Promoting pedagogical translanguaging in pre-service teachers' training: material design for a multilingual context with a regional minority language*

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Abstract

In recent years multilingual approaches to teaching have been widely discussed and translanguaging has been proposed as a pedagogy that offers very positive results in many contexts. Overall, the need to reverse monolingual assumptions among teachers and to adapt pedagogical translanguaging to each context has been highlighted. For that purpose, training preservice teachers on multilingualism, translanguaging and on how to transform their educational practises is fundamental. In the present study, we train 117 preservice teachers on translanguaging and materials' design and analyse the created materials quantitatively and qualitatively. The outcomes reveal some common traces among the materials presented and these are analysed as related to infant and primary teachers' professional development and to a broader educational context.

Introduction

Globalisation has caused massive migratory flows between countries in the last decades and proficiency in the official languages of the countries is a key to succeed both academically and socially. Children of migrant families face the challenge of both learning these new languages and acquiring the academic content they are required to achieve academic success. In the Spanish area of the Basque Country (i.e. Basque Autonomous Community) Basque and Spanish are the two official languages. Furthermore, Basque is, in general terms, the medium of instruction in the public-school system and English is the Foreign Language that the educational curriculum contemplates as a tool to create multilingual citizens (236/2015 Decree).

According to *Ikuspegi's* (Basque migration observatory) most recent overview (2018), 10.9% percent of the people living in the BAC are of foreign origin. When it comes to children and young adults, 15.9% of the residents aged 0–24 have at least one parent of foreign origin, and amid those aged 3–16 years of age, a 56% of them was born in the Iberian

Peninsula (Otero & Mendoza, 2017). Despite these children being born here, the language barrier is still a reality. Peña-Díaz (2019) asserts how these linguistic difficulties in the Spanish educational contexts result in poor communication between the family, the school, and the children, resulting in children and adolescents being deprived of the opportunities they are entitled to. Thus, there is an urge to address this in the educational contents, which is to prepare our students and our preservice teachers to function in this globalised world.

Current multilingual pedagogies demonstrate how the use of the whole linguistic repertoire can impact the language acquisition process (Catalano et al., 2018; French, 2019; García & Sylvan, 2011), and, in this context, including students' home languages is essential. Multilingual pedagogies also align with the principles of Culturally Sustaining Pedagogies (Paris & Alim, 2017), as educators should strive for culturally responsive teaching practises (Subasi Singh & Hanife, 2021). Data suggests that the main cause for academic failure in schools is the interaction of three factors: language, families' socio-economic status, and their cultural capital (Beacco et al., 2016). Consequently, there is a need to improve the training our preservice teachers receive on multilingual pedagogies (Martí & Portolés, 2019; Pérez Cañado, 2018) so they can empower students to reaffirm their linguistic and cultural identities. Meanwhile, in order to protect our minority language (Basque) while using multilingual pedagogies specific parameters should be considered (see Cenoz & Gorter, 2017). Given these circumstances, this study was designed as an intervention with preservice teachers of the Primary Education degree. After providing them with training on Pedagogical Translanguaging (PT from here onwards), students were required to design a portfolio and provide a final reflection about the use of the multilingual pedagogies in their future classrooms.

Approaches towards multilingual education

According to the Council of Europe (2001), people do not 'keep languages and cultures in strictly separated mental compartments, but rather build up a communicative competence to which all knowledge and experience of languages contributes and in which languages interrelated and interact' (CEFR, p. 13). Thus, the European Council of Modern Languages developed the Framework of Reference for the Pluralistic Approaches (FREPA) (Candelier et al., 2012) which provides four pedagogical approaches to constitute a plurilingual and pluricultural competence. Namely, *awakening to languages* to foster an openness to linguistic diversity, *intercomprehension* to uncover similarities between typologically related languages, *the intercultural approach* that focuses on cultural aspects, and *integrated didactics* to foster the establishment of links between curricular languages.

Based on the empirical studies that analyse the benefits of multilingual approaches to education, teaching methods have been changing from monolingual to multilingual views and translanguaging pedagogies have emerged globally (García & Wei, 2014). Translanguaging pedagogies recognise all languages present in the class and derive from the idea that students transfer their skills from one language to the other fluidly if they are allowed (Cenoz & Gorter, 2017), strengthening their plurilingual competence. Several studies have examined these transfers in oral and written language (Orcasitas-Vicandi, 2018, 2019, 2020, 2021), and the effect of translanguaging pedagogies in the development of language awareness (Carter et al., 2019), metalinguistic awareness (Leonet et al., 2020),

and multilingual awareness (Melo-Pfeifer, 2015). Additionally, using a more specific focus on the similarities and differences and in the grammatical aspects of language (e.g. compounds and derivations) some studies have also reported the benefits of using and comparing different languages in the classroom (Leonet et al., 2020; Lyster et al., 2013).

Yet, in contexts with a regional minority language, schools tend to maintain the ideology of keeping languages isolated to maximise input (Cenoz & Gorter, 2017), and teaching languages within the curriculum is regarded as more urgent than focusing on languages with lower status like students' home languages. The preservation of a minority language such as Basque is reinforced in areas such as education, despite the challenges it faces. The scarcity of academic materials in the language, but most importantly the contact with different languages, has led to the tendency to maintain language isolation (Leonet et al., 2017). However, according to Otheguy et al. (2015) the reality is that we need to allow the multilingual community to use their whole linguistic repertoire freely while protecting the language. Despite this fear towards the use of PT in the Basque education system, Cenoz and Gorter (2017) argue that translanguaging practises can be an opportunity if applied cautiously, and provide five principles to consider:

> (1) Design functional breathing spaces for using the minority language; (2) Develop the need to use the minority languages through translanguaging; (3) Use emergent multilinguals' resources to reinforce all languages by developing metalinguistic awareness; (4) Enhance language awareness; (5) Link spontaneous translanguaging to pedagogical activities. (p. 909)

Consequently, and if educational policies and teachers' practice function under these parameters, students should be able to access their whole repertoire, including the use of home languages.

The academic and socio-affective benefits of a strong home language have been documented for a long time, yet there are scarce resources to foster the presence of these languages in the classroom setting. In this sense, some studies reveal how translanguaging practises in the classroom with the students' home languages allows them to be more academically successful and confident in their use of their languages (García & Sylvan, 2011; Grin, 2003; Wei, 2011). Research in higher education also advocates for the introduction of PT in the classroom to incorporate home languages (Hibbert & van der Walt, 2014; Makalela, 2015). These experiences underline the change in language attitudes of teachers, and reinforce the idea of requiring a paradigm change in education.

Teachers' beliefs towards multilingual pedagogies

Teachers' beliefs play a crucial role in students' attitudes towards languages (Lasagabaster & Huguet, 2006) and are directly linked to their pedagogical practises which play a vital role in students' motivation and learning satisfaction (Orcasitas-Vicandi & Leonet, 2020). Several studies have examined teachers' beliefs towards multilingualism showing that, in general, their attitudes are quite positive, both with in-service (Arocena et al., 2015; De Angelis, 2011; Griva & Chostelidou, 2012; Heyder & Schädlich, 2014; Jakisch, 2014; Otwinowska, 2014) and preservice (Portolés & Martí, 2020) teachers. Furthermore, data shows how specific training on PT reinforces a positive vision of multilingual pedagogies (Gorter & Arocena, 2020). Still, in bilingual contexts with a regional minority language, teachers may disagree on the role that the minority language should play in education (see

Arocena et al., 2015), and how translanguaging pedagogies need to be adapted to the specific characteristics of the context (Cenoz & Gorter, 2017; Leonet et al., 2017) as there is still a gap between the positive perception about multilingualism and the educational practice (Haukas, 2016). All in all, multilingual pedagogies are being implemented across Europe, especially in those countries where minority languages are included in the curriculum, being Spain and the BAC an example (Bergroth et al., 2021).

In regard of the use of home languages in the classroom, several studies show that teachers consider that the use of home languages could lead to a delay in learning the majority language (De Angelis, 2011), or are afraid of using students' home languages as they do not speak them and fear losing control over the class (Pulinx et al., 2017). Additionally, in some cases, preservice teachers are sceptical about teaching and including non-European migrant home languages (Portolés & Martí, 2020). Moreover, the lack of knowledge on language acquisition (Mary & Young, 2018) leads to neglecting the use of home languages and, thus, depriving students from the benefits of scaffolding on their first language.

Seeing the negative effects that teacher's hostile beliefs on children's home languages can have (Cummins et al., 2015), it is essential that preservice teachers acknowledge the cultural and linguistic capital of students and allow children to use their whole repertoire in the classroom (Mary & Young, 2020). In that sense, Schroedler and Fischer (2020) suggest including in preservice teachers' training a larger compulsory preparation for teaching in multilingual classrooms. Similarly, Lucas and Villegas (2013) research provides guidelines to train preservice teachers in the management of multilingual classrooms. Research done while introducing home languages shows its positive outcomes, as they could either use home languages for scaffolding (Duarte, 2020) or for linguistic empowerment (Rosiers, 2017). Even if there is still a lack of material in the area (Catalano & Hamann, 2016), there is an urgent need to train preservice teachers in PT. Research shows that those teachers who have received prior training on multilingualism and cultural diversity happen to attend to these children's necessities more positively (Flores & Smith, 2009; Lucas et al., 2015; Montero & McVicker, 2006). Thus, promoting a new linguistic culture can help tackle the challenges related to multilingualism (Hélot, 2017), our goal with the present study. In order to explore preservice teachers' use and opinions of PT, we formulated a research question which was analysed quantitatively and qualitatively:

Research Question: In which ways do preservice teachers see PT as most effective?

Methodology

Participants

This study includes 117 bilingual students of the Primary Education Degree from the University of the Basque Country (age ~ 21.3), 62 women (52.5%) and 55 men (46.6%). All participants are expected to have a C1 level (CEFR) in Basque and Spanish. Yet, when asked for their first language, the 50.8% answered that Spanish was their L1 and the 48.3% that it was Basque. Additionally, the instructor rated participants' proficiency in English (FL) according to the level shown in different tasks during the semester, as low (28%), intermediate (46.6%) and highly proficient (24.6%). Moreover, 88 students (74.6%) were from the bilingual group (i.e. all instruction except for one course in Basque) and 29 students (24.8%) from the trilingual group (i.e. 20% of the instruction in English).

Instrument

Considering the findings of previous studies on multilingual approaches to teach in primary education, we developed a rubric to assess the portfolios proposed by preservice teachers. Our rubric focused on participants' use of the languages in their portfolio, the skills or contents proposed and the types of materials they used. The rubric consisted of 45 items divided into five sections: (a) background information, (b) use of languages, (c) content and (d) materials, and the ratings were 0: if they did not complete the item or 1: if they did in sections b, c and d.

(a) *Background information* (6 items)

This first section was designed to obtain personal and academic information regarding gender, age, first language, foreign language proficiency and the subject into which they implemented the materials they designed. This last item was further classified in three different categories if students proposed their materials for the teaching of (a) single language (Basque, Spanish, English), (b) two or more languages jointly, and (c) CLIL subjects (Social and Natural Sciences and Arts & Crafts).

(b) *Use of languages* (24 items)

In the second section, the use and the purpose for which both curricular and home languages in the portfolios were proposed was assessed as to get the information, as the input/output, to activate previous knowledge, to use in collaborative work or to work individually.

(c) *Contents* (7 items)

Seven items were designed to measure the contents proposed by students. These contents were divided in seven categories: activities to work (a) *language awareness* understood as 'explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use' (Association for Language Awareness, 2021), (b) *metalinguistic awareness* understood as 'the ability to distance oneself from the content of speech in order to reflect upon and manipulate the structure of language' (Ramirez et al., 2013), (c) *multilingual awareness* understood as the development of an enhanced consciousness of multilingual speakers' own linguistic repertoire, (d) *focus on form* of the languages (grammar, morphology, etc.), (e) *similarities and differences across languages* (focusing on the comparison of compounds and derivatives), (f) *curricular contents* (e.g. world geography, women in science etc.) and (g) *competences to develop in Primary Education* (e.g. verbal, non-verbal and digital communication, etc.)

(e) *Materials* (8 items)

Finally, eight items were designed to measure what types of materials participants used in different languages (texts, audios, videos or others) and which materials they used mostly (materials in Basque, Spanish, English and/or home languages).

Intervention and procedure

The participants of this study produced their PT portfolios both inside and outside the classroom time. Prior to designing the portfolio, students were provided with four theoretical sessions of an hour and a half long on the foundations of translanguaging and its pedagogical application. Theory was divided on the following topics: (a) Multilingualism in the BAC and its educational context, (b) Translanguaging: Origins, Types of Translanguaging, (c) Sustainable Translanguaging and (d) Putting PT into practice. The portfolio included a short theoretical overview of translanguaging and its pedagogical implications as well as a glimpse of how the Basque educational curricula contemplates multilingualism. In addition to the theory, students were required to design a lesson plan targeted at 10–12-year-old children. They had to focus on implementing activities that employed PT as a tool to focus on multilingualism. Finally, they needed to include a short reflection on the benefits and disadvantages of PT. The portfolio was written in English, as it is the medium of instruction for this subject. Students are expected to show that their writing level corresponds to the B1 level of CEFR.

In order to answer our research question, quantitative analyses were complemented by qualitative analyses. We divided the portfolios considering three types of scenarios where PT was proposed: (a) *1L* subjects where PT was used for the teaching of a particular language (Basque, Spanish or English), (b) *2+ Ls* subjects where PT was used for the teaching of two or more curricular languages (e.g. Basque and English or Spanish, English and Basque) and (c) CLIL subjects where PT was used for the teaching of content in English (e.g. Social and Natural Sciences or Arts & Crafts). Based on this categorisation, we conducted various descriptive analyses using the SPSS® statistical software package. Finally, we analysed the final reflections included in the portfolios where students provided their insights, opinions, and criticism of PT.

We considered collecting and analysing inductively these qualitative data (Gomes, 2003). Information was selected, compared and interpreted, by highlighting the major ideas, establishing dimensions and categories (Coffey & Atkinson, 2003; Rodríguez et al., 1996). Once the information was categorised, we classified the responses within the category system. Voices were named by using the number of the group they belong to (31, 32, 31H), and their initials, *ex. 31HAZ*. Results were collected and interpreted in three different dimensions, regarding the linguistic benefits of PT, the curricular benefits of PT, and the specific needs of preservice teachers to apply PT. In order to

Table 1. Category system.

Dimension	Categories
1. Linguistic Benefits of PT	1.1. Transference of knowledge: Language skills improve
	1.2. PT Protects minority languages
2. Curricular benefits of PT	2.1 Cross Curricular & Interdisciplinary tool
	2.2 Develop competences from the educational curriculum
	2.3 Motivation & Teamwork
3. Specific needs of preservice teachers to apply PT	3.1. Specific training on Sustainable Translanguaging
	3.2 Become multilingual speakers

analyse the data, we used the following category system (see Table 1). After analysing the data with Nvivo Release® 1.5, we interpreted the results.

Results

Quantitative analysis

In order to answer our research question, we gathered some information about the participants' preferences. Out of the 117 participants, 28 (23.9%) considered that PT was more effective to use in the teaching of a particular curricular language (Spanish or English), 49 students (41.9%) considered that it was more effective coordinating it in the three language classes and 40 students (33.9%) considered it more effective in the CLIL classes (i.e. to teach Social or Natural Sciences or Arts & Crafts in English). It is worth mentioning that out of the 28 students that considered PT as more effective in the teaching of a particular language none of them considered it to be Basque (minority language), 5 proposed PT to teach Spanish (majority language) and 23 to teach English (foreign language).

Then, we looked at the use and the purpose of each of the languages according to the subject type (L1, 2Ls and CLIL subjects). In the case of 1L subjects no participant presented PT as useful for the teaching of Basque (minority language), 5 preservice teachers proposed it for the teaching of Spanish (majority language) and 23 for the teaching of English (foreign language). In the case of 2 + Ls subjects, 16 participants presented PT as useful for the teaching of Basque and English jointly and 33 participants proposed it for the teaching of Basque, English and Spanish if coordinated. Finally, in the case of CLIL subjects, 20 participants presented PT as useful for the teaching of Social Sciences, 12 for Natural Sciences and 8 for the teaching of Arts & Crafts.
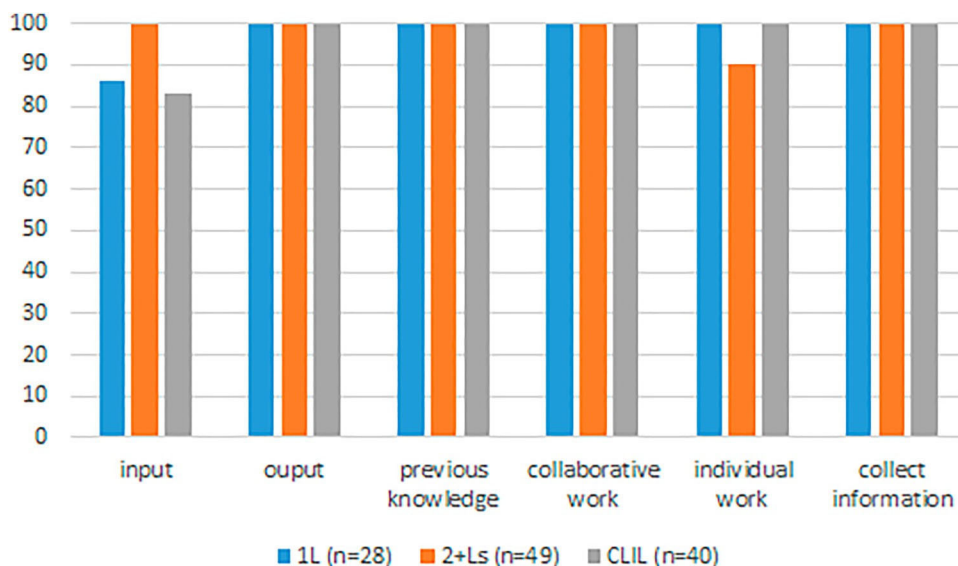

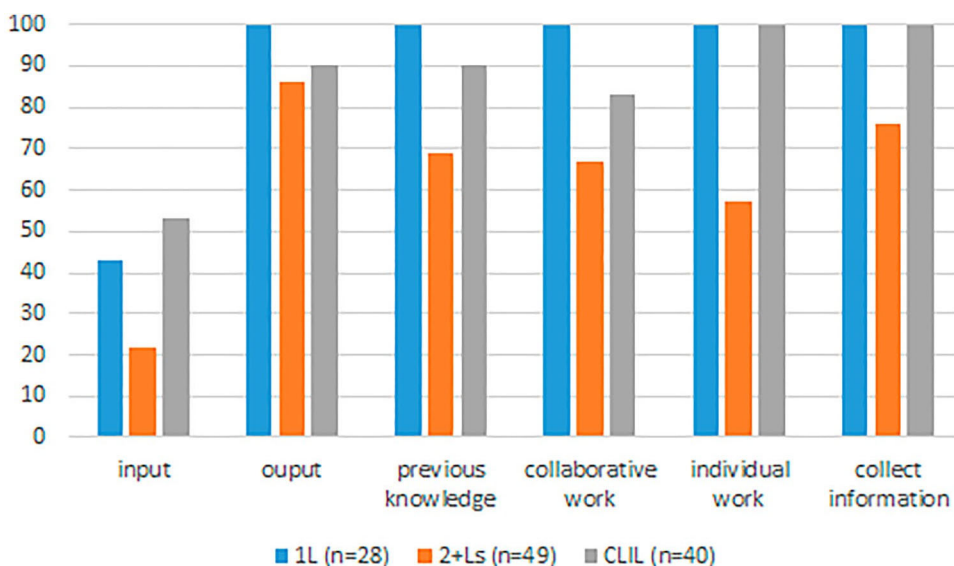Figure 1. The use of Basque in the three types of subject (max = 100).

Figure 2. The use of Spanish in the three types of subject (max = 100).

As Figure 1 shows, overall, the 117 participants proposed Basque for almost all the tasks except as the input in the case of 1L subjects (86%) and CLIL (83%) and for individual work (90%) in the case of 2 + Ls subjects. Also, Basque is the main language of instruction in the BAC and so most of the students see it as the main resource for instruction. Even though the three languages are official languages of instructions, Basque is always present as it is the language that it is commonly used in the teacher-student and student-student interactions.

In contrast, participants presented Spanish to be most effective when used in L1 and CLIL subjects (Figure 2). In L1 subject, out of 28 portfolios 5 proposed PT to teach Spanish exclusively, 0 Basque and 23 English. Yet, out of the 49 portfolios collected for two or more languages, 33 proposed Basque, Spanish and English jointly and 16 Basque and English. Additionally, pre-service teachers considered it most effective when used to collect information, and to work individually, but in the case of L1 subjects it was also regarded as effective when used to work collaboratively, to activate previous knowledge or as the output.

As shown in Figure 3, participants consider PT to be most effective when it introduces English as the output and to work individually and collaboratively (100%). Similarly, they presented it as less effective when used as the input or to collect information.

Students are aware of the necessity of providing room for the use of Basque as both input and output, given that Basque is not the language of the majority. For that reason, Spanish is not a choice in many cases, and they rather resort to English or home languages as means of employing these languages for output. The following activity illustrates a similar pattern in the portfolios, as students opt for activities which encourage the transference between languages:
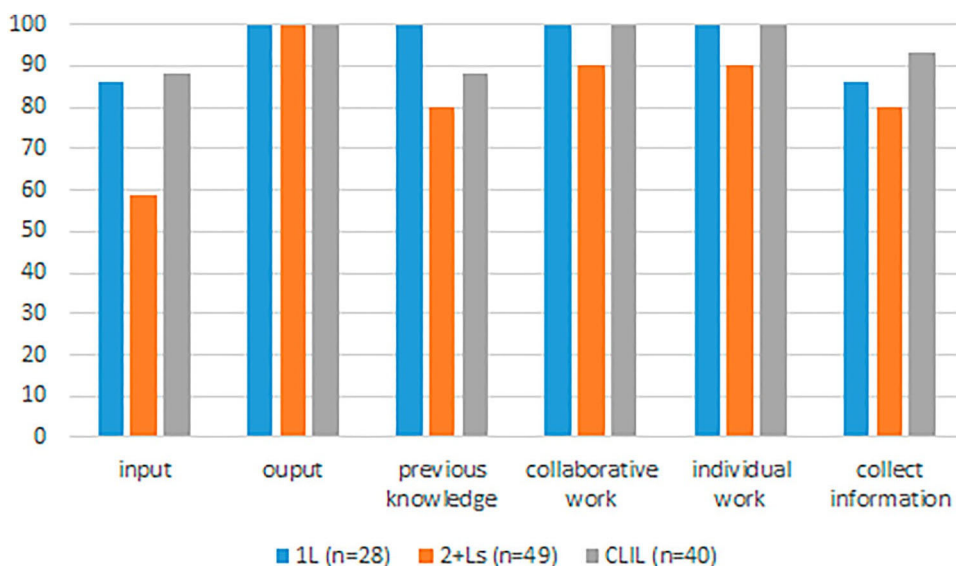
Figure 3. The use of English in the three types of subject (max = 100).

> Children will be divided in pairs, and a sheet of paper will be delivered to each pair. In the paper sheet, there will be two tables, and in the Tables 6 columns. The first column of each table will be filled with different images; what children need to do is to fill all the other boxes. The second column is to write in English, the third for Spanish, the fourth for Basque and the last one for the home language. For example, the first picture is a Hotel; so they will have to write: hotel-hotel-hotel- … Furthermore, the first table is composed of 5 images which contend cognates, while the second table is composed of non-cognates. So this could be discussed loudly in order to get to know if children have noticed the difference between both tables. 32NA

Finally, regarding the use of home languages, participants included them in their portfolios to activate previous knowledge, to work individually, and as the output in the three types of subjects (see Figure 4). Generally, many of the students made use of activities which aimed at finding cognates amid the languages in the classroom.

Students saw the use of home languages as something positive in order to activate the transference between languages, as the example below shows:

> The third is the goose game (see Annex 7). There will be a personalized board. A student will roll the dice and will advance. Once she is in a square, the child needs to say the name of the square she is in (in each square there will be a picture). If she says it correctly, she does not lose his turn. If the student is able to say it in different languages, she will get extra moves (1 move for each language). If she is not able to say the word, she will lose the turn. 31JA

In some other cases, students employed home languages as a tool to emphasise their multilingual reality. This show how home languages are considered as part of the society
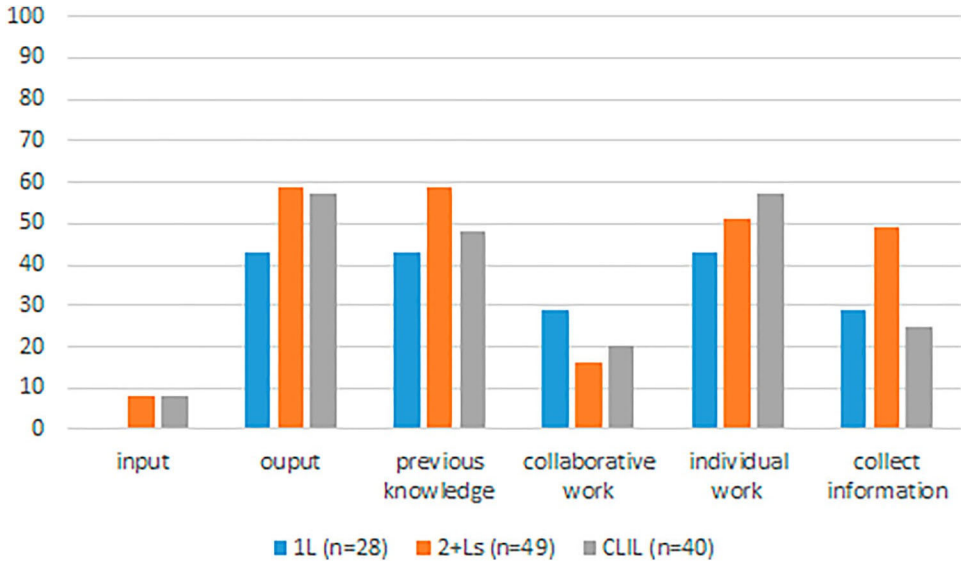
Figure 4. The use of home languages in the three types of subject (max = 100).

even if they are not used as often with pedagogical purposes. Some of these examples are the two linguistic maps presented below:

Image 1. Linguistic map of Vitoria-Gasteiz.

Image 2. Linguistic map of Agurain.

On a second step, we looked at the contents introduced by participants when working with PT and divided them in 7 categories: language awareness, metalinguistic awareness, multilingual awareness, focus on form, similarities and differences, curricular contents and primary education competences (see also methodological section). In this way, we found that most of the participants regarded PT as effective when working on similarities and differences between the languages (focusing mainly on compounds and derivatives) and to develop their multilingual awareness. Finally, 2 + Ls and CLIL subjects appeared to be the most balanced types of subjects to work all types of contents while L1 subjects appeared to be less effective to focus on form or to develop language awareness (Figure 5).

Finally, we analysed the materials proposed for the use of PT and found that most of the materials were in Basque and in English. Surprisingly, we realised that students' home languages were not only proposed to be used in some of the class dynamics, but they were also included in the materials and that audios and videos in other languages were less common than texts (Figure 6).
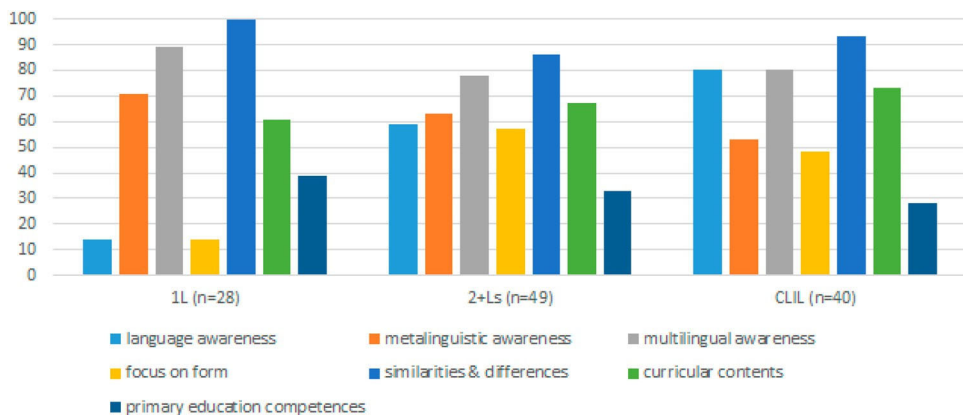

Figure 5. The contents introduced in the three types of subject (max = 100).
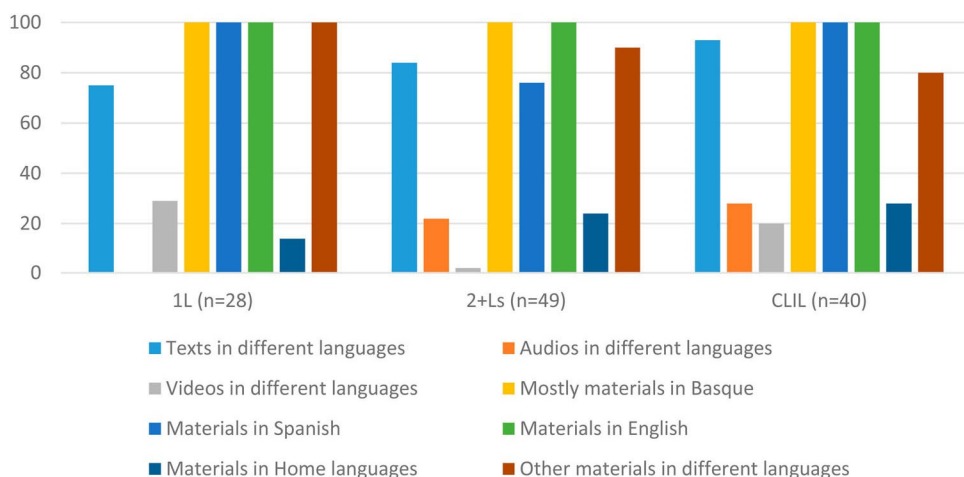
Figure 6. Materials (max = 100).

Some of the portfolios aimed at displaying the language diversity around the world, as an analogy of a possible linguistic landscape in any given classroom in the BAC. In this sense, they chose materials where the content resulted familiar, as the example below represents:

> In the 1st activity the teacher will propose to watch two short videos2, that will be the source of motivation to start talking about multilingualism in class. Students will first listen to the multi-language version of Let it go! (Disney Music VEVO, 2014), the emblematic song from Frozen. The video is a "behind the mic" that shows all the artists that sing in their own language (English, Danish, Korean, Spanish, Catalan, Bulgarian, etc.). Then, the teacher will show a short editing called "Disney princesses sing in their native languages", in which famous Disney princesses appear singing the symbolic songs of their films in their native language: Nala from Yhe Lion King sings in Zulu, Moana sings in Tahitian, Mulan in Mandarin Chinese, etc. 31HJI

Qualitative analysis

These reflections were interpreted and analysed according to the established category system: (a) the linguistic benefits of PT, (b) the curricular benefits of PT and (c) the specific needs of preservice teachers to apply PT. We only considered some of the voices as examples of the most significant results. It is important to note that despite being individual portfolios they use the word 'we'. This is related to the academic training they have previously received in Basque, which states that formal academic writing should either be the impersonal voice or the plural of courtesy 'We'.

Linguistic benefits of PT
Transference of knowledge: Language skills improve. The majority of the preservice teachers agree upon the linguistic benefits of using PT. Many of them underline how the transference of knowledge between languages eases language acquisition:

> In other words, when students do the activities by themselves, they develop the ability to transfer what they know from one language to another. 32AL

Furthermore, they regard PT as scaffolding and a method that can economise language learning since it allows to establish connections between the languages known by students.

> Thanks to pedagogical translanguaging, they would be able to use words from the languages they previously knew in order to use them as if they were crutches. This means that these words can be helpful for them at the time they want to form a sentence and this could enable them to know that there might be an English which is very similar to what they were saying in, for example, Spanish or Basque. 32JG

PT Protects minority languages. Overall, participants agree that PT can protect the regional minority language if used adapted to the specific context:

> In our opinion, a set of principles that contribute to sustainable translanguaging in a context of a minority language can lead to a maintenance program for the speakers of that language. As long as the context and needs of the students are taken into account. 31JL

The portfolio also encouraged students to reflect upon home languages and even if not all participants considered home languages in their portfolios, they considered PT as an effective tool to work with participants' multilingual identities:

> In our opinion, this method of learning is very appropriate to be carried out in primary school classrooms, but as we have said before, we believe that it is necessary to consider the different languages that we can find in the classroom, the official and unofficial ones. 31MR

Curricular benefits of PT
Cross Curricular & Interdisciplinary tool. Many of the reflections underlined how PT can be used as a cross-curricular and interdisciplinary tool. They consider the possibility of using it within Project Based Learning experiences, which includes the implementation on different subjects.

> It is also very interesting the fact that like this we would work more transversally at school, mixing the different subjects and making relationships and connections not only in the content of the different activities, but also practically working together with other subjects such as Basque or Spanish. 31MF

Develop competences from the educational curriculum. Given that preservice teachers are in constant training, they are expected to link their class projects to the educational curriculum. The majority of the final reflections commented that this project served to work on the transversal competence for Verbal, non-verbal and digital communication (236/2015 Decree, p. 75), but they also linked it to another transversal competence: learning to be (236/2015 Decree, p. 93).

> Apart from that, it also allows the speaker to build and modify their sociocultural identities. It can be very beneficial to work on criticality, since it allows questioning linguistic inequality. In the school environment, the concept of society and the part that each one occupies within it can be worked on. In this way, translanguaging allows multilingual people to express themselves using all the resources they have and, in this way, to experiment with their identity. 31NB

Preservice teachers also pondered about how PT encourages working on the disciplinary Social and Civic competence (236/2015 Decree, p. 134). Students consider multilingual pedagogies as a source to understand the richness of diverse societies.

Finally, students will become aware of the different languages surrounding them and conceive each language as a way of understanding the world, based on the culture behind them. 31HADLV

Motivation & Teamwork. In relation to the social and civic competences, many of the reflections affirmed that PT motivates students and encourages teamwork. The use of this approach boosts confidence in students, makes them protagonists and, therefore, promotes greater collaboration in the classroom.

By considering and giving importance to the students' native languages, they will feel more valued and more confident in themselves and in the teachers. In this way, students will feel more motivated and comfortable and will be more interested in learning a new language. 31EO

In addition to teamwork, preservice teachers also underlined the social aspect of integrating PT in the classroom.

Moreover, we think that using all languages that are part of the repertoire of the students is very valuable for the motivation of each individual. The fact that each one feels freer and more motivated seems to us to boost interpersonal relationships in the classroom or in society in general. 31UM

Specific needs of preservice teachers to apply PT
Specific training on Sustainable Translanguaging. Many of the preservice teachers indicated that, in order to implement PT in the classroom, they would need further training. Since the subject's programme requires certain topics to be covered and the students' English level was not high enough, it was quite difficult to provide a thorough training on PT. Yet, if provided with more training, they would be interested in using it in their classrooms.

Despite its benefits, it is important to bear in mind that this methodology requires training and effort on the part of teachers to be able to carry it out correctly and effectively. 31HJE

Becoming multilingual speakers. In addition to being trained in this specific area, preservice teachers also agreed that they would need to, at least, be able to speak a different language fluently, besides Spanish and Basque. In spite of agreeing on the difficulty of speaking all the languages present in the classroom, they regard a multilingual teacher as a role model for their students.

In order to make this change in education we, as the future teachers that we are expected to be, are the first ones to be role models, and for that we need to speak different languages. It is understandable that teachers cannot speak fluently in all the languages spoken in their schools, because of the increase of different languages that are nowadays in our classroom, but still teachers should try. 32EG

Conclusions and discussion

As shown in the present study, preservice teachers acknowledge that pedagogical translanguaging can include both migrant and minority languages with different functions depending on the type of subject that is to be implemented. As mentioned, in the case of 1L subjects no participant presented PT as useful for the teaching of Basque, 5

preservice teachers proposed it for the teaching of Spanish and 23 for the teaching of English. Similarly, in the case of 2Ls subjects, 16 participants presented PT as useful for the teaching of Basque and English and 33 preservice teachers proposed it for the teaching of Basque, English and Spanish jointly creating a need to use the minority language through translanguaging (Cenoz & Gorter, 2017). These results are in line with the ideology of language separation to protect the minority language in which Basque-medium education has been traditionally based (see Leonet et al., 2017). Finally, regarding CLIL subjects, participants showed that this type of subjects allow the incorporation and coexistence of the minority and foreign language (Lasagabaster & Sierra, 2005). These results also align with Cenoz and Santos (2020) proposal of using PT in CLIL subjects to enable students to use their entire linguistic repertoire effectively.

Regarding the use of the languages, we showed that preservice teachers saw Basque as more effective when used for collecting the data, to activate previous knowledge, as output and to use it for collaborative work, and less effective when used as input and for individual work when other languages are available. These results are in line with the principles proposed for sustainable translanguaging by Cenoz and Gorter (2017), mostly in how to apply PT in our context as participants created the need to use the minority language through translanguaging, developed language and metalinguistic awareness and linked students' spontaneous translanguaging to pedagogical practises with the inclusion of home languages in their activities. Moreover, and as one of the voices contends, PT was regarded as valuable only if Basque was provided with a safe space to be used. Thus, these portfolios also work with Otheguy et al.'s (2015) proposal to integrate the student's entire linguistic repertoire, including the instruction language.

In contrast, participants presented Spanish to be most effective when used in L1 and CLIL subjects. Given that Spanish is the majority language in the BAC, it seems that preservice teachers might have consciously chosen to leave it aside by not providing input in Spanish in the three types of subjects, as well as not promoting its use in the sharing of previous knowledge and collaborative work. Thus, these results also align with the principles of sustainable translanguaging provided by Cenoz and Gorter (2017).

As for the English language, preservice teachers consider PT to be most effective when English was introduced as output and as means of promoting both individual and collaborative work. Likewise, they depicted it as less effective when used as input or as a tool to collect information. These findings align with Lasagabaster and Sierra's (2005) work, as the majority of preservice teachers do not consider themselves competent English speakers and, thus, they do not see themselves capable of providing adequate input.

Apropos of the use of home languages, participants presented them as most effective to increase content understanding rather than to produce input and work collaboratively. These results are in line with the results of the studies that have analysed translanguaging in different settings with minority and migrant languages (Duarte, 2020). Moreover, these results align with Portolés and Marti's (2020) results, which show preservice teachers' scepticism towards the use of home languages, though they encourage it as means of linguistic transference. Additionally, as some of the voices reflect, their lack of multilingual literacy refrains them from using the methodology, thus confirming Pulinx et al.'s (2017) hypothesis. Still, the linguistic maps presented in the article also show how preservice teachers are also raising awareness around their future students' linguistic capital (Mary & Young, 2020). Furthermore, many of the voices underline how they need to be trained

more efficiently in the area so they can attend to their students' necessities, as Lucas et al. (2015) affirm.

We also found that most of the participants regarded PT as effective when working on similarities and differences between the languages (focusing mainly on compounds and derivatives) and to develop their multilingual awareness. The effectiveness of PT in this area is due to the fact that there are similarities between the three curricular language typologies. Finally, 2 + Ls and CLIL subjects appeared to be the most balanced types of subjects to work all types of contents while L1 subjects appeared to be less effective to focus on form or to develop language awareness. Some of the voices also underlined how PT allows interdisciplinarity, and, furthermore, sheds light on the diversity of cultures and languages in their communities. Preservice teachers also stressed the linguistic benefits of using PT, as it eases the transference between languages. Thus, these results show how preservice teachers consider the education curriculum in the BAC, as it advocates for integral learning through five transversal competences whose goal is to promote plurilingual and committed citizens (236/2015 Decree). Consequently, these portfolios favour the development of the plurilingual and pluricultural competence as established by the FREPA (Candelier et al., 2012).

Finally, we analysed the materials proposed for the use of PT and found that most of the materials were in Basque and in English. We realised that even if students' home languages were not expected to be part of the regular interaction in class, they were included in the materials and also that audios and videos in other languages were less common than texts. These findings affirm Portolés and Martí's (2020), Hauka's (2016) and Pulinx et al.'s (2017) studies, as preservice students seem to have a positive perspective towards multilingualism yet they do not seem to set it into practice. Still, results show how preservice student's advocate for the use of materials in home language as a way to either promote scaffolding (Duarte, 2020) and empower students (Rosiers, 2017).

This intervention and its results align with Schröeder and Fischler's (2020) suggestion on including a larger compulsory training for teaching in multicultural classrooms. Given that prior studies affirm that the preservice teachers' training on multilingualism secures educating and supporting students in a more integral way (Flores & Smith, 2009; Lucas et al., 2015; Montero & McVicker, 2006), we consider essential to continue implementing PT as a tool to not only maximise and use of students' whole linguistic repertoire (Otheguy et al., 2015), but also to recognise, empower and promote the multilingual and multicultural classroom setting. In other words, PT allows us to overcome the socio-educational reality of invisible bilingualism (Tsokalidou & Skourtou, 2020).

Paris and Alim (2017) affirm that our future is multilingual and multi-ethnic, despite the multiple attempts to suppress it. Thus, given that the classroom reflects the society we live in, we do need to train preservice teachers on strategies and pedagogies which will bring the diverse linguistic and cultural capital of the students to the school setting. By setting up translingual practises in the classroom, we create hybrid spaces where weaker languages and cultures find a place alongside dominant ones. In this sense, Tsokalidou and Skourtou (2020) affirm that PT aligns with the approach known as Culturally Sustaining Pedagogies or CSP (Paris & Alim, 2017). CSP departs from the necessities of integrating the cultural realities of students of colour in the classroom in the United States, and takes on from previous formulations like Culturally Relevant Pedagogies (Ladson-Billings, 1995).

It is imperative that teachers depart from a culturally sensitive standing point, as they need to be aware of how transformative their teaching can be if the multicultural and multilingual realities of their students are included in their everyday practises. However, in order to broaden that sensitivity, teachers must develop a translanguaging stance (García et al., 2017), that is to acknowledge 'the ways in which language, bilingualism, and multilingualism have been used, and continue to be used, to minoritize and racialize conquered and colonized populations' (García, 2020, p. 16). Hence, training preservice teachers on PT serves as a tool to incorporate in the classroom the ways in which race, ethnicity, language, literacy and engagement with culture are performed in changing and dynamic ways.

Teachers must make a conscious shift on their linguistic ideology, and previous training on PT seems an appropriate asset to dismiss the monolingual pedagogies still present in the classrooms. To do so, and in order to become intercultural bridge-builders, teachers have to examine their own biases and misunderstandings, as well as question how we construct knowledge (Skrefsrud, 2020). Translanguaging practises cannot be isolated as a mere pedagogical approach; rather they must be considered as instruments to reverse the structural inequity that subjugates the minorities to oblivion (García, 2020). There is still a lot to conquer, yet preservice teachers are becoming aware of the necessity of breaking down with the paradigm of monolingual ideologies and pedagogies. Our goal is to work for a more socially just and inclusive system, hereby we must free ourselves from the monoglossic hegemony that veils our structures of power.

Disclosure statement

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