted close analytic attention, while the analysis remained attentive to the partial and reconstructive nature of self-report.

4.2. Research Context

The study was situated in the Turkish ELT context, where Erasmus+ participation has expanded across school and higher education sectors. Turkish English teachers work within a system shaped by a centrally designed national curriculum, large class sizes in many state schools, and high-stakes examinations that

influence lower-secondary and upper-secondary teaching practice. Within this context, Erasmus+ mobility creates opportunities to encounter educational settings organised differently from everyday local practice, making it a productive site for examining how teachers reconcile new experiences with established professional routines.

4.3. Participants

Drawing on purposeful sampling (Patton, 2015), the study included eleven English language teachers who had participated in Erasmus+ KA1 or KA2 mobility activities within the previous three years. Participants represented different ELT contexts in Türkiye, including primary, secondary, and higher education settings. Selection criteria included active employment as an English language teacher, participation in an Erasmus+ mobility of at least five working days, willingness to participate in an interview and produce a reflective written narrative, and informed consent. Maximum variation sampling supported diversity in school type, region, teaching experience, and mobility activity, including job shadowing, structured courses, teaching assignments, and project meetings.

4.4. Data Collection Tools

Two data collection tools were used: semi-structured interviews and reflective written narratives. These tools were complementary. Interviews enabled elaboration and probing, whereas reflective narratives provided participants with time to formulate accounts in their own voices and on their own terms.

The semi-structured interview protocol is organised around ten thematic areas:

1. Pre-mobility expectations and motivations.
2. Description of the mobility activity and host context.
3. Pedagogical observations during the mobility.

4. Intercultural experiences and interactions.
5. Moments of surprise, challenge, or disorientation.
6. Self-perceived professional learning.
7. Changes in teaching beliefs.
8. Classroom transfer of mobility-based ideas.
9. Effects on professional identity and self-positioning.
10. Institutional support, barriers, and the sustainability of mobility-based learning.

Each interview lasted approximately thirty to forty-five minutes. Interviews were conducted in Turkish or English according to participant preference, audio-recorded with consent, and transcribed verbatim. The protocol was piloted with two teachers before the main data collection in order to examine the clarity, sequencing, and elicitation strength of the questions. Minor revisions were then incorporated.

The reflective written narrative prompt invites participants to write a free-form account of approximately 800 to 1,200 words on the following stimulus:

Reflective Narrative Prompt: Please write an account of your Erasmus+ mobility experience as a phase in your professional development. Consider how the experience compares with other forms of professional development you have engaged with, what aspects of your teaching it has affected, how it has shaped your sense of yourself as an English language teacher, and what challenges you have faced in integrating it into your work. There is no required structure; write in the form that feels most natural to you, in Turkish or English.

The narrative prompt elicited reflection that was not directly shaped by the interviewer's questions and allowed

participants to foreground meanings that the interview protocol did not fully anticipate. Participants were given two weeks to complete the narrative and could write in whichever language they found more conducive to reflection.

4.5. Data Collection Procedure

Recruitment proceeded through professional networks of Turkish English language teachers, including local and regional in-service training contacts, Erasmus+ project networks, and professional associations. Potential participants received an information letter explaining the study's purpose, procedures, and ethical safeguards. After volunteers had been confirmed and written informed consent had been obtained, interviews were scheduled. Reflective narratives were requested either before or after the interview, according to participant preference.

Data collection took place over four months. Interviews were conducted online or in person according to participant preference and geographical feasibility. Reflective narratives were submitted electronically.

4.6. Data Analysis

Data analysis followed Braun and Clarke's (2006, 2019) six-phase thematic analysis framework, adapted for reflexive thematic analysis (Braun & Clarke, 2019). The six phases were: (1) familiarisation with the data through repeated reading; (2) generation of initial codes inductively from the data, with sensitivity to the conceptual framework; (3) construction of candidate themes through the clustering and refining of codes; (4) review of themes against coded extracts and the entire data set; (5) definition and naming of themes; and (6) production of the analytical narrative.

Coding was conducted manually with support from qualitative data analysis software. Codes were generated

primarily inductively, while sensitising concepts from the conceptual framework (observation, intercultural interaction, reflective comparison, pedagogical adaptation, and identity reconstruction) informed interpretation without predetermining the coding structure. Interviews and reflective narratives were analysed together because they referred to the same participants and offered complementary forms of evidence.

Themes were constructed at the latent level (Braun & Clarke, 2006), aiming to capture underlying ideas and assumptions rather than only surface descriptions. Disconfirming cases were sought actively; instances that did not fit emerging themes were noted and used to refine the analysis. Where appropriate, cross-case patterns were identified across the participant group, with attention to variation by school level, mobility type, and teaching experience.

4.7. Trustworthiness

Trustworthiness was addressed through procedures derived from Lincoln and Guba (1985) and subsequent qualitative methodological literature. Credibility was supported by prolonged engagement with the data, triangulation of interview and narrative sources, and member checking, through which a preliminary analytical summary was shared with participants for verification, clarification, and elaboration. Transferability was supported through thick description of the research context and participant group. Dependability was supported through an audit trail of analytic decisions, including coding records, memos, and successive theme structures. Confirmability was supported through peer debriefing with a colleague experienced in qualitative ELT research and through researcher reflexivity concerning the author's position as a Turkish ELT academic with Erasmus+ experience.

4.8. Ethical Considerations

The study adhered to standard qualitative research ethics. Ethical clearance was obtained from the relevant institutional ethics committee before data collection. Participation was voluntary, and prospective participants received a written information sheet describing the purpose of the study, the procedures, the use of the data, and storage and disposal arrangements. Written informed consent was obtained before data collection. Confidentiality was protected through pseudonymisation; participants are referred to as T1, T2, T3, and so forth, and identifying details about host institutions or projects have been anonymised. Participants retained the right to withdraw at any stage without consequence and to request that their data be removed from the analysis. Data were stored securely on password-protected institutional drives and scheduled for destruction five years after the conclusion of the study, in line with institutional data retention policy.

The participant excerpts in Section 5 are drawn from interview and narrative data and are identified by participant codes. They have been selected because they represent recurrent patterns in the data while preserving individual participant voice. Identifying details have been removed to protect confidentiality; participant wording has otherwise been retained.

5. FINDINGS

The thematic analysis generated seven themes explaining how English language teachers experienced Erasmus+ mobility as a form of informal professional development. The themes indicate that mobility-based learning was not limited to cultural exposure or the acquisition of isolated classroom techniques. Rather, participants described a layered process involving professional reorientation, expansion of pedagogical repertoire,

intercultural self-positioning, reflective comparison of local practice, selective adaptation, institutional constraint, and longer-term professional sustainability.

5.1. Theme 1: Mobility as Professional Awakening

The first theme frames mobility as a turning point in teachers' professional biographies. Participants described mobility as a stimulus for stepping outside routinised patterns and reconsidering assumptions about classroom organisation, learner engagement, and professional habits. The theme relates to the first research question and to the conceptualisation of observation as a learning process that makes previously implicit assumptions available for reflection.

Before going to Spain, I thought I had a pretty clear picture of what teaching English looked like. Twenty years in the classroom does that to you. But in the first three days at the host school, I caught myself questioning things I had never questioned. Why do I always do warm-up the same way? Why is my classroom arranged like this? It was uncomfortable, but in a useful way. (T4)

This theme was frequently accompanied by references to professional fatigue before mobility. For experienced teachers, mobility interrupted a professional plateau and renewed curiosity about teaching. For early-career teachers, the same experience was framed less as recovery from routine than as confirmation that the profession offered more varied models of English language teaching than those encountered during initial teacher education or early school placement.

I had only been teaching for four years before my mobility. I was still figuring out who I wanted to be in the classroom. The job-shadowing week did not wake me up from anything; it showed me that there were many more ways of

being an English teacher than the ones I had seen at my own school. (T1)

5.2. Theme 2: Pedagogical Repertoire Expansion

The second theme concerns the expansion of pedagogical repertoires through observation and adaptation. Participants described encounters with specific techniques, activities, feedback routines, and organisational principles that they considered relevant to their own practice. This theme relates to the second research question and to the conceptual processes of observation and pedagogical adaptation.

What struck me in the Italian classroom was how the teacher used short student-led presentations every Monday. Five minutes, very informal, but the students were obviously invested. I have started doing something similar with my upper-secondary group, although I had to shorten it and tie it to our exam topics. It is not the same activity, but the principle works. (T7)

In the data, repertoire expansion did not operate as wholesale method transfer. Participants described selective borrowing, principled adaptation, and careful experimentation with elements that aligned with their existing teaching orientations. Primary teachers tended to emphasise classroom routines and learner engagement strategies, whereas secondary and higher education teachers more often foregrounded feedback, assessment design, and task organisation.

From the Lithuanian colleague I observed, the thing I took back was not the lesson itself but the way she gave feedback. She never said good job; she always said something specific. I started doing that and noticed a difference in how my students reacted. It is a small change, but it has stayed with me. (T8)

5.3. Theme 3: Intercultural Awareness and Global Teacher Identity

The third theme addresses the intercultural and identity dimensions of mobility. Participants described encounters with colleagues from different educational traditions as broadening their sense of participation in an international professional community. The theme connects the second and third research questions with the conceptual processes of intercultural interaction and identity reconstruction.

I had taught English for fifteen years, but I had never really sat in a staff room with English teachers from Italy, Lithuania, and Spain. Discussing curriculum problems with them, I realised that we were dealing with similar issues in different forms. After that week, I started seeing myself less as a teacher in a particular Turkish school and more as someone who is part of a wider conversation. (T2)

This movement toward international self-positioning was accompanied by the continued primacy of local commitments. Participants did not replace local professional identity with international identity; instead, they layered an international dimension onto their existing self-understandings. Encounters with European colleagues also brought the strengths and constraints of the Turkish ELT context into sharper focus, discouraging both idealisation of host systems and uncritical dismissal of the home context.

I think what surprised me most was that the teachers in the host country also envied things about our system, certain things we do not see as valuable any more. The conversation worked both ways. I came back proud of some things I had stopped noticing about my own work. (T10)

5.4. Theme 4: Reflective Reconsideration of Local Practices

The fourth theme concerns the way mobility led teachers to view their own institutions, curricula, and classroom routines with renewed analytical distance. Returning teachers noticed aspects of their school environments that had previously been normalised, sometimes positively and sometimes critically.

When I came back, I noticed for the first time how rigid our timetable was. We had complained about it before, but I did not really see it as a pedagogical problem until I had seen schools where the timetable was used as a flexible tool. Now I think differently about how I plan, even within the system we have. (T9)

This reflective reconsideration was not uniformly critical. Participants also described renewed appreciation for features of the home system that they had previously undervalued, including collegiality, the commitment of senior colleagues, and the strengths of national pre-service teacher education. The reflection prompted by mobility was therefore comparative rather than one-sidedly evaluative.

5.5. Theme 5: From Observation to Adaptation

The fifth theme traces the movement from observed practice abroad to adapted practice at home. Participants described the interpretive and practical work required to transform an idea encountered during mobility into a sustainable classroom practice. The theme relates to the third research question and to the conceptual process of pedagogical adaptation.

I came back with twenty-three ideas. Six months later, two of them are actually working in my classroom. Some of the others did not fit our system; some required equipment we do not have; some I tried once and they did not work the first time,

and I did not have the time to redesign them. Adaptation takes longer than I expected. (T5)

The data show a clear distinction between the enthusiasm of return and the slower process of sustainable integration. Successful adaptation depended on teachers' willingness to redesign rather than replicate observed practices, and on the availability of curricular flexibility within which new approaches could be piloted.

The first month after returning, I tried to change too many things at once. The students were confused, and I went back to my old habits. The second time around, I chose one small change and stuck with it for a whole term. That worked. Adaptation, for me, has to be slow. (T6)

5.6. Theme 6: Institutional and Contextual Transfer Barriers

The sixth theme concerns the barriers teachers encountered when attempting to translate mobility-based learning into their local contexts. These barriers operated at curricular, institutional, and resource levels.

I had hoped to share what I learned in a school-wide seminar, but there was no slot for that. I did one short presentation in our department meeting, and that was it. The mobility report I wrote went to the coordinator, but I am not sure anyone else read it. The school is supportive in principle, but the structures for sharing are thin. (T3)

The theme captures an asymmetry between the intensity of the mobility experience and the often limited infrastructure for institutional follow-up. It relates directly to the fourth research question and to the structural conditions identified in the conceptual framework. Senior teachers with experience of multiple mobilities tended to frame this barrier in resigned terms,

as a systemic condition rather than a discrete problem to be solved; newer teachers more often framed it as an unresolved professional frustration.

Honestly, by the time I came back from my third mobility, I had stopped expecting the school to organise anything around it. I now think of mobility as something I do for myself. If it ever leaks into school life, that is a bonus. But I am not waiting for it. (T11)

5.7. Theme 7: Sustaining Mobility-Based Professional Learning

The seventh theme addresses the sustainability of mobility-based learning: what remained six, twelve, or eighteen months after return. It brings together identity reconstruction, reflective practice, and structural conditions.

A year and a half later, what remains is not so much the specific activities I observed. It is the way I think about my own teaching. I am more willing to question what I am doing. I am also still in touch with two colleagues from the mobility group; we exchange messages occasionally. That keeps the experience alive in a way that the activities themselves could not. (T11)

Participants' accounts indicate that durable learning often resided in habits of mind and professional relationships rather than in surface-level techniques alone. Sustained dialogue with international colleagues, even when limited to occasional communication, functioned as a low-intensity community of practice that kept the mobility experience professionally active.

5.8. Thematic Mapping of Findings

The table below maps the seven empirical themes against their sub-themes, indicative codes, related research questions, and representative evidence. The mapping clarifies how the thematic

structure connects the research questions to the interview and narrative data.

Empirical Theme	Sub-themes	Indicative Codes	Related RQ	Representative Evidence
1. Mobility as Professional Awakening	Disruption of routine; plateau interruption; renewed curiosity	Turning point; questioning routine; fresh eyes; renewed interest	RQ1	Narrative framing of mobility as biographical shift; before-after contrasts
2. Pedagogical Repertoire Expansion	Activity borrowing; principle borrowing; feedback strategies	New activity; adapted technique; feedback shift; selective borrowing	RQ2	Specific examples of observed techniques, adapted principles, and classroom experimentation
3. Intercultural Awareness and Global Teacher Identity	International belonging; comparative awareness; layered identity	Wider community; shared problems; layered identity; cross-cultural appreciation	RQ2, RQ3	Identity statements; comparative accounts of Turkish and European teaching contexts
4. Reflective Reconsideration of Local Practices	Defamiliarisation; renewed appreciation; critical comparison	Noticed for first time; re-evaluation; appreciation; critical comparison	RQ1, RQ3	Comparative reflections on the home system; statements of critique and renewed appreciation
5. From Observation to Adaptation	Selective adaptation; redesign work; failed attempts	Tried but failed; redesigned; slow integration; principled adaptation	RQ3	Accounts of adaptation attempts, redesign processes, and classroom outcomes
6. Institutional and Contextual Transfer Barriers	Dissemination gaps; curricular constraints; resource limits	No slot for sharing; rigid timetable; resource shortage; weak structures	RQ4	Accounts of curricular, institutional, and resource barriers to transfer
7. Sustaining Mobility-Based Professional Learning	Durable mindset shifts; ongoing networks; long-term identity work	Still in touch; way of thinking; long-term shift; ongoing dialogue	RQ1, RQ3, RQ4	Retrospective accounts at 6-18 months post-mobility; evidence of continuing professional networks

5.9. Analytical Commentary on the Findings

The seven themes map the empirical terrain in which Erasmus+ mobility, teacher learning, and ELT professional identity intersect. They are organised around the five conceptual processes outlined in the framework, with some themes mapping primarily onto a single process, such as repertoire expansion onto observation and adaptation, and others spanning multiple processes. Taken together, the themes show that mobility-mediated professional learning is ecological rather than linear: observation, interaction, reflection, adaptation, and identity work develop in mutually reinforcing ways.

Several methodological considerations follow from the findings. First, school level shaped how mobility was interpreted; primary teachers' accounts and university lecturers' accounts produced overlapping but not identical thematic emphases. Second, mobility type mattered; structured courses, job shadowing, teaching assignments, and project meetings carried different affordances. Third, temporal distance from mobility was consequential; recent participants and those further removed from the experience foregrounded different aspects of professional learning. The findings therefore need to be read through school level, mobility type, and time since mobility rather than as a single undifferentiated mobility narrative.

6. DISCUSSION

The findings, interpreted through the conceptual framework, support a set of empirically grounded propositions about Erasmus+ mobility in English language teacher development. They clarify how mobility-based professional learning is connected to teacher development, intercultural learning, pedagogical adaptation, and identity work. The

discussion engages the seven themes in relation to the four research questions and the scholarship reviewed earlier.

The first research question asked how English language teachers perceived Erasmus+ mobility experiences as a form of professional development. Themes one, four, and seven show that participants perceived mobility as a distinctive form of TPD, different from in-service workshops and formal courses. The framing of mobility as professional awakening, reflective reconsideration of local practice, and sustained influence on professional thinking resonates with the broader literature on informal and experiential learning (Eraut, 2004; Marsick & Watkins, 2001). Whereas conventional in-service training often delivers content within a bounded session, mobility offered participants a situative learning experience in which location, duration, and social density combined to support forms of learning that conventional training rarely provides (Borko, 2004).

This positioning should not be overstated. Erasmus+ mobility is not inherently superior to formal TPD; it is pedagogically different. Formal TPD retains important strengths, including systematic coverage, curricular alignment, and certification value. The argument is therefore not that mobility displaces formal development, but that it deserves recognition as a distinct learning context with its own affordances, constraints, and institutional requirements. The notion of a mobility-mediated informal professional learning ecology provides a vocabulary for this distinction.

The second research question concerned the pedagogical and intercultural gains teachers associated with Erasmus+ participation. Themes two and three speak directly to this question. The finding of repertoire expansion through selective borrowing aligns with the post-method tradition in ELT, which rejects the assumption that teaching can be reduced to method

transfer (Kumaravadivelu, 2012; Pennycook, 2017). Participants did not simply import Italian, Lithuanian, or Spanish methods into Turkish classrooms; they identified principles and adapted them, consistent with Steiner-Khamsi's (2014) account of educational borrowing as reinterpreted. The intercultural dimension captured in theme three is consistent with developmental conceptions of intercultural competence (Byram, 2008; Deardorff, 2006) and with studies showing that mobility can support language teachers' professional and intercultural development when accompanied by preparation, reflection, and institutional mediation (Çiftçi & Karaman, 2019; Karabekir et al., 2024; Martins et al., 2026; Mede & Tuzun, 2016).

A further nuance concerns the layered character of the international identity fostered by mobility. Participants added an international dimension to their professional self-understanding without replacing local identity with international identity. This layering aligns with Varghese et al.'s (2005) account of language teacher identity as constructed at the intersection of multiple positionings. It also qualifies overly expansive interpretations of mobility as cultural transformation; the change reported by participants was accretive rather than revolutionary.

The third research question concerned how Erasmus+ experiences influenced professional identity and classroom practice. Themes one, three, five, and seven address this question from different angles. The findings show that identity and practice changes were substantive but uneven, and that the most durable shifts often occurred at the level of interpretive habits rather than specific techniques. This interpretation is consistent with Mezirow's (2000) account of meaning perspective change as gradual and partial, and with Taylor's (2007) caution against overclaiming transformation. It is also consistent with Beijaard et al.'s (2004) view of identity as ongoing and discursively constructed: participants did not necessarily announce transformed identities,

but their language about themselves and their work shifted in traceable ways.

With regard to classroom practice, the findings indicate that transfer was often more selective than teachers initially expected. Theme five highlights the redesign-intensive work required for successful adaptation. This finding has direct implications for TPD design: sending teachers on mobility without follow-up structures that support adaptation is likely to produce a gap between enthusiasm and sustained impact. Joyce and Showers' (2002) work on the transfer of training is relevant here, as is more recent research on coaching and collaborative reflection in TPD (Kraft et al., 2018).

The fourth research question, concerning challenges in transferring mobility-based experiences to local contexts, is addressed most directly by theme six. The findings show that transfer barriers were at least as institutional as they were personal. Participants returned with motivation and ideas, but those ideas then encountered curricular timetables, examination pressures, departmental cultures, resource limitations, and weak dissemination infrastructures. This pattern is consistent with the wider TPD literature, which shows how individual teacher learning can be constrained by institutional inertia (Avalos, 2011; Borko, 2004). It also aligns with Erasmus+ project reporting, where dissemination and integration into local CPD planning are frequently less developed than the mobility activity itself.

Several broader observations emerge from these findings. First, Erasmus+ mobility should not be treated as inherently transformative. Mobility can support transformation, but transformation depends on teacher preparation, host-context affordances, reflective mediation, and home-institution support. The intercultural education literature makes clear that cross-border experience can reinforce stereotypes or remain superficial

when it lacks critical reflection and mediation (Alred et al., 2002; Byram, 1997, 2008). The present findings support a cautious interpretation: mobility generated meaningful professional learning for participants, but its depth and durability depended on reflection, adaptation, and institutional conditions.

Second, the temporal architecture of mobility-based learning is central. The findings show that the post-mobility period was at least as analytically important as the mobility itself. Theme seven indicates that durable outcomes often became visible only months later, when immediate enthusiasm had either faded or consolidated into changed practice. This has methodological implications: studies that interview teachers only immediately after mobility may miss the most consequential aspects of professional learning. Retrospective interviewing of teachers who had participated within the previous three years helped capture consolidated rather than merely immediate experience.

Third, dialogue and community were central to the durability of learning. Themes one, three, and seven point to the value of continued professional dialogue, both within the home institution and laterally with mobility colleagues across institutions. This insight aligns with Wenger's (1998) account of communities of practice as sites of learning and identity work. It also suggests that mobility's effects can be strengthened when institutions deliberately foster ongoing dialogue networks rather than treating each mobility as a completed event.

Fourth, the ELT-specific dimension of mobility remained significant throughout the findings. English language teachers' work is intrinsically intercultural and transnational in ways that distinguish their mobility experiences from those of many teachers in other subject areas. Language teachers may be especially well positioned to interpret pedagogical principles

across borders because their work already involves cross-cultural meaning-making. At the same time, they face particular ideological complexities, including questions of which varieties of English are legitimised and how power circulates within transnational ELT networks (Kumaravadivelu, 2012; Pennycook, 2017). The findings therefore resist reducing mobility to a repertoire of transferable techniques.

Finally, the Turkish context gives these findings specific significance. Turkish teachers work within a tradition of central planning, examination orientation, and recurrent curricular reform. Mobility offered participants opportunities to encounter educational settings organised through different combinations of constraint and flexibility. The findings show that this contrast can be productive without becoming dismissive of the home context: participants valued features of other systems without idealising them, and they returned with a more nuanced understanding of what could and could not be changed locally. Erasmus+ mobility is therefore positioned within the Turkish ELT TPD ecology rather than outside or against it.

In sum, the findings bridge Erasmus+ mobility studies and ELT teacher development by showing how mobility functions as informal professional learning without romanticising its effects. They demonstrate that observation, intercultural interaction, reflective comparison, pedagogical adaptation, and identity reconstruction need to be studied together. The chapter contributes a more disciplined vocabulary for understanding the professional learning that English language teachers construct through and after mobility.

7. CONCLUSION AND IMPLICATIONS

This chapter has argued that Erasmus+ teacher mobility warrants recognition as a distinctive form of informal

professional development for English language teachers. It is best understood through the lens of a mobility-mediated informal professional learning ecology comprising five interacting processes: observation, intercultural interaction, reflective comparison, pedagogical adaptation, and identity reconstruction. These processes operate across pre-mobility, in-mobility, and post-mobility phases and are shaped by personal, mobility-related, and institutional conditions. The qualitative case study reported here shows how these processes appeared in the accounts of eleven English language teachers who participated in Erasmus+ activities.

The contribution of the chapter to ELT teacher education is both conceptual and empirical. Conceptually, it offers a vocabulary for discussing Erasmus+ mobility that extends beyond satisfaction, exposure, and intercultural competence to capture the layered and ecological character of mobility-based learning. Empirically, it shows how English language teachers narrated mobility as professional reorientation, pedagogical expansion, intercultural positioning, reflective comparison, selective adaptation, institutional challenge, and sustained professional learning.

Several practical implications follow for English language teachers. Mobility is more likely to yield durable professional learning when teachers approach it as participation in an ecology rather than as a discrete event. This involves pre-mobility preparation that extends beyond logistics, including reading about the host context, formulating personal learning questions, and identifying aspects of one's own practice for observation and comparison. During mobility, systematic recording of observations supports later reflection. After mobility, adaptation requires patience and selectivity; the findings show that only a limited number of return ideas may survive into sustained practice. Teachers can support this process by redesigning rather

than replicating observed practices and by maintaining dialogue with mobility colleagues.

For schools and universities that send teachers on Erasmus+ mobility, the implications concern institutional support. The findings show that follow-up structures were often thinner than the mobility activity itself, with predictable consequences for transfer. Strengthening these structures need not be elaborate. Regular departmental opportunities for returning teachers to share and analyse experiences, coaching arrangements for adaptation, small budgets for piloting mobility-inspired innovations, and integration of mobility into institutional CPD planning would all increase the likelihood of sustained impact. Pre-service teacher education can also prepare future English teachers to frame, process, and translate international experience analytically.

For Erasmus+ coordinators and policymakers, the implications concern programme architecture. Programme design can support the ecology more deliberately by funding pre-mobility preparation, requiring substantive post-mobility dissemination plans, and recognising the longer temporal horizon of mobility-based learning in evaluation frameworks. Indicators focused only on participant numbers and immediate satisfaction capture only a limited part of programme impact. Indicators that attend to sustained transfer, professional network maintenance, and institutional integration would provide a more accurate account of mobility's contribution to teacher development. The 2021-2027 Erasmus+ cycle, with its emphasis on inclusion, digital transformation, and sustainability, provides a relevant policy context for such refinements.

The study has several limitations. It draws on eleven participants from a single national context, so transferability to other settings must be argued rather than assumed. Although the

participant group includes teachers with different mobility histories, school levels, and institutional conditions, it cannot represent the full range of Erasmus+ teacher mobility experiences in Türkiye or Europe. The study also relies on retrospective self-report through interviews and reflective narratives. This design captures teachers' meaning-making in depth, but it does not directly measure classroom change or institutional impact. The qualitative case-study approach therefore privileges interpretive richness while requiring cautious generalisation.

Future research can extend this inquiry in several directions. Longitudinal studies following teachers across pre-mobility, in-mobility, and post-mobility phases over several years would strengthen claims about the durability of mobility-based learning. Comparative studies across European contexts would clarify which elements of the ecology are locally specific and which travel across settings. Mixed-methods research combining qualitative depth with larger-scale survey evidence would help assess the prevalence of the patterns identified here. Studies of host teachers and host institutions would also broaden understanding of mobility as a reciprocal professional relationship. Finally, research on the ELT-specific identity and ideological dimensions of mobility, including language varieties and power within transnational ELT networks, would deepen analysis of mobility's intercultural and political dimensions.

The chapter's closing argument is that Erasmus+ mobility should be taken seriously in ELT teacher education not as a peripheral cultural opportunity but as a substantive site of informal professional learning. The case for this seriousness is empirical, conceptual, methodological, and practical. Whether mobility realises its potential depends on conditions that teachers, institutions, coordinators, and researchers can actively shape. The findings and framework offered here contribute to that work by

giving mobility-based teacher learning a clearer analytical vocabulary.

*Artificial intelligence tools were used solely to support the readability, language clarity, and editorial refinement of this chapter. All academic content, conceptual arguments, source selection, interpretations, and final revisions were reviewed and approved by the author. No AI-generated content was used as an academic source, and all references cited in the chapter are based on verifiable scholarly and institutional sources.

REFERENCES

- Alred, G., Byram, M., & Fleming, M. (Eds.). (2002). *Intercultural experience and education*. Multilingual Matters.
- Ateş Özdemir, E., Kayapınar, U., & Köse, N. (2023). The impact of Erasmus+ on self-efficacy of English language teachers. *International Journal of English Language and Literature Studies*, 12(2), 97-106. <https://doi.org/10.55493/5019.v12i2.4753>
- Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education*, 27(1), 10-20. <https://doi.org/10.1016/j.tate.2010.08.007>
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107-128. <https://doi.org/10.1016/j.tate.2003.07.001>
- Borg, S. (2018). Evaluating the impact of professional development. *RELC Journal*, 49(2), 195-216. <https://doi.org/10.1177/0033688218784371>
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15. <https://doi.org/10.3102/0013189X033008003>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589-597. <https://doi.org/10.1080/2159676X.2019.1628806>

- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. Jossey-Bass.
- Burns, A., & Richards, J. C. (Eds.). (2009). *The Cambridge guide to second language teacher education*. Cambridge University Press.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- Byram, M. (2008). *From foreign language education to education for intercultural citizenship: Essays and reflections*. Multilingual Matters.
- Çiftçi, E. Y., & Karaman, A. C. (2019). Short-term international experiences in language teacher education: A qualitative meta-synthesis. *Australian Journal of Teacher Education*, 44(1), 93-119. <https://doi.org/10.14221/ajte.2018v44n1.6>
- Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal*, 32(4), 601-616. <https://doi.org/10.1080/01411920600775316>
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241-266. <https://doi.org/10.1177/1028315306287002>
- Demirel, M. (2009). Lifelong learning and schools in the twenty-first century. *Procedia - Social and Behavioral Sciences*, 1(1), 1709-1716. <https://doi.org/10.1016/j.sbspro.2009.01.303>
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational*

Researcher, 38(3), 181-199.
<https://doi.org/10.3102/0013189X08331140>

Engel, C. (2010). The impact of Erasmus mobility on the professional career: Empirical results of international studies on temporary student and teaching staff mobility. *Belgeo*, 4, 351-363. <https://doi.org/10.4000/belgeo.6399>

Engeström, Y. (1987). *Learning by expanding: An activity-theoretical approach to developmental research*. Orienta-Konsultit.

Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26(2), 247-273. <https://doi.org/10.1080/158037042000225245>

European Commission. (2021). *Erasmus+ programme guide*. Publications Office of the European Union.

Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. Routledge.

Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, 11(1), 33-49. [https://doi.org/10.1016/0742-051X\(94\)00012-U](https://doi.org/10.1016/0742-051X(94)00012-U)

Hayes, D. (Ed.). (2014). *Innovations in the continuing professional development of English language teachers*. British Council.

Johnson, K. E., & Golombek, P. R. (2016). *Mindful L2 teacher education: A sociocultural perspective on cultivating teachers' professional development*. Routledge.

Joyce, B., & Showers, B. (2002). *Student achievement through staff development (3rd ed.)*. Association for Supervision and Curriculum Development.

- Karabekir, S., Alkın-Şahin, S., Tunca Güçlü, N., & Yeşilpınar Uyar, M. (2024). *How do English language teachers reflect on the Erasmus+ projects they have experienced in their school/classroom environments? Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 53(2), 924-954. <https://doi.org/10.14812/cuefd.1439913>
- Kennedy, A. (2014). Models of continuing professional development: A framework for analysis. *Professional Development in Education*, 40(3), 336-351. <https://doi.org/10.1080/19415257.2014.929293>
- Kırkgöz, Y. (2008). A case study of teachers' implementation of curriculum innovation in English language teaching in Turkish primary education. *Teaching and Teacher Education*, 24(7), 1859-1875. <https://doi.org/10.1016/j.tate.2008.02.007>
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547-588. <https://doi.org/10.3102/0034654318759268>
- Kumaravadivelu, B. (2012). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. Routledge.
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*. Wiley-Blackwell.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Loughran, J. J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education*, 53(1), 33-43. <https://doi.org/10.1177/0022487102053001004>

- Marsick, V. J., & Watkins, K. E. (2001). Informal and incidental learning. *New Directions for Adult and Continuing Education*, 2001(89), 25-34. <https://doi.org/10.1002/ace.5>
- Martins, P. C., Mearns, T., Alves, M. G., & Tinoca, L. (2026). Can Erasmus+ mobilities for schools affect teachers? The case of teachers in the Netherlands. *European Educational Research Journal*. Advance online publication. <https://doi.org/10.1177/14749041261429525>
- McKay, S. L. (2002). *Teaching English as an international language: Rethinking goals and approaches*. Oxford University Press.
- Mede, E., & Tuzun, F. (2016). The ERASMUS teaching staff mobility: The perspectives and experiences of Turkish ELT academics. *The Qualitative Report*, 21(4), 677-694. <https://doi.org/10.46743/2160-3715/2016.2254>
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. Jossey-Bass.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass.
- Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. Jossey-Bass.
- Newman, M. (2012). Calling transformative learning into question: Some mutinous thoughts. *Adult Education Quarterly*, 62(1), 36-55. <https://doi.org/10.1177/0741713610392768>
- Patton, M. Q. (2015). *Qualitative research and evaluation methods (4th ed.)*. Sage.
- Pennycook, A. (2017). *The cultural politics of English as an international language*. Routledge.

- Phillips, D., & Ochs, K. (2003). Processes of policy borrowing in education: Some explanatory and analytical devices. *Comparative Education*, 39(4), 451-461. <https://doi.org/10.1080/0305006032000162020>
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.
- Risager, K. (2007). *Language and culture pedagogy: From a national to a transnational paradigm*. Multilingual Matters.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. Jossey-Bass.
- Seferoğlu, G. (2006). Teacher candidates' reflections on some components of a pre-service English teacher education programme in Turkey. *Journal of Education for Teaching*, 32(4), 369-378. <https://doi.org/10.1080/02607470600981953>
- Stake, R. E. (1995). *The art of case study research*. Sage.
- Steiner-Khamsi, G. (2014). Cross-national policy borrowing: Understanding reception and translation. *Asia Pacific Journal of Education*, 34(2), 153-167. <https://doi.org/10.1080/02188791.2014.961752>
- Taylor, E. W. (2007). An update of transformative learning theory: A critical review of the empirical research (1999-2005). *International Journal of Lifelong Education*, 26(2), 173-191. <https://doi.org/10.1080/02601370701219475>

- Teichler, U., & Janson, K. (2007). The professional value of temporary study in another European country: Employment and work of former Erasmus students. *Journal of Studies in International Education*, 11(3-4), 486-495. <https://doi.org/10.1177/1028315307303230>
- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity & Education*, 4(1), 21-44. https://doi.org/10.1207/s15327701jlie0401_2
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
- Yin, R. K. (2018). *Case study research and applications: Design and methods (6th ed.)*. Sage.

REFRAMING TASK-BASED LANGUAGE TEACHING AS MULTILITERACIES: A SCOPE FOR DIGITAL MULTIMODAL COMPOSING

Devrim GÜNAY¹

1. INTRODUCTION

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity... (Dickens, 1859, p. 18)

No description has framed the consequences of an age of accelerated change better than Charles Dickens's overture to *A Tale of Two Cities*, and none travels so well across the centuries that separate the first industrial revolution from the digital one we now inhabit. If the shift from manual labour to industrial machinery once opened the way towards globalisation, the shift from analogue to networked, multimodal and increasingly immersive media has, in our own period of incessant social change, redrawn the very surfaces on which meaning is made. The contemporary language classroom sits at the meeting point of these two histories: one of complicated technological advance, the other of a simple and enduring struggle to communicate.

Born into this communicative context, Task-Based Language Teaching (TBLT, hereafter) emerged as a popularly adopted model that takes the "task" as the central teaching and organising unit of language courses (Ellis, 2003; Willis, 1996). A

¹ Assistant Professor, İstanbul University-Cerrahpaşa, Hasan Ali Yücel Faculty of Education, Department of English Language Teaching, ORCID: 0000-0001-5765-6957.

pedagogic task creates a real context of language use by involving learners in a process of purposeful and meaningful language production, which is essentially different from the mere display of pre-learnt language items. For more than three decades this conception served the field well. Yet a methodology sensitive to language users' needs has to give a response to social change in order to survive, and Communicative Language Learning, like TBLT after it, can never be considered a last stop but rather a point of departure for whatever the changing needs of the learner next require.

This chapter argues that the digital turn has produced precisely such a need, and that the conceptual resources for meeting it lie ready to hand in the pedagogy of multiliteracies (New London Group, 1996; Cope & Kalantzis, 2009, 2015). Its claim is that TBLT and multiliteracies are not rival paradigms but two ends that meet in the domain of design, and that Digital Multimodal Composing (DMC, hereafter) is the practice in which they are reconciled. The argument proceeds in three stages. The first revisits TBLT and its affordances, surveying the definitions of "task" and the distinguishing characteristics that separate a task from an exercise or an activity. The second introduces the multiliteracies turn, its knowledge processes and its principles of learning by design, transpositional grammar and resemiotization, and locates the meeting point between tasks and designs. The third arrives at digital mediation, e-learning ecologies and DMC, defining the construct, surveying the sensory-rich affordances of low- and high-immersion environments, and offering a set of DMC task samples drawn from the author's own practice. The chapter closes by asking whether DMC is a more flexible, utilitarian and digitally mediated extension of TBLT's pedagogical role, or whether the gadgets of techno-optimism risk colouring the pedagogy at the cost of the learner's human voice and agency.

2. THE TASK AS A POINT OF DEPARTURE: TBLT AND ITS AFFORDANCES

The process of globalisation, an outcome of advances in science, technology, economics and society, increased the accessibility of people to even the most distinct quarters of the world, and the growing need to communicate in a more socialised global context had serious implications for language teaching. Language is no more an abstract subject matter to be studied but a means to get things done in the context of a social world. Nunan (1988, p. 25) addresses this change as follows: simply being able to create grammatically correct structures did not necessarily enable the learner to use the language to carry out various real-world tasks. The focus of methodology accordingly shifted from language-centred methods to learner-centred ones, and TBLT built its theory on the basis of communication rather than the sole knowledge of structures. As Ellis (2003, p. 28) puts it, learners do not acquire language as a structural system and then learn how to use it, but rather discover the system itself in the process of learning how to communicate.

2.1. What Exactly Is a Task?

Any clear image of TBLT as a methodology can only be drawn with reference to the concept that grounds it. A chronological survey of the literature shows the term gathering precision across two decades while keeping a remarkably stable core. For Long (1985, p. 89), a task is “a piece of work undertaken for oneself or for others, freely or for some reward” — the things people will tell you they do if you ask them and they are not applied linguists. Prabhu (1987, p. 24) narrows the focus to pedagogy, defining a task as an activity that requires learners to arrive at an outcome from given information through some process of thought, and which allows the teacher to regulate that process. Willis (1996, p. 23) makes the communicative criterion

explicit: tasks are always activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome. Skehan (1998, p. 95) adds the evaluative dimension, holding that in a task meaning is primary, there is some relationship to the real world, task completion has priority, and assessment is in terms of the task outcome. The Common European Framework (Council of Europe, 2001, p. 10) closes the circle by returning the construct to life beyond the classroom, defining a task as any purposeful action considered necessary in order to achieve a given result — from moving a wardrobe to preparing a class newspaper through group work.

Distilled from these definitions, a task can be characterised as an activity that includes an input to contextualise the language use, an outcome that can be evaluated in terms of language production, a meaningful purpose that puts the learners to work, and an element of cognitive and psycho-motor demand at an optimum level of difficulty for learning to take place. In performing tasks, as Nunan (2004, p. 20) observes, learners begin to move from reproductive to creative language use, recombining familiar words, structures and expressions in novel ways. The distinguishing characteristics commonly drawn together in the literature are therefore five: a meaningful, real communicative purpose; a clear outcome to be achieved; some challenge at an optimum level of difficulty; a connection to real or imaginary worlds through a well-established input; and an element of unpredictability that leaves room for creativity in multiple outcomes.

2.2. The Exercise–Activity–Task Cline and the Limits of PPP

Tasks are best understood by contrast with what they are not. Littlewood (2004, p. 322) arranges classroom work along a cline that runs from non-communicative learning, through pre-

communicative and communicative language practice and structured communication, to authentic communication — that is, from exercises and enabling tasks at one end to communicative tasks at the other. An exercise focuses on the structures of language, how they are formed and what they mean; a task uses language to communicate in situations where the meanings are unpredictable. Table 1 sets out this cline and, reading from left to right, extends it one decisive step further — beyond the communicative task to the multimodal design and the digital multimodal composition that are the subject of this chapter. The familiar “accurate” textbook conversation, with its structural repetition, distinct turn-taking, display questions and monotonous reality, betrays its non-task character precisely in the absence of a story behind it and a reason to follow.

Table 1. A continuum from exercise to digital multimodal composition, extending Littlewood (2004)

Exercise	Enabling task	Communicative task	Authentic / multimodal task	Multimodal design	Digital multimodal composition
Non-communicative learning	Pre-communicative practice	Communicative practice	Authentic communication	Designing meaning	Composing across modes
Focus on the structures of language, how they are formed and what they mean	Practising language with some attention to meaning, but not yet conveying new messages	Using pre-taught language to communicate new information in context	Using language where meanings are unpredictable, e.g. creative role play, problem solving	Orchestrating linguistic and non-linguistic modes to redesign available designs	Producing a multimodal text with digital tools across image, word, sound, space
Substitution drills; gap-fill	Question-and-answer practice	Information-gap activities	Discussion; simulations	Infographic; concept map	Podcast; virtual exhibition; digital story

Note. The first four columns are adapted from Littlewood (2004, p. 322); the final two columns extend the continuum towards multiliteracies and DMC.

This contrast exposes the limits of the long-used Presentation–Practice–Production (P-P-P) paradigm. P-P-P has been criticised on the grounds that learners may not use the pre-specified forms at the production stage, that they over-use those forms unnaturally in order to display them, and that they acquire

an “illusion of mastery”, producing the required forms in class but not under real circumstances (Willis, 1996, pp. 133–134). The paradigm resembles a fruit juicer: oranges are put in, oranges are practised, and orange juice is produced — a clean, single, predictable output in which linguistic variety and unpredictability are lost. TBLT, by contrast, is closer to the chemistry of carbon: flexible, unpredictable and open to infinite combinations. Its alternative staging — the pre-task, the task cycle of task, planning and report, and the closing language focus (Willis, 1996, p. 155) — does not present the language item directly but promotes interaction and requires learners’ involvement in a series of tasks through which meaning is negotiated as it is in real-world communication.

2.3. The Added Value of Tasks to the Language Class

Seen as more than a lesson stage, the task is a unit of design. Its added value to the language class can be stated as a set of affordances. Tasks engage cognitive processes — listing, ordering and sorting, comparing, matching, problem solving, sharing personal experience and creative production — and thereby recruit the learner as a thinker rather than a repeater. They build in an information, reasoning or opinion gap that gives a genuine reason to communicate. They are gradable along several demands at once — linguistic, cognitive, interactional and involvement — rather than along linguistic complexity alone, so that materials may be sequenced for a multi-componential rather than a single increase in difficulty. And they admit a meaningful, real-like and personalised purpose that makes risk-taking worth the learner’s while. These affordances explain why TBLT presents, in González-Lloret’s (2017, p. 193) words, “an ideal platform” for realising the potential of technological innovation, a point to which the chapter returns. Equally, they explain the recurrent finding — confirmed in the author’s own analysis of a state-school coursebook (Günay, 2007) — that a contradiction

often persists between the perception of task as a concept and the realisation of task as a concrete learning tool, with the cognitive, interactional and involvement demands of materials lagging behind their linguistic demand. The remedy proposed here is not to abandon the task but to enlarge the semiotic field in which it operates.

3. ENLARGING THE FIELD: FROM TASKS TO DESIGNS

Languages are born into societies; they both shape and are shaped by the societies that use them. This mutual and dialectical relationship implies that when the communicative surface of a society changes, the literacies it demands change with it. The New London Group (1996) made exactly this argument when it coined the term multiliteracies to capture two transformations the print-centred conception of literacy could not accommodate: the growing salience of cultural and linguistic diversity, and the multiplicity of channels and media through which meaning is now made. Where a single, standard, rule-governed literacy once sufficed, the contemporary communicator must orchestrate written, oral, visual, audio, tactile, gestural and spatial modes of representation, often simultaneously. The argument is not a replication of traditional methods in technologically enhanced environments; it is a paradigm shift in the means employed, the outcomes sought, the methods of measurement used and the roles adopted for constructing knowledge.

3.1. The Pedagogy of Multiliteracies and Its Knowledge Processes

The pedagogy that the New London Group (1996) proposed to meet these conditions rests on four orientations: situated practice, immersing learners in experiences and designs drawn from their own lifeworlds; overt instruction, introducing

the metalanguage with which designs can be described and discussed; critical framing, interpreting designs within the social and cultural relations of their production; and transformed practice, applying and re-creating designs in new contexts. In the later Learning by Design project these were translated into four knowledge processes — experiencing, conceptualising, analysing and applying — understood not as a fixed sequence but as distinct kinds of knowledge-action that a reflexive pedagogy weaves together (Cope & Kalantzis, 2015; Kalantzis & Cope, 2015). The affinity with the task cycle is immediate. A pre-task that activates prior knowledge is a moment of situated, experiential practice; the language focus that closes a task cycle is overt instruction; the planning and report stages, in which learners reflect on and present what they decided or discovered, enact critical framing and transformed practice. TBLT and multiliteracies, in other words, share a deep structure.

3.2. Learning by Design, Transpositional Grammar and Resemiotization

Three principles of the multiliteracies programme carry the field decisively beyond the linguistic conception of the task. The first is learning by design, the view that learners are not merely decoders of language but designers of meaning, who draw on available designs, redesign them, and leave the redesigned as a resource for others (Cope & Kalantzis, 2009). The second is transpositional grammar, Kalantzis and Cope's (2020) account of the new, multimodal genres — the social-media feed, the website, the app, the infographic, the data visualisation, the podcast — in which text, image, sound and data have become inseparable. A transpositional grammar offers a metalanguage capable of describing shared meanings across text, image, space, object, body, sound and speech, so that the same meaning may be expressed in different forms, though never in quite the same way (Kalantzis & Cope, 2020). The third is resemiotization, or

intermodal shifting — a sustained movement between diverse modes of output: visualising the written text, narrating the visual, rewriting the narration of the visual. It is in this sustained transposition that learners most fully exercise their designer agency, for each shift between modes forces a fresh act of meaning-making rather than a mechanical transfer.

3.3. Where TBLT and Multiliteracies Meet

The meeting point can now be stated plainly. TBLT supplies the unit — a purposeful, outcome-oriented, gap-driven activity with an optimum level of challenge — and the staging that surrounds it. Multiliteracies supplies the semiotic enlargement: it reconceives the outcome of the task as a multimodal design and the learner as its designer, and it furnishes the metalanguage of transposition with which that design can be discussed and assessed. Reframed in this way, the task does not lose its defining characteristics; it acquires new ones. Its input may be an image, a dataset, a soundscape or a virtual space; its outcome may be a podcast, an infographic, an exhibition or an animated avatar; its unpredictability is multiplied by the open-endedness of multimodal production. The task, in short, becomes a unit of praxis — a tool that bridges the gap between the language classroom and the wider, increasingly digital ecology of communication. What remains is to specify the medium in which this enlarged task is most powerfully realised.

4. THE DESIGNER IN THE MACHINE: DIGITAL MEDIATION, E-LEARNING ECOLOGIES AND DMC

The medium is the e-learning ecology. Cope and Kalantzis (2017) describe an emerging world of learning organised around seven affordances that an enabling technology can offer: ubiquitous learning that breaks out of the spatial and temporal

confinements of classroom and timetable; active knowledge making that recruits the learner as a producer rather than a consumer of knowledge; multimodal meaning that juxtaposes and links text, diagram, dataset, video and audio; recursive feedback that draws on continuous, machine-mediated assessment from multiple perspectives; collaborative intelligence that documents and makes transparent the contributions of peers and sources; metacognition that recruits learners as self- and peer-assessors; and differentiated learning that lets individuals and groups work at a pace suited to their needs while progressing against common goals. These are the conditions under which the enlarged, multimodal task can be set to work; and the practice that most directly exploits them is Digital Multimodal Composing.

4.1. Defining Digital Multimodal Composing

Digital Multimodal Composing is the process of creating texts that combine various modes of meaning-making — not relying solely on linguistic forms but integrating visual, audio, oral, gestural and spatial resources — a process largely enabled and executed through digital technologies and platforms. Jiang (2017, p. 413) defines it more compactly as a textual practice that uses digital tools to produce texts by combining multiple semiotic modes including, but not limited to, image, word and soundtrack. Its instances are by now familiar: video documentaries, presentation slides, podcasts, infographics, web pages and digital stories (Jiang & Hafner, 2024). What makes DMC central to the present argument is that it is the operational form of multiliteracies pedagogy: it positions learners not as decoders of language but as designers of meaning, and it fosters precisely the twenty-first-century capacities — creativity, critical thinking, collaboration and communication — that the multiliteracies programme set out to cultivate (Hafner & Miller, 2011; Lim, Chia, & Nguyen, 2022).

4.2. E-Learning Affordances and the Sensory-Rich, Immersive Turn

What happens through digital mediation is, before anything else, a heightened sense of presence — an exciting, engaging, sensory-rich environment in which language is encountered rather than merely studied. Digital environments can support embodied learning, allowing learners to experience language in a more physical and interactive way; they extend learner autonomy and agency, since learners navigate and explore independently, deciding where to go, what to attend to and what to discuss; they contextualise content, offering authentic and relevant practice; and they multiply the interactive modes through which learners orchestrate the semiotic resources as designers of meaning. These affordances intensify along a gradient of immersion. Low-immersion environments — a collaborative virtual space such as Gather.town, a real-time discussion layered over images in a tool such as VoiceThread — already lift engagement and lower the threshold to participation. High-immersion virtual reality, in which the learner wears a head-mounted display and acts within a three-dimensional world, adds a stronger sense of presence, interactivity, embodiment and emotional connection (Kaplan-Rakowski & Gruber, 2023).

The affective consequences are pedagogically significant. Because learners in high-immersion VR are represented by an avatar and need not expose their own face, they are more willing to speak and less inhibited; public-speaking practice in VR has been associated with statistically significant reductions in foreign-language anxiety relative to videoconferencing (Kaplan-Rakowski & Gruber, 2023). Yet the gains are not an inherent quality of the technology. They follow from the consciously designed environment and learning content, not from the hardware as such, so that VR should not be treated as mere instructional technology but as a designed semiotic space whose

value depends on the task placed within it (Wang & Wang, 2024). The lesson generalises across the immersion gradient: the benefits observed through DMC and digital embodiment — increased confidence, engagement and motivation; improved interactional competence; reduced anxiety; spontaneous oral production; opportunities for practice; and the development of digital literacy — are affordances of well-designed tasks, not of devices.

4.3. Sample DMC Tasks and the Differentiation Perspective

Several DMC tasks from the e-learning practice illustrate the reframing concretely. In Literography, learners read a literary work, shoot a photograph that responds to it, prepare a photo-narration, and exhibit the result in a virtual gallery on a platform such as Artsteps — a sustained transposition from print to image to narrated space that enacts resemiotization in its purest form. Figure 1 shows two views of such a learner-built exhibition: an annotated artwork inspired by a thousand splendid suns, and a walk-through of the gallery in which visitors move, click and converse. The virtual exhibition is not a decorative wrapper on a writing task; it is the semiotic space in which the writing becomes a design.



Figure 1. Literography — a learner-built virtual exhibition of photo-narrations on the Artsteps platform (İstanbul University-Cerrahpaşa ELT, 2021).

In a learner-edited Wiktionary of untranslatable expressions, learners gather idioms that do not translate word for

word into the target language, supply definitions, contexts and examples, and so reach the notion of translation as the recontextualisation of meaning. In reading-journey podcasts, learners narrate their own paths through a book, transposing a silent, private act of reading into a public, oral and audible mode. Figure 2 places these two practices side by side: the collaboratively authored glossary of untranslatables and the published playlist of reading-journey episodes. Each foregrounds a different mode — the written and the spoken — yet both ask the learner to design rather than merely to reproduce.

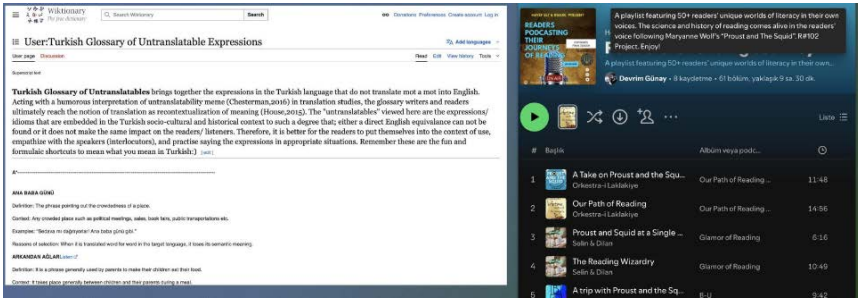


Figure 2. Learners as dictionary editors and podcasters — a collaborative glossary of untranslatable expressions (left) and a reading-journey podcast playlist (right).

Further tasks invite learners to build a concept map of ideas, to create an artificial-intelligence bot that answers questions on a topic, or to write prompts that generate a personal virtual world and then describe its details — each task an exercise of designer agency across modes. Read as units of design, these tasks foreground a differentiation perspective that the linguistic conception of the task could not fully accommodate. Because the outcome is a multimodal design rather than a single correct form, learners may enter the task through the mode in which they are strongest and travel towards the modes in which they are still developing, working at a pace and along a route that suits their own interests, identities and needs. The result is an inclusive practice that valorizes diverse learner identities and locates

learning in the personal, socio-affective and experiential domain of the learner — in short, an increase in learner agency. In this respect DMC does not merely add technology to the task; it advances the evolution of task-based pedagogy itself, carrying it from the management of linguistic demand towards the cultivation of design. Table 2 draws the three paradigms together, summarizing how the very character of communication, the central pedagogical unit, the implications for teaching and learning, and the emerging conception of the learner shift as the field moves from TBLT, through multiliteracies, to DMC.

Table 2. A comparative continuum of TBLT, multiliteracies and digital multimodal composing

Dimension	Task-Based Language Teaching	Multiliteracies Pedagogy	Digital Multimodal Composing
Character of communication	Spoken and written interaction for a real communicative purpose	Multimodal meaning across linguistic, visual, audio, gestural and spatial modes	Digitally mediated, multimodal and increasingly immersive composition
Central pedagogical unit	The task: a purposeful, outcome-driven activity with optimum challenge	The design: available designs redesigned and left as resource	The composition: a multimodal artefact produced with digital tools
Implications for learning	Negotiation of meaning: gradation of linguistic, cognitive, interactional demand	Situated practice, overt instruction, critical framing, transformed practice	Resemiotization across modes; sensory-rich, embodied, autonomous practice
Emerging conception of the learner	Communicator and problem-solver	Designer of meaning, not decoder of language	Designer-agent orchestrating semiotic resources in immersive space

Note. The table synthesises Willis (1996), Ellis (2003), the New London Group (1996), Cope and Kalantzis (2009, 2017) and Jiang (2017).

5. CONCLUSION

This chapter set out to reframe Task-Based Language Teaching as a multiliteracies practice and to argue that Digital Multimodal Composing is the venue in which that reframing is

realised. The line of argument has been deliberately diachronic, moving from the task as a linguistic unit, through the multiliteracies reconception of the learner as a designer of meaning, to the e-learning ecologies and immersive environments in which design is enacted. It remains to ask what the reframing finally amounts to, and three questions, posed in ascending order of difficulty, bring the matter to a point.

The first is whether DMC is a more flexible, utilitarian and digitally mediated extension of the pedagogical role of TBLT. The evidence assembled here suggests that it is. DMC retains every distinguishing characteristic of the task — meaningful purpose, clear outcome, optimum challenge, real-world connection and unpredictability — while enlarging the semiotic field in which these are exercised and supplying, through the technology-mediated TBLT framework (González-Lloret & Ortega, 2014), a principled way to integrate task and tool. The extension is real, and it is continuous with TBLT rather than a break from it.

The second question asks whether tasks should not be reconceived within the broader conception of the digitally immersive experience and the shape-shifting communication tools that now surround the learner. Here too the answer leans towards yes, but with a qualification the immersion research itself supplies. The sensory-rich environment is genuinely productive — it heightens presence, lowers anxiety and licenses spontaneous production — yet its benefits are properties of the designed task and not of the apparatus. To reconceive tasks within immersive experience is therefore not to surrender pedagogy to the device but to extend the designer's responsibility into a richer and more demanding semiotic space.

The third and hardest question is whether DMC genuinely opens a venue for freer semiotic production in the language class,

or whether it strips the learner of human voice and agency while colouring the pedagogy with the gadgets of techno-optimism. The honest answer is that it can do either, and that which it does is a matter of design and of judgement rather than of technology. There is a real risk, well documented in the literature, that learners may pour their energy into the production values of an elaborate artefact and so be diverted from the foundational language interaction on which acquisition depends (Jiang, Yang, & Yu, 2020). There is the broader caution, articulated forcefully by Selwyn (2019), that the integration of any technology into education must be presented as a choice grounded in values, judgements and politics, never as an inevitability. Yet the multiliteracies tradition answers the charge on its own terms: a pedagogy that defines the learner as a designer of meaning, and that equips that designer with a critical metalanguage of transposition, is by its very constitution a pedagogy of voice and agency rather than of their surrender. DMC strips the learner of nothing that the teacher does not first surrender on the learner's behalf. Communicative Language Learning was a point of departure rather than a last stop; TBLT, reframed as multiliteracies practice, is another such point; and the task ahead is not to ask whether the gadgets will speak for our learners, but to design the immersive, multimodal tasks through which our learners will more freely speak for themselves.

REFERENCES

- Cope, B., & Kalantzis, M. (2009). “Multiliteracies”: New literacies, new learning. *Pedagogies: An International Journal*, 4(3), 164–195.
- Cope, B., & Kalantzis, M. (Eds.). (2015). *A pedagogy of multiliteracies: Learning by design*. London: Palgrave Macmillan.
- Cope, B., & Kalantzis, M. (Eds.). (2017). *e-Learning ecologies: Principles for new learning and assessment*. New York: Routledge.
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.
- Dickens, C. (1859). *A tale of two cities*. London: Chapman & Hall.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- González-Lloret, M. (2017). Technology and task-based language teaching. In S. L. Thorne & S. May (Eds.), *Language, education and technology* (pp. 193–205). Cham: Springer.
- González-Lloret, M., & Ortega, L. (Eds.). (2014). *Technology-mediated TBLT: Researching technology and tasks*. Amsterdam: John Benjamins.
- Günay, D. (2007). *The exploration of tasks in the 4th grade ELT coursebook used in state primary schools in Turkey* (Unpublished master’s thesis). İstanbul University, İstanbul.
- Hafner, C. A., & Miller, L. (2011). *Fostering learner autonomy in English for science: A collaborative digital video project*

- in a technological learning environment. *Language Learning & Technology*, 15(3), 68–86.
- Jiang, L. (2017). The affordances of digital multimodal composing for EFL learning. *ELT Journal*, 71(4), 413–422.
- Jiang, L., & Hafner, C. A. (2024). Digital multimodal composing in L2 classrooms: A research agenda. *Language Teaching*, 57(3), 297–315.
- Jiang, L., Yang, M., & Yu, S. (2020). Chinese ethnic minority students' investment in English learning empowered by digital multimodal composing. *TESOL Quarterly*, 54(4), 954–979.
- Kalantzis, M., & Cope, B. (2020). *Adding sense: Context and interest in a grammar of multimodal meaning*. Cambridge: Cambridge University Press.
- Kaplan-Rakowski, R., & Gruber, A. (2023). The impact of high-immersion virtual reality on foreign language anxiety when speaking in public. *Smart Learning Environments*, 10(46), 1–23.
- Lim, F. V., Chia, A., & Nguyen, T. T. H. (2022). *Digital multimodal composing: Connecting theory and practice for English language teaching*. Singapore: Springer.
- Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58(4), 319–326.
- Long, M. H. (1985). A role for instruction in second language acquisition: Task-based language teaching. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and assessing second language acquisition* (pp. 77–99). Clevedon: Multilingual Matters.

- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60–92.
- Nunan, D. (1988). *The learner-centred curriculum: A study in second language teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Selwyn, N. (2019). *Should robots replace teachers? AI and the future of education*. Cambridge: Polity Press.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Wang, Y., & Wang, C. (2024). The impact of high-immersion virtual reality on EFL learners' foreign language speaking anxiety: A mixed-method approach. *ReCALL*, 36(3), 1–18.
- Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.

İNGİLİZ DİLİ EĞİTİMİ ALANINDA
AKADEMİK TARTIŞMALAR

yaz
yayınları

YAZ Yayınları
M.İhtisas OSB Mah. 4A Cad. No:3/3
İscehisar / AFYONKARAHİSAR
Tel : (0 531) 880 92 99
yazyayinlari@gmail.com • www.yazyayinlari.com