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DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
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DOCTORAL DISSERTATION

INTEGRATING MULTILINGUAL PEDAGOGIES IN INITIAL EFL TEACHER EDUCATION: A COLLECTIVE CASE STUDY

EDA AKGÜN ÖZPOLAT

İzmir
2026

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ÖZET

ÇOK DİLLİLİK PEDAGOJİLERİNİN İNGİLİZCE ÖĞRETMENLİĞİ EĞİTİMİNE DAHİL EDİLMESİ: TOPLU DURUM ÇALIŞMASI

Günümüzde yabancı dil olarak İngilizce eğitimi verilen sınıflar, yerel ve küresel bağlamlardaki sosyo-politik dinamiklere paralel olarak dilsel ve kültürel bir çeşitlilik ile karakterize edilmektedir. İngilizcenin anadili İngilizce olmayanlar arasındaki popülerliği nedeniyle, çok dilli ve çok kültürlü sınıflarda İngilizce eğitimi çeşitli açılardan incelenmektedir. Ancak çok dillilik ders ortamlarında giderek daha fazla görünür hale gelmesine rağmen, İngilizce öğretim uygulamaları genellikle tek dilli ideolojilere dayanmayı sürdürmektedir. Tek dilli ideolojilere dayanan politikalar, dil eğitiminde öğrencilerin dilsel ve kültürel kaynaklarını göz ardı eden pedagojilerin kullanımını esas alır. Öğretmenler ise eleştirel ve yansıtıcı bir bakış açısının eksikliği nedeniyle, öğrencilerin dilsel ve kültürel kaynaklarıyla etkileşimlerini sınırlayan bir anlayışın etkisinde kalabilmektedir.

İngilizce derslerinde çok dillilik ve çok kültürlülüğün varlığını destekleyen eleştirel çok dilli pedagojiler (EÇP), tek dilli ideolojilerin ötesinde bir dil eğitimini ele alan yeni bir bakış açısı sunar. EÇP, öğretmenleri, öğrencilerinin kaynaklarına karşı eleştirel ve düşünümsel bir yaklaşım geliştirerek bunları yeniden düşünmeleri konusunda teşvik eder. Öğretmenler dil eğitimine dilin, kimliğin ve güç ilişkilerinin sosyo-politik boyutlarını entegre etme becerisi kazanır. EÇP'ler, öğrencilerin dilsel ve kültürel kaynaklarını dil eğitimini kolaylaştıran unsurlar olarak tanımayı ve kullanmayı amaçlar. Bu bağlamda, dil eğitimi anlayışlarını yeniden yapılandıran öğretmenler, egemen ideolojileri sorgular ve tüm öğrencilerini destekleyen alternatif pedagojiler geliştirir. Öğretmenler, mesleki kimliklerini geliştirirken çok dilli sınıflarda İngilizce öğretmek için rehberliğe ihtiyaç duymaktadır. Bu nedenle, aday öğretmen eğitimi (AÖE) programları, İngilizce öğretmen adaylarına (ÖA) EÇP'lerle etkileşim kurmaları için önemli bir fırsat sunmaktadır.

EÇP, eleştirel öğretmen eğitimi ve çok dilli öğretmen kimliğinin kesişim noktasında yer alan bu çalışma, ÖA'ların AÖE'de EÇP'leri nasıl kavramsallaştırdıklarını araştırmaktadır. Çalışma, özellikle ÖA'ların İngilizce sınıflarında öğrencilerin dilsel ve kültürel kaynaklarının rolüne ilişkin anlayışlarını ve öğretmen kimliği gelişimini incelemeyi amaçlamaktadır. Çalışma kapsamında, EÇP'leri AÖE'ye entegre etmek için 14 haftalık bir ders tasarlanmış ve

Türkiye'deki bir devlet üniversitesinin İngilizce öğretmenliği bölümünde uygulanmıştır. Ders, çalışmaya gönüllü olarak katılan ve 2023-2024 Güz döneminde derse kaydolan 43 ÖA ile gerçekleştirilmiştir. Çalışma, nitel durum çalışması tasarımına dayanmakta ve ÖA'larla görüşmeler, katılımcı gözlem ve ders dokümanları dahil olmak üzere çoklu veri kaynaklarından yararlanmaktadır. Çalışma sonucunda elde edilen veriler, ÖA'ların EÇP'lere ilişkin anlayış kalıplarını ortaya çıkarmak için analiz edilmiştir.

Bulgular, ÖA'ların çok dilli sınıflara ilişkin mevcut anlayışlarını, EÇP'lerle etkileşimleri sayesinde çok dilli sınıflarda dil eğitimine dair geliştirdikleri yeni algılarını ve dil öğretmeni kimliklerini nasıl yeniden yapılandırdıklarını göstermektedir. İlk olarak, ÖA'lar resmi ve gayri resmi dil öğrenme deneyimleri ile mevcut öğretim inançlarının etkisiyle şekillenen yüksek düzeyde çok dilli farkındalık sergilemiştir. İkinci olarak, ÖA'lar EÇP'leri iki farklı şekilde ele almıştır: Bir yandan kendi dilsel ve kültürel kaynaklarını keşfederken, diğer yandan dil kullanımını, öğretim bağlamlarını ve ders içeriğini dikkate alarak bu yaklaşımları gelecekteki öğrencileri için pedagojik uygulamalara dönüştürmüşlerdir. Son olarak, ÖA'lar öğretmen kimliklerini birbiriyle bağlantılı iki farklı boyutta ele almış; bu süreç onların geçmiş deneyimlerini yeniden değerlendirmelerine ve bu deneyimleri mevcut anlayışları ile gelecekteki öğretmenlik pratikleriyle ilişkilendirmelerine olanak sağlamıştır.

Bu çalışma, AÖE'de EÇP'ler üzerine alandaki araştırmalara katkıda bulunarak, ÖA'ların çok dilli eğitim hakkındaki bakış açılarını şekillendirmede eleştirel öğretmen eğitimi ve çok dilli öğretmen kimliğinin önemini vurgulamaktadır. Çalışma, öğretmenlerin inançlarına, deneyimlerine, ders materyallerine, tasarımlarına ve yansıtıcı ürünlerine dayanarak, günümüz sınıflarındaki tüm öğrencilerin dil eğitimini desteklemek amacıyla AÖE'de EÇP'leri uygulamaya yönelik bir çerçeve sunmayı amaçlamaktadır. Son olarak, bu çalışma, ÖA için yansıtıcı ve eleştirel bir bakış açısına dayalı pedagojik ortamlar oluşturarak yapılandırılmış öğrenmeyi desteklemenin AÖE programları açısından ne kadar önemli olduğunu vurgulamaktadır. Bu bağlamda çalışma, gelecekteki öğretmenleri giderek daha çok dilli hale gelen eğitim ortamlarına hazırlamak isteyen öğretmen eğitimcileri ve politika yapıcılar için önemli çıkarımlar sunmaktadır.

Anahtar Kelimeler: İngilizce öğretmen adayları, eleştirel çok dilli pedagojiler, eleştirel dil öğretmenliği eğitimi, çok dilli öğretmen kimliği gelişimi

ABSTRACT

INTEGRATING MULTILINGUAL PEDAGOGIES IN INITIAL EFL TEACHER EDUCATION: A COLLECTIVE CASE STUDY

Classrooms of the 21st century are characterized by linguistic and cultural diversity, in parallel to the socio-political dynamics in local and global contexts. Due to its popularity among non-native speakers, English language education in multilingual and multicultural classrooms is under investigation from several perspectives. However, despite the increasing visibility of multilingualism, English-language teaching practices often rely on monolingual ideologies. Policies that rely on monolingual ideologies risk ignoring learners' linguistic and cultural resources in language education. Teachers develop an understanding that limits their engagement with learners' resources and lacks a critical and reflective perspective.

In response to the presence of multilingualism and multiculturalism in English language classrooms, critical multilingual pedagogies (CMPs) offer a new perspective on language education beyond monolingual ideologies. CMPs call for rethinking the role of teachers as effective practitioners who are equipped with criticality and reflexivity toward their learners' resources. Teachers become capable of integrating socio-political dimensions of languages, identity, and power relations. CMPs aim to recognize and leverage learners' linguistic and cultural resources to facilitate language education. Teachers who reconstruct their understandings and insights question dominant ideologies and develop alternative pedagogies that support all their learners. Teachers need guidance to teach English in multilingual classrooms while developing their teacher identities. Thus, initial teacher education (ITE) programs provide a space for pre-service English teachers (PSTs) to engage and interact with CMPs.

Situated at the intersection of CMPs, critical teacher education, and multilingual teacher identity, this study explores how PSTs conceptualize and negotiate CMPs in ITE. Specifically, the study aims to investigate PSTs' understandings and insights, and their development of teacher identity, regarding the role of learners' linguistic and cultural resources in English language classrooms. To this end, a 14-week course was designed to integrate CMPs into ITE and was implemented in an ELT department at a state university in Türkiye. The course was conducted with 43 PSTs who volunteered and were enrolled during the 2023–2024 Fall semester. This study employs a qualitative case study design and draws

on multiple data sources, including narrative interviews, participant observations, and course artifacts. The data were analyzed using grounded theory to uncover patterns in PSTs' understandings and insights into CMPs.

The findings indicate PSTs' current understandings of multilingual classrooms, the insights they developed through engagement with CMPs, and how they reconstructed their language teacher identities. First, PSTs demonstrated a high level of multilingual awareness, supported by their formal and informal language-learning experiences and their existing teaching beliefs. Second, PSTs engaged with CMPs in two distinct ways: through self-exploration of their linguistic and cultural resources and through pedagogizing CMPs for their future students, considering language use, teaching contexts, and course content. Finally, PSTs reflected on their teacher identities in two interconnected ways, enabling them to revisit their past experiences and connect them to their present understandings and future professional selves.

This study contributes to the growing body of research on CMPs in ITE, highlighting the critical teacher education and multilingual teacher identity in shaping PSTs' perspectives on multilingual education. By foregrounding teachers' beliefs, experiences, course artifacts, designs, and reflections, the study aims to provide a framework to implement CMPs in ITE to support language education for all learners in contemporary classrooms. Finally, this study highlights the necessity for teacher education programs to facilitate structured learning for PSTs through the establishment of reflective and critically informed pedagogical spaces. In this regard, the study offers implications for teacher educators and policymakers seeking to prepare future teachers for increasingly multilingual educational settings.

Keywords: Pre-service EFL teachers, critical multilingual pedagogies, critical language teacher education, multilingual teacher identity development

CHAPTER I

INTRODUCTION

In this chapter, first, I present the statement of the problem to inform the readers about the starting point. Then, I continue with the purpose and significance of the research within English language education studies. I share the research questions that shape the research process. I finalize the chapter with brief definitions of the terms used throughout the study.

1.1. Statement of the Problem

English as a foreign language (EFL hereinafter) education attracts considerable interest, given English's status as an international language. Acknowledging English as an international language has generated new concepts that are reflected in several categorizations (e.g., English as an international language, English as a *lingua franca*, World Englishes). The dynamic nature of the English language is reproduced through learning and teaching it alongside linguistic diversity (Matsuda & Matsuda, 2018; McKay & Sandra, 2010).

English language classrooms are becoming more diverse than ever before due to the role of English as an international language, societal changes, and students' backgrounds. The factors that affect English language education are primarily related to English's status as a prestigious language, exchange programs for international students, and the arrival of asylum-seeking immigrant students (Murray, 2020; Nguyen, 2019). In many parts of the world, classrooms in the 21st century inevitably include students who speak different languages (Garcia, 2008). It is noted that both the classrooms and learners in these classrooms have been characterized by unprecedented complexity and diversity compared to the past (Nguyen, 2019). This leads to adjustments in language education policies. To align with these changes, teacher education policies also need to be re-evaluated for relevance to this era (Murray, 2020).

There is a growing body of research on the inclusion of linguistic diversity, multilingualism, and multiculturalism into teacher education (Conteh & Meier, 2014; Garcia, 2008; Vettorel & Corrizzato, 2016). A systematic integration of multicultural and multilingual issues is required to be at the center of teacher education (Villegas & Lucas, 2002). There is a need to invest in pedagogies that integrate linguistic and cultural diversity into education. Furthermore, the characteristics of teachers working in multilingual and multicultural

classrooms, including their awareness, roles, responsibilities, understandings, knowledge, and instruction skills, are illustrated (Villegas & Lucas, 2002). These explain the requirements of planning an inclusive teacher education program in English language education.

Teaching English to multilingual learners has led to the emergence of a systematic curriculum design that provides a learning environment that ensures equal rights of participation for all language learners (Garcia & Flores, 2012). These approaches are commonly discussed to be delivered under the heading of multilingual pedagogies (MPs hereinafter) that aim to enhance language teaching, allowing for current and developing linguistic knowledge of learners (Helot, 2012).

MPs have been approached in diverse ways, depending on the social, political, geographical, and educational contexts in which multilingualism becomes prominent (French, 2019; McDougald, 2019). Equivalently, Türkiye has been known for its multicultural diversity (İnal et al., 2021; Kaya, 2012). Accordingly, multilingual and multicultural classrooms have been recognized in light of changing conditions worldwide. In countries where the reality of multilingualism has been acknowledged, the outcomes of current pedagogies have been investigated in diverse educational settings (Christison, 2023; Galante et al., 2020; Haukas, 2016). Moreover, the curriculum that employs MPs has been tested and evaluated in multilingual contexts, with a focus on learners' perspectives (Bisai & Singh, 2020; Okal, 2014). In recent years, a scarce number of studies that aim to integrate MPs in several ways in the Turkish context echo the results of the global studies (Bozkurt & Topkaya Zehir, 2025; Çermikli-Ayvaz et al., 2025; Pryzmus & Solmaz, 2025). However, the understanding of pre-service English Language teachers (PSTs hereinafter), regarding their future practices in multilingual classrooms (MCs hereinafter) has received less attention in local and global educational research.

1.2. Purpose and Significance of the Study

Speakers of English as an additional language have outnumbered native speakers of English worldwide (Canagarajah, 2007). Namely, Second Language (SL) status, English as an international language (EIL), English as a lingua franca (ELF), and specifically World Englishes (WEs) are the terms used to describe its current situation (Bayyurt & Sifakis, 2017). Ur (2010) argues that accepting English as a lingua franca is inevitable in today's world, thereby highlighting the various speakers of English across settings. The prevailing shift of focus has several reasons. Bayyurt et al. (2019) claim that constant movement, due to wars, economic and

political situations, has necessitated the use of English as the common language worldwide. The spread of English can also be explained by globalization, a current trend in the world's population.

This study aims to provide a course designed for PSTs to (re)construct their understandings of MPs through collaboration, reflection, and narration within the initial teacher education (ITE hereinafter) program. The inherent complexity and challenges of multilingual education require teachers to reflect on how to teach English in MCs (Vetter & Slavkov, 2022). To this end, an undergraduate course for PSTs about MPs has been planned to provide a critical analysis of these issues. Thus, the course supports PSTs in exploring their understanding of MPs and guides and prepares them to teach English to multilingual learners. Recently, there has been an increasing number of attempts to investigate MPs in European countries (Bergroth et al., 2022; Wernicke et al., 2021), in Australia (French, 2019; French & Armitage, 2020), and in Canada (Chumak-Horbatsch, 2019; Galante, 2020). Furthermore, developing courses for in-service teachers through professional development training is seen as a facilitator for their teaching practices with multilingual learners (Gallagher, 2020; Xu & Krulatz, 2023). In Türkiye, several studies have examined MPs' integration into teacher education in response to global dynamics over recent years. These studies focus on understanding teachers ' perspectives on multilingual education from a broad perspective (Kalay et al., 2024; Ulum, 2024) and the effects of courses that offer theoretical knowledge about MPs (Aydoğan & Izmir, 2024; Biricik Deniz et al., 2020). However, a small number of studies investigate the role of implementing practice-based courses to introduce MPs in initial teacher education (Bozkurt & Zehir Topkaya, 2025; Cermikli-Ayvaz et al., 2025; Pryzmus & Solmaz, 2025).

Multilingualism is related to its place in social, political, and psychological interactions that shape the ecologies of groups, communities, and regions where people live and interact (Edwards, 2013). Accordingly, multilingualism has been a research area with a wide array of emphasis across several disciplines, such as social, psychological, and educational sciences (Cenoz & Gorter, 2014). Sociolinguistics studies focus on the language use and interactions of multilinguals across different contexts. In terms of psycholinguistics, multilinguals' cognitive abilities have been discussed. Especially in education, multilingualism is related to the languages of instruction, the learning of additional languages, and the teaching of languages in multilingual settings (Cenoz & Gorter, 2014). Thus, these three areas compose the scope of multilingualism studies related to language education in

general. The roles of social interactions, cognitive abilities, and instructional applications of multilingualism are considered in investigating multilingualism.

Historically, multilingualism is an old phenomenon that reflects the existence of multiple languages within social communities. To understand the dynamics of its constructs, both languages and other factors that affect social life explain the interconnected nature of multilingualism (Edwards, 2013). The interconnectedness of languages is linked to their socio-political positions since each language has its own unique conditions of existence and continuum within a multilingual environment. In recent years, globalization has led to the spread of English worldwide, defining it as a lingua franca and one of the other languages of multilingual communities (Cenoz & Gorter, 2014). Since each language has its own specific connections with others, the focus is mainly on English in the current global socio-political atmosphere.

The challenges of multilingual contexts and the importance of pedagogical design require significant efforts (Potts & Cutrim Schmid, 2022; Vetter & Slavkov, 2022). Therefore, given the changing circumstances of learning and teaching English, especially in our context, the integration of MPs in the ITE programs warrants attention in educational research. To this end, this study aims to prepare PSTs regarding their interactions with multilingual learners, to reveal their understandings, and to foster their preparation regarding MPs.

1.3. Research Questions

As a response to the global and local needs of current language education and ITE programs, the emphasis on supporting PSTs is significant. In light of the current developments, this research study aims to integrate CMPs into the ITE program and provide the conceptualization of the issue to engage PSTs during the process. By doing so, the aim is to strengthen the link between traditional ITE and the current developments in language education worldwide. To explore the integration of CMPs in ITE regarding perspectives of PSTs, I state the following research questions:

1. What are PSTs' current understandings of learning and teaching English in MCs?
2. What insights have PSTs developed through engagement with CMPs?
3. How has engagement with CMPs shaped PSTs' development of teacher identity?

1.4. Definitions of Terms

In this study, I used the following terms to refer to corresponding meanings as presented in alphabetical order.

Critical Multilingual Pedagogies (CMPs): CMPs mean educational approaches that involve the linguistic and cultural diversity of all learners (Garcia & Flores, 2012). Informed by the multilingual turn, which carries an inherently critical stance (Conteh & Meier, 2014), CMPs challenge the dominance of monolingual ideologies and discuss the affordances of CMPs in language education.

Critical Teacher Education (CTE): CTE is a teacher education approach that prepares language teachers to develop critical awareness of power relations, social and political factors, and multilingual realities shaping educational settings (Burns & Richards, 2009). It depends on the training of teachers and is enriched by the tenets of critical theory and critical pedagogy (Hawkins & Norton, 2009). It underscores the importance of ongoing critical self-reflection among educators concerning their identities, beliefs, and the roles they fulfil as educators.

Initial Teacher Education (ITE): ITE is the first formal stage of teacher preparation in which PSTs acquire pedagogical knowledge, subject-matter expertise, and practical teaching skills prior to entering the profession. ITE requires a multifaceted approach, encompassing coursework, supervised teaching practice, and reflective components. It is important to include the development of professional knowledge, teaching competencies, and teacher identity in ITE.

Multilingual Teacher Identity (MTI): MTI refers to the dynamic process of constructing, negotiating, and transforming teachers' professional identities by reflecting on linguistic repertoires, beliefs, experiences, and pedagogical practices (Motha et al., 2012; Tajeddin et al., 2024). Classroom interactions involving social, cultural, and political dimensions of language education shape teachers' multilingual identities. Within this perspective, teaching and learning are co-constructed, and MTIs are enacted through facilitating language practices that value diversity.

Multilingual Classrooms (MCs): MCs refer to learning settings where students bring different languages, backgrounds, and cultures. These classrooms depend on the presence of different languages and cultures, which assist students in communicating, participating, and

creating meaning. In MCs, different languages aim to support students through linguistic diversity rather than identify them as deficits.

CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

In this chapter, I present the theoretical constructs of the study and related research studies in the field. In accordance with the purpose of the study, PSTs acknowledge and familiarize themselves with pedagogies that enhance multilingual education with the designed course. First, I explain the theoretical constructs through meta-theorization of the frameworks that underpin the study. Next, I present recent literature studies that inform the position of this study. Finally, I share five main pedagogies that I used throughout the research process, aligning with critical multilingualism in ITE.

2.1. Theoretical Framework

This study is informed by MPs, critical teacher education (CTE hereinafter), and multilingual teacher identity (MTI hereinafter) as theoretical frameworks that offer a complex and compound theorization. MPs are constructed on several theories that aim to provide a multifaceted explanation. Similarly, CTE relies on a varied set of pedagogical works nourished by critical thought and educational implications. Thus, this study focuses on developing a metatheory to elucidate the interconnectedness among bounded theories. According to Ritzer (1990, p. 4), there are three types of metatheories in social studies, explaining the different ways of examining a specific theory or various theories:

1. Metatheorizing as a means of attaining a deeper understanding of theory (M_u)
2. Metatheorizing as a prelude to theory development (M_p)
3. Metatheorizing as a source of perspectives that overarch sociological theory (M_o),

Ritzer (1990) explains that the first type involves offering a deeper and better understanding of a theory, the second involves producing a new theory based on another one, and the third involves encompassing several theories to provide a wider perspective. This study can be categorized under the third type, aiming to combine various theories to explain their interconnectedness.

The study conceptualizes knowledge systems from a post-structuralist perspective, referring to reality as a complex, bounded, and developing entity (Morgan, 2007). Knowledge

is created and understood from a multi-faceted stance, acknowledging reality as a contextual phenomenon that extends over space and time. Guided by the post-structuralist perspective, MTI, supported by MPs and CTE, indicates the process of integrating CMPs in ITE. In essence, these three frameworks, MPs, CTE, and MTI, represent the developmental process of initial teacher education. MPs, supporting the understanding of language education, CTE discusses the elements that shape teacher identity. Figure 1 shows the interconnectedness of the theoretical constructs of the study.

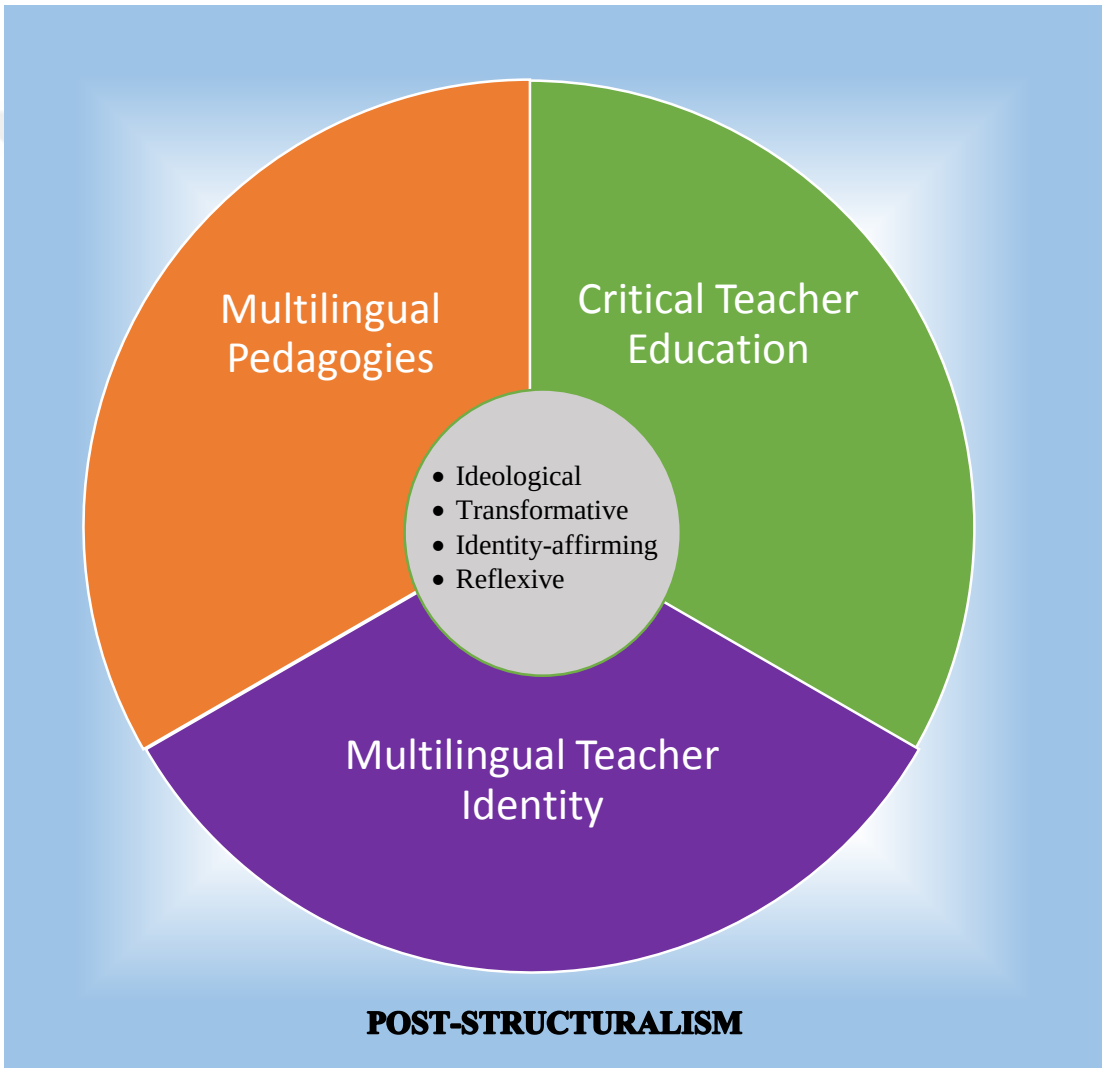


Figure 1. Theoretical Constructs of the Study

The meta-theorization of MPs, CTE, and MTI identifies the main constructs addressed by the post-structuralist perspective, which informs the epistemology of the study. The relationship of applied linguistics and post-structuralism offers a complex, dynamic, and

bounded system of understanding toward language education (Morgan, 2007). As opposed to the structuralist view, which positions the learner and learning as abstract entities distant from space and time (Morgan, 2007), post-structuralism approaches the self within dialogical interactions formed across time and space and explains learning as a constantly constructed and constructing process (Melo-Pfeifer & Tavares, 2026; Norton & Toohey, 2011; Torres & Morrow, 1998).

From a post-structuralist perspective, language is conceptualized through its dialogic interactions rather than as a disconnected set of rules and actions (Torres & Morrow, 1998). Considering language and language education from a post-structuralist view offers learners opportunities for autonomy (Norton & Toohey, 2011). It situates teachers as the decision-makers and creators of pedagogical change (Clarke, 2009). Overall, language education is understood as a form of power and knowledge interaction, where shaping culture and identity as interconnected constructs (Morgan, 2007). Thus, in the following sections, I will discuss the theoretical constructs of the study along the track of post-structuralism. The instructional foundation is provided by MPs, the transformative and reflective aspects are addressed through CTE, and how pre-service teachers internalize these processes is illuminated by MTI.

2.1.1. Multilingual Pedagogies

Language education has been shaped mainly by policies and practices within the boundaries of monolingual ideology. *Ideology* as a term is used within the field of ELT, referring to various connotations, and it means "namely, the implicit, usually unconscious assumptions about language and language behavior that fundamentally determine how human beings interpret events" (Tollefson, 2007, p. 26). Language education reforms have been affected by the dominance of English, with the emphasis on the monoglossic ideology. The monoglossic ideologies, spreading worldwide, are related to the advent of nation-states in Europe (Flores & Schissel, 2014). Tracing the origins of English dominance as the language of education, business, and culture reveals the power relations in socio-political and economic contexts (Cummins & Davison, 2007; Pennycook, 2007). Monoglossic ideologies create a space for the rise of English-only policies, with the focus on English as the target language. The focus on English-only policies is believed to be effective because excessive exposure to English would facilitate language learning (Tollefson, 2007). Baker (2003) explains the commonality of monolingual ideologies that support the separation of languages. The practices of monolingual ideologies were unquestioned approaches to language education in the middle

of the 1900s. The bilingual practices that support the use of more than one language in the classroom were seen as problematic. It is further believed that multilingualism can cause adverse effects on individuals in several ways. Especially, "up to the 1960s multilingualism was generally associated with negative results in cognitive ability (Cenoz & Gorter, 2024, p. 9). Therefore, monolingual policies were seen as more effective compared to integrating MPs in education. The common view was to appreciate monolingual policies that support a focus on single-language use in language education. It was a prevalent belief that having diverse languages had caused a detrimental effect on people; therefore, the monolingual ideology persisted in keeping its position at the center of language education (Baker, 2003)

Furthermore, the justification for English-only practices is explained in terms of the target language in the classroom. Porter (1990) points out the "time on task principle," referring to the relationship between time spent and learning English (p. 119). It is argued that spending time on the target language is related to achievement, which provides a pedagogical justification for these policies. Tollefson (2007) clarifies the emphasis on English-only policies by offering a closer look at "the use of Standard English". It is accepted that using standardized English is way more effective than learners' non-standard varieties of English (Tollefson, 2007, p. 25). This has created an expectation that teachers speak English with a standardized variety and teach their students to speak the same way.

However, as Cummins and Davison (2007) claimed, "language teaching cannot be reduced to a one-dimensional set of prescriptions" (2007, p. 3). Language is used in complex and ever-changing ways. It depends on the speakers, their relationships with one another, the reasons for communication, and the level of English proficiency (Cummins & Davison, 2007). Tollefson (2007) highlights the need for critical analysis in ELT, examining instructional policies. It is further explained that depending on English-only policies is a self-perpetuating system that creates privilege for the privileged. The monoglossic ideology is being challenged through "moving away from viewing languages as discrete objects" but putting an emphasis on "conceptualizing languaging as a fluid, complex, and dynamic process" (Flores & Schissel, 2014). Besides, one aim of focusing on the language itself is to develop a sense of language awareness. Specifically, developing awareness of language-created curricula focusing on the "target language" and accepted as standardized, the language that the teacher is trying to teach in the classroom, but there is a limited focus on "the students' varied language" (Garcia, 2017, p.265).

Taking positions at the opposite end of monolingual ideologies is not only an act of discharging the common acceptance, but it is also related to moving "beyond language hierarchies and social connotations" of specific languages (Piccardo, 2013, p. 602). Emphasizing the equal right of all languages to exist consolidates the *paradigm shift* (Piccardo, 2013, p. 602). As an antithesis to monolingual dominance (Howatt, 1985), the multilingual perspective has been increasingly valued within the scope of social justice and equal rights for each student in language education (Conteh & Meier, 2014; Cummins, 2011; Garcia & Flores, 2012).

Within the scope of the paradigm shift toward a multilingual turn, current approaches to language education explain the shift from monolingual to multilingual ideologies. It is linked to teaching English to an increasing number of multilingual learners, indicating that a systematic curriculum design is required to provide a learning environment that offers justice and equal rights for the participation of all language learners (Garcia & Flores, 2012). These types of approaches are called multilingual pedagogies (MPs) as an umbrella term aiming to enhance language education, providing a space for current and developing linguistic knowledge of learners (Helot, 2012). In relation to the nature of MPs, they are required to be called plural pedagogies, echoing the inclusivity and diversity bound to educational practices (Garcia & Flores, 2012). Therefore, 'MPs' as a notion is used to refer to the plurality in its essence, whether it refers to a single or multiple practices mentioned throughout the study.

MPs have been approached in diverse ways, depending on the social, political, geographical, and educational contexts in which multilingualism becomes prominent (McDougald, 2019; French, 2018). According to Garcia and Flores (2012), MPs refer to education that defines learners as active participants in the learning process rather than simple recipients. To achieve a participatory learning environment, learners' language practices must be included by building the course content on their current knowledge. To achieve the implementation of the MPs in language education, schools' socio-political conditions, changing socio-educational spaces, beliefs and values of communities and teachers, and experiences of learners must be considered as the main parts of the system (Garcia & Flores, 2012).

In other words, MPs aim to find solutions to problems created by social hierarchies and power relationships in communities (Duarte & Kirsch, 2020). They offer the opportunity for transformation for all stakeholders, including learners, teachers, and schools, in the education process. MPs promote the presence of multiple languages across all educational

settings by facilitating meaningful learning for all learners (Duarte & Kirsch, 2020). To achieve this, MPs depend on challenging monolingual ideologies, engaging learners' full linguistic repertoires, and putting multilingualism at the center (Krulatz & Christison, 2023). In essence, MPs support the idea that creating an environment that provides equal and meaningful participation in classroom activities facilitates language development for all learners (Garcia & Flores, 2012).

The emphasis on this multilingual turn in language learning and teaching highlights the implicational (Conteh & Meier, 2014; May, 2014) and theoretical transformations in language education. Thereon, Meier (2017) argues that "the multilingual turn can be seen as a critical transdisciplinary movement", explaining that the foci of related literature are mainly on constructing knowledge through power relations (p.152). It is further discussed that language education is linked to developing students' multilingual awareness of their linguistic and cultural backgrounds. Garcia (2017) promotes the developing sense of acknowledging students' linguistic repertoires and carries it forward to critical multilingual awareness, creating "the understanding that language is socially created, and thus, socially changeable to give voice and educate all students equitably" (p. 268). The critical aspect of the multilingual turn initiated an interrogation of accepting multilingualism as a deficit (Conteh & Meier, 2014; May, 2014). It recognizes multilingual learners' linguistic resources as dynamic and complex; therefore, it defines multilingualism as an asset rather than a drawback.

To enhance MPs' role in language education, pedagogical practices are encouraged by integrating them into classroom interactions. MPs' enactment in language education involves guiding teachers to utilize pedagogical practices that enhance language education. Specifically, teachers are required to develop an understanding of being multilingual (Krulatz & Christison, 2023). Thus, teachers deepen their knowledge to create a supportive learning environment for MLs in the classroom. Their understanding of MPs is linked to how they approach existing classroom languages. First, teachers need to create a smooth transition among languages and support their learners' linguistic backgrounds (Cenoz & Gorter, 2014). Then, teachers draw on their learners' linguistic repertoires to activate and raise their learners' awareness (Krulatz & Christison, 2023). As a result, teachers and learners systematically rely on all linguistic resources available.

Accordingly, integrating MPs into language classrooms is linked to certain principles that must be implemented strategically. One of the main principles is to enhance learners' meaningful involvement by supporting their active participation (Krulatz & Christison, 2023).

It mainly involves creating a space for learners to feel involved in the educational process by drawing on their language practices (Garcia & Flores, 2012).

Furthermore, Piccardo (2013) explains that to facilitate the effects of embracing multilingualism in the classrooms, there are three main criteria to be followed: 1) language education should be performed through putting multilingual understanding and linguistic diversity in alliance; 2) rather than placing languages as separate entities, the knowledge of different languages and allowance of information transference should be applied; 3) various skills of learners should be recognized and put into circulation to facilitate learners' awareness and self-esteem for language education (Piccardo, 2013, p. 603-604).

In conclusion, MPs refer to educational practices that include the linguistic and cultural diversities of all learners by supporting them to participate actively. Elevated by the multilingual turn, which is inherently critical, MPs question the legitimacy of monolingual ideologies and create a space to discuss the possibilities of multilingual pedagogical practices. MPs are defined as critical acts that support pedagogical practices within education. As a result, MPs echo their inherent criticality, empowered by a post-structuralist perspective. In the following parts of the study, the term critical multilingual pedagogies (CMPs hereinafter) is used to define all sorts of pedagogical implications with a critical sense. We believe that, as an alternative to monolingual ideologies, CMPs encourage teachers to open a collaborative learning space where all languages in the classroom are appreciated. The integration of learners' linguistic and cultural backgrounds into education through the implementation of CMPs validates the view of multilingualism as an asset rather than a deficit across the full scope of educational practices.

2.1.2. Critical Teacher Education

Teacher education evolves alongside the developments in language education. The existing trends in language education prioritize the ongoing demand for English teachers capable of effective language instruction (Burns & Richards, 2009). In general, teachers actively think and make decisions that largely determine classroom events in every educational setting (Borg, 2006). Teachers' teaching practices depend on several factors that they develop before and during the teacher education program. In terms of their previous experiences, PSTs tend to apply what and how they experienced language education (Borg, 2006). PSTs' observations of their teachers are among the prominent factors shaping their current and future

teaching beliefs (Lortie, 1975). Building on what they experienced and observed as learners, they conceptualize teaching as a profession.

In addition to their previous learning experiences, PSTs' current interactions during ITE guide them for effective language education. Teachers shape language education since what they know and do is directly linked to their students' learning processes. It creates the need for a thorough consideration of the preparation of teachers and their professional development for both pre-service education and in-service practices (Burns & Richards, 2009). Especially, the dynamics of language teacher education (LTE) are associated with socio-political and cultural elements in societies. Since language education is seen as a mechanical act, language teachers are accepted as the technicians who perform the pre-given tasks with an assigned methodology (Varghese et al., 2005). The aim is to help teachers be equipped with the characteristics that support the target language education. A detailed report on the past of teacher education examines the research of the twentieth century in terms of qualifications, preparation, assessment, and certification of teachers (Schulz, 2000). It has been pointed out that the earlier understanding of teaching was about accepting the profession as an artistic act, where teachers are required to be born with it. Later, this idea started to change with the understanding that teachers need better education opportunities. It is stated that finding the best method of how to prepare teachers has become the common interest of ITE research (Schulz, 2000).

Pointing out the requirements of being a good teacher is understanding that it is not an innate skill; on the contrary, it can be developed over time. Indeed, "good language learning and good language teaching" are related to training teachers (De Costa & Norton, 2017,p. 4). It can be achieved by adopting a critical perspective toward ITE, which further facilitates language education. Adding a critical understanding creates a space to investigate the roles of ITE in preparing teachers. The phases that PSTs go through are described as an in-between process of being a student and a teacher (Britzman, 2012). It is known that PSTs are still students in teacher education programs while learning to teach language to others. Thus, being in an in-between stage requires a specific focus on the ITE to facilitate language teaching overall.

As a result, CTE emerged from the structure of ITE and is nurtured by critical theory and critical pedagogy (CP). The fundamentals of CTE are linked to social and political issues that shape social interactions; therefore, the learning environment. Further investigation

indicates a link between CP and ITE, focusing on the role of power and education and the results of their interconnectedness.

2.1.2.1. Critical Language Teacher Education

Having acknowledged the newest role of ITE through a critical lens, several attempts have been made to prepare a framework for ITE programs with a special interest in multilingual and multicultural contexts (De Costa & Van Gorp, 2023; Garcia, 2008; Van Gorp et al., 2023). ITE, especially, provides "a space in which to develop a critical awareness of how to deconstruct and challenge such images about immigrants and English language learners", which echoes the current atmosphere of English language education (Motha et al., 2012, p. 24). The urgent need for this matter is highlighted regarding *how* teacher education programs can better prepare PSTs to become critically conscious educators in multilingual contexts (Ojha et al., 2024). Critical language teacher education can be elaborated through several dimensions, grounded in the transformative (López-Gopar, 2019) and empowering (Kincheloe, 2008; Prasad & Lory, 2020) emphases of CP.

The comprehension of CP lies in its link to critical theory, which refers to the theoretical basis for understanding the critical perspective within ITE. Critical theory traces its roots to the Frankfurt School of thought, where German philosophers (e.g., Habermas, Horkheimer, Adorno) developed a critical comprehension of the social and political levels of knowledge grounded in Marxist ideology (Geuss, 1981; Torres & Morrow, 1998). Habermas formulated a plan to renew critical theory by fundamentally reconstructing it and engaging it with other theoretical traditions (Torres & Morrow, 1998).

According to Geuss (1981), critical theory has three illustrious features that define its basis:

1. Critical theories have special standing as guides for human action in that:

(a) They are aimed at producing enlightenment in the agents who hold them, i.e. at enabling those agents to determine what their true interests are;

(b) They are inherently emancipatory, i.e. they free agents from a kind of coercion which is at least partly self-imposed, from self- frustration of conscious human action

2. Critical theories have cognitive content, i.e. they are forms of knowledge.

> 3. Critical theories differ epistemologically in essential ways from theories in the natural sciences. Theories in natural science are 'objectifying'; critical theories are reflective. (Geuss, 1981, p. 1-2)

The characteristics of critical theory can be summarized as follows: agents maintain the existence of knowledge through the reflective practices that they produce (Geuss, 1981).

In terms of the projection of teacher education through critical theory, a reflective stance on knowledge construction involves the CTE in understanding how language education is performed. Specifically, critical theory provides a lens to understand what we think, how we interact, how we articulate language, produce texts, learn and teach "are not neutral and objective"; however, they are constructed "by and within social relationships that systematically advantage some people over others", which eventually results in "producing and reproducing inequitable relationships of power in society" (Hawkins & Norton, 2009, p. 31). By acknowledging power relations as a means of identifying reality, critical theory enables us to analyze educational interactions from a socio-political perspective.

Following the path of critical theory leads to developing an understanding of the CP to obtain a concrete sense of investigation of the role of power in language education. In essence, "critical theory is predominantly abstract, critical pedagogy is directly concerned with social action and educational change" (Hawkins & Norton, 2009, p. 31). Thus, understanding the features of CP enables us to connect theory and pedagogical practices.

To begin with, CP was first introduced by Freire (1970) to highlight the relationship between power and knowledge grounded in social class and inevitably linked to teaching and learning. He wrote his famous book, *The Pedagogy of the Oppressed*, to explain power relations, focusing on education in the Brazilian context. According to Freire (2005), in contrast to an oppressive action, education is "the practice of freedom", and it challenges the idea "that man is abstract, isolated, independent, and unattached to the world", rather than the focus is on the context and social interactions (p. 81). To challenge the dominant ideologies, Freire (2005) emphasizes that oppression exists through the continual process of being made and remade. It explains that ideologies become norms through repetition and that there is a need for a critical lens to object to "manifestations of dehumanization" (Freire, 2005, p. 48).

Freire is aware that challenging the norms and assumptions can be possible when individuals act for themselves. He claims that "the pedagogy of the oppressed cannot be

developed or practiced by the oppressors" (Freire, 2005, p. 54). According to Freire (2005), it is possible through a structural change in education when "students engage in critical thinking and the quest for mutual humanization" (p.75). Reinforcing students with the power of critical thinking and reflecting on what they have been through contributes to a humanized education.

The discussions on the relationship between education and power have also been critically analyzed by Bourdieu and Passeron in the French context. In their book *Reproduction in Education, Society and Culture*, translated into English twenty years after its publication in French define education as a system that constitutes one of the fields that represent and reproduce *symbolic violence* (Bourdieu & Passeron, 1990).

There is no power relation, however mechanical and ruthless, which does not additionally exert a symbolic effect. It follows that pedagogical action, always objectively situated between the two unattainable poles of pure force and pure reason, has the more need to resort to direct means of constraint the less the meanings it imposes impose themselves by their own force, by the force of biological nature or logical reason (Bourdieu & Passeron, 1990, p. 10). Within this bound system, the act of producing and reproducing ensures its continuity with the ultimate result of keeping the dominant as the dominant force.

Bourdieu and Passeron (1990) explain the system in detail with a strong emphasis on the role of education. In a similar vein, Freire (2005) sees the power of education in creating the power dynamics within a society. Both studies highlight "that formal education only reproduces domination/oppression" (Burawoy, 2019, p. 102). These studies indicate that the education system is a powerful force that shapes people's actions.

One of the main aims of CP is to demonstrate how these interactions are interrelated since all social, political, economic, cultural, and educational actions are bound together (Kincheloe, 2008). Therefore, the emphasis on education is widely investigated, and education is shaped by other factors. It is further claimed that the role of teacher educators is significant, as they impact the empowerment of all students through teacher education (Kincheloe, 2008). In later studies, the understanding of CP has been elaborated and detailed with various perspectives.

Lopez-Gopar (2019) summarizes the historical background, explaining the three specific waves of CP to highlight its position as a theoretical basis for educational studies. He emphasizes the transformative role of CP, enabling teachers to develop agency and

accumulate social justice (Lopez-Gopar, 2019). Analogously, Prasad and Lory(2020) highlight the role of power in enabling teachers to promote a sustainable learning environment for their students, accomplished through a critical understanding of established pedagogies.

Embarking on the critical understanding of language education requires framing language teacher education as a critical notion. In a broad sense, critical language teacher education (CLTE) asserts that teachers are expected to be aware of power relations and to engage in critical reflection on themselves, focusing on their roles as teachers (Burns & Richards, 2009). Therefore, teachers are seen as facilitators of language education by providing learning opportunities in the classroom, considering both relations within and outside the learning environment. Critical language teacher education (Hawkins & Norton, 2009) explains the need to educate teachers in essential skills, and research shows that this is achieved through developing critical awareness, critical self-reflection, and an understanding of critical pedagogical relations (2009, p. 33).

2.1.3. Multilingual Teacher Identity

Languages are shaped through ideologies that represent how they are learnt and taught. Language ideologies explain both the visible and invisible contextual interactions related to language learning and teaching, as well as language teacher education (Yazan, 2025; Yazan & Lindahl, 2020). Therefore, language ideologies affect how teachers are prepared to teach languages. PSTs' formal education that prepares them to become teachers and requires them to be knowledgeable about global issues defined by the language's ideologies, shaped by cultural and socio-political dynamics (Hawkins, 2011).

Language ideologies shape the language education and ITE through socio-political and contextual hierarchies that afford and constrain languages (Yazan, 2025). To attain a global understanding, teacher education supports PSTs with a critical perspective to identify the existing language ideologies. Having criticality provides a space to question the given practices that extend language ideologies; therefore, the professional operations, as they represent the actions, thoughts, and belief systems of teachers, are put under investigation (Yazan, 2025). It becomes the language teachers' duty to guide their learners to "deconstruct language" to provide a better understanding of the ideological representations of languages (Hawkins & Norton, 2009). At this point, the role of teacher education in supporting PSTs to improve their understanding of critical practices in language education is under investigation.

The debates over constructing frameworks for delivering teacher education that apply to global and contextual needs are connected to the bond between language education and teacher identity. To develop a comprehension of language education, identifying the roles of teachers as language teaching operators highlights the need to understand what makes them who they are as teachers (Varghese et al., 2005). Accordingly, it is important to know teachers better through having "a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them" (Varghese et al., 2005, p. 22).

Understanding what makes a teacher a teacher, that is, what constitutes teacher identity, forms the basis of teacher education. According to Norton (2013), identity is about "the way a person understands his or her relationship to the world" around themselves, and examining how that interaction is shaped "across time and space, and how the person understands possibilities for the future" (p. 4). Especially, language learning and identity are linked since language is one of the main aspects that shape individuals (Norton, 2013). Language plays a great role in defining who people are, considering its impact on the cultural and social interactions, since "the identity systems are derived from the language" (Allen, 2005, p. 5). Thus, teachers and how they identify themselves are related to their relationships with languages in general.

It is further noted that the formation of teacher identity is closely linked to what teachers become. According to Miller (2009), teachers' knowledge and actions construct their identity, which is "continuously performed and transformed through interaction in classrooms" (2009, p. 175). Defining the features of being a language teacher is supported by investigating the multiplicities of language teaching by revealing teachers' identity tensions (Tajeddin & Yazan, 2024). Being a teacher means that PSTs bring, as well as what they do, to work on their identities. Language teaching is a complex activity that both teachers and learners co-create based on their identities (Motha et al., 2012; Tajeddin & Yazan, 2024). To enhance language education, providing a space for PSTs to bring their historical backgrounds and identities into teacher education is essential. Teacher education can be improved to facilitate language education by making connections in teacher education programs through lessening "the distance between the content of teacher education and the lives of teacher candidates by embedding the former in the latter" (Motha et al., 2012, p. 14). The identities of PSTs and the content of teacher education programs are intersecting entities that require being connected to ensure the dynamic nature of teacher education.

Furthermore, according to Kubanyiova (2012), “confronting teachers’ prior experience” provides a space to reflect on newly gained skills in a sociocultural context, creating “a supportive and receptive climate” (2012, p. 15). Keeping away what teachers bring from their own learning experience limits the affordances of teacher education. Rather, it is promoted by making stronger connections between teacher education content and PSTs’ lives (Motha et al., 2012). It is highlighted that both teachers’ identities and the individual and collective aspects they bring are closely related to how they teach students, people, and institutions (Varghese et al., 2016). It is important to ensure that ITE content “is not framed as a static body of knowledge disconnected from teacher candidates’ identities and histories”; on the other hand, it is a set of interactions that are “intertwined organically with their lives and experiences” (Motha et al., 2012, p. 14). Therefore, there is a need to define how to understand what makes a teacher ‘the teacher’ and what they bring to the ITE.

Acknowledging that teachers’ life histories and identities affect language teaching reinforces the need for adjustment in teacher education. Being a teacher is the outcome of following a trajectory for a constantly developing identity, shaped and evolved through experiences and contextual factors (Melo-Pfeifer & Tavares, 2026). To enhance the effectiveness of teacher education, pedagogical tools grounded in identity-oriented practices could be included (Motha et al., 2012, p. 14). At this point, pedagogical practices must be created by PSTs who know their contexts, learners, and, especially, their identities (Motha et al., 2012). It is linked to a holistic perspective that can be approached through a critical lens, focusing on teachers’ lives, experiences, reflections, and stories (Kubanyiova, 2012). Therefore, teachers get familiarized with the interconnectedness of language and identity through teacher education. The inclusion of identity-oriented pedagogies and the reinforcement of language resources for both learners and teachers in language education create opportunities for PSTs to equip themselves with pedagogical tools (Yazan, 2024).

Ignoring teachers’ knowledge that they bring into and generate within teacher education disconnects them from their identities (Motha et al., 2012). Instead, focusing on their personal stories through narratives enhances their capacity to build a new system of knowledge. PSTs develop their capacities to create the knowledge they value, which has meaningful representations that they can carry out in their future careers (Motha et al., 2012). Including narratives of their personal experiences provides an opportunity to think differently with a critical understanding of what is given to them in teacher education (Hong & Doran, 2022). Depending on PSTs’ identities, though, encouraging them to share their stories

enhances teacher education. PSTs reflect on themselves, their language interactions, their background knowledge, and their stories with a focus on their teacher identities.

Being a teacher means the role of understanding learners' needs and shaping the learning process accordingly. Currently, language teachers need to shape the learning process considering the increasing number of linguistically and culturally diverse learners (Hawkins & Norton, 2009). To support learners by sustaining social justice for all learners, PSTs need to be skilled in teaching practices grounded in a critical understanding to enhance diversity in languages and cultures (Karam & Kibler, 2024). At this point, identity–focused activities enable teachers to support and affirm classroom spaces where learners can develop a multilingual understanding through their linguistic repertoires (Neokleous & Krulatz, 2024).

The emphasis on language teacher identity is linked to preparing PSTs for their future practices. As Allen (2005)points out, PSTs have various courses to learn how to conduct teaching practice. However, there is a less marked aspect within ITE: the "self-awareness/identity" of PSTs. It is stated that teaching PSTs about forming identity helps novice teachers "navigate through the beginning years of teaching" in schools (Allen, 2005, p. 3). It explains that becoming aware of one's identity is related to figuring out how to improve their teaching practices as they learn to develop awareness of their future teaching practices. To provide an understanding of unearthing teacher identity, teacher education offers a perspective through connecting identity with language education. Overall, CMPs, CTE, and MTI form an interconnected framework for understanding the main construct of the study. While MPs define the instructional scope, CTE adds the necessary transformative and reflective depth, and MTI ties these elements together by capturing how PSTs internalize and negotiate these experiences. To situate this study within the broader scholarly conversation, the following section explains the terminological choices that underlie the study and reviews existing literature.

2.2. Literature Review

Reviewing the related literature defines the boundaries of the study by examining the scholarly work conducted with meticulous effort. The outline of this section offers directions on the existing research that portrays the rationale behind the purpose of the study. Thus, in this chapter, I present the terminology, background studies, and current discussions of the current literature, respectively, as a part of the broader conceptualization of the study focusing on integrating CMPs in ITE to guide PSTs to teach English in MCs.

2.2.1. Addressing the Terminology toward Multilingualism

The terminology used to describe the state of having more than one language in people's linguistic repertoires or the existence of multiple languages in a society mainly differs according to the relationships among languages as well as socio-political dynamics. Bilingualism, plurilingualism, and multilingualism are the most common terms used interchangeably to refer to the presence of more than one language. In this study, I use the term multilingualism to refer to the existence of two or more languages as an umbrella term.

Bilingualism refers to the existence or knowledge of at least two languages. Baker and Jones (1998) describe bilingualism at two main levels: individual bilingualism and societal bilingualism. Individual bilingualism explains the development, types, and effects of bilingualism on individuals. Societal bilingualism concerns change, maintenance, and language policies within communities, viewing bilingualism as part of social interactions (Baker & Jones, 1998). The main aim is to refer to the situation that emphasizes the use of at least two languages.

Moreover, multilingualism and plurilingualism are generally used to describe the existence of more than two languages. Specifically, according to the Council of Europe (2007), multilingualism refers to:

> The presence in a geographical area, large or small, of more than one 'variety of language', i.e. the mode of speaking of a social group, whether it is formally recognised as a language or not; in such an area individuals may be monolingual speaking only their own variety (Council of Europe 2007, p. 8).

The existence of multiple languages in a community is highlighted rather than focusing on the individuals who use, know, or speak different languages. On the other hand, the Council of Europe defines plurilingualism as:

> Languages not as objects but from the point of view of those who speak them. It refers to the repertoire of varieties of language which many individuals use and is therefore the opposite of monolingualism; it includes the language variety referred to as 'mother tongue' or 'first language' and any number of other languages or varieties. Thus, in some multilingual areas, some individuals may be monolingual, and some may be plurilingual. (Council of Europe, 2007, p. 8).

In this study, the focus is on using an all-encompassing term to understand both the presence of multiple languages in a community and the individuals who possess diverse languages in their repertoires. The term multilingualism aims to offer a general conceptualization rather than emphasizing the differences between multilingualism and plurilingualism. The difference between these terms is comprehensible at a theoretical level (Canagarajah & Liyanage, 2012). Instead of considering them as distinct practices, the relationship among languages is at the center of the discussion. Especially, the debates on dependent monolingualism in language education necessitate the existence of multilingualism as the counterargument (Canagarajah & Liyanage, 2012). The main aim is to understand the values that both multilingualism and plurilingualism offer in language education and ITE rather than positioning them at opposite ends.

Multilingualism, as a term in language education, has a broader conceptualization. Cenoz and Gorter (2024) describe multilingualism as a common notion compared to plurilingualism. It includes other variants that describe interactions with multiple languages, depending on the number, such as bilingualism (knowledge of two languages) and trilingualism (knowledge of three languages). They further note that multilingualism offers an understanding of the relationships among languages at the individual and societal levels (Cenoz & Gorter, 2024). In terms of describing individuals' interaction with languages, being multilingual means having a wide range of interactions, such as acquiring knowledge of, being able to use, and being able to use different languages. Multilingualism is closely linked to an unstable repertoire of languages that changes over time to meet individuals' needs (Krulatz & Christison, 2023). Accordingly, the communities use languages in different places by different people, and at different levels of interaction. Having a broader understanding of multilingualism makes it easier to conceptualize the main purpose, understanding the causes and effects of interacting with more than one language.

2.2.2. Multilingualism in Language Teacher Education

Classrooms of the 21st century are characterized by their multilingual, multicultural, multimodal features. Contrary to monolingual practices, it is necessary to address students' needs from a multilingual perspective in line with real life. Therefore, there is a need for education that focuses on teaching individuals in multilingual classrooms rather than creating educational models for a specific type of student who uses one language or another (Garcia & Sylvan, 2011). The presence of students with diverse linguistic and cultural backgrounds

requires careful consideration of the realities of modern classrooms. In fact, “the values associated with different languages and their prestige in society are closely related to multilingual education” (Cenoz & Gorter, 2024, p. 10).

Furthermore, Helot (2012) points out that interactions among languages worldwide and communication patterns across societies suggest a new framework for language education policies. Garcia and Flores (2012) propose that by providing a meaningful learning and teaching environment for learners of English, MPs are positioned at the center through the participation of students and “their diverse language practices” in language education (2012, p. 232). Similarly, Ur (2010) argues that language teachers demand training that reflects the changing status and needs of learners.

In traditional language education, which is largely influenced by monolingual practices, multilingual students are often ignored in their language-related interactions and multilingual identities (Krulatz & Christison, 2023). Instead, multilingual learners need support by creating an environment that provides access to their language resources. In fact, multilingual education allows the integration of students’ linguistic and cultural repertoires into the education curriculum (Helot, 2012). Thus, students are supported through opening a space for their identities. Introducing students’ identities in language education helps them develop their own identities.

Moreover, teachers and students need to focus on inclusive, supportive pedagogical practices to avoid monolingual bias that ignores multilingualism as an asset. In fact, language education is facilitated when multilinguals fully engage with their linguistic repertoires (Krulatz & Christison, 2023). Since they can utilize “at least two linguistic systems with their lexicons, syntax, phonetics, pragmatics, and discourse properties” (Cenoz & Gorter, 2024, p. 9), which helps them to activate their learning skills and transfer them to learning additional languages. To benefit from full linguistic repertoires of multilinguals, the existence of multiple linguistic resources can be applied to support language education (Kirsch, 2020). As a result, “monolingual ideologies in multilingual education are being replaced by multilingual ideologies that soften the boundaries between languages to use the resources multilingual speakers have at their disposal” (Arocena Egaña et al., 2015, p. 189). By supporting students in working both on and through their identities, language education is facilitated in several ways. Guiding students through their multilingual identity development results in higher

motivation for language learning, a sustained, supportive environment for diversity, and enhanced self-awareness (Neokleous & Krulatz, 2024).

Therefore, it is important to understand that the pedagogies of multilingualism require certain principles to be applied across various forms and levels depending on the context, curriculum, and learners in educational practices (Garcia & Sylvan, 2011). Multilingual practices are designed to develop all the students' linguistic resources, thereby encouraging the effective use of all linguistic repertoires. When multiple languages are involved, it is important to consider social justice when developing pedagogies that correspond with multilingualism (Garcia & Flores, 2012). Therefore, at their core, multilingualism helps us understand the needs and challenges of linguistically and culturally diverse students (Bisai & Singh, 2020, p. 140).

Language education in multilingual classrooms is directly linked to teacher education, since how teachers deliver instruction is significant in deciding which pedagogies to apply. Instead of insisting on monolingual ways of teaching English, CMPs are required to address the changing needs of the world (McDougald, 2019). Enhancing education that supports multilingualism is significant, and educating teachers is key. At this point, teacher education programs play a prominent role in preparing teachers for multilingual education. Therefore, teachers are required to possess both theoretical and practical knowledge to work in multilingual contexts and deliver multilingual education (Krulatz & Christison, 2023).

Additionally, fostering critical thinking in teacher education is important to enhance multilingual education. For instance, it provides teachers with an opportunity to develop an awareness of language's functions in terms of ideology and politics (Helot, 2012). Understanding the link between languages and ideological representations equips teachers with linguistic tools to make them feel socially responsible. Since language is inherently a socio-political concept, language teachers, especially, need to develop a critical comprehension towards multilingual education (Hawkins & Norton, 2009). Accordingly, teacher education plays a significant role in integrating a critical stance for language education. Through adding a critical stance, the ITE programs may "equip them (PSTs) with the knowledge and skills to implement multilingual pedagogies" (Neokleous & Krulatz, 2024, p. 3). Thus, education on CMPs enhances teachers' understanding of a learning environment that appreciates the linguistic resources of students.

Previous research indicates that teachers are required to develop awareness of shifting paradigms, as teaching environments change with the presence of students with multilingual

and multicultural backgrounds (Bayyurt et al., 2019). However, language teachers do not feel ready to handle multilingualism in their classes due to curriculum policies in teacher education programs that do not provide the required instruction immediately (Helot, 2012). There is a need to invest in new research that elaborates on CMPs, focusing language demands of our age through flexible approaches (Garcia & Flores, 2012).

Although the need to implement CMPs in educational contexts is recognized, both pre-service and in-service teachers lack the skills to implement such pedagogies (Catalano & Hamann, 2016). Helot (2012) highlights that both pre- and in-service teachers should be provided with pedagogies for integrating multilingualism in diverse and mainstream classrooms. Teachers with competent knowledge of how to implement multilingualism in teaching practices would facilitate both target language learning and learning through a target language (Doiz et al., 2014). As a result, there is an increasing demand for teaching training in multilingual teaching settings. Teachers who are trained to implement CMPs in their classrooms and value their learners' needs provide better language education across various contexts (Bisai & Singh, 2020).

First, a review of studies on introducing CMPs through in-service training practices indicates that teachers need support for multilingual education. In essence, providing pedagogical knowledge to teachers of multilingual learners is closely tied to the complex nature of multilingualism. Studies that are conducted on in-service teachers' current beliefs about implementing CMPs in language education. In a study conducted in Ireland, 24 English teachers' thoughts and classroom activities were investigated, revealing the contradictions between their beliefs and their actions (Gallagher, 2020). Teachers mentioned the use of monolingual pedagogies as strictly essential; however, their classroom practices revealed that most applied some CMP practices. Gallagher (2020) concluded that in-service teachers need to engage in critical reflection on their practices and be informed about the benefits of effectively applying CMPs. It shows that whether teachers are aware of the benefits of integrating CMPs or do not consider them effective ways of teaching, they need to be explicitly trained to foster language education. Potts and Cutrim Schmid (2022) examine how teachers perceive and reflect on implementing CMPs in linguistically diverse classrooms in a collaborative study between the UK and Germany. The catchphrase of the study was "pedagogic design matters" (Potts & Cutrim Schmid, 2022, p. 82), and the main result of the study revealed that the current and developing knowledge of teachers while implementing a new method as a part of a pedagogical design is directly connected to the outcomes of teaching practice.

Besides, several studies have been conducted in the Norwegian context to discuss in-service teachers' beliefs about multilingual education. To illustrate, Haukas (2016) investigated 12 in-service language teachers' beliefs about implementing MPs and integrating students' linguistic resources into language education. The study reveals that although teachers benefit from their multilingual repertoires, students still need support to integrate their full linguistic repertoires. According to the study, effective language teacher education is required to prepare teachers to implement CMPs (Haukas, 2016). A more recent study, employing a mixed-methods design, reports on teachers' beliefs and practices regarding multilingual education and highlights the recent increase in multilingualism (Xu & Krulatz, 2023). The results of the study, conducted with 181 in-service teachers, indicate that teachers have a complex understanding of multilingual education. The study highlights that monolingual ideologies are inherent in teachers' practices even though they consider multilingualism as an asset. Since teacher education plays a significant role in shaping teachers' beliefs and practice, there is a need to invest in preparing and guiding teachers to integrate CMPs in language education (Xu & Krulatz, 2023).

Furthermore, the extant literature on CMPs indicates that training PSTs can develop their language awareness (Bayyurt et al., 2019; Bergroth et al., 2022). Accordingly, due to increasing language diversity in educational contexts, a general policy that responds to the needs of such classrooms needs to be developed (Bergroth et al., 2022). At this point, it is important to note that "what English language teachers learn in their programs influences their future profession and their ideas about the English language" (Bayyurt et al., 2019, p. 188).

Reviewing related studies on providing pedagogical education for PSTs further shows that there is a need for more detailed studies that incorporate CMPs into ITE (Solano-Campos et al., 2020). According to Catalano and Hamann (2016), pedagogies such as "language study and reflection, multilingual microteaching, translanguaging, service-learning, digital storytelling, multimodal multilingual inquiry projects" are the tools to enhance PSTs' preparation for teaching in MCs, considering the needs of linguistically and culturally diverse students (2016, p. 275). It has been concluded that integrating such pedagogies into ITE is in great demand in all educational settings, as multilingualism is inevitable. Deng and Hayden (2021) argue that PSTs should obtain teacher education programs to be more prepared to teach in multilingual classrooms. It means that through ITE, "instead of perceiving diversity in the classroom as an 'obstacle', teachers might consider it as an opportunity to re-examine or even

challenge their visions to be responsive to multilingual learners" (Deng & Hayden, 2021, p. 419).

In their study, Vetterol and Corrizzato (2016) investigate PSTs' beliefs about linguistic and cultural diversity in the Italian context. They claim that PSTs need to enhance their understanding of "linguistic variation and cultural differences" for their future teaching practices, and this is provided through training on multilingualism (Vettorel & Corrizzato, 2016, p. 504). In the Spanish context, Portoles and Marti (2020) investigate PSTs' existing beliefs about multilingual education by providing them with undergraduate-level education. Along with the advantages, there are also challenges in applying CMPs in future classrooms. In the end, it has been noted that the disadvantages associated with these perspectives can be overcome through intensive ITE programs for PSTs to "deal with the multilingual factor" (Portoles & Martí, 2020, p. 261). The literature points out a growing need to prepare PSTs to teach English in educational settings with multilingual learners.

Studies on the role of CMPs in ITE highlight the need to revise the policies of training teachers. Bergroth et al. (2022) argue that due to increasing language diversity in educational contexts, there is a need for a general policy that addresses the needs of such classrooms. The increasing number of review studies that elaborate on CMPs (see Conteh & Meier, 2014; Cummins, 2021; Prilutskaya, 2021) illustrates the relevance of the issue in teacher education. Following these discussions, Vetter and Slavkov (2022) conclude that "knowledge about the complexities of multilingual learning and teaching has increased tremendously" (Vetter & Slavkov, 2022, p. 1). Therefore, PSTs need to be better informed about CMPs to support their learners in future classrooms.

It is a notable effort to understand the circumstances in teacher education faculties, as it prepares PSTs for the implementation of real-life applications of CMPs. In a recent study, Mairi et al. (2025) contributed to this issue by providing perspectives of teacher educators in the field to investigate their understandings and practices. They focused on global citizenship and multilingual competencies of PSTs and teacher educators in five different countries to reveal current CMP practices. The results of the study highlight two main aspects: the uniqueness of each context and a commitment to social justice. The latter outcome was reported to be associated with "developing critical engagement and reflexivity" among PSTs and teacher educators, which would facilitate a better understanding of languages, social practices, and power relationships in the teaching environment (Mairi et al., 2025, p. 2640).

Extant literature focuses on PSTs' perspectives on multilingual studies in ITE, which have been conducted worldwide to discuss the affordances and challenges of the CMPs. PSTs' beliefs, perspectives, and inclusion in multilingual education are examined in several ways to illustrate the wide range of research studies. A study was conducted in England to investigate PSTs' perceptions of their multilingual identities and language experiences (Morea & Fisher, 2025). The study's findings indicate that PSTs' conceptualization of multilingualism and their linguistic skills shape their multilingual identities. The results show that they do not consider their linguistic abilities sufficient, which is in fact not related to their actual linguistic abilities. Therefore, PSTs need support to be acknowledged about their linguistic resources to develop multilingual understanding and awareness of themselves (Morea & Fisher, 2025).

Similarly, Weger (2025) examines 20 PSTs' current understandings of language and their effect on their future practices across diverse contexts within an ITE program in Vienna. The study aims to explore the relationship between PSTs' language backgrounds and awareness of MCs, using data collected from PSTs' LAs and LPs and from stimulated recall interviews. The study results show that PSTs' personal experiences with languages and perceptions of linguistic resources affect their understanding of MCs (Weger, 2025). Thus, the study concludes that PSTs require support through strategically implemented language biography tasks to unearth their current interactions with languages (Weger, 2025).

In addition to the studies investigating PSTs' understandings, beliefs, and conceptualization of multilingualism, an increasing number of studies are focusing on implementing CMPs in ITE. In response to claims about the need to integrate CMPs into the ITE, Fischer & Lahmann (2020) conducted an intervention course for 27 PSTs on responsive language teaching in the German context. The study, using a mixed-methods design, focused on PSTs' perceptions before and after a 12-week course that included reading and writing tasks. The results indicate that training on CMPs enhanced PSTs' preparedness to work in MCs (Fischer & Lahmann, 2020). Finally, the study suggests that, in addition to theoretical knowledge, PSTs need to engage in hands-on activities during the ITE to integrate CMPs into their future teaching practices. A large-scale study was conducted to investigate both PSTs' beliefs about multilingual awareness and the effects of attending a course designed to implement CMPs, conducted in the US context (Christison, 2023). The study examines a total of 6 semesters of data, with 267 PSTs participating, collected through surveys, open-ended questionnaires, and teacher-generated tasks to diagnose PSTs' previous and current beliefs and preparedness for teaching in MCs. The results of the study are categorized in four aspects: PSTs'

concerns about teaching in MCs, their beliefs and perceptions about multilingual ideologies, their developing teacher identities, and their skills in identifying language features related to developing teacher language awareness (Christison, 2023). The study highlights the role of focusing on CMPs in supporting PSTs in working with linguistically and culturally diverse students in the USA, compared to their previous knowledge. It finally implies the need for further intervention during ITE with detailed strategic implementation for CMPs (Christison, 2023).

The increasing visibility of multilingual learners with diverse linguistic and cultural backgrounds in the schools and classrooms worldwide also made the Turkish context sensitive to multilingual education (Bayyurt et al., 2019). Given the expanding multilingualism in the English language classrooms in Türkiye, preparing PSTs to navigate linguistic and cultural diversity in their future classrooms is a prerequisite for ITE programs (Akgün Özpolat & Çomoğlu, 2025; Çermikli Ayvaz et al., 2025; Bayyurt et al., 2019; Çomoğlu et al., 2024; İnal et al., 2021). It has been noted that teachers are required to develop awareness of shifting paradigms, as teaching settings change with the presence of multilingual and multicultural students (Bayyurt et al., 2019).

Existing literature on integrating CMPs within ITE in the Turkish context follows global debates and studies. There are several studies investigating PSTs' beliefs about CMPs regarding their understanding of multilingual awareness, culturally responsive pedagogies, and translanguaging. In a study by Kalay et al. (2024), the beliefs of both in-service and pre-service teachers regarding multilingual awareness were investigated to examine their understanding of the use of CMPs in language education. The study provides a broader understanding and discusses the integration of CMPs in relation to the participants' existing multilingual awareness (Kalay et al., 2024). The study concludes that there is a need to support PSTs in integrating CMPs into practical, hands-on activities. Besides, Ulum (2024) examines PSTs' perceptions of using translanguaging in language education through a mixed-methods research design involving a large sample of 401 participants enrolled in an ELT department. The findings indicate that PSTs recognize the benefits of translanguaging, particularly in supporting learning, reducing anxiety, and increasing self-confidence in language education contexts (Ulum, 2024).

Moreover, several studies investigated the effects of implementing specific CMPs to support PSTs during ITE by designing courses as part of curricular activities. To illustrate,

Biricik Deniz et al. (2020) examined the impact of a one-semester theoretical course on English as a Lingua Franca (ELF) awareness for 26 PSTs in an ELT department. The findings revealed a conceptual shift in participants' beliefs, developing an awareness of ELF and a transformation in their attitudes toward teaching English. The study concludes by suggesting further research to support the integration of ELF-oriented pedagogies into teacher education programs through curriculum development and materials design (Biricik Deniz et al., 2020).

To provide a broader understanding, Aydoğan and İzmir's (2024) study examined the outcomes of a culturally responsive course carried out with 39 PSTs in an ELT program. The course was designed to promote multicultural awareness and critical self-reflection among PSTs, with a focus on identity development. The findings indicated that after the course, PSTs developed a deeper understanding of culturally responsive education and greater awareness of their own cultural values and assumptions (Aydoğan & İzmir, 2024). Finally, the study emphasizes the value of integrating cultural sensitivity training into teacher education programs.

Finally, some studies support PSTs through hands-on practices, encouraging them to collaborate and critically engage in the process of course design. In their study, Çermikli-Ayvaz et al. (2026) implemented linguistic landscape activity as part of the course that they designed for PSTs to engage them with critical multilingual awareness. They conducted the study with 60 PSTs to frame their awareness of multilingualism with a critical lens. The study reported that implementing CMPs in ITE enables PSTs to examine dominant linguistic ideologies surrounding their contexts and envision themselves as teachers in MCs (Çermikli-Ayvaz et al., 2026). Similarly, Przymus and Solmaz (2025) used linguistic landscapes as an educational activity to guide PSTs for their future practices. In their study, they shared a telecollaborative longitudinal project conducted with over 100 PSTs across Turkish, American, and Mexican contexts, involving three different cohorts. The findings indicate that PSTs benefited from co-creating lesson plans with their partner peers worldwide that leverage global and local understanding (Przymus & Solmaz, 2025).

Moreover, Çomoğlu et al. (2024) challenge monolingual ideologies by implementing CMPs in the ITE program in response to contextual factors in the study. They conducted a course with 55 PSTs and collected data from participants' written reflections. They highlighted the importance of creating a space for PSTs to engage with CMPs, which enabled them to critically examine and conceptualize their current understanding of CMPs (Çomoğlu et al.,

2024). In their study, Bozkurt and Topkaya Zehir (2025) investigate the development of PSTs' critical multicultural awareness by designing a two-week module for two groups of participants: 15 and 86 PSTs who study in ITE programs in different parts of Türkiye. The study highlights that PSTs benefited from the training by gaining positive attitudes toward implementing critical multicultural language education (Bozkurt & Zehir Topkaya, 2025).

Previous literature indicates the affordances of integrating CMPs in ITE, citing changes in their beliefs and attitudes, as well as the impact on their identity development through specific pedagogies. Nourished by previous studies conducted in different parts of the world, as well as in Türkiye, this study stands out by proposing a structured course to support PSTs' engagement with CMPs. The study is structured around three layers of analysis, offering a broad conceptualization: first, unearthing their current understanding; second, revealing their insights; and finally, investigating their teacher identity development.

2.3. Critical Multilingual Pedagogies in Initial Teacher Education

In language education, the presence of multilingual and multicultural students requires the implementation of CMPs. These pedagogies can be used both in English language education and ITE. CMPs can be incorporated into ITE by providing a theoretical basis and practical applications. In this way, PSTs can reflect on their own experiences of learning English and, by examining their own learning processes, understand that different pedagogies are possible for their own students. The use of pedagogies helps them to develop a critical understanding. Drawing on their own experiences, PSTs recognize that CMPs support teachers in becoming competent and qualified in their field, and in deconstructing the stereotypes they encounter in educational interactions (Motha et al., 2012, p. 24).

The ongoing debates on the implementation of multilingual education in ITE programs confirm its facilitative effects on PSTs and learners in language education(Cummins, 2021; De Costa & Van Gorp, 2023). The studies reveal that CMPs help both teachers and learners in linguistically and culturally diverse learning environments (French, 2019; Garcia, 2009; Helot, 2012). The general view within the field seems to be that learning multiple languages is best enhanced when learners are encouraged to become aware of and use their pre-existing linguistic and cultural knowledge.

In this study, in terms of CMPs that enhance multilingual education, I utilize multilingual awareness (Piccardo, 2020), translanguaging (Garcia & Li, 2015), funds of

knowledge (Moll et al., 1992), funds of identity (Esteban-Guitart & Moll, 2014), and intercultural sensitivity (Alptekin, 2002) as concepts since they provide reflective and narrative space for the PSTs in ITE through multimodality. Table 1 presents these pedagogies, their purposes, and related tools as shown below.

Table 1

Pedagogies for Multilingual Classrooms

Pedagogy	Purpose	Tools
Multilingual Awareness	Acknowledgment of students' diverse linguistic repertoires	Language Autobiography (LA) Language Portrait (LP)
Translanguaging	Integrating students' linguistic resources into language education	
Funds of Knowledge	Identifying students' household knowledge and skills	
Funds of Identity	Considering students' identities as unified and part of language education	Significant Circle (SC)
Intercultural Sensitivity	Including intercultural resources of students into language education	

The elaborate investigation shows that the utilization of different pedagogies helps PSTs become better equipped for their future practices. To support PSTs' engagement with CMPS, several training tools can be implemented in ITE. In this way, these pedagogies open a space for PSTs to develop their understanding of the linguistic and cultural resources of themselves and their future students and create opportunities to be prepared to teach in multilingual classrooms.

2.3.1. Multilingual Awareness

The constructs of CMPs provide chances for better language education for all students in every classroom (Garcia & Flores, 2012). To achieve an enhanced multilingual education,

one of the pedagogies that can be prioritized is to develop awareness of the linguistic repertoires of students. Since language, as an entity, is a part of individuals' identity, acknowledgement of language(s) is a human right, especially in linguistically and culturally diverse contexts (Galante, 2025). The effects of the existence of diverse languages in social interactions shape the dynamics in schools; therefore, the classrooms where language education is carried out are shaped accordingly.

Moreover, having multiple languages as part of language education necessitates awareness of students' plurilingual repertoires in linguistically and culturally diverse contexts. Galante (2025) explains that applying multilingual education means "not about teaching one language at the expense of another, adding or detracting a language in the repertoire" as a pedagogical choice (Galante, 2025, p. 5). The purpose of awareness of students' linguistic repertoires is to create an environment that sustains the diversity of languages and cultures in the classroom. Its results eventually become visible in social interactions, affecting the community.

Developing awareness of students' multilingual repertoires in language classrooms means valuing the dynamic nature of languages (Piccardo, 2020). Since the existence of diverse languages is linked to the interactions among individuals. Thus, students who maintain their diversity through language education develop their linguistic repertoires. Acknowledging the diverse repertoires of students explains the existence of the pluri/multi-lingualism, which is enhanced through "depending on their lived experiences, histories, timeline, and space" (Galante, 2025, p. 3). Multilingual education means providing a space to embrace students' repertoires by engaging them with their languages.

Furthermore, for teachers, maintaining students' multilingual repertoires in the classroom helps them develop an understanding of the role of languages in socio-political interactions within communities. By being exposed to diverse linguistic resources, students come to understand the possibilities that multilingualism offers rather than seeing monolingual practices as the ultimate guide (Helot, 2012). Providing a space for students' multilingual repertoires is likely to help them develop multilingual awareness. The mutual cause-and-effect relationship between making languages visible in the classroom and creating an awareness of multilingualism is significant in ITE. It is upon teachers to be open to all existing languages and to make use of students' linguistic resources in language education (Duarte & Kirsch, 2020). (Villegas & Lucas, 2002) discuss linguistics and language use in ITE and categorize them under

the broader concept of providing equal educational opportunities for all students, highlighting the need for pedagogies for multilingual classrooms.

Developing awareness of multilingual repertoires involves recognizing the languages that students have as their linguistic resources. To enhance multilingual awareness, several tools can be utilized. To illustrate and examine PSTs' linguistic and cultural resources, I present two CMPs tools: language autobiography (LA) and language portrait (LP). The utilization of LA as a tool to articulate their linguistic competencies over their lifetime. LAs provide an introspective investigation of individuals' interactions with languages through multimodal ways (Neville & Johnson, 2022). The creation of a language autobiography facilitates the recognition and understanding of one's multilingual identity. Canagarajah (2019) posits that written narrative functions not merely as an instrument for identity construction but as the very substance of identity itself.

Similarly, LP is a tool that shows individuals 'linguistic experiences and resources visually and verbally (Busch, 2012). Individuals convey their linguistic repertoire, the languages that play a role in their lives, their means of expression, and their modes of interaction by drawing and painting in various colors on a body-shaped pattern. Language portraits offer PSTs insights into how the languages that are part of their identity are interconnected and provide pathways to better understand their cultural-linguistic backgrounds (Busch, 2012; Neville & Johnson, 2022). In recent literature, studies focus on PSTs' multilingual awareness by examining their existing linguistic resources through using LP and LA as data collection tools. Understanding PSTs' language backgrounds by LP and LA facilitates their awareness of teaching English in MCs; therefore, it enhances their preparation for future practice (Weger, 2025).

2.3.2. Translanguaging

Multilingual education involves integrating students' linguistic and cultural resources into language education through pedagogical practices. In addition to acknowledging multilingual awareness that embraces linguistic and cultural diversity, there are certain pedagogical approaches to integrating languages in the classroom. One of the well-known pedagogies is translanguaging, a concept coined by Welsh researcher Cen Williams, referring to the purposeful use of Welsh and English together in the classroom (Lewis et al., 2012). As a response to the separate use of languages in education, translanguaging offers the possibility of acknowledging both languages as beneficial for the education of multilingual individuals.

Translanguaging, as a term, has gained a broader conceptualization in language education, referring to interactions with languages that students engage in in and out of school contexts. Rather than focusing on the quantity of languages in individuals' repertoires, translanguaging is about supporting language education by drawing on all linguistic resources available (Conteh, 2018). Integrating students' full linguistic resources into language education through translanguaging is beneficial for both students and teachers. Translanguaging as a pedagogy offers a meaningful education that supports teachers to use all existing languages actively for educational purposes (García & Li, 2015).

For teachers, being equipped with translanguaging as a pedagogy means offering students opportunities to make learning meaningful as they can benefit from their full linguistic repertoires (Garcia & Li, 2015). Instead of limiting use to the target language, translanguaging is about using individuals' existing linguistic repertoires to enhance their target language knowledge. Language education is facilitated through building upon existing languages rather than avoiding their use. In this way, language education depends on students' linguistic resources and makes them knowledgeable, capable, and expressive about languages (Garcia & Li, 2015). To achieve translanguaging pedagogies, teachers need to be trained to equip them with certain characteristics. Accordingly, teachers need to consider multilingualism as an asset and an inseparable part of students, strategically use students' linguistic repertoires, and be flexible in responding to students' needs in each context (Garcia, 2017).

Studies examining the implementation of translanguaging pedagogies in ITE demonstrate the effectiveness of these practices. Researchers elaborate on the effects on both teachers and learners, focusing on different aspects. Therefore, teachers need to be prepared to use translanguaging in the classroom to enhance language education. In response to current trends in implementing translanguaging in ITE, Caldas (2019) examines the effects of translanguaging on 20 PSTs' language trajectories, ideologies, and identity development. The study depicts that PSTs' engagement with translanguaging as a pedagogy supported their reflection on their linguistic resources and encouraged them to rely on translanguaging in their future practices (Caldas, 2019).

In recent years, research studies have focused on the use of translanguaging of students (Yüzlü & Dikilitaş, 2022), in-service teachers (Öztüfekçi & Dikilitaş, 2025; Toker & Olğun Baytaş, 2022; Yuvayapan, 2019), teacher educators (Tekin, 2024), and pre-service teachers (Öztüfekçi & Dikilitaş, 2025; Yüzlü, 2025) as the facilitators of language education in various contexts in Türkiye. Specifically, integrating translanguaging pedagogies into ITE programs

for pre-service teachers highlights the ideological change among PSTs. In Yüzlü's (2025) study, a workshop was conducted to introduce translanguaging pedagogies to early childhood PSTs who are interested in English language education. The findings from 20 PSTs' data show that participants demonstrated a growing interest in multilingualism and multiculturalism, and a tendency to rely on students' multilingual competencies (Yüzlü, 2025). In their studies, Öztufekçi and Dikilitaş (2025) designed a course for 55 PSTs as participants to familiarize them with translanguaging pedagogies in a private university ELT ITE program. The findings of the study indicate that PSTs' interactions with translanguaging prompted them to reflect on their inherent monolingual ideologies throughout the course, ultimately revealing that their assumptions are tied to their identities (Öztüfekçi & Dikilitaş, 2025).

2.3.3. Funds of Knowledge

Multilingual education values pedagogies that value and incorporate students' cultural and linguistic diversity in language education. One of the main purposes of implementing these pedagogies is to provide a rationale that engages all learners actively in education as a process. Since individuals' linguistic and cultural knowledge are intertwined, understanding their cultural resources can enhance their learning.

Studies that focus on students' cultural knowledge on developing strategies to engage students' resources highlight several practices. One of the pioneering studies is the project Moll and her colleagues designed to foster collaboration between household practices and classroom activities. In their study, they referred to the term Funds of Knowledge (FoK hereinafter) of students to explain cultural resources (Moll et al., 1992) FoK is a concept developed to explain the role of integrating students' cultural knowledge into multilingual education. Students' cultural and familial knowledge is explained through the funds that they obtain and maintain during their lives. In this sense, FoK means that "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll et al., 1992, p. 133).

FoK, to combine students' household practices with classroom activities, started with teachers' home visits and aimed to understand students' home contexts. In this way, teachers would "know the child as a 'whole' person, not merely as a 'student', considering or being informed about the multiplicity of the things that students are being constructed" (Moll et al., 1992, p. 134). Consequently, teachers benefit their students' FoK by incorporating their students' familial and cultural resources into language education. In this way, students feel more connected to educational practices; therefore, education becomes meaningful for all

learners (Esteban-Guitart, 2016). It broadens teachers' understanding of their students, so they know them not only through classroom activities but also through multiple aspects.

Studies support the benefits of using FoK to enhance PSTs' understanding of applying CMPs in their future education. Saathoff's (2015) theoretical and reflective article presents the results of a course designed to support PSTs in utilizing FoK during the ITE program in the Mexican context. The study claims that PSTs develop a critical understanding of how to use students' cultural resources in the classroom (Saathoff, 2015). In a recent study, Boylan et al. (2025) investigated the perceptions and experiences of six PSTs as they integrated FoK into an online course as part of the ITE program. The study indicates that PSTs' engagement with FoK affected their teacher identity and transcultural identity development, as well as reinforcing cognitive demand in language education for MCs (Boylan et al., 2025). These studies indicate that utilizing FoK in ITE helps PSTs be critical and reflective about their teacher identities as they work in MCs.

2.3.4. Funds of Identity

Research on integrating students' cultural backgrounds through multilingual education indicates that the interaction between language and culture enhances meaningful language education. Thus, the focus on students' linguistic and cultural resources extends to what they have and bring to the classroom. Students' resources are built through their interactions with all the things around them, as well as their home-based resources. Indeed, FoK is concerned with understanding the familial background of students; however, individuals are more than their household experiences (Esteban-Guitart & Moll, 2014). From a socio-cultural perspective, Esteban-Guitart and Moll (2014) define Funds of Identity (FoI hereinafter) as encompassing students' identities in education, thereby broadening the range of what students possess as individuals. Accordingly, Esteban-Guitart & Moll (2014) define FoK as "repositories of identity to which people have access", and it becomes FoI "when people use them to define themselves" (2014, p. 37)

Multilingual education emphasizes teaching languages to students by supporting their active engagement with pedagogical practices. To create engaging classroom activities, integrating students' resources into education is one possible pedagogy to facilitate language education (Esteban-Guitart, 2016). Accordingly, the key aspect is to combine students' FoI into language education practices. Language education is supported when students feel involved in classroom activities by making "connections between prior knowledge and experience and new information" (Esteban-Guitart & Moll, 2014, p. 44). In this sense, teachers

make use of students' FoI to facilitate language education through choosing materials that best suit students' linguistic and cultural resources.

Furthermore, it is linked to developing an understanding of individuals' being and their social worlds as connected entities, which is one of the main constructs of FoI (Esteban-Guitart & Moll, 2014). Therefore, what people are made of, and their social interactions, are their identities, which are "embedded, distributed, and spread among geographical locations, people, social institutions, activities and practices, and artefacts such as a poster, a cross, a computer, or a ring" (Esteban-Guitart & Moll, 2014, p. 44). People are composed of several things, such as the art they create, the languages they use, the people they interact with, and the things they do as they continue to know and experience their lives. It further means that people's experiences are dynamic and complex rather than being limited to a single entity.

To understand the elements that constitute students' FoI, the significant circle (SC hereinafter), as an example pedagogical tool, shows that students' identities are unified. In SC, individuals share the objects, activities, people, institutions, and hobbies that are important to them within a circle (Esteban-Guitart & Moll, 2014). In essence, individuals tend to prioritize those who hold greater importance in their personal hierarchy, positioning them closer to the center of the circle. Conversely, those who are less significant are often placed farther apart, reflecting a relative shift in the balance of importance.

In ITE, PSTs utilize SC first to understand the components of their identities and later turn it into pedagogies to integrate into their future education practices. Inspired by the use of SC as a pedagogical tool in ITE programs in Spain, Castro (2020) designed a course for PSTs to develop their understanding of FoI, with two groups of participants: 38 and eight in the sessions, respectively. The findings suggest that PSTs gained confidence in integrating both their own and their students' cultural backgrounds into language education through focusing on their FoI as the core concept of the course (Castro, 2020). In a recent study, Banegas (2024) implemented an ITE course with 20 PSTs in Argentina to explore their understanding of teacher identity through visual representations of their FoI. The study encouraged PSTs to imagine themselves in their future classrooms, to create representations in a three-dimensional task, and to reflect on their teacher identities as a follow-up. It is concluded that referring to FoI as the core construct of the course enhanced PSTs' teacher identity development (Banegas, 2024).

2.3.5. Intercultural Sensitivity

CMPs entail understanding how to create an engaging learning process by integrating not only the cultural resources of students but also helping them build connections between cultures. Connecting students' cultural resources through their household or social interactions (via FoK and FoI) to classroom activities means including their full repertoires into language education. Since individuals have different cultural backgrounds, it is significant to embrace all resources that are present in the classroom to enhance language education. In this way, language education becomes meaningful for both students and teachers, especially by incorporating students' and teachers' intercultural sensitivity.

In traditional language education, the focus is solely on the target culture and integrating cultural elements into classroom activities (Alptekin, 2002). Accordingly, teachers focus on the target culture to help them foster language skills in that culture. The teacher may rely on the target language and ignore other cultures present in the classroom. However, in MCs, each student brings a different cultural background. To create an effective language education, classroom activities need to be shaped considering the realities of the classroom. Depending on the target language is considered to be "utopian, unrealistic, and constraining" for teachers (Alptekin, 2002, p. 59). Instead, language education should be delivered in a balanced way, considering both the target and local cultures. In this way, both students and teachers would navigate among different cultural resources to support intercultural sensitivity in real-life classrooms (Alptekin, 2002).

Studies on integrating intercultural competence into language education indicate that both students and teachers develop a deeper understanding of other cultures. Pedagogical practices that incorporate intercultural elements facilitate the recognition of cultural resources embedded in classrooms (Basarkod et al., 2024). In this way, language education becomes more sensitive to all cultures rather than focusing solely on the target culture.

There is a need to guide PSTs in developing their intercultural sensitivity to improve language education. Allocating time and resources for training PSTs improves their intercultural sensitivity as a pedagogy; therefore, both teachers and students, not only the ones who have diverse backgrounds, but all of them, benefit from language education (Basarkod et al., 2024). Pedagogical practices surpass intercultural sensitivity to create effective, engaging, and supportive language education for all learners. Teachers benefit from these practices to facilitate language education by embracing students' diverse cultural resources.

In recent years, several studies have focused on developing PSTs' intercultural awareness through implementing various CMPs in Türkiye. Biricik Deniz et al. (2020) studied the outcomes of utilizing an ELF awareness course. They point to a conceptual shift in PSTs' beliefs, leading to an awareness of ELF. PSTs also reported a transformation in their attitudes toward teaching English, considering themselves as future PSTs and including intercultural elements in language education (Biricik Deniz et al., 2020). Likewise, Aydoğan and İzmir's (2024) explored the influences of focusing on intercultural awareness through culturally responsive pedagogies. The study highlighted that PSTs developed greater awareness of local and global cultural values while teaching English (Aydoğan & İzmir, 2024). These studies exemplify the value of integrating intercultural sensitivity into ITE programs to support PSTs.

CHAPTER III

METHODOLOGY

This study aims to explore the integration of CMPs in ITE, focusing on the context of the English language teacher education department at a state university in Türkiye. The methodology of the study is bound with its unique context, blended with the elements of CMPs. In this chapter, I share the methodological framework by explaining the research design, research setting, participants, data collection procedures, and data analysis methods. Finally, I present the researcher's positionality through a reflexive lens.

3.1. Research Design

The research design of a study is determined in accordance with the rationale that encompasses the study as a whole set of investigation. The methodological choices are made by considering the epistemological stance, the design's conceptualization, the data collection steps, the data analysis procedures, and the study's trustworthiness and credibility (Yazan, 2015). This study is informed by a post-structuralist perspective as the backbone of the research process, which defines what knowledge is and how it is constructed. Thus, the study follows a qualitative paradigm, specifically a qualitative case study (Stake, 2010; Yin, 2018).

In general, research involves understanding the mechanisms that underlie historical events, problems, or policies that construct knowledge (Stake, 2010). Both quantitative and qualitative research examine causality, influences, and conditions to grasp key notions. Data collection cannot be explained without interpretation; researchers provide the lens through which knowledge is constructed (Stake, 2010). Thus, making meaning from data depends on the researchers' views on knowledge as well as how they conceptualize the inquiry and research process (Yazan, 2015). This study's research design is shaped by qualitative research, which is informed by a constructivist paradigm. It follows a rigorous, systematic methodology for exploring knowledge (Heigham & Croker, 2009). Qualitative research is interpretive, experience-based, situational, and personalistic, and is not reliant on a single way of thinking (Stake, 2010, p. 31). Therefore, qualitative researchers conceptualize reality by exploring complex social interactions (Merriam & Tisdell, 2016; Yin, 2018).

This study adopts a qualitative case study design since it provides a deep description and analysis of systems to explore the reality that constructs knowledge (Heigham & Croker,

2009; Merriam & Tisdell, 2016). The case of this study depends on three features that Yin (2018) proposed: 1) it is a unique setting of an ITE department where PSTs have not been introduced to CMPs, 2) PSTs' existing and developing understandings of the concept constitute the case, and 3) the data collection process ensures triangulation by collecting data systematically in multiple ways (2018, p. 46). The collective case study design enables exploration and critical analysis rather than merely assessing the phenomenon. It is also appropriate when the goal is to compare and study several similar cases (Yin, 2018). Further, the case study design provides multiple perspectives, thereby broadening the study's dimensions, adding depth, and clarifying the phenomenon under investigation (Baxter & Jack, 2008).

Accordingly, I meticulously designed a collective case study design to provide depth and dimension to the topic that I investigate. In this study, I aimed to explore the integration of CMPs in ITE, focusing on PSTs' understandings, insights, and teacher identity development following a qualitative paradigm. Therefore, to understand PSTs' experiences with CMPs integration in ITE, I have formulated and answered the following research questions:

1. What are PSTs' current understandings of learning and teaching English in MCs?
2. What insights have PSTs developed through engagement with CMPs?
3. How has engagement with CMPs shaped PSTs' development of teacher identity?

3.2. Research Context

Türkiye, as the broader context of the study, is home to diverse languages and cultures stemming from its rich history. Due to its geopolitical location and socio-cultural context, Türkiye has always been a country marked by diversity, situated at the crossroads of Asia and Europe (İnal et al., 2021). In terms of linguistic and cultural diversity, the presence of 57 languages and Turkish as the official language indicates the multilingualism in Türkiye (Zorba, 2025). In addition to the existing tapestry of diverse languages and cultures, in recent years, there has been an increase in the number of people from other countries coming to Türkiye for various reasons (İnal et al., 2021; Zorba, 2025). Affected by wars or conflicts in neighboring countries, a growing number of immigrants and asylum seekers are coming to Türkiye. According to data from the Ministry of Interior Precedency of Migration Management, 1.182.257 individuals live in different parts of the country with a residence permit as of 19th February 2026 (Presidency of Migration Management, 2026). In the schools of the Ministry of National Education, the data collected since 2017 indicates that there are

1.006.821 school children by the year 2023 (Ministry of National Education, Directorate General for Lifelong Learning, 2023).

Additionally, Türkiye has become a destination country for an increasing number of international students in recent decades. According to the Council of Higher Education (CHE hereinafter), the number of international students studying at universities in Türkiye is 337,119 as of 11th April 2025 (Council of Higher Education, 2025). Accordingly, learners' profiles across all classrooms, from primary to tertiary levels, have become increasingly diverse in Türkiye. Therefore, in addition to the existing multilingualism, recent demographic changes have made multilingual education more visible. Schools and classrooms across the country with students from diverse linguistic and cultural backgrounds have made the Turkish context sensitive to multilingual issues in English learning and teaching (İnal et al., 2020).

Furthermore, the specific context of this study refers to the ITE program at this specific university, located in the west of Türkiye. In general, ELT departments offer a predetermined curriculum designed to guide PSTs in their future practices. Until recent changes in teacher education regulations, PSTs had to complete an education faculty program comprising theoretical courses and a two-semester practicum. After completing these courses, they could become English teachers and work at all levels of education (Bayyurt et al., 2019). These programs aim to prepare PSTs to teach English at all levels and across changing settings by providing both theoretical and practical education, with courses designed in accordance with CHE regulations. According to CHE, the course ratios and content are established at higher education institutions in Türkiye (Council of Higher Education, 2018). Accordingly, PSTs have courses under three main headings: Professional Teaching Knowledge (34%), General Knowledge (18%), and Subject Matter Knowledge (48%). The recent regulations on teacher preparation policies introduced a new program, the National Education Academy, for PSTs to work at national schools across the country (Gül, 2025). PSTs are obliged to take an exam and receive education to be qualified to teach English. The program's content is currently in development, and there have been debates about the application of the new system (Gül, 2025).

In accordance with CHE regulations, ITE programs offer courses to prepare PSTs for their future practices. Within the scope of this program at this specific university, there are no compulsory courses related to multilingualism; three elective courses were available at that time: "World Englishes and Culture", "Language and Society", and "Sociolinguistics and Language Education". These elective courses offer a general understanding of multilingualism

from a wider perspective. However, there are no specific courses that aim to facilitate PSTs' understanding of multilingual learners and classrooms for their future teaching practices.

3.3. Participants

In this study, I planned and conducted the course under my supervisor's guidance during the Fall term of the 2023-2024 academic year. Initially, 48 PSTs enrolled in the course, and five dropped due to other courses or practicum duties in their weekly schedules. In the end, 43 PSTs who took this course formed the study's participant group. PSTs agreed to participate in their willingness to provide information to illuminate the specific topic under investigation (Saldana & Omasta, 2018). Table 2 shows the descriptive characteristics of 43 participants.

Table 2

Overview of PSTs

	Number of PSTs
Gender	
Female	28
Male	15
Study Year	
2nd	4
3rd	11
4th	28
Total	43

There are 15 male and 28 female PSTs as the participants of the study. Their ages ranged between 20 and 27. Among participants, four were sophomores, 11 were juniors, and 28 were senior year students. Senior year students started their practicum during the course period.

To ensure transparency throughout the study, I followed certain steps to inform participants. First, I explained the study's details, openly sharing the rationale and my motivation. I clearly shared the sequence of the data collection process in the first week of the course. Then, I collected written informed consent from the PSTs, informing them of their

right to withdraw from the study at any time (see Appendix 3). Most importantly, to ensure the confidentiality of the research, participants chose pseudonyms to use while creating the CMP tool and course materials. In this study, I used numbers (PST1, PST2, PST3, … PST43) to refer to each participant to ensure confidentiality. Finally, I claimed that PSTs' participation in this study did not affect their grades related to this course.

3.4. Course Design and Implementation

I created and implemented the syllabus (see Appendix 4) of the course with the guidance of my supervisor, depending on her instructions and my personal experience and knowledge that I gained through participating in courses in previous years. I got the approval of the IRB from both the Ethics Committee of the university (see Appendix 2). Getting ethical consent from the university's ethical board ensures respect for participants (De Costa, 2015) and secures confidentiality (Brinkmann & Kvale, 2005).

I conducted the course with my supervisor for 14 weeks in the Language and Society course during the Fall term of the 2023-2024 academic year. I designed and carried out the course by following lesson plans that I developed, revising them based on my supervisor's feedback and discussions informed by the related literature (for a sample lesson plan, see Appendix 5). The lesson plans included theoretical and practical aspects to support PSTs' familiarization and engagement with CMPs. During the course, I inquired about PSTs' stories since they have the power to make our experiences meaningful (Merriam & Tisdell, 2016). Especially, the narrative offers a perspective toward each teacher's past, present, and future that are linked to their stories, learning, and teaching practices in teacher education (Clandinin, 2019). Moreover, I used collaborative and reflective tasks to guide PSTs to develop classroom activities in language education (Diaz Maggioli, 2023). I introduced CMPs following the syllabus that contains articles and related tasks in a weekly program. I managed discussions on research and review articles. In addition to the discussions, during different stages of the course, PSTs utilized course activities related to each week's topic. In the following section, I present the tools, activities, and reflections under the course artefacts heading in detail, as they form part of the data collection tools.

3.5. Data Collection Tools

In qualitative inquiry, the researcher participates in the data collection process through a series of events. Creswell (2007) explains this engagement through a circular model

consisting of stages that follow one another. In terms of the data collection process, a data collection inventory was maintained for the entire data set to organize the process (Merriam & Tisdell, 2016). In this study, I conducted data collection in multimodal forms and by using multiple tools (Saldana & Omasta, 2018; Yin, 2018): participant observations, fieldnotes, and the researcher's reflexive journal, narrative semi-structured interviews with PSTs, and course artefacts. Data collection began at the start and concluded at the end of the course to ensure a thick description of the research process that provides sufficient information for the research questions (Heigham & Croker, 2009). I continued the data collection process until data saturation occurred. Data saturation refers to reaching the re-occurring themes until gaining no new insights about the research topic (Merriam & Tisdell, 2016). To achieve a clear understanding, I categorized the research questions and data collection tools by type, time, and mode used throughout the research process (See Table 3).

Table 3

The Summary of Data Collection Tools

Research Questions (RQs)	Tools	Time	Mode
RQ1: What are PSTs' current understandings of language teaching/learning in multilingual classrooms?	Narrative semi-structured interviews with PSTs	In the beginning of the course	Individual Verbal
	Language Autobiographies of PSTs	In the first week	Individual Multimodal
	Field Notes & Reflective Journal	Throughout the course	Multimodal
RQ2: What insights have	CMPs tools (LA, LP and SC)	During the course (3 times)	Individual Multimodal

PSTs developed through engagement with CMPs?	Classroom activities (PA, MSA, MCA and FP) Field Notes & Reflective Journal	During the course (4 times) Throughout the course	Individual & Collaborative Written Multimodal
RQ3: How has engagement with CMPs shaped PSTs' teacher identity development?	Reflections of PSTs Field Notes & Reflective Journal	During the course (4 times) Throughout the course	Collaborative & Individual Written Multimodal

3.5.1. Participant Observations

First, observations during the courses through a participant-observer role involve acting, reacting, and interacting in a natural setting of observers (Saldana & Omasta, 2018). At this point, as the researcher of the study, I delivered the course under the guidance and control of my supervisor for 14 weeks during the 2023-2024 Fall term. In this specific ELT department, I have already attended courses with my supervisor for three terms (between 2021 and 2023) as a participant observer, to gain an emic perspective on ITE (Heigham & Croker, 2009). I gained insight into the current practices, expectations, and portrayals of the PSTs within the specific context.

3.5.2. Field Notes and Researcher's Reflexive Journal

I kept field notes and a reflexive journal, both oral and written forms, to enrich the description. In field notes, I took notes on dates, the setting, and the general circumstances during the whole data collection period. I also created the researchers' reflexive journal in multimodal forms at different times of the research study. I kept a handwritten journal, used an offline document on PC, and recorded my reflections via a voice recorder device so as not to

limit my flow of thought during every phase of the research study. The reflexive journal contributes to reviewing the quality of data collection and provides a constant judgment on the implementation process, aligning with the fundamentals of qualitative inquiry (Roller & Lavrakas, 2015). In reflexive journals, the researcher reflects on his/her experiences, and this would prevent possible bias and would also support the data analysis process. For both the field notes and the reflexive journal, I regularly held debriefing sessions with my supervisor before, during, and after each lesson. I also conducted member checking sessions with the participants, inviting their feedback on the lesson setting and course content. I recorded the information systematically to provide a detailed account of the research process.

3.5.3. Semi-structured Narrative Interviews

Moreover, I conducted semi-structured narrative interviews with PSTs at the beginning of the course since interviewing offers a deep comprehension of the concepts (Seidman, 2006). I conducted the interviews with 11 PSTs out of 43 who volunteered to participate. I approached the PSTs deliberately, considering grade level diversity serving as a key criterion, to ensure that a range of perspectives and experiences were represented within the study. We, with each participant, decided on the time and place according to their availability in the first two weeks of the course period. I developed the semi-structured interview questions (see Appendix 6) in collaboration with my supervisor, piloted them with three participants, and subsequently refined them to ensure clarity and comprehension. The interviews lasted between 30 and 45 minutes with each PST. I recorded during the interviews via a recording device and transcribed the audio after conducting the interviews.

In semi-structured interviews, questions were more or less structured and provided opportunities to make small changes when it was necessary (Merriam & Tisdell, 2016). Narrative interviews were conducted since narrative provides a deep understanding and exploration of the experiences of individuals, rather than relying on categories that are strictly bound with theory. It is especially relevant and offers in-depth insight, especially into multicultural issues (Phillion et al., 2005). Johnson and Golombek (2011) portray narrative as a transformative act in ITE that functions in three ways: “externalisation, verbalization, and systematic examination” (2011, p. 488).

3.5.4. Course Artefacts

Furthermore, PSTs utilized pedagogical tools, completed tasks, designed materials, and wrote in-class reflections throughout the course. I guided PSTs to engage with CMPs more

effectively by getting them to participate in ITE (Diaz Maggioli, 2023). PSTs created some of the tasks by working in groups to be informed about their peers' perspectives. They shared their ideas in scholarly peer communications that are expected to assist the comprehension of "the content of the instructional lesson occurring in a classroom" (Yin, 2018, p. 155). They also worked individually to develop a critical stance on their thoughts. Below, I present the course artefacts and explain their content. Additionally, I share course artefacts with the information on whether PSTs utilized them individually or with groups, and the detailed group information. In each group work, PSTs chose their group partners for each artefact, which enabled them to work with different group members.

3.5.4.1 CMPs Tools

According to the syllabus, PSTs utilized CMPs Tools: LA, LP, and SC in the first, second, and sixth weeks, respectively. I aimed to encourage PSTs to share their own linguistic and cultural resources and subsequently reflect on the role of these tools. Primarily, all of them created their LAs (Neville & Johnson, 2022) in multimodal forms to share their literacy backgrounds and language trajectories. Next, in the second week, 35 of the PSTs created the LPs (Neville & Johnson, 2022) in the class and shared them in groups of three to five, explaining their interactions with each language. In their LPs, PSTs colored a body silhouette with colorful pens that I brought to the course with me.

In the sixth week of the course, 31 of the PSTs created their SCs (Esteban-Guitart & Moll, 2014) as a classroom task and discussed them in small groups of three to five. As the third CMPs tool, PSTs drew their SCs, in which they wrote or drew objects, activities, people, institutions, and hobbies that are important to them. They placed the names or drawings of the things in word phrases, or picture forms that are important to them, near the center, and those that are less important relatively at the outer parts of the circle.

3.5.4.2. Classroom Activities

In addition to the CMPs tools, I guided PSTs to create classroom materials for teaching English in MCs through the given instructions. First, in the fourth week of the course, 32 of the PSTs created the first activity, named Multilingual Activity (MA). They responded to the following question: How would you incorporate multilingualism in your present or future classrooms? focusing on multilingualism to facilitate language education in a multilingual classroom. They individually designed a single activity or a lesson plan, referring to their

future teaching practices. Each of them elaborated on their designs depending on a certain theoretical basis and the needs of multilingual classes in general.

In the sixth week of the course, 30 of the PSTs created a task, working in groups, named Multilingual Student Activity (MSA). They designed an activity according to the needs of a single multilingual student in a monolingual classroom. I provided a scenario from the story book named *I Hate English* by Ellen Levine, which depicts the experience of a multilingual Chinese student in a language class where no other student speaks Chinese. They discussed and designed tasks to help the Chinese student, called Mei Mei given in the story book. For this activity, they formed nine groups consisting of two to five members. Table 4 shows the groups and members of each group.

Table 4

Groups and members of the MSA

Groups	Members
Group 1	PST28, PST33, PST34, PST35, PST37
Group 2	PST27, PST30, PST31
Group 3	PST7, PST14, PST21, PST29, PST43
Group 4	PST25, PST38, PST39
Group 5	PST17, PST32
Group 6	PST12, PST24, PST42
Group 7	PST1, PST4, PST19
Group 8	PST2, PST9, PST40
Group 9	PST5, PST10, PST18

For the third classroom material, at the seventh week of the course, all the PSTs (N=43) developed an activity for a multilingual classroom individually, named Multilingual Class Activity (MCA). They responded to the given statement: Design a language learning activity for a multilingual classroom, considering learners' linguistic and cultural backgrounds. After designing the activity referring to the course concepts, they further elaborated on the rationale of the designed activities.

Finally, at the end of the term, all the PSTs worked on group projects with a broader focus on MPs, named the Final Project (FP). They formed 13 groups consisting of two to five members. Table 5 shows the groups' names that are based on the topics of their lesson plans, and the members in each group.

Table 5

The groups and members of the FP

Group Names	Members
Festivals	PST13, PST30, PST31, PST36
Culinary Crossroads	PST23, PST26, PST27, PST32
Cultural Tastes	PST25, PST39, PST41
Class Recipe	PST6, PST7, PST15, PST16
New Year Party	PST2, PST9
Historical Places	PST14, PST17, PST21
Folk Tales	PST28, PST29, PST34, PST35
International Day	PST1, PST4, PST19, PST20
Child Games	PST33, PST37
Culture Expedition	PST8, PST12, PST24, PST42
Cultural Closet	PST3, PST11, PST22
Our Town	PST5, PST10, PST18
Wild Animals	PST38, PST40, PST43

PSTs determined the levels, students' profiles, objectives, and tasks with a specific emphasis on the needs of MCs. They developed course materials according to the designed lesson plans. They further discussed the future implications based on their lesson plans and course materials, referring to the concepts of the course. The contents of these tasks concentrated on the reflection (Farrell, 2022), participatory and collaborative practices (Diaz Maggioli, 2023) of PSTs.

3.5.4.3. Reflections

PSTs wrote reflections four times to refer to their understanding, experiences, and insights on the use of CMPs in language education. They wrote the first reflection on the use of translanguaging in the 10th week, working in groups. They formed 14 groups to answer the following statement: Reflect on the use of translanguaging in language education. Table 6 shows the groups and the PSTs in each group.

Table 6

The groups and members of the Reflection 1

Group Names	Members
Group 1	PST4, PST20
Group 2	PST9. PST19
Group 3	PST14, PST17, PST23
Group 4	PST11, PST22
Group 5	PST31, PST36
Group 6	PST13, PST30
Group 7	PST28, PST33, PST37
Group 8	PST5, PST8, PST12
Group 9	PST3, PST25
Group 10	PST7, PST43
Group 11	PST27, PST40, PST41
Group 12	PST19, PST21
Group 13	PST10, PST18
Group 14	PST34, PST35

In the second reflection task, in the 11th week, PSTs reflected on the use of CMPs in a general sense, working in groups, to answer the following statement: What are the pedagogical prerequisites for multilingual language teaching? For this reflection activity, they formed 13 groups as presented in Table 7.

Table 7

The groups and members of the Reflection 2

Group Names	Members
Group 1	PST3, PST11, PST22
Group 2	PST4, PST20
Group 3	PST2, PST9, PST40
Group 4	PST19, PST43
Group 5	PST1, PST26
Group 6	PST21, PST24
Group 7	PST14, PST23
Group 8	PST19, PST41
Group 9	PST31, PST38
Group 10	PST8, PST12, PST37
Group 11	PST25, PST39
Group 12	PST6, PST42
Group 13	PST34, PST35

In the 13th week, all PSTs wrote their reflections on FP activity individually, referring to their experiences related to designing hands-on activities and their future classrooms. They responded to the following statement: Write reflections on your experiences about the project process. Finally, at the end of the course, all PSTs individually wrote their final reflections to answer the following question: What are your key takeaways from the 'Language and Society' course, which focused on multilingual pedagogies? Include their implications for your future pedagogical practices as an English teacher.

Overall, I designed the course activities to focus on collaboration, reflection, and narration, highlighting multilingualism through an engaging practice. During this process, I, as the researcher of this study, am shielded with the empowerment of CMPs that support this study to be more inclusive, more democratic, and more agentic. Especially, I expected PSTs

to be empowered to foster their skills while utilizing CMP tools and tasks, such as material designs and lesson plans, through supporting active participation in the process. As the outcome of this study, I aimed to empower multilingual learners in PSTs' future classes by guiding them to develop understanding throughout this study.

3.6. Data Analysis

Following the transcription of interviews, documenting the fieldnotes and the researcher's reflexive journal during the course period, and keeping the course artefacts in record, I carried out the data analysis using MAXQDA24 software as a qualitative analysis tool. In qualitative research, data analysis is conducted continuously and inductively as data emerge across different phases of the research (Saldana & Omasta, 2018). During the analysis, I followed a pattern that consists of the phases to make meaningful connections in data: coding, organizing, classifying, and finding the patterns (Glesne, 2016). As the researcher, I aimed to be "sensitive, perceptive, attentive, as well as creative" to unearth the codes and themes that exist within the data (Roller & Lavrakas, 2015).

Data analysis aims to make meaning out of the data collected through interpretation. It is a complex process that includes a repetitive pattern that follows the track through description to interpretation, to constitute the findings (Merriam & Tisdell, 2016). The data analysis in the study was grounded in grounded theory, as it allows researchers to follow the steps of identifying, developing, and integrating concepts (Corbin & Strauss, 2015). I conducted the following steps of grounded theory analysis (Corbin & Strauss, 1990). I started with *open coding*, breaking the data into analytical components. The goal is to gain initial insights into rendering and interpreting the concepts the data presents. Then, I continued with *axial coding* to identify categories and subcategories related to the study's conceptualization (Strauss & Corbin, 1990). In this step, developing categories and placing them in search results to find indications for each category constitutes the relationship between main categories and subcategories. I finalized the analysis through *selective coding* by unifying all categories around a basis and surrounding them with descriptions (Corbin & Strauss, 1990).

Furthermore, for visual data, content analysis provides a systematic approach that can be applied to written and visual media. Applying content analysis involves examining the subject, theme, concept, and ideas in written and visual media products within a specific framework, using a qualitative inquiry (Saldana & Omasta, 2016). Qualitative data analysis offers the establishment of relationships among common patterns across data formats in

different modes. It is necessary to combine data analysis by identifying patterns across different modes and analyzing their mutual relationships (Saldana & Omasta, 2018). This combination becomes possible by linking narrative elements to visual data. In this study, I analyzed the process, i.e., the trajectories of human actions, and the stages and effects of the patterns, and addressed and analyzed them as a whole. Thus, I aimed to achieve meaningful coherence by focusing on the complementary aspects of the data.

3.7. Credibility and Trustworthiness of the Study

Designing and conducting a research study is about keeping integrity across every phase of the research process: data collection, analysis, interpretation, and the presentation of findings (Merriam & Tisdell, 2016). The conceptualization of the study depends on careful attention to the construction of credibility and trustworthiness throughout the research study. Maintaining the credibility and trustworthiness of the study is the result of a rigorous effort to conduct the research (Merriam & Tisdell, 2016; Saldana & Omasta, 2018). By conducting and presenting the research, researchers demonstrate accountability in several ways, informing the readers through multifaceted forms. Acknowledging the research as rigorously conducted involves presenting the process and conclusion so they endure for other researchers and practitioners (Merriam & Tisdell, 2016).

Credibility and trustworthiness refer to the extent to which research provides a meaningful and effective explanation of the study's process and outcomes. In essence, credibility is ensuring congruence between what is intended and what is carried out in the study (Merriam & Tisdell, 2016; Shenton, 2004). First, the research design is carefully examined and conducted by demonstrating the existing research on the concept (Saldana & Omasta, 2018; Shenton, 2004). In this study, in accordance with the study's purpose, the integration of CMPs during ITE was situated within the frameworks of MPs, CTE, and MTI research. I covered the existing literature on the global and local contexts regarding the implemented CMPs.

Getting familiarized with the research field, acknowledging the culture within the institutional practices (Shenton, 2004), and staying at the research site for a prolonged time (Creswell & Miller, 2000) strengthen the credibility and trustworthiness of the study. Therefore, I, as the researcher, participated as a participant observer in the courses for three years (between 2021 and 2024) to gain insights into the research field. During three years of participation, I aimed to build trust and rapport with PSTs (Creswell & Miller, 2000) and to

become familiar with teaching at the ITE program, as it requires developing contextual knowledge and gaining a holistic perspective. Hence, I am prepared to adopt an emic and etic perspective towards both the research site and the study participants (Heigham & Croker, 2009). Furthermore, achieving thick description of the study by carefully considering the details makes the research credible and trustworthy (Creswell & Miller, 2000; Shenton, 2004; Saldana & Omasta, 2018). Describing the setting, data collection tools, research implementation process, participants, and themes in detail creates a clear understanding of the research topic (Creswell & Miller, 2000). Thus, I provide thick descriptions for every stage of the research process to attain credibility.

The triangulation of data supports the credibility and trustworthiness of the study (Creswell & Miller, 2000; Merriam & Tisdell, 2016). In research studies, triangulation is achieved by using data from multiple sources and at different times to ensure congruency. Especially, in qualitative research, interviews, observation, and documents are the major data collection tools that provide evidence on the researched topic through multiple resources (Creswell & Miller, 2000; Shenton, 2004). It is further strengthened by adding multiple theories to explain the research project (Merriam & Tisdell, 2016). In this study, interviews with PSTs, participant observation I conducted, and course-long-collected artefacts of PSTs as documents support the study's credibility. In terms of data collection tools, interviews aligned with the research's epistemology and research questions (Saldana & Omasta, 2018). To provide credibility, I conducted narrative semi-structured interviews at the beginning of the study with 11 PSTs who volunteered. In addition, the meta-theorization of MPS, CTE, and MTI as a framework for the study supports triangulation, aiming to acknowledge the interconnected multiple theories in the research study (Merriam & Tisdell, 2016).

Finally, representing multiple perspectives lies at the heart of qualitative research, where trustworthiness is strengthened both by external auditing and by the researcher's own reflexivity. Regarding the external perspective, especially in data analysis, auditing supports the credibility of the process, the identification of emerging themes, and the final interpretation (Creswell & Miller, 2000). Working collaboratively with audits to ensure consistency is a way to achieve the study's purpose (Saldana & Omasta, 2018). Throughout the research process, my supervisor and I worked closely from the beginning, during the analysis, code categorization, and interpretation, to ensure a meaningful study by adding credible and trustworthy elements to the whole research process. Besides, the researcher's reflexive stance is achieved through the sharing of assumed ideas, beliefs, and possible biases to ensure the

credibility and trustworthiness of the study (Creswell & Miller, 2000). Inherent to qualitative studies, researchers conceptualize the study by acknowledging and describing current and developing beliefs and values in detail. Throughout the research process, I maintain a critical stance, considering social and cultural factors that shape the research from start to finish (Creswell & Miller, 2000).

3.8. Researcher's Positionality

In every research, the researcher has an agentic role in implementing the research process, considering each step as part of the bigger picture. The researcher of the study consciously or unconsciously determines, conducts, and carries out the research. To ensure openness and understanding, exploring the human factor helps reveal complexities and make them visible within the research process (Consoli, 2024). Therefore, I share my positionality in this research to open myself as a human being into the discussion. My stance as the researcher depends on several factors resulting from multifaceted dynamics. Being reflexive offers both affordances and challenges in research, as it means forming bonds with the past, present, and future of ourselves. Hence, my researcher positionality has multiple aspects, shaped by previous, current, and future-related interactions that intersect with one another.

Before starting this study, my education and work experiences have constructed my stance. I studied English Language and Literature during my undergraduate studies. After completing my Pedagogical Education, I started working as an English teacher. Since 2012, I have been working in various institutions, each of which has shaped my understanding of teaching English in this specific context. During my first years, I worked in a city in the south of Türkiye, where students have diverse linguistic and cultural backgrounds. I experienced the need for theoretical knowledge to support my teaching practices, which led me to pursue an MA while working at a state school. I was considering this scholarly site to discuss my current classroom and my students' needs. At the time, I felt that my previous language education methods, skills, and tools were not as useful as I expected at that school. Thus, I focused on my students' language-learning abilities, which shaped my understanding of language education. Afterwards, I was transferred to a school in the west of Türkiye, where I also had students with diverse linguistic and cultural backgrounds. I had both Turkish and Syrian students who came to Türkiye due to the ongoing war in their home countries. Afterwards, I started working in the foreign languages department at a state university, where most of my students were Turkish; I also had a few international students across my classrooms.

While working as an English instructor, I started my PhD, which was a turning point in my personal and professional life. Aligning with my general curiosity, my urge to learn more about English language education led me to pursue a PhD. In the first year, during our course discussions, my supervisor mentioned a class she had taught on MPs the previous year. Considering multilingualism from different positions and perspectives: mine was focused on teaching through it in classrooms, hers on guiding PSTs in ITE, and we met on the understanding that improves English education and ITE through CMPs. Inspired by our weekly discussions, I joined her courses as a visitor to deepen my understanding of the concept for 3 years period. For the last five years, my supervisor utilized CMPs for my education while guiding me throughout the PhD experience. She valued my teacher and researcher identities by allowing me to use all my resources to deliver the course and conduct this research. She always created a space for co-reflection on the challenges and affordances of conducting this research. Besides, I deepened my understanding through a project and by attending international conferences. In the project we worked on with partners from an American university, I broadened my perspective on CMPs, since they are experts in that field. During the conferences, I met the pioneering researchers I cited in this written manuscript and shared the phases of my research. Their comments also shaped the development of the research process, as well as the analysis and interpretation, as they have a well-known research anthology in this specific field. I am aware that my supervisor, our project partners, and other scholars affected my understanding regarding integrating CMPs in ITE to support PSTs in this context.

Guided by my supervisor's expertise, I had the opportunity to share my personal experiences with PSTs utilizing CMPs in my teaching. My first interaction with PSTs in that specific course transformed my perspective from teacher-oriented to PST-oriented, revealing my earlier wish about what to do in the first years of my teaching career. I felt I was longing for the support I had never had before my first interaction with my students. Then I continued to join other classes for the next two years, which were on MPs and teacher research, thereby interacting with PSTs through these courses, which supported my emic perspective. I tried my best to understand PSTs' perceptions, beliefs, and expectations about ITE. In terms of teacher self, every day in my classes, I apply CMPs to support all my students as they learn English.

Considering myself as a teacher and a researcher, someone who is closer to the end of the biggest research project, the PhD study, I acknowledge that learning is a non-stop activity for me. I consider my plans where I integrate CMPs or learn other teaching strategies that

empower all learners to learn what they are studying. To achieve that, I feel the urge to be armed with an endless curiosity. I strongly believe that teachers can influence their students' understanding of social justice and equity, thereby strengthening meaningful interactions in learning and throughout their lives. Teachers need to know that reflecting on their identities would help them understand their roles in supporting students. As for my future projections, I feel responsible for sharing my experiences of teaching and doing research with every student and PST. The imagining of my teacher and researcher selves is a result of the education I received throughout this research process.

In conclusion, I conducted this research with self-awareness that I am present and, consciously or unconsciously, making decisions that can affect every stage of the research, including planning, delivering the course, writing the findings, and making interpretations through discussions. At every step, I stopped to ensure I had both emic and etic perspectives. I meticulously considered the role of my previous experience, current understanding, and future projections in conducting this research.

CHAPTER IV

FINDINGS

In this chapter, I present the findings of the study to answer the research questions. The first research question (RQ1 hereinafter) aims to explore PSTs' current understanding of teaching and learning English in multilingual classrooms (MCs). The second research question (RQ2 hereinafter) presents PSTs' insights developed through their engagement with CMPs during the course. The third research question (RQ3 hereinafter) examines how PSTs' teacher identities are shaped through engagement with CMPs, as reflected in their reflections throughout the course. Overall, the findings aim to show how PSTs reflected on their engagement with CMPs not as a continuum, but as a set of developmental processes over time that began before the course and continued afterwards. Below, the following findings explain the process, focusing on the data sets assigned to practical purposes to answer each research question.

4.1. PSTs' current understanding of multilingual classrooms

The RQ1 aims to reveal PSTs' current understandings of teaching and learning in MCs. The data for RQ1 are derived from narrative interviews (NI hereinafter) with PSTs and their LAs, which were created in multimodal forms. Explaining their learning and teaching understandings in their unique contexts, the themes of the first research question show the elements that shape their understanding of MCs. There are three main themes tracing down their interactions, experiences, and ideas: formal language learning experiences, non-formal language learning experiences, and teaching-related beliefs and practices. These themes provide step-by-step guidance on how their narratives and multimodal expressions enabled them to trace their linguistic trajectories. For each theme, I trace the pathways of their understanding, discovering what and how they experience their language-learning-related interactions.

The first two themes illustrate PSTs' comprehension of the competencies they cultivated through formal and non-formal language learning and/or acquisition experiences while engaging with language education. During the research period, they pursued their studies as prospective English language educators. Their language learning process was classified as experiences that occurred during their ITE before they prepared to become teachers. Therefore, the first and second themes show their learning-related understandings. Both described their

formal language-learning experiences and various ways of interacting with languages, including English, to illustrate how they developed an awareness of multilingualism.

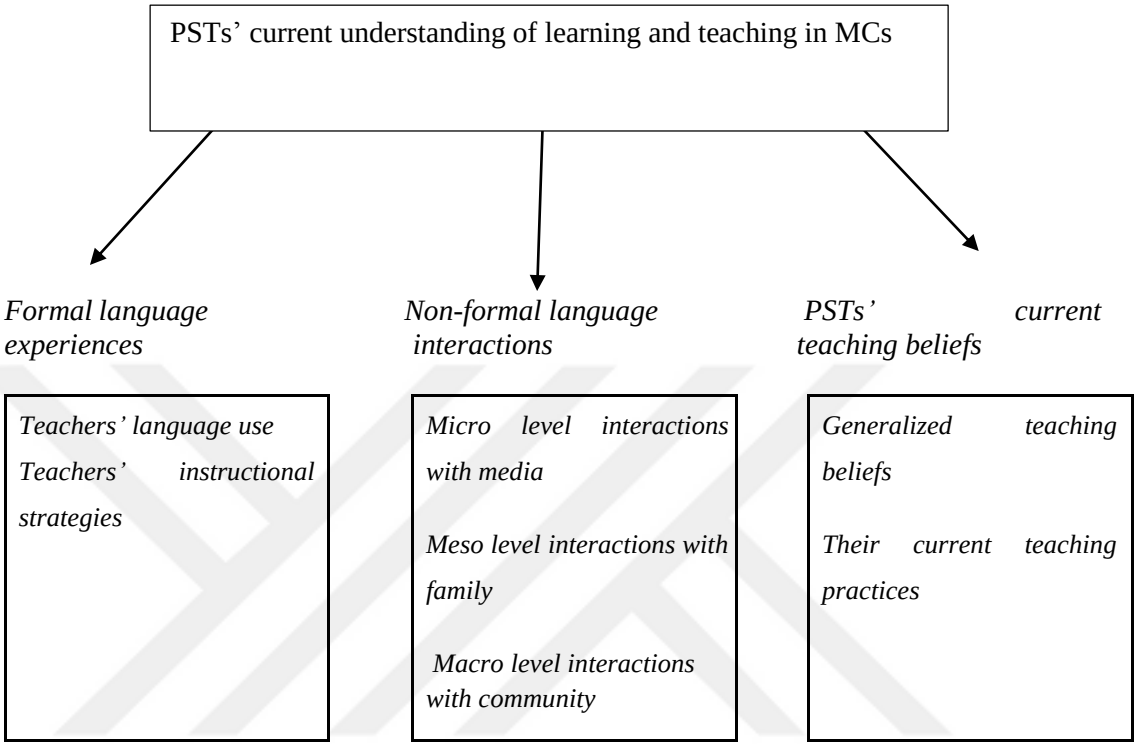


Figure 2. Themes and sub-themes of the RQ1.

Furthermore, the third theme reveals PSTs' teaching-related beliefs, unearthing their future perspectives and previous teaching practices. A small group of PSTs (7 out of 43) had teaching experience tutoring English, such as working as an assistant teacher at an institution or at their practicum schools. They especially shared their teaching methods, drawing on their understanding of language education practices. Additionally, most PSTs (36 out of 43) had no prior experience as English language teachers. During their faculty education, they developed an understanding of how to teach English, mostly shaped by their courses. PSTs share their perspectives on teaching in MCs, describing them as their language teaching philosophies. Within the scope of English teaching representation, the third theme presents the future strategies that PSTs developed for teaching English. Figure 2 shows the themes and sub-themes of the first research question as they construct the main components of PSTs' current understanding of MCs.

4.1.1. Formal language learning experiences

The first theme reveals PSTs' understanding of MCs through their formal language-learning experiences. Formal language-learning settings include schools and language courses where PSTs learned English in a classroom. In this context, formal language learning is the primary way PSTs engage with languages. They experience a variety of incidents shaping their future understanding of languages in these environments. According to more than half of PSTs (N=23), their English teachers' instructional strategies and classroom practices are the main factors influencing their understanding of MCs. The findings reveal that participants emphasize the impacts of these instructional strategies and classroom practices on their language learning journey.

The narratives of PSTs show that their teachers' language use shapes how PSTs position themselves in these specific contexts. They elaborate on their perspectives on how languages are used in the classroom, pointing out the effectiveness of learning English as a foreign language. They notice that both English, the target language, and Turkish, their native language, are used differently by their teachers. Primarily, PSTs find the limited use of English and the focus on grammar in Turkish to be an obstacle to improving their language skills. Nine of them mention the limited use of English.

PSTs describe the effects of limited English language use as a hindrance to the development of their language skills. For instance, PST3 explained that only Turkish was used to teach grammar topics, such as English tenses usage. She shared her past wish to get exposed to the English language for speaking rather than just getting prepared for the exams as a young learner:

> *There wasn't much English, we only used it for learning. There was no English conversation in class. We only studied grammar to prepare for the exam. I would have liked to have had more English, and I would have liked more emphasis on speaking. For example, I still don't feel confident in my speaking skills. (PST3, NI)*

PSTs experienced similar incidents in which they did not interact with English during courses. As PST20 and PST36 stated, they never heard anything in the English language during lessons. PST20 claimed that she and her peers did not hear something in English until high school*: "We didn't hear English at all. I mean, I never heard English spoken in my class until high school. English lessons were always about explaining Turkish grammar. (NI)"* PST36 stated that he never remembered a time when teachers spoke in English at all*: "They*

spoke only their native language. I never saw them speak English. (NI)" These demonstrate PSTs' thoughts towards using the target language in limited ways while learning English.

Besides, six of the PSTs explained that the effects of learning English were observed through the balanced use of both English and Turkish by their teachers during their past experiences. They referred to the use of both languages as a guide to develop their language skills. PST12 explained that using both English and Turkish in grammar lessons helped her and her peers make connections and create meaningful learning as follows:

> *The teacher explained grammar lessons in English. When there was something, we didn't understand, the teacher might have thought that we didn't fully grasp the sentences he was explaining, so he would explain them in Turkish. Since we heard both the Turkish and English versions, even though it was an English class, we would make a connection with the Turkish and think, "Oh, so that's what he meant," and say, "The teacher said it like this in English, and then he explained it like this in Turkish." (PST12, NI)*

Furthermore, PST4 explained that there was a switch from English to Turkish when it was necessary: "*For example, English was used in class, but Turkish was used when necessary. (NI)"* It shows that English was the main language, with Turkish used to support certain parts of the courses. Similarly, PST5 stated that English was supported by using the Turkish language in case of necessity: "*When I started high school, we moved to İzmir. My English teacher always spoke English in classes, but she used Turkish if it was absolutely necessary. (LA)"*

Eight PSTs reported that their teachers' teaching practices affect them in terms of their language learning experiences. These interactions shape their understanding of language learning in their unique contexts. In their narratives, they revisit their classroom interactions while learning English. PSTs stated that they felt connected to the courses through their teachers. PST13 and PST28 explained the roles of the teaching practices of their teachers as follows:

> *Luckily, I had wonderful teachers. They were my chance and blessing because they understood my problem with English, and they did what was possible to make me join the lessons. They helped me love English and now, I am studying ELT. (PST13, LA)*

> *6th grade was a milestone for me because I loved my new English teacher and I learned a lot of things from her. I was doing everything she said and never missed a single homework. That is when I started to help the class pass the exams and thought "I'm afraid I will be a teacher". (PST28, LA)*

They both engaged in the lessons with the help of their teachers. PST28 shared the moment that he decided to become a teacher, thanks to his teacher. PST38 explained that his reason for choosing to be an English teacher is rooted in the fact that his teacher inspired him:

> *In secondary school, I met my English teacher, who inspired me to become a teacher at that age. He made me love this language with the way of his teaching skills. He could manage both entertain and teach at the same time, which most of my previous teachers could not be able to do. (PST38, LA)*

Other PSTs also reported developing an affirmative attitude toward the English language thanks to their teachers' practices. PST3 and PST11 explained their feelings towards their teachers as well as towards the English language as a result:

> *Our teacher who gave us English lessons in the language department was very good. It was one of the things that made me love English so much and improve myself. Thanks to him, I was able to enter the English Language Teaching department and he was the reason why I chose this department. (PST3, LA)*

> *When I first started learning English, which corresponds to the 4th grade, I remember having a lot of fun. Our teacher was very sweet and managed to make us love English in general. (PST11, LA)*

Moreover, PSTs shared the effects of teachers' instructional strategies throughout the school years. For instance, PST42 explained that his teacher focused on traditional methods during elementary school, and this made him feel disinterested in English lessons:

> *I'd never had an interaction with a foreign language until I began 4th grade. I wasn't very interested in school, and even if I were, our English teacher would present a traditional lesson and would assign meaningless tasks, so I never took an interest in English. (PST42, LA)*

Similarly, PST28 mentioned that he did not like his teachers due to academic reasons: "*Academically, I didn't like my 5th-grade English teacher, and that made me, instead of following her lead, prepare my own way. (LA)"* He decided to choose a different path, his way, of teaching English. PST20 also explained that her teacher was not the reason she studied English; rather, she said she did not feel positive about joining her teacher.

> *I was not very eager to learn a new language, let alone learn a new subject added to the curriculum in the classroom environment. I also was not swept off my feet when I saw my first English teacher, like other learners. He was not the one to make me love a subject at the drop of a hat. (PST20, LA)*

The findings show that PSTs focused on the teachers' instructional strategies used in the classroom as they learned English. Their teachers' interactions with English and Turkish, including limited use of English and balanced use of languages, shaped their understanding. Besides, they also noticed the role of their teachers' teaching practices in their current understanding of MCs around them.

4.1.2. Non-formal language interactions

The findings show that PSTs developed an understanding of MCs through multiple resources beyond their formal language education experiences. The second theme reveals the breadth of PSTs' current understandings of MCs across a wider spectrum by examining their daily-life interactions and out-of-school contexts. These non-formal language-learning experiences construct three main layers of interaction at the micro, meso, and macro levels. PSTs describe the sources of their multilingual awareness through their daily interactions with different media tools, people, and larger groups of communities. At the micro level, they describe the role of media as they spend their time with different media resources individually. Secondly, the meso level consists of family interactions, where they form a closed circle. The largest circle, at the macro level, represents their communities, such as neighborhoods, cities, or countries. In each layer, they engage with non-formal language learning experiences from narrow to wider levels of interactions. The findings reveal that PSTs' understanding of MCs is shaped by the media, family, and community in which they were born and/or lived, and by the roles these played in their interactions with language.

The NI and LAs show that most PSTs (N=35) engage with languages through extramural resources, primarily in English. At the micro/individual level, they mentioned the significance of these various media in developing a strong connection between them and the

English language. They became familiar with the English language through constant interaction with these media tools, either consciously or subconsciously. The close interaction with the media in English, as an alternative to their school education, helped shape their understanding of English. PST11 explained that her feelings about English improved after listening to English songs and watching English movies. She described imagining herself as the characters in the movies she watched, which created a desire to engage with the language.

> *Despite my hate for English, I loved listening to English songs and watching TV shows and movies. When I watched movies, I would imagine myself as the characters and pretend to speak English like them. With very limited knowledge of English, I would try to memorize and sing along with the songs as best as I could base on what I heard. The feeling of being fluent in a language was very satisfying to me. I would try to speak to myself in English, but I had little actual knowledge of the language, and I wasn't aware that I was interested in English. (PST11, LA)*

PSTs also enjoyed media as a free-time activity due to the lack of a regular school-life routine. PST38, for instance, explained that he engaged with excessive amounts of various forms of English media, intending to find an alternative way to spend time during the COVID-19 period when schools were shut down, and they had to stay at home. He explained the role of media in his English skills:

> *So, there was not much to add to my English skills. During the second half of the 10th grade, COVID broke out, and schools shut down. I was at home most of the time, and I started watching TV series and listening to music that was all in English. These had so much contribution to my English because I was not just hearing the songs, I was listening, I was trying to understand the meaning of the song, and when I encountered unknown words, I was immediately searching for the meaning. (PST38, LA)*

The findings show that PSTs engage with media mainly in two distinct ways: watching and listening to a wide range of media produced in English. Some of them shared that movies and TV series played significant roles in the development of their language skills. PST5 used the metaphor of '*English renaissance*' to describe her relationship with watching American TV series:

> *When I was in 7th grade, I started to watch an American TV series, which started my English renaissance. I was very invested in the series and started to pay close*

> *attention. By the time I got to season 3, I was able to understand some phrases and pronounce them correctly. (PST5, LA)*

She stated that investing in these TV series enabled her to develop her speaking and pronunciation skills. For DBY, watching animated movies in English was the initiator of his English language journey:

> *But before even that, during my preschool years, I used to own these sets of CDs consisting of Disney animated movies, but they were compiled and edited in a way to teach English. I used to own most of that set of CDs, and I'd constantly watch at least one of the CDs every day, and that was basically my first introduction to the English language. (PST25, LA)*

In addition to movies and TV series, some PSTs spend time listening to English songs, which helps them to develop their language skills, such as vocabulary and pronunciation. In their LAs, some PSTs gave long descriptions of the role of listening to songs in English, as PST12 shared:

> *I remember always listening to songs in English, I was always repeating what I heard, not knowing what I was saying; I was just memorising songs phonetically, which later helped a lot with my pronunciation. This kept on going for a while like that. I would memorise movie lines, songs, and various words from YouTube videos, and after a while, I started wondering about what I was saying, what I was consuming on social media, and then came the researching of dictionaries and other sources. I was slowly grasping what I was hearing and saying, this gave me a major confidence boost. I was finally good at something, and I have found my passion. (PST12, LA)*

She explained that listening to songs in English created a routine and became a skill-building activity. This activity helped her to feel confident in English and became her way out. Similarly, PST4 and PST28 shared that they used the lyrics of English songs to learn new vocabulary:

> *Another thing I did to enhance my learning was to look up the lyrics of my favourite songs and learning the words I did not know. That way, every time I listened to that song, I remembered the words I learned. (PST4, LA)*

> *In secondary school, I was more into English. Besides working a lot on it, I met English pop music. I wanted to understand the lyrics of the songs I like. In most of the songs, I couldn't even understand a single word, and that made me question myself. So, I was googling the songs for direct translation. Then exploring and finding their meanings by myself is a more instructive way to both learn English and challenge myself. I translated most of the songs I heard in that way and I am pretty sure that helped me a lot to improve my English and listening skills. I also mixed the new things I learned at school and the things I learned from songs. (PST28, LA)*

PSTs share how English media is a part of their lives and that they make an unconscious effort to improve their language skills at a micro level. The findings show that the link between learning English and engaging with the media is two-fold. They first spend time with the media to enjoy themselves. Later, they realized that to improve their language skills, they needed to spend more time with the media. Thus, there is a strong relationship between their awareness of English as embedded in a multilingual sense and their exposure to English media through various channels. In addition to their native language, they become familiar with English by thinking in English, learning word pronunciation, and memorizing new vocabulary. Thus, spending time with English media is one of the main components of developing an awareness of multilingualism that they engage in individually.

Furthermore, PSTs mentioned the role of their family members in fostering multilingual awareness at the meso level. 12 of the PSTs reported that their relatives inspired them to engage with English because they use different languages around them. The findings show that family is one of the main contexts in which PSTs first and most long-lastingly encounter a variety of languages. For instance, PST19 stated that both her mom and dad are language professors; therefore, she had a chance to encounter English at an early age, as follows:

> *Of course, my first encounters were not only confined to school. My parents always had a huge role in me learning new languages, especially English. Both of my parents are Professors at a University in the field of Languages, so I can say that they were the first people who inspired me to widen my horizons and learn new languages. (PST19, LA)*

For PST19, her family played a prominent role in her desire to get involved with languages, and they became role models and helped her to develop an awareness of new languages.

Similarly, PST5's and PST24's fathers acted as role models, introducing them to the English language. In PST5's case, she and her father listened to English songs from her father's cassette archive. As she explained:

> *My father has many English-speaking singers and bands he loved and still loves and he collected a lot of cassettes in his youth. I remember both him and my mother putting on cassettes so we all could listen and have fun. Even though I don't remember my first years in this world I have a core memory of my father blasting a Queen song while preparing me and my brother for school. (PST5, LA)*

Rather than being an individual activity for PST5, her father and she spent time together by listening to her father's favorite music. This interaction prepared her background for her to engage with English. For PST24, her father has a talent for languages, even though he has limited knowledge. This opened a chance to get acquainted with English since his father is her first teacher, as she explained:

> *I think my father has a gift when it comes to languages, especially English. He does not know English very well; he just knows it on a basic level, but he can communicate with anyone.* [...] *When I was a kid, my father taught me English. I think it was my first encounter with English. (PST24, LA)*

Not only PSTs' parents, but their extended family members, like aunts, uncles, and grandparents, also played a part in their lives in developing awareness about languages at the macro level of their interactions. For instance, PST3 mentioned her aunt is the first person who made her acquainted with the English language: "*My first relationship with English started thanks to my aunt. My aunt introduced me to the Disney movie series called High School Musical when I was in elementary school. (LA)"* She and her aunt's memory of watching a movie together has significance for her.

Moreover, PSTs' families exemplify a stance that affects how they developed an understanding of multilingualism at another dimension of the meso level of interactions. Noticing their grandparents' linguistic diversity enabled PSTs to reflect on their existing linguistic repertoires. To illustrate, PST41 shared that her family spoke in Arabic and Turkish together, which resulted in her developing skills in both languages. She described herself as bilingual thanks to her family, who are from a south-eastern city in Türkiye: "*I was born bilingual since I am from [...]I spoke both Arabic and Turkish fluently, thanks to my family*

who placed significant importance on both languages. (LA)" Also, PST25 shared that Arabic was in his linguistic repertoire thanks to her grandparents. He also explained the role of religion as follows:

> *I would always hear my grandparents talk to each other in Arabic, and I even managed to learn the entire Arabic alphabet through Quran lessons, which I unfortunately couldn't continue further in. So that's another language I've had somewhat a decent experience and knowledge in, even though I forgot most of the Arabic alphabet. (PST25, LA)*

In addition to Arabic, German is another common language PSTs encounter due to their large families. In this context, many families have immigrated to Germany. This inspired PSTs to develop an awareness of multilingualism around them, shaping their understanding of multilingualism through familial interactions. Thus, PST24 wrote the term '*Gurbetçiler*' to describe her family members and explained in detail as follows:

> *I grew up in a family of 'Gurbetçiler', to which we refer to Turkish people, who went to Europe as 'workers'. My grandfather, my grandmother, and my dad's uncle and aunt moved to Europe for better opportunities. They did not know any languages other than Turkish. They learned the new language as they lived there. As for my grandparents, they did live in Germany for about 2 years, and finally, they returned home. (PST24, LA)*

Other PSTs also have family members who speak German and play roles in PSTs in developing linguistic repertoires and language awareness. PST22 and PST41 have relatives who speak German, which inspired them to develop a multilingual understanding. PST22 shared that her grandparents' speaking in German, their native language, enabled her to feel connected both with family and the language:

> *In the warm embrace of my grandparents, the symphony of German words became a source of comfort and connection. It was the language of cherished stories, of traditions handed down through generations. Speaking with my grandparents in their native tongue was not just a form of communication; it was a tribute to our shared heritage. Through German, I discovered a deeper connection to my roots, a testament to the enduring power of language in preserving family ties. (PST22, LA)*

For PST41, German is a language brought into her life through relatives who speak German. She shared as follows: "*Also, our German relatives brought another dimension to my language journey. They introduced us to German words and phrases, sparking my curiosity about foreign languages. As a child, I found this exposure to a new language fascinating.* (LA)" She explained that interacting with the German language made her feel positive toward languages.

PSTs' understanding of multilingualism and languages is not limited to their activities of spending time with relatives but extends beyond these circles. At a macro level, 12 of them mention that they also engage with different languages in their neighborhoods, cities, and countries, which affects their understanding of multilingualism. PST24 shared that the realization of different languages is related to the times when he visited her father's workplace: "*He has some Arabic and Pakistani customers who know English, and he always asks me to communicate with them. (NI)"* Her father runs his own business where customers from different countries visit and buy things as tourists. She has been aware of different languages since she was a little kid because of her father's shop. Likewise, PST38 shared his background of being born and living in a '*touristic village*' which is in a touristic city in Türkiye. He continued his experience of contacting people from different countries because he started work when he was young, as follows: "*I was born in touristic village in [...]. Since I started working at a young age, I had a chance to communicate with a lot of people from different countries, such as Russia, Germany, the UK, the US, etc. of course, the ones that know English.* (PST38, LA)"

Lastly, among these 12 PSTs, five contact other languages in other countries for various reasons. Three of them went to European countries, Portugal, Germany, and Poland, for educational reasons such as language courses and student exchange programs. The other two PSTs were born in Asia, where they met Russians and Kyrgyz. PST19 and PST12 share their experiences as significant moments in their lives, reflecting the cultures of their countries. For PST19, growing up in a foreign country has affected her perspective on languages and helped her to learn English better:

> *English has always been an integral part of my life. Due to me being born and raised in a different country with a different culture from ours gave me the opportunity to experience both the negative and the positive sides of learning a new language. [...] So, to exist in that community, I had to learn both of them. But when I look back and*

> *try to remember how I learned those languages I can't. I just know that I suddenly started speaking both languages like my mother tongue. (PST19, LA)*

Similarly, PST12 has an awareness of different languages due to her early contact with other languages:

> *My journey with language, with foreign languages to be specific, started at a pretty early age. [...] Growing up, I have always been immersed in different languages aside from my mother tongue, which, in turn, gave me the ability to recognize different languages, and with that came the ingenuity to repeat what I have heard, but the understanding of what I hear came much later in life. (PST12, LA)*

Overall, PSTs' engagement with different languages through media, family, and communities at various levels of circles enables them to develop an awareness of multilingualism in learning English. Interacting with languages in their daily lives, beyond formal education, made them more open-minded, skillful, and inspired by languages. The effects of awareness led them to consciously choose to engage with the English language in the future.

4.1.3. PSTs' current teaching beliefs

The NIs and LAs show that PSTs possess a deep understanding of English language teaching. Affected by several factors, they can examine their context and assess its needs with a critical eye. Their diverse understandings portray their ideological representations, shaped by what they learn and observe throughout this journey. As the last step guides their trajectories of understanding MCs, their future perspective on English language teaching shapes how they position themselves. PSTs are mostly aware that certain so-called prerequisites do not match the realities of today's classrooms. They commit themselves to adjusting the pre-given policies according to their contexts.

The findings demonstrate that PSTs shape their future teaching beliefs based on what they learn and what happens in a real classroom. In terms of their learning, there is a strict emphasis on prohibiting the use of native languages during the lesson as a commonly accepted fact. As an example, PST4 states as follows: "*We saw it in some classes in the department; they definitely encourage not using the native language, saying it should not be used. Even the teacher we went to during our practicum tried to explain in English. (NI)"* She questions what

she learned from her faculty and her mentor teacher. She continues describing the realities of the actual classroom, focusing on what she sees in real life. She explains her ideas as follows:

> *But when they don't get any response, they don't want to work on it, so they switch to Turkish. They try to apply it, I can see that they are trying to speak English, trying to improve their English, but it doesn't work in real life. (PST4, NI)*

According to her, insisting on the use of only English is a futile attempt since it does not match the realities in real-life classrooms.

Similarly, PST24 referred to her practicum observation and drew a conclusion about the teaching approaches, especially the use of the native language. She believes that contextual adjustments are needed rather than following what is told to her. Ignoring what learners already know is related to a limited teaching approach. She imagines herself teaching English in the same practicum school or at another institution, as an English teacher who adjusts her way of language use according to the needs of her context. She explains in detail as follows:

> *This is how I see it: we are doing a practicum, and yesterday we went to our internship school, which was a vocational high school. When I went there, I saw that the students, who had reached ninth grade, knew nothing about English. Just "yes" and "no." So, for example, if I were assigned to a vocational high school or taught at a private institution, I think it's important to provide them with the education they need. For example, if a vocational high school student is designing furniture, they need to learn English in a way that suits their needs. If a student is studying tourism, they need to learn English in a way that suits their needs. [...] If their English levels are low at an older age, I definitely think their native language should be used. (PST24, NI)*

PST5 also shares her imagined future teacher self, referring to her language use. When she refers to herself as a teacher in the future, she thinks of using both L1 and L2 to attract learners' attention. According to her, keeping students alive can be possible even by switching languages, as she describes:

> *For example, I always introduce myself in English. But after saying "good morning" to the students, I can continue with "how are you today?" The sandwich technique can be used here, using language to grab their attention and keep it. Now they wonder why I spoke Turkish and why I spoke English, and when they wonder, they pay*

> *attention, and they may even speculate among themselves. Will I use English today or Turkish? So, it is necessary to keep the students alert in this way so that they remain lively and enthusiastic. (PST5, NI)*

These show that PSTs focus on challenging preconceived methods as one of their strategies for considering their future teaching practices. They develop their understanding based on what they observe and experience currently as future English teachers.

Besides, PST20 highlighted the role of learners' native languages as learners can feel excluded when they do not understand. She said: *"For example, students who cannot use their native language may feel left out, perhaps, or excluded from others. Or, because we all feel more comfortable speaking in our native language in some way. (PST20, NI)"* Later, in the interview, she made an analogy based on her own experiences. She made a connection between her future learners and her interactions with them. She gives an example about her learning process of Mathematics as a subject: "*For example, when a child feels left behind. I think you need to speak their language. If there is something they don't understand, for example, if I don't understand a math topic, and they try to explain it to me at an advanced level, I feel disconnected at that point, so that's why. (PST20, NI)"* She imagined her future teacher self and herself as a learner, demonstrating that creating a safe learning environment is a key strategy. Furthermore, PST36 shared his ideas on the roles of native languages of learners, focusing on the motivation:

> *Teachers need to connect with students who speak other languages. They need to be able to speak a little bit of their language, right? For example, if there is a French child in my class, or a child of any other origin, I should be able to say hello to them. I want that child to feel comfortable with me, and I want them to say hello to me in Turkish or English and motivate themselves in this way. Because I think children are completely motivated by this. (PST36, NI)*

He especially referred to the significance of the environment in a future classroom when a multilingual environment is brought up. PSTs consider that the native language is a way to make their learners feel safe in their future classrooms.

PSTs also consider that various activities or tasks help to enhance language learning. Making language teaching engaging and meaningful is possible through creating tasks related to native and target languages in their classroom contexts. According to PSTs, one key strategy

is to keep learners engaged rather than create boundaries. As PST17 explains, the possible problems due to disconnections between learners and languages during the interview: "*Students cannot learn a language that they perceive as distant or foreign easily. I think those who can immerse themselves in the language, such as by listening to songs, and those who are involved in the culture, learn more easily. (PST17, NI)"* She asserted that learner engagement can be fostered through the creation of a sense of inclusion, as it has the potential to be beneficial for them. For PST3, using classroom interaction patterns such as group work creates an engaging teaching environment. She stated that peer support can be a useful tool to guarantee meaningful learning: "*I don't think we will have any problems if we have students work in groups so that they can understand each other in class. If students understand each other, they can ask their friends for help when they don't understand something. This way, classes can progress smoothly. (PST3, NI)"* PSTs assume that these types of activities are the sources of effective language teaching.

Among the participants, seven PSTs had short-term teaching experience. These PSTs describe their teaching experiences as a main component of their understanding of MCs. They elaborate on the use of languages from several perspectives, referring to their experiences as unique incidents.

At the beginning, PSTs noticed that the expectations of various stakeholders, such as parents or the institutions they work at, focus mainly on English, since it is the target language. PSTs shared the details on the use of languages while teaching English to different groups of learners. During the interviews, they shared their thoughts about the expectation to use only English as the accepted way to teach English. PST12 shared one of her experiences, giving vivid details on the prohibition of using the Turkish language:

> *Last year, I worked at an English course for five months. I had students of all ages there. I taught both 8-9-year-old students and 34-year-old adults, and I noticed that we were told to only speak English in class and that using Turkish was prohibited. They said to act as if we didn't know Turkish, so I tried that at first. (PST12, NI)*

The example she shared presents the role of institutional policies that dictate the use of only English by treating a foreigner who cannot speak Turkish as a foreigner. Encountering similar regulations becomes an a priori for PSTs in this context. An example of parents' expectations, PST17 shared her experience as follows: "*The students and especially parents expected to practice English. That's why I used English more. (NI)"* According to general acceptance,

using only English is related to providing an environment for practice in the target language. This inherent idea of using only English reflects the trial-and-error phases PSTs experience. Another instance, PST23, described his aim to use English during the whole lesson, which later evolved into integrating Turkish as well: "*At first, I always used English and applied the PPP step by step. I noticed that they had difficulty when I gave presentations, so I started giving presentations in both English and Turkish. (PST23, NI)"* According to PST23, his learners find it difficult to grasp the meaning of the lesson. He found the solution to switch to English when it is necessary. In these examples, PSTs' attempts to use English as the only language while teaching fail to be sustainable, even though it is widely expected of them.

At some point, PSTs questioned their efforts to use the English-only method as a determined way to teach English during their teaching experiences. Subsequently, they used multiple methods to determine a better way through either their failed attempts or by having discussions with their mentor teachers. Since English-only policies are accepted as indispensable, PSTs sometimes find it challenging to question their validity. They unconsciously consider English-only practices as requirements, or at least feel the need to check with their mentor teachers. For instance, PST24 shared her latest experience at her practicum school, where she had her first teaching experience. She narrates her dialogue with her mentor teacher on using English during the lesson:

> *For example, yesterday I asked my teacher, "Should we only speak English? How should we do it?" He said no. He said that if we spoke English, no one would understand us right now, and that would be pointless. We already have very few classes. We have 2-hour and 4-hour classes in high school. Unfortunately, at this level, it's no longer possible to do that, so I think it would be more reasonable to analyze what the students can learn and what they need at their level and explain it by mixing both English and their native language as much as possible. (PST24, NI)*

According to her story, the mentor teacher suggested that she should use both English and Turkish, paying attention to learners' needs during the lesson. For her, using only English during the lesson was the first choice, and she needed to be convinced by the realities of the classrooms in this context.

Besides, some PSTs thought that using both languages during the lessons provides several benefits that they realized based on their previous experiences. According to PSTs, learners find it difficult to comprehend the lesson content when there is a futile insistence on

using English-only as a policy. PST12 shared her enlightenment through her first-hand experience at an institution where she worked, explaining the process in detail. According to her, the aim of integrating both languages is to create a better learning environment. The following excerpt shows how she explained her experience:

> *Because the students who come there are already there to learn English. And if I force myself to explain everything only in English, the students don't understand, and after a while, they stop listening. I don't understand anyway. Why am I trying so hard? At first, I was explaining in English. Then I realized that the students didn't understand, so I would ask them, "Does anyone have any questions?" in Turkish, and they would answer me in Turkish, and I would try to explain the parts they didn't understand in both Turkish and English so that they could understand the topic and also realize what the English words they were saying meant. (PST12, NI)*

Rather than insisting on using only English, she developed her own way to better motivate learners. After all, PSTs considered their teaching practices to play a prominent role in shaping their understanding of MCs, since they already have experience in their own. Recalling these recent memories through narrative interviews reveals their current understandings. They feel an urge to place their and their learners' native language rather than ignore it by mandated policies. The narrative interviews show that even short periods of teaching experience shape their current thoughts.

Based on narrative interviews and LAs, the assumptions and practices represent PSTs' current perspectives on language teaching. As a result, they started to reveal their future teacher selves through reflections on their understanding of MCs. As the final component of their wide range of understanding, PSTs have perspectives on teaching. Their existing conceptions provide a lens for unearthing their current understanding of MCs, shaped by past and present interactions and future perspectives.

The findings of RQ1 aim to unearth PSTs' current understanding of MCs through these three themes. At the beginning of the module, they share what they have, what they think, and what they hope for as future English teachers. PSTs' formal and non-formal language learning experiences and their teaching beliefs play a significant role in their multilingual awareness. First, formal language-learning experiences highlight how their teachers' language use and teaching practices shape their current understanding. They have an awareness of multilingualism through their interactions with teachers at formal settings. They

describe their past learning experiences as observers and share that teachers' language use and teaching strategies are vital in a formal language-learning setting. Second, not only formal but also non-formal language-learning experiences play a significant role in their lives in engaging with different languages. They share that, thanks to micro, meso, and macro levels of interaction, they develop multilingual awareness. They become skillful, confident, inspired, and engaged with a range of languages, including English. Finally, PSTs share their beliefs and assumptions about teaching English, highlighting the role of multilingual understanding in language teaching. They are aware of different languages in their classroom, with a focus on engaging and meaningful learning for their future learners.

4.2. PSTs' Insights on Engagement with CMPs

The findings of RQ1 indicate that PSTs have a high level of awareness toward multilingualism in general. Providing that their multilingual awareness aligns with theoretical and practical projections of CMPs, the findings of RQ2 provide details about their engagement with CMPs throughout the course. In particular, RQ2 aims to describe PSTs' insights into engagement clearly to portray the role of CMPs for them as future EFL teachers. The findings show that PSTs' engagement with CMPs was two-dimensional (See Figure 3). First, CMPs helped PSTs explore themselves from a multilingual lens. Second, PSTs gradually pedagogized CMPs in the tasks that they created for MLs.

First, during the course, PSTs interacted with CMPs using pedagogical tools: LA, LP, and SC. These tools provide understanding by connecting lived experiences to individuals' identities (Esteban-Guitart & Moll, 2014). PSTs represented their linguistic resources visually in LPs (Busch, 2012). LPs illustrate the interconnected nature of languages that constitute individuals' identity, thereby facilitating a more profound comprehension of the cultural and linguistic resources (Busch, 2012; Neville & Johnson, 2022). PSTs articulated their linguistic competencies and their literacy processes through utilizing their LAs. Using LA as a tool provides a retrospective examination of PSTs' past interactions with languages, leading to a better understanding of themselves (Neville & Johnson, 2022). Furthermore, PSTs presented objects, activities, people, institutions, and hobbies that are important to them in their SCs (Esteban-Guitart & Moll, 2014). The utilization of these three tools -LP, LA, SC- facilitated the process of recognizing and understanding their multilingual identity.

Second, the course supported PSTs in classroom activities-MA, MSA, MCA, and FP- to engage with CMPs regarding teaching English. They created lesson plans considering the

needs of MLs in language classrooms. In general, CMPs support language education by building on learners' resources (García & Flores, 2012). In this sense, PSTs designed activities and materials that focus on learners' linguistic and cultural resources. Ultimately, connecting teaching with the acknowledgement, appreciation, and use of learners' backgrounds facilitates language education (Garcia & Flores, 2012).

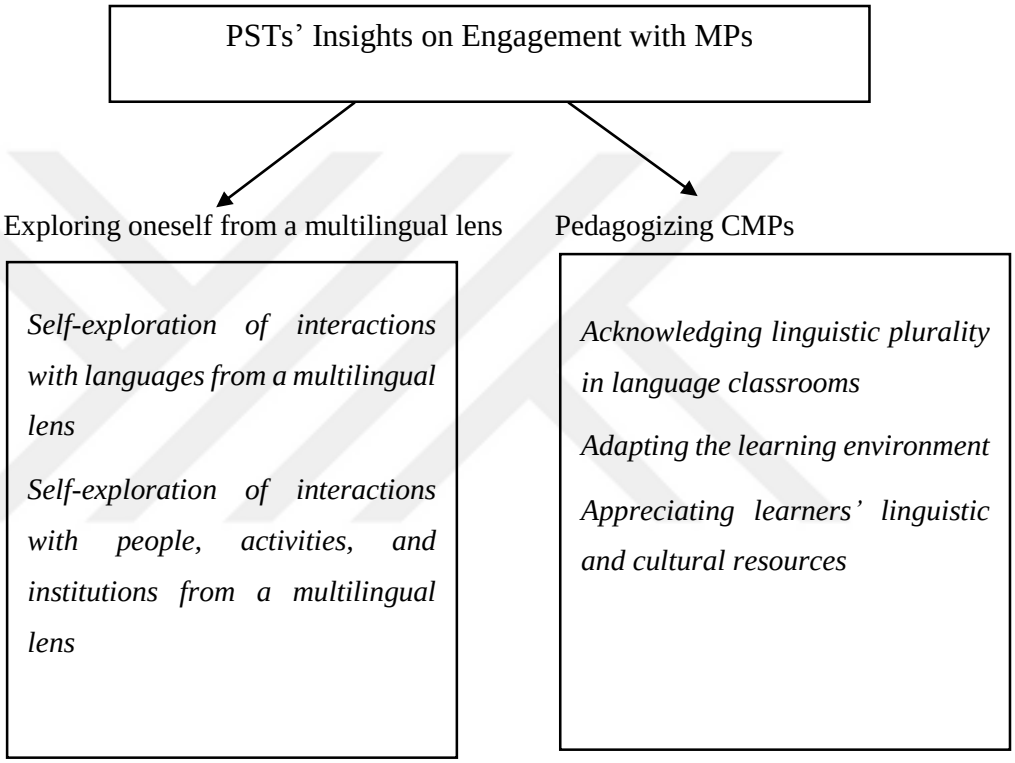


Figure 3. Themes and sub-themes of RQ2.

4.2.1. Exploring oneself from a multilingual lens

The findings for RQ2 indicated that engaging with CMPs, especially through pedagogical tools, enabled PSTs to explore themselves, focusing on their multilingual identities. Throughout the course, they identified how they used their linguistic and cultural resources while creating pedagogical tools. In this sense, they utilized their LAs in multimodal forms, which provided them with a retrospective sight of their language and literacy journeys. Besides, they drew their LPs focusing on their linguistic repertoires. Moreover, they worked on SCs as they represented their interactions with people, activities, and institutions. In the

meantime, they reflected on utilizing these tools to explore their identities as future EFL teachers.

These tools offer a lens for understanding identity through a dynamic perspective, including individuals' existing and developing interactions (Esteban-Guitart & Moll, 2014). Especially, focusing on interactions with languages and cultural elements helps one understand oneself from a multidimensional perspective. In this regard, PSTs utilized these tools while reflecting on their past, present, and future interactions, focusing on their linguistic and cultural resources. Including a reflective space as a means of critical understanding offers the opportunity to re-evaluate language awareness among PSTs; eventually, it constitutes critical multilingual awareness among them (van Gorp et al., 2023).

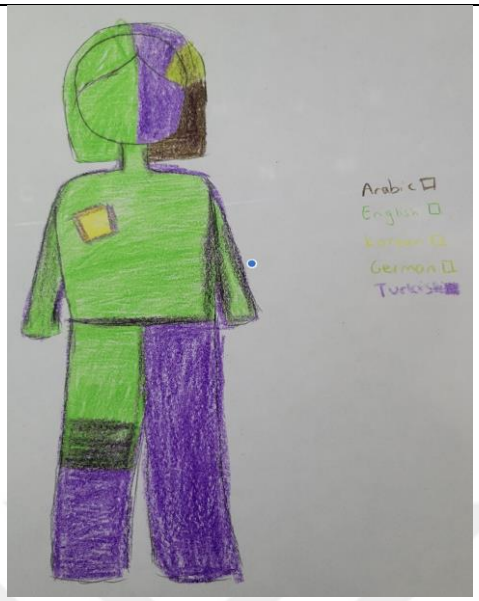
In this regard, RQ2, which portrays their engagement with CMPs, indicates an exploration of themselves through a multilingual lens. This includes their examination of their linguistic, personal, cultural, and professional lives to elicit their awareness (van Gorp et. al., 2023). As a result, the findings highlight PSTs' exploration of their identities in two ways: self-exploration of linguistic trajectories and self-exploration of interactions with people, activities, and institutions. First, they elaborate on their interactions with languages, considering the linguistic resources that identify them as PSTs. Second, their interactions with people, activities, and institutions shape how they explore their identities by demonstrating their cultural resources.

4.2.1.1. Self-exploration of interactions with languages from a multilingual lens

The findings indicate that the languages that PSTs interact with play a significant role in understanding their identities. As a matter of fact, individuals associate their languages and linguistic resources with their life trajectories; specifically, they focus on how they experience their linguistic interactions (Busch, 2012). It becomes possible with a critical reflective examination of past and present experiences with languages. In particular, past experiences provide information about how they constitute themselves (Busch, 2012). In this sense, CMPs tools, such as LA and LP, enable PSTs to consider their linguistic trajectories, thereby developing an understanding of their future students, encouraging them to focus on their students' lived experiences (Neville & Johnson, 2022). In a similar vein, PSTs' engagement with pedagogical tools demonstrates the impact of their linguistic resources on their identities and, therefore, on their roles as future EFL teachers.

The data show that PSTs either positioned languages individually or immersed them in each other while using pedagogical tools. Positioning languages as either separate or unified entities reveals how they understand languages as means of expressing identity. All of them used different colors in LPs as separate entities or connected, reflecting the interactions of each language in their linguistic repertoires. They further mentioned their relationship with languages, positioning them as distinct elements or as languages they immersed themselves in their LAs.

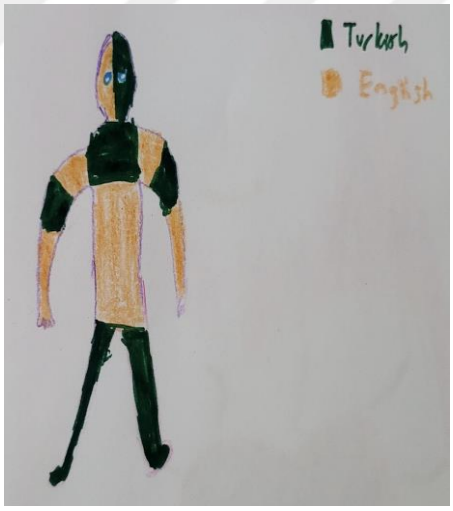
25 of the PSTs featured coloring with clear-cut lines to differentiate the colors (i.e., language) from each other. The example LPs are shown in Figure 4. They demonstrate that PSTs used colors in different parts of their bodies. First, PST41 used five different colors to refer to each language depending on their importance in her linguistic repertoire. She used purple for Turkish, green for English, which makes the most of her body coloring. She also colored her LP yellow for Korean, light green for German, and black for Arabic. These five languages are situated in specific parts of her LP. Similarly, PST15 drew her LP using four different colors in different parts of her body. She used blue for English, pink for Turkish, orange for Spanish, and black for French. She colored each specific part of her body with a single color to represent her interactions with each language.



PST41's LP



PST15's LP



PST44's LP



PST31's LP

Figure 4. PSTs' LPs as examples of separated languages

PST44 used green for Turkish and orange for English in his LP for the separate body parts. He colored his body by using them in equal amounts, referring to these two languages, showing his linguistic repertoire. Furthermore, PST31 used each color separately in different parts of his body. He used blue for English that composes most of his hair, as well as his upper and lower body. He also used orange for Turkish, purple for German, and green for Polish. Each language is situated in different parts of his LP, referring to his linguistic repertoire.

They further referred to the languages they interact with as separate entities in their LAs that they composed. PSTs especially refer to additional languages that they interact with as separate languages in their lives. For instance, PST28 mentioned the distance between German and himself, since he engaged with it for only a limited time. He wrote as follows:

> *German, the language I was forced to study. I cannot go beyond saying my name and age. And the funny thing is, because I learned to say my age when I was 15, I will always be 15 in German. 'Hallo! Ich bin fünfzehn jahre alt.' (PST28, LA)*

According to him, German is the language that he only learned during his earlier schooling experience.

Furthermore, PST30 explained her interactions with the Portuguese that she had during the student exchange program. She wrote that her relationship with Portuguese was limited; therefore, she could not have the desired level of interaction. She explained the reasons and the process as follows:

> *I got the chance to study in Portugal for 6 months. Since all of my classes were in Portuguese I thought it would be super easy for me to acquire the Language I was terribly wrong, but I also think that it is because my coordinator at the line advised me to not lake the Portuguese Language course and focus on my studies I was only able to learn the languages through its daily activities and interactions, so I was never able to talk to natives on a deep level. I am also to blame because at the time I was timid and afraid of making mistakes, so I saw English as a safety blanket, I refrained from speaking in Portuguese and almost always spoke in English. (PST30, LA)*

PST25 shared another limited experience with the Arabic language in his LA. He wrote that his grandparents instilled in him a passion for learning Arabic. However, he did not continue learning, and it just became a language he had somehow interacted with. He wrote as follows:

> *I would always hear my grandparents talk to each other in Arabic, and I even managed to learn the entire Arabic alphabet through Quran lessons which I unfortunately couldn't continue further in. So that's another language I've had somewhat a decent experience and knowledge in, even though I forgot most of the Arabic alphabet. (PST25, LA)*

For him, Arabic, like other languages, has a place in his identity but is not a part of it. In his LA, he shared that moment as an instance of the exploration process of his linguistic journey, emphasizing the limited interaction with that specific language.

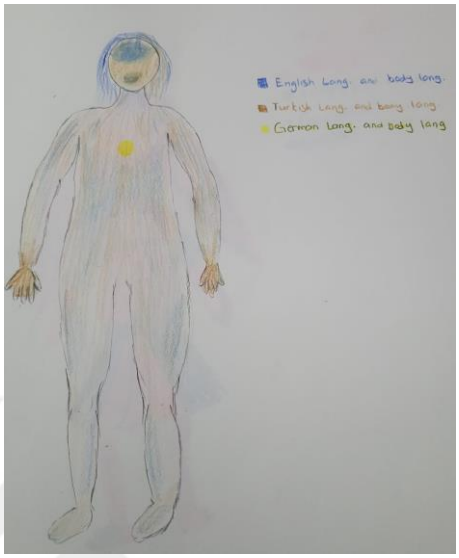
On the other hand, PSTs described their interactions with languages, referring to them as inseparable parts of their identities both in their LAs and LPs. According to them, the languages in their linguistic repertoires are not distinct entities; rather, they form their identities. They mentioned the unity of languages as a part of the exploration process of their multilingual identities, referring to their linguistic interactions.

10 of the PSTs used colors in a mixed way to indicate that these languages are placed together in the same parts of their bodies in their LPs. They used specific colors to refer to the interrelatedness among those languages. For instance, in his LP, PST43 used pink for Turkish, red for English, and green for Japanese. He used the colors of the Turkish and English languages (pink and red, respectively) together without making a distinct separation in his whole body. He only added green color under his feet to refer to the Japanese. It shows that apart from Japanese, Turkish, and English, the languages are distributed in throughout his body, forming a combined look (see Figure 5).

Similarly, PST12 used colors together in most parts of her body, showing that all these languages are combined in her linguistic repertoire. She added English with blue, Turkish with orange, and German with yellow in her LP. She colored her whole upper and lower body using the colors of English and Turkish (blue and orange colors, respectively) all over to indicate that these languages are infused in her body. For her head, she mostly used the color of the English language (blue) on her brain and hair, and Turkish (orange) for her face. She only used the color of the German language (yellow) by putting a small circle at the center of her body in her LP (see Figure 5).



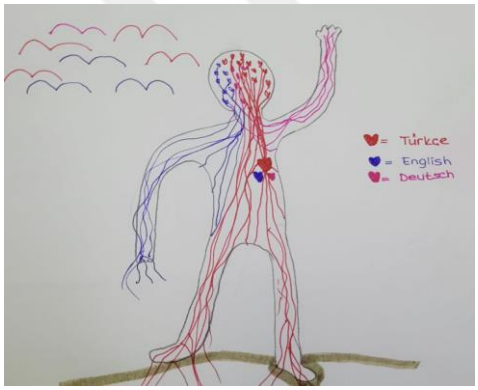
PST43's LP



PST12's LP



PST20's LP



PST10's LP

Figure 5. PSTs' LPs as examples of languages in unified forms

Likewise, PST20 used colors together in her LP rather than coloring specific parts with a certain color. She added the languages in her repertoire: Turkish with purple, French with green, English with blue, and German with brown. She used all these colors only in her long hair and in her heart. Specifically, she drew and colored her body with a pencil and

colored accordingly. She added all four colors, each representing a different language, in her hair. Additionally, she used colors of the Turkish and English languages for her heart.

Like their coloring in LPs, they also mentioned the interconnectedness of languages as a way to explore their multilingual identities. For instance, PST17 explained that both the Turkish and English languages constitute her identity. She explained as follows:

> *Turkish will always be a big part of my existence, but when I think about my interactions with other languages, they are also a part of me. Sometimes I like to read, write, and express myself in English more than Turkish, maybe. Because from what I've seen so far, a new language gives you a new way to express yourself. Because when we learn languages, they are not separate entities anymore, they become a part of us. (PST17, LA)*

For her, Turkish is the language that makes up the biggest part of her, but English and other languages are also significant for expressing herself. She stated that every language offers a new expression area, since the languages in our repertoires are intertwined with one another.

Like PST17, PST19 uses the term 'integral part' to describe her relationship to the English language. She explained this interconnectedness with her experience of being born and raised in a foreign country. She wrote as follows:

> *English has always been an integral part of my life. Due to my being born and raised in a different country with a different culture from ours gave me the opportunity to experience both the negative and the positive sides of learning a new language. Living in Kyrgyzstan gave me the opportunity to study in an international school, where my first encounter with the English language took place. (PST19, LA)*

According to her experience, learning a new language is two-sided, offering both positive and negative effects. In her case, living abroad offered her opportunities to engage with the English language. She described the exploration process of her interaction with English as an outcome of her unique experience while writing her LA. Furthermore, PST22's lines in her LA show the unity of languages in her linguistic repertoire. She listed the languages that hold a significant place in her life: English, Hungarian, German, and Korean. She shared her perspective and experience with languages and literacy as follows:

> *Languages are like keys to different worlds, each unlocking unique experiences and insights. My journey through literacy has been a vibrant mosaic, woven with threads*

> *of English, Hungarian, German, and Korean. Each language holds a special place in my heart, inspired by different aspects of my life. English became my companion on countless adventures, courtesy of the series that captured my imagination. (PST22, LA)*

At last, she focused on English, placing it in a significant place in her heart since it is interconnected with various aspects of her life. She referred to English as the most significant one, using the term 'companion', indicating its place in her life.

Subsequently, the findings demonstrate that PSTs' interactions with languages are not limited to language use in daily life; their linguistic resources offer a perspective on their identities. As PSTs critically reflected on their linguistic interactions, two distinct orientations emerged in their exploration process through the utilization of pedagogical tools. Some positioned their languages as separate, treating languages as autonomous entities. The others, on the other hand, defined their linguistic repertoires as dynamic, showing the interplay of the languages in their lives. The self-exploration process shows that whether they articulated their interactions as separate or immersed, these results highlight the pivotal role of linguistic repertoires in shaping how PSTs understand themselves, their practices, and their positions as multilinguals.

4.2.1.2. Self-exploration of interactions with people, activities, and institutions from a multilingual lens

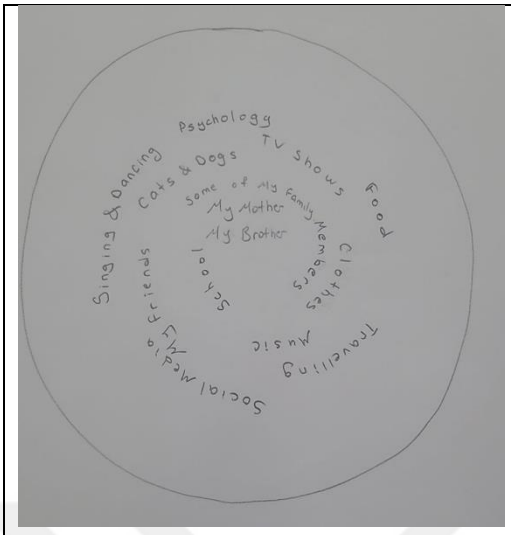
In addition to PSTs' self-exploration of their interactions with languages, the findings further demonstrate that they engaged in self-exploration of their cultural resources through their engagement with CMPs. Throughout the course, PSTs utilized CMP's tools, which are LP, LA, and SC, to reflect on themselves from a multilingual perspective. The findings indicate that, in developing a deeper understanding of themselves, they reflected on their interactions with people, activities, and institutions that shape their multilingual identities. Therefore, utilizing these tools to show their interactions allows them to reflect critically on their identity through a multilingual lens.

In essence, pedagogical tools provide an opportunity to investigate learners' cultural interactions. In a broader sense, learners' cultural knowledge includes "people, resources, activities, knowledge, and contexts" enclosed in their identities, and it is significant to analyze these elements in students' lives (Esteban-Guitart, 2016, p. 93). Thus, pedagogical tools created a space for understanding "learners' prior knowledge, experiences, and aspects that

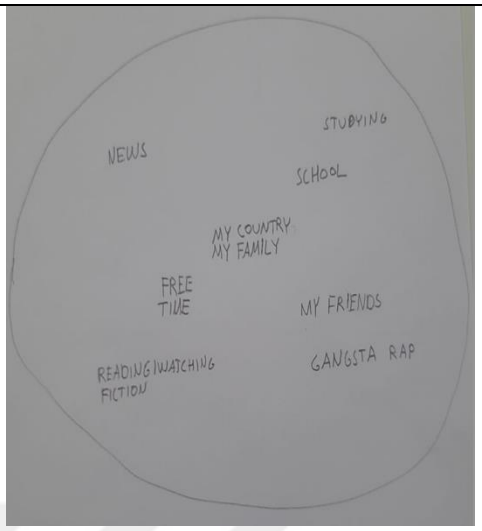
they identify with," thereby enabling educators to better support meaningful practices in education (Esteban-Guitart, 2016, p. 80).

The given emphasis on the affordances of pedagogical tools provided an exploration of PSTs' cultural interactions from a multilingual perspective. They utilized the tools throughout the course, focusing on themselves. Correspondingly, the findings show that writing LA and drawing SC are linked to portraying PSTs' interactions, referring to their past and present experiences. Engaging with these tools as a means of self-exploration revealed their interactions with people, activities, and institutions; consequently, they reflected on their identities with a deeper awareness shaped by their multilingual and multicultural interactions.

The findings show that PSTs explored themselves while drawing their SCs and writing their LAs through sharing their interactions that shape their identities. It reveals that they focused on three main things: the people they interact with, the activities that they do, and the institutions that are important to them. First, most of them (N=27) wrote either their families or friends as significant people in their SCs. They wrote 'family, my mother, aunties, or sisters' to refer to family and 'friends, best friends, boyfriends, or specific names' to refer to friends in their SCs. For instance, PST12 wrote 'my mother' and 'my brother' at the center of her SC (see Figure 6).



PST12's SC



PST40's SC

Figure 6. PSTs' SCs Examples 1

Moreover, the findings show that PSTs mentioned people in their lives in their LAs, including family members, relatives, and friends. In this way, they explored their interactions with people who matter to them, focusing on the roles these people played in inspiring them to become multilingual. Hence, they shared memories and incidents that shape their multilingual identity, focusing on their interactions with those people. For instance, PST19 mentioned that her parents' professions affected her language-learning experience. She explained their role as follows:

> *My parents always had a huge role in my learning new languages, especially English. Both of my parents are professors in a university in the field of Languages, so I can say that they were the first people who inspired me to widen my horizon and learn new languages. (PST19, LA)*

According to her, her parents' role is related to her having a wider horizon and motivation to learn new languages. Similarly, according to PST22, her grandparents were the people that she interacted with and triggered her to develop a multilingual identity. She mentioned that her grandparents spoke German, and she connected with that language through their stories. She wrote in detail as follows:

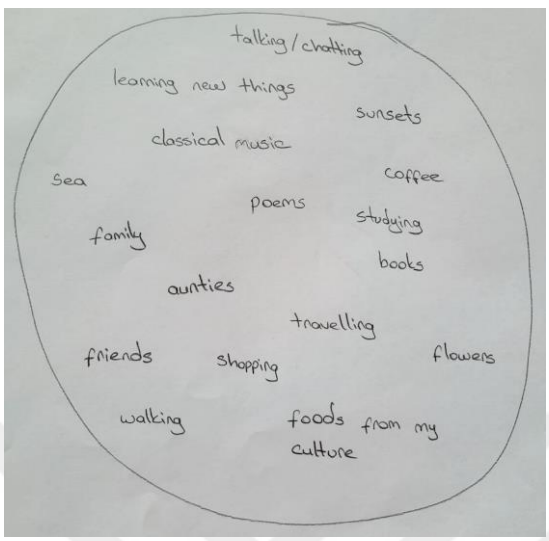
> *In the warm embrace of my grandparents, the symphony of German words became a source of comfort and connection. It was the language of cherished stories, of traditions handed down through generations. Speaking with my grandparents in their native tongue was not just a form of communication; it was a tribute to our shared heritage. (PST22, LA)*

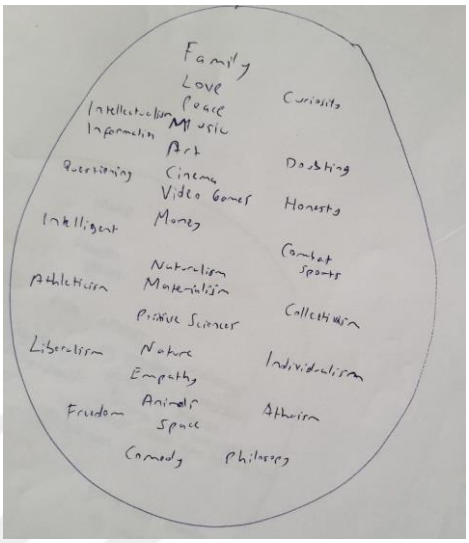
She emphasized the role of having a common language and how she felt about her family background through German. As another example of the interaction with people, especially family members, PST20 shared her interaction with her brother. Her memory with her brother showed that her interest in the English language was a result of being exposed to her brother's insistent use of the English language while watching movies. At the end, she wrote her gratefulness towards his behavior, as follows:

> *Then, things escalated when my older brother forced me to watch series in English with subtitles on instead of the Turkish voice-over. I was miserable to hear anything in Turkish, though my prayers were not answered. I am beyond grateful to him now. (PST20, LA)*

In this way, she first had to learn English because of her brother; later, this situation became one of the reasons she chose to study English. She reflected on her interaction with his brother, which exemplified her exploration of her engagement with people and demonstrated the development of her multilingual identity.

Second, the findings show that PSTs also explored themselves by focusing on the interactions with the activities they engage in in their lives. The data show that all the PSTs (N=31) mentioned leisure activities, hobbies, or sports in their SCs, connecting them to their multilingual identities. They positioned such activities around the SCs, and the variety of these items depends on their current interests (see Figure 7). For instance, PST14 mentioned 'classical music, poems, shopping, travelling, and walking' as examples of activities in her SC. She positioned these activities at different parts of her SC. Similarly, PST43 wrote 'music, cinema, and video games' as words related to the activities that he does. He also used philosophical and sociological terms such as 'individualism, liberalism, and intellectualism' in his SC, showing his general interests.





PST14's SC PST43's SC

Figure 7. PSTs' SCs Examples 2

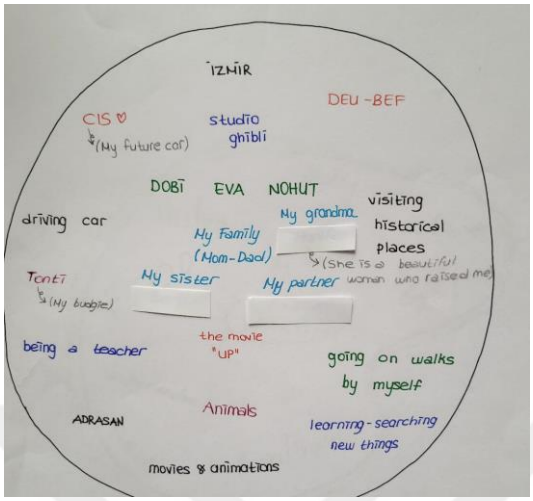
Besides, PSTs also mentioned the activities that matter to them in terms of shaping their multilingual identities in their LAs. They mentioned activities such as reading books, playing video games, listening to songs, and watching movies, noting their role in their lives, especially their eagerness to interact with the English language. For instance, PST17 mentioned the role of reading novels in English, giving a specific name of a book series, Harry Potter. For her, this book influenced her nurturing her interest in English as a subject at the school: "*Even though English was my favourite, the biggest influence came with the Harry Potter series. (PST17, LA)"* PSTs emphasized the role of reading books, showing how they interacted as a leisure-time activity.

In addition to literature, PSTs also mentioned that they interacted with English media through movies and songs. They referred to these activities as significant encounters in their lives, changing their perspectives on the English language and, therefore, their personalities. For instance, PST39 wrote that the English media was a way to engage with the English language. She described her interaction as a first-time encounter that resulted in a life-changing experience. She wrote as follows:

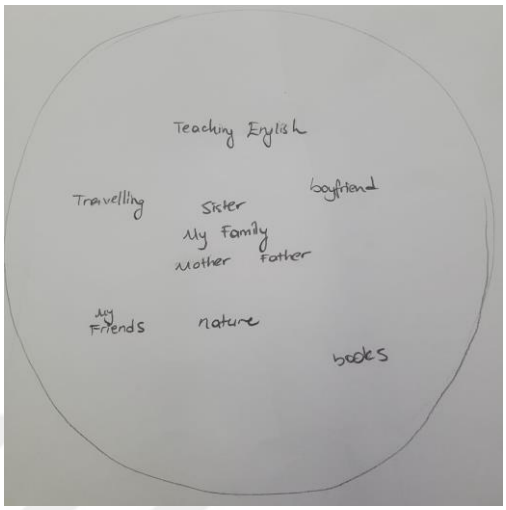
> *As a child growing up in a non-English-speaking country, I was introduced to English through foreign satellite channels that broadcast a myriad of cartoons and animated shows. These shows were a gateway to a world I had never encountered before. (PST39, LA)*

Similarly, PST12 mentioned her love of listening to songs and watching movies as leisure time activities, especially in English. She wrote that she felt like one of these characters due to watching movies: *"I loved listening to English songs and watching TV shows and movies. When I watched movies, I would imagine myself as the characters and pretend to speak English like them.* (PST11, LA)" For PSTs, engaging in such activities and using English media influenced their identities. As a result, they mentioned these interactions in their LAs; therefore, they defined themselves and their exploration process through their experiences in activities in English.

Furthermore, the third main component they mostly refer to is institutional interactions that affect their multilingual identities, specifically language-related experiences. In the SCs, nine of them mention schooling using the terms 'school', 'education', 'university', and 'learning', which enabled them to develop their linguistic resources, the ones that made them multilingual. Furthermore, rather than naming school and education in a general sense, eight of the PSTs specifically mention their majors, particularly English language teaching, indicating their future roles. They use the terms 'teaching English', 'English studies and my English career', and 'tutoring English' to explain their relationship with a specific focus on multilingualism in their lives. These show that when they think of themselves, their understanding of being an English teacher and their language-learning experiences at school both play a role in their multilingual identities. They specially make connections with their current teaching practices, or they imagine themselves as future teachers of English as PSTs. In both cases, they highlight the significance of being an English teacher by writing about it in their SCs, with a specific focus on their interactions as multilingual individuals. For instance, PST10 drew a colorful SC (Figure 8), including people, activities, and institutions that matter to them in her life. In particular, she added the term 'being a teacher' to her SC, indicating that she feels engaged with her major, teaching English, as a prospective English teacher. Similarly, PST32 drew her SC to show her interactions in general, and she wrote 'Teaching English' as an item.



PST10's SC



PST32's SC

Figure 8. PSTs' SCs Examples 3

Like the terms that they write in their SCs, PSTs also reflected on their multilingual selves through their interactions with institution-related elements, especially their major -being an English teacher-, in their LAs. They shared their motivations and reasons for becoming English teachers, focusing on institutional interactions and explaining how these interactions shape their multilingual identities. For instance, PST35 explained that his language-learning experience was the reason he became a teacher. He wrote as follows:

> *I am excited about the opportunity to help others on their own language-learning journeys, just as my experiences have guided me to this point. The passion and determination I've developed throughout this journey will undoubtedly serve me well as I work towards my goal of becoming an English teacher. (PST35, LA)*

In his LA, he made a connection between his experience as a learner and his future plans as a teacher in language education, which later led him to develop an understanding of himself from a multilingual perspective. In a similar vein, PST28 explained his decision to become an English teacher, citing his experience in his earlier school years. As a student, he helped his classmates with an English exam, and that was the moment when he had a realization about himself. He wrote, "*That is when I started to help the class (his peers) pass the exams and thought, 'I'm afraid I will be a teacher" (PST28, LA).* For him, his experiences at school

influenced his choices, leading him to become a future English teacher, which aligned with his multilingual identity.

The pedagogical tools that PSTs created during the course illustrate how they explored their language- and culture-related interactions with CMPs while reflecting on their multilingual identities. These tools prepared them to notice the diversity of linguistic and cultural resources in language education. In using their LAs, LPs, and SCs, PSTs first positioned themselves as learners, using these tools to deepen their self-exploration and develop a self-understanding of their multilingual identities. Through this process, they critically explored and reflected on their linguistic and cultural repertoires. Eventually, such engagement fostered a heightened awareness informing the development of meaningful approaches for their learners in the future.

4.2.2. Pedagogizing CMPs

PSTs engaged with CMPs through classroom activities such as designing activities, developing materials, and creating lesson plans as a part of the course. PSTs' engagement with CMPs through these activities guided them to pedagogize CMPs, focusing on language teaching as a practice. In this regard, pedagogizing means incorporating pedagogical work as an explicit focus of language teacher education (Ustuk & Hu, 2025), emphasizing practices as informed sets of tools (De Costa et al., 2017) to advocate for learners' education. Aligning with this perspective, throughout the course, PSTs were introduced and asked to develop four classroom activities based on concepts supporting learners' cultural and linguistic diversity. The focus of all activities is related to the course's concepts: multilingual awareness, translanguaging, funds of knowledge, funds of identity, and intercultural sensitivity.

The findings from these activities that they worked on individually, in pairs, and in groups reveal three sub-themes that show how PSTs pedagogized CMPs. They first highlighted the existence of linguistic plurality in language classrooms, highlighting the diversity of languages (Conteh & Meier, 2014; Duarte & Kirsch, 2020; Helot, 2012). Later, they referred to the adjustments that needed to be made to sustain a safe and engaging learning space for all learners (Conteh et al., 2014; Duarte & Kirsch, 2020). It is followed by appreciating what learners bring into the classroom and using them to facilitate language education (Cenoz & Gorter, 2021; Conteh & Meier, 2014; Garcia & Flores, 2012). Since PSTs created the activities both individually and in groups, I present the findings with PSTs' assigned numbers or group names in addition to given task names to illustrate their engagement with CMPs in detail.

4.2.2.1. Acknowledging linguistic plurality in language classrooms

The findings reveal that PSTs became engaged with CMPs to be prepared for teaching English in MCs, focusing on developing activities and designing lesson plans. They approached CMPs as new concepts and got acquainted with them by focusing on the practical roles of these pedagogies in language education throughout the course. Especially, in MCs, the existence of learners' various languages is acknowledged as linguistic plurality in language classrooms. In this sense, PSTs highlight the linguistic plurality provided that CMPs offer a broad understanding.

PSTs mentioned the linguistic and cultural diversity while designing activities, referring to the specific languages. Specifically, PST16 explained the learning setting in detail, providing information such as students' ages and spoken languages for the designed activity. She created a game for a multilingual classroom with young learners. In her class, she included Turkish, Arabic, and English-speaking students, corresponding with the current context of Türkiye. She described the setting as follows:

> *This game is suitable for children between the ages of 3 to 5, also designed to be played in a multilingual classroom. There are children in the class who speak Arabic, Turkish, and English. Some of them may not understand anything since they only know their mother tongue. (PST16, PA)*

She continued with her assumptions about learners' understandings and wrote that not knowing other languages may be a problem for learners. In group work, they also referred to the existence of languages similar to the real context of Turkey's classrooms. PST39 also described her classroom as having Turkish- and Arabic-speaking learners, and she added details of stereotypical behaviors based on her assumptions for her future classroom. Notably, CMPs primarily depend on language education prerequisites; this necessitates a better understanding of current language classrooms. The first requirement is to develop a plural and heteroglossic understanding rather than a singular and monoglossic description of classrooms in parallel to society (Helot, 2012). She thought that they would sit in groups based on the languages they know, and this may cause problems, as she wrote:

> *First of all, even before I entered the classroom, they formed groups. Certainly, the Turks are in one group, and the Arabs are in another, so I changed the seating arrangement of the students. The students who understand*

the language I am teaching will already understand me and try to keep up, but the child who does not speak the language will be distracted. (PST39, PA)

For her, having learners who speak different languages is an issue that needs to be taken into consideration. Another instance was PST17's activity design and explanation for a multilingual classroom where learners speak Hindi and Korean. Similarly, she mentioned the use of *group work* to facilitate language education: "*Bilingual and plurilingual students can be in more than one group and have translations, for instance, a student who knows Hindi and Korean will be included in both groups. (PST17, PA)"* She wrote that learners would help with translations when they were in groups. The findings demonstrate that PSTs acknowledged linguistic plurality in language classrooms. They further shared their perspectives on having students with various linguistic and cultural backgrounds, offering explanations of the classroom setting and activities that can be done.

In addition to PSTs' acknowledgement of the linguistic plurality of language classrooms, they also focused on developing a similar understanding among their students. The findings show that PSTs are aware of the significance of knowing learners' linguistic and cultural backgrounds. According to them, learners also need to be mindful of the plurality of languages and cultures in the language classroom. They refer to learners' awareness while explaining the tasks, the classroom setting, and the rationale for the specifically designed activities. PST1, for instance, wrote that she wanted to create an activity about cultures, explaining the reasons as follows: *"I chose a task which is about the countries and their cultures since I wanted the students to be aware that there are various cultures different from their own culture in the world. (PST1, MCA)"* For her, helping students to acknowledge the linguistic plurality is important. Similarly, PST14 also mentioned designing an activity related to culture to increase her students' awareness of linguistic and cultural diversity. She wrote: *"Every language and every culture have their own beauty and mysteries. First of all, I would like students to meet these languages and cultures. I would plan a culture introduction party. (PST14, MCA)"* The PSTs plan to increase the students' awareness of linguistic plurality.

Furthermore, other PSTs highlighted the need to guide students to be aware of linguistic plurality due to some problems. As a solution to the problem of either the whole class or a single student, they propose creating an activity to develop students' awareness of linguistic and cultural diversity. For instance, PST16 outlined her objectives for the classroom activity and noted that students need to be aware of diversity as the lesson outcome. She explained as follows: "*According to the situation of the classroom, it can be concluded that*

they are not aware of their backgrounds and cultures. First of all, they need to be aware of the diversity in the classroom. That's why I chose this activity for its cultural awareness. (PST16, MCA)" This understanding of the PST16 is explored through her reasons for designing a task for a multilingual classroom. According to PSTs, not only the whole class but also a single student's problem with understanding linguistic diversity matters. To cultivate such a realization, the diversity of languages demands a legitimate recognition of the existing linguistic plurality (Duarte & Kirsch, 2020). For example, PST5 explained the task specifically designed to meet the needs of a Chinese student studying in a classroom full of English-speaking students. She thought that all learners would prepare a poster about their cultures and share it with the whole class. According to PST5, this activity would help the Chinese student to feel connected when she sees the linguistic and cultural diversity in her class. She wrote as follows:

> *Not only this, but she also learns about the similarities between Chinese and English. This would help her in finding a place in this new life by looking at other groups' posters. She can see that it is not only she who speaks two languages, and perhaps there are other students who are struggling with the same issues as her. (PST5, MCA)*

The findings indicate that activities designed by the PSTs reveal that they acknowledged and aimed to have their students be aware of linguistic plurality. The lesson plans and course materials prepared in groups or individually demonstrate PSTs' acknowledgement of linguistic plurality in language classrooms, especially in MCs. One of the highlights of PSTs' engagement has become evident with the emphasis on acknowledging their learners' linguistic and cultural diversity, aligning with the CMPs' basis (Duarte & Kirsch, 2020; Helot, 2012). They identified the linguistic plurality of multilingual classrooms both in individual and group activities. PSTs described the language classrooms as multilingual, highlighting the plurality by referring to different languages in each stance. They mentioned the linguistic repertoire that their students have and emphasized the importance of having multiple languages in a classroom as an asset. They refer to having linguistically and culturally diverse languages in classrooms as an asset-based language learning practice.

4.2.2.2. Adapting the learning environment

The findings show that PSTs utilized CMPs to facilitate language education by adapting the learning environment through designing classroom activities. In this sense, following the description of the linguistic plurality in the language classroom due to learners' linguistic and cultural backgrounds, they further focused on the classroom environment from an educational perspective. CMPs prioritize the atmosphere of the language learning environment, as it is linked to providing equal opportunities for all learners. In essence, CMPs emphasize that the learning environment is a key component that needs to be adjusted to meet the MCs' needs.

Throughout the course, PSTs engaged with CMPs through classroom activities and further explained the rationale behind each task. These explanations include the reasons for choosing certain CMPs as they linked them to their teaching environment. After acknowledging the learners' linguistic and cultural backgrounds, they focused on creating a suitable learning environment. They particularly emphasized the connection between a safe learning environment and the use of CMPs in language teaching practice. PST20 mentioned an activity in which she integrated multilingualism to create a welcoming learning environment. In this way, she believed learners would feel valued, thereby creating a safe learning space. She wrote as follows:

> *Plurilingualism, having several languages together, not separately, but embedded with each other and intertwined with culture behind them, is purposely put in the activity. Students can feel safe in their school environment knowing that they are, and their linguistic and cultural backgrounds are seen and accepted. The reason I would carry out such an activity in a multilingual classroom is that the students can feel welcomed. (PST20, MCA)*

She explained that pedagogizing CMPs through integrating multilingualism into her teaching means acknowledging students' linguistic and cultural repertoires. In this way, students would feel appreciated, and a welcoming classroom would be facilitated for the sake of all learners. For instance, PST16 described a translanguaging activity where she integrated different languages while teaching colors to kindergarten students. She later explained her intentions to integrate translanguaging into her teaching to pedagogize CMPs. She stated that bringing all languages to the surface while teaching would highlight the linguistic plurality, and this would

lead to a safe space: "*This activity helps them to be aware of the linguistic and cultural diversity of the classroom, to feel safe, and to approach a certain language without prejudice. A mutual activity: they share and learn at the same time. (PST16, MCA)"* For her, feeling safe and approaching all languages as equally valuable are linked to being aware of all languages in a classroom. She implemented a translanguaging activity to foster this environment for all learners who bring their own linguistic and cultural backgrounds.

PSTs consider that having diverse cultures and making them known are significant for creating a safe learning environment. They rationalize integrating diverse cultures into their teaching practices within the scope of intercultural sensitivity as an element of CMPs. For instance, PST10 uses culture as an element of her designed task through learners' cultural stories. She explained the task, in which she integrated ICC and translanguaging to facilitate learning about each other's cultures while teaching English. She thought that when learners use their mother tongues alongside the target language and share their cultural stories, both teachers and students create a safe learning space. She explained in detail as follows:

> *This activity is about learning stories from students' favorite books from their own cultures. They work in groups and share the stories that they chose in both their mother tongues and the target language. By doing so, teachers and students can create a safer environment, a multidimensional perspective about their cultures, they can make deeper connections so that they can have meaningful learning experiences. (PST10, MCA)*

According to her, a safe learning environment can be achieved through including learners' cultural values. Eventually, it fosters a deep connection among students and makes learning a meaningful experience.

Moreover, PSTs mention the importance of a learning environment not only by using the term 'safe' but also by using some other adjectives to give a similar meaning. PST29 highlighted the language-learning environment in which all learners would feel part of that specific classroom. In the task he created for an MC, he focused on a newcomer female student and on how to make her feel welcomed there. He thought that students act more friendly and welcoming when they know each other better. In this way, the newcomer student would not feel 'alienated'. He explained as follows:

> *She would answer each question to make her peers understand her cultural and language background. If we want her to learn English, we will have to give her a chance not to feel alienated in a class full of multilinguals, actually making her express herself more often. (PST29, MCA)*

He stated that the more she mentions herself, the more connected she is with her peers, resulting in creating a space for expressing herself as much as possible. In this way, every student in the class feels like a part of the class.

In addition to creating a safe learning environment, PSTs highlighted the importance of student interaction, which fosters an engaging learning environment. They expressed their thoughts on how to create such an atmosphere by integrating CMPs into their teaching practice. Because of an engaging environment, students would feel included and have a sense of belonging, and they would become a part of the class. PSTs explain their ideas while describing the rationale, steps, and outcomes of their designed activities throughout the course. For instance, PST17 wrote that she integrated FoI into her task and aimed to create a class free of judgment. She further noted that making students feel 'included' is required for language education, in her words:

> *I use funds of identity, so they will be able to express their own unique identities without fear of judgment. In a multicultural class, it is important to make students feel included in their English learning experience and relate the content of the lesson to their lives. (PST17, MCA)*

For her, having a multilingual classroom necessitates having an inclusive learning environment. It would be possible when students feel free to share their identities and find things related to their identities during the lessons. PSTs think that both after-class and in-class activities can facilitate student interaction. For instance, Group 8 discussed and worked together to prepare an activity for a single Chinese multilingual student in a multilingual classroom. In their activity, they wrote that integrating cultural foods can be used in the classroom or assigned as homework to help students learn about each other's cultures. They aimed to create a classroom environment where learners felt included. They stated their ideas as a group as follows: "*As a homework or class activity, they can compare their cultural foods. In this way, we aim to help students feel culturally rich and make them all feel valuable and included in the class. (Group 8, MSA)"* According to them, students need to share with and

learn about cultural elements to develop an awareness; therefore, an engaging learning environment would be possible through feeling valued and involved.

Furthermore, PSTs elaborated on creating an engaging environment through group tasks while integrating CMPs, since it helps students feel included. They explained their learning environment and the activities that students can do while creating activities. For instance, PST19 wrote that using child games from learners' own cultures would facilitate being included, especially through group activities. She explained in detail as follows:

> *A group activity would be the best option. You can ask the students to form groups of five students. You can ask the students to each pitch in a different game example from their childhood. This would make them feel included the fact that they brought something from their own culture will boost their confidence. After pitching the ideas, you can ask the students to demonstrate the game among their groups. This will also boost the interaction. (PST19, MCA)*

In this task, she wanted the students to form groups to share childhood games, and later they would share them with the whole class. This sequence of activities would facilitate an inclusive and interactive learning environment where all learners learn from each other. An engaging classroom environment can be created through generative dialogue (Garcia & Flores, 2012) and collaborative learning among teachers and learners (Conteh & Meier, 2014). PST 33 also emphasized using group activities and games to create a learning environment where interaction among learners is supported. She wrote that "*I would incorporate multilingualism in my class with games and group tasks. When we do group tasks, we can interact with different people. (PST33, PA)"* For her, multilingualism is beneficial in group tasks due to creating interaction with other learners.

PSTs predominantly emphasize the importance of an engaging classroom in language education. They mentioned a classroom where all learners felt valued and welcomed, which facilitated interaction and meaningful learning. In the final task, Group International Day explained their motivation for integrating MPs into their teaching practice, citing several reasons, including promoting a sense of belonging. They wrote in detail as follows:

> *By choosing the International Day topic, we aim to create awareness, appreciation, and understanding of different cultures within our classroom. We believe that through this initiative, we can encourage empathy, enhance communication skills, and*

> *promote a sense of belonging for all students, fostering a more supportive and inclusive educational community. (Group International Day FP)*

According to them, the knowledge of different cultures fosters a better learning environment in their classroom. Eventually, they mentioned that they aim to develop empathy, communication skills, and inclusiveness for all learners through implementing different cultures into their teaching. Similarly, Group 7 mentioned that students need to 'internalize' the learning space by creating a bond among the learners. They wrote as follows:

> *To help students internalize the class environment and cultural prospects of Turkey, the following steps can be taken. I would assign a Turkish student to work with each student after school. We would make groups and give each group a country to learn about, and share in groups, together. (Group 7, MSA)*

They noted the importance of creating an environment where every student felt part of the classroom. Later, they continued to provide details on how to foster a bond by integrating other cultures into the curriculum, rather than relying on one specific culture.

Overall, PSTs recognized the significance of the learning environment in language education. They described a classroom where all students feel safe to share, are engaged with the course, are encouraged to take on tasks, and feel a sense of belonging and inclusion. According to them, a safe and engaging learning environment is one of the keys to supporting multilingual education in MCs. They promoted a safe, engaging language-learning space for all learners, where learners feel welcomed and connected as a classroom (Conteh et al., 2014; Duarte & Kirsch, 2020). Identities and the creation of a safe learning environment must be interconnected and contribute to making learning meaningful (Conteh et al., 2014). To create a safe and engaging learning space, teachers play a crucial role by using teaching methods aligned with their specific context (Duarte & Kirsch, 2020). Correspondingly, the data indicate that PSTs emphasize the importance of fostering a safe and engaging space for all learners in the activities they prepared throughout the course. PSTs elaborated on the ways to make classrooms appropriate for a facilitating language learning space by integrating several CMPs into whole-class activities.

4.2.2.3. Appreciating learners' linguistic and cultural resources

Lastly, the findings of RQ2 reveal that PSTs focus on CMPs in shaping the course content, following learners' characteristics and classroom characteristics. In the classroom activities that they designed, PSTs highlight that integrating learners' rich linguistic repertoires

and diverse cultural knowledge into the teaching practices facilitates language education for all learners. PSTs created four classroom activities individually or as a group during the course to pedagogize CMPs. They explained the process of preparing these tasks, referring to the theoretical background and practical outcomes for their future teaching. The data show that they highlight the role of resources that MLs bring to the classroom in their designed task throughout the course. The ways of developing a system that facilitates language education for all learners mostly depend on teachers' actions. Teachers in multilingual classrooms engage with CMPs through promoting learners' linguistic and cultural experience (Cummins, 2019), bridging learners' prior knowledge to the target language skills (Garcia & Flores, 2012), and activating learners' resources to enhance learning (Conteh & Meier, 2014). Thus, appreciating learners' linguistic and cultural knowledge that they bring to the classroom facilitates language education through promoting, bridging, and activating learners' resources.

First, PSTs emphasized that they need to promote learners' linguistic and cultural resources. They identify learners' linguistic and cultural backgrounds to support and enhance their learning process. PST37, for instance, focused on a single student and her perspective as an example in the task that she designed for a multilingual classroom. She elaborated on the students' possible difficulties and ways to overcome them that she would experience in a multilingual classroom. She wrote as follows:

> *She is a different student from the other students. Although she is a smart girl in her hometown, she is not successful in this new school. She is in a different place, and she cannot show her ability or success in this place. That's why I think we firstly have to know and understand her capacity, her abilities, her knowledge. (PST37, MCA)*

According to her, the first step was to know and understand what students know and can do. In this way, she established a connection between identifying what learners know and its crucial role in addressing teaching-related issues. Similarly, PST2 focused on a single student in a multilingual classroom for the MCA. In her task, she wrote that creating space for students to speak in their mother tongue is related to feeling welcomed. She explained her reason for using funds of knowledge as a CMP in her own words:

> *Also, by giving her the opportunity to speak in her own language, she will feel more welcomed by her friends and her teacher, and that can lead her to feel freer to speak English or sometimes even Chinese. We should break the language and cultural*

> *barriers in our multilingual classes by giving the students the right to share their funds of identity. (PST2, MCA)*

She stated that including students' FoI in the classroom would be made available by destroying the barriers in multilingual classrooms.

Furthermore, PSTs notice that they need to learn about their learners' linguistic and cultural backgrounds. For instance, PST15 mentioned that designing her activity is related to knowing her learners' background knowledge. She explained as follows:

> *Before doing my activity, I need to be aware of my students' background knowledge. To do this, I would ask them or their families. It would give me a lot of information about my students' ethnographical backgrounds, current living style, family, and so on. (PST15, MCA)*

For her, learning about her students is an informative part of being a teacher. Similarly, in their task designed for a multilingual student, Group 6 highlighted the importance of understanding their learners' cultural knowledge. They explained that it is an educational process to learn about as follows:

> *We would ask the students to talk about their culture in the classroom, both to educate us and the rest of the students about themselves and their country. I will ask the students to draw their significant circles in order to get to know them better. (Group 6, MSA)*

They wrote that they would use the SC tool to become knowledgeable about their learners.

PSTs mentioned the role of promoting learners' knowledge through pedagogical implications, which they explained in detail throughout the course (Cummins, 2019). Second, PSTs highlight the need to connect learners' existing linguistic and cultural backgrounds with developing language-learning skills. In this way, they achieve not only by promoting their rich resources but also by using them to make meaningful connections across different types of knowledge, as well as to utilize them among their peers. In this sense, they point out the significance of bridging what learners know to what they learn in language education (Garcia & Flores, 2012). According to PSTs, bridging occurs in two distinct ways: mediating learners in specific types of activities and creating bonds among languages and learners.

PSTs mention the reasons for using CMPs in their classrooms, referring to their role in creating a bridge that connects their students' linguistic and cultural resources to mediate their learning activities. For instance, PST18 described an activity she designed for the multilingual classroom to learn about learners' resources in general. In this way, she aimed to encourage learners' experiences to serve as a mediation tool to foster language education. She explained as follows:

> *With this activity, students are able to talk about themselves in their most comfortable area, where they describe some parts of their knowledge that they acquire through any kind of historical, cultural, or social resources. I am inspired to let them use their literacies in and out of school to help them mediate while learning in the activity. It is crucially important to let students use their L1 or the language that they are most comfortable with, since students comfortable using their literacy may motivate to use the target language, English, more comfortably. (PST18, MCA)*

According to her, students would feel motivated to learn the target language when they use their mother tongues. In this way, students' use of their native languages mediates learning; therefore, it serves as a bridge between what they know and what they learn (Garcia & Flores, 2012). Similarly, PST10 described the possible outcomes of not limiting linguistic repertoires since languages are interrelated. At this point, she wrote her reasons for using translanguaging in detail as follows:

> *We should not limit our students' linguistic repertoires since languages are closely related and intertwined with each other. We should create an environment that enriches them to expand their language repertoires. We can adapt translanguaging and allow them to use their mother tongues, so they can make deeper connections. While students are talking in the groups, it helps them to mediate and make sense of the given task. (PST10, MCA)*

She explained that using learners' existing languages not only expands their linguistic repertoires but also mediates the learning process. In group work, PSTs also focused on the mediating role of MPs in connecting learners' mother tongue to the English language.

Furthermore, PSTs focus on the bridging role of students' linguistic and cultural resources to enhance classroom interaction. In this way, students learn from each other by bringing into the classroom what they know linguistically and culturally. For instance, PST37

focused on all existing languages in MCs in MA. She explained that she would benefit from students' linguistic knowledge and use it to shape teaching activities (Conteh & Meier, 2014). After identifying the levels of their linguistic knowledge, she would make connections like bridges among what every student brings to the classroom. She wrote her plan as follows:

> *I would ensure that the levels of the existing languages are determined so that different languages can be learned and used together, and comfortably. I would have a common point in the class and do activities accordingly. I would want to apply all of the existing languages in connection with each other. I would do this through conversation group work. I would provide each group with the opportunity to talk and discuss a separate topic, and at the end of the activity, I would enable the whole class to share their knowledge and interactions. (PST37, PA)*

According to her, using all languages interactively would be done through group work; in the end, she aimed to enhance knowledge sharing across the whole class. As an example of using learners' resources to cultivate interaction among learners, PST11 explained how she designed the MCA task for a multilingual classroom. She chose to learn about learners' funds of identity by encouraging all students to share and learn from one another. She also merged funds of identity with translanguaging as pedagogical tools, since they provide every student with a chance to speak in their native languages, to articulate interaction. She wrote her reasons as follows:

> *I want them to share and learn together, so I didn't just focus on a single student, but I did it as a whole. They can learn a lot about the culture and can know everyone better if they bring something to the class. I also allow them to speak their native language if they need it. Translanguaging enhances their conversations; they come up with something related to their culture, it can be something they are interested in, or something they did in the past. (PST11, MCA)*

The focus of her activity is based on using every student's cultural knowledge as a bridge to create a communicative environment; therefore, it would help them both learn about and learn from each other.

Regarding pedagogizing CMPs, PSTs focused on developing tasks to activate learners' linguistic and cultural resources as the final step to improve language education. They expanded the utilization of CMPs by building on language education through activating

learners' linguistic and cultural resources. In addition to promoting and bridging learners' linguistic and cultural resources, PSTs focused on how to actively leverage students' ML resources. They described how activating what learners bring to the classroom can be achieved by seeing them as resources and opportunities to practice English. PST33 designed an activity for the MCA task, and she chose to use SC to learn about the students. She explained her reason for planning this task to integrate what learners consider significant in their lives into the teaching practice. She wrote that "*We can ask them to make their own significant circles so that we can know our students better. This information enriches our activities and can be a valuable educational resource. (PST33, MCA)"* She used the term 'valuable educational resource' to describe using learners' resources to activate them. Similarly, PST17 noted that learners' knowledge of 'resources' can be activated when they are used as course materials. She explained the task she designed for a multilingual classroom in detail. She chose to use cultural songs and wanted the students to feel a part of the class where different languages and cultures are actively expressed. She referred to the use of their community knowledge as students' resources to engage in the following statement:

> *First of all, letting them choose songs from their own cultures will make them feel appreciated and accepted as an individual without limiting them to one language and culture. Use of songs from different languages and cultures enables creating a class where they feel free to express themselves fully; furthermore, they will be able to use their funds of knowledge while translating songs into English. A word's meaning can differ in various contexts, and they use their resources such as household knowledge, agriculture, health, and practical etc., making them included in groups where they can use their individual language repertoires will make them and their peers aware of how many different languages they know and are familiar with. (PST17, MCA)*

With this task, she aimed to activate what students know and bring to the classroom, depending on their rich linguistic repertoires. As a result, she planned to develop awareness in every student by encouraging them to learn from their peers' resources.

PSTs also aimed to design activities from a broader aspect based on students' resources, as well as design a single task. They aimed to activate what students bring to the classroom during the term. For instance, in the MCA task, PST9 wrote that her aim was to establish a better learning environment for multilingual classrooms. First, she wanted to learn

about students' background knowledge to shape her lesson plans for the term. She wrote as follows:

> *As a starting point in the first place, I want my pupils to introduce themselves. As a multilingual and diverse classroom, I would also value their cultural, ethnic, and socioeconomic background. Thus, I would follow a lesson plan throughout the term. It is important for me to engage every student in the learning process. I would consider their linguistic repertoire and funds of knowledge in the first step. (PST9, MCA)*

For her, fostering student engagement is necessary, as students' needs may vary depending on their linguistic and cultural backgrounds; therefore, it is important to get to know students closely. The PSTs focused on another aspect, which was to focus on language skills, such as speaking, and chose to benefit from students' resources. According to PST13, there is a link between allowing students to speak their mother tongues and their eagerness to speak English. When he was explaining his choice of tasks, he wrote that *"When it comes to the language teaching aspect, it can be said that enabling students to use their languages within the classroom. So, they will be willing to talk and practice the use of English through speaking. (PST13, PA)"* As a teacher, he stated that encouraging students to speak in their mother tongues would provide positive reinforcement for speaking the target language.

Throughout the course, PSTs pedagogized CMPs by engaging students through classroom activities they designed for MCs. Their engagement with CMPs is reflected in two ways: first, PSTs explored themselves through self-reflection tools, and second, PSTs used CMPs as tasks, focusing on the support MLs need and considering them as future students. This two-dimensional perspective enabled them to position themselves both as learners and teachers. Being a multilingual learner and a future teacher of MLs enabled them to approach CMPs as an opportunity to facilitate language education.

4.3. PSTs' Teacher Identity Development

The study was designed to equip PSTs with theoretical and practical knowledge to integrate CMPs within language education. Therefore, the course aimed to prepare PSTs to teach English to learners who come from linguistically and culturally diverse backgrounds. In this sense, the RQ1 and RQ2 reveal first, PSTs' current understanding, and second, their engagement with the course content as a means of familiarizing themselves with CMPs. The findings of the first research question indicate that PSTs have a high level of awareness of

multilingualism and the presence of MCs as future teachers. Their awareness is linked to their past and present experiences as well as their future projections regarding multilingual and multicultural language education. Secondly, the findings of RQ2 demonstrate that PSTs got acquainted with CMPs, focusing on both theoretical and practical knowledge throughout the course. Their engagement with the course content indicates, first, their self-exploration process, and second, pedagogizing CMPs with an emphasis on integrating CMPs into language education.

Finally, RQ3 focuses on the outcomes of engaging with CMPs in shaping PSTs' teacher identities. To analyze the relationship between teacher identity development and engagement with CMPs, PSTs' written reflections were used to compose data for RQ3. Fundamentally, PSTs' written reflections on the use of CMPs highlight their identities as future teachers. I used the numerical naming of Reflections 1 to 4 in the order in which PSTs wrote them. The findings show that integrating CMPs into language education fostered their reflective insights and led to teacher identity development, a process that unfolded throughout the course period. Therefore, we identified one holistic theme: reconstructing multilingual teacher identities with two sub-themes: 1) moving from monolingual to multilingual ideologies, 2) (re)imagining teaching in multilingual classrooms (see Figure 9). Below, we discuss this theme with its sub-themes.

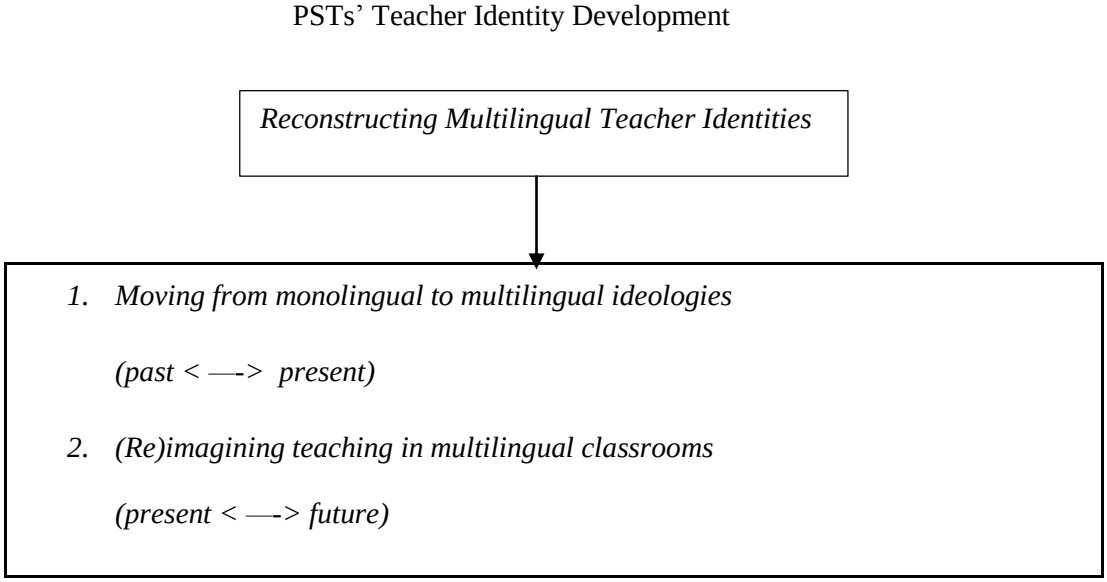


Figure 9. The main theme and sub-themes of RQ3.

4.3.1. Reconstructing Multilingual Teacher Identities

The findings of RQ3 indicate that PSTs' engagement with CMPs through the course opened a space for them to reflect on their teacher identities. Accordingly, the reflection process unearthed their perspectives on their teacher identities since ITE enhances identity development (Norton & De Costa, 2018). Becoming a teacher primarily aligns with the teachers' beliefs and values that both PSTs bring and develop in teacher education programs (Motha et al., 2012). Teachers' knowledge and beliefs, as elements that shape their teacher identities, became visible and negotiable. Particularly during the study, PSTs reflected on their teacher identities through their engagement with CMPs, the use of multilingual representation tools, and the development of pedagogical practice tasks. The reflection process showcases how PSTs reconstructed their teacher identities in two ways. First, they elaborated on the ideological shift from monolingualism to multilingualism as they dug into their past beliefs and current knowledge. Second, they reimagined themselves as multilingual teachers focusing on their skills, knowledge, and values as future teachers.

4.3.1.1. Moving from monolingual to multilingual ideologies

In their written reflections, PSTs noted an *ideological shift* in their thoughts, knowledge, and beliefs, emphasizing the differences between their past and present understandings (Varghese et al., 2016). Thus, they re-evaluated their identities, reflecting on their past thoughts and on how they reconstructed their current knowledge based on their engagement with CMPs during the course (Kubanyiova, 2012). To illustrate *the shift in their perspectives* (Varghese et al., 2016) regarding the inherent ideologies that shape their beliefs and knowledge, they focused on integrating intercultural elements into language education rather than relying solely on the target culture. PSTs identified their previous ideas as depending on the target language and culture as the main, and only, source for teaching English; however, they focused on using different cultural elements in their teaching. For instance, PST19 and PST35 explained this shift in the final reflections, referring to culture as follows:

> *First of all, I have always thought that it is crucial to expose the target language and target language culture. However, after the course, I learned that students tend to engage in the course if they are related to the topic. If we provide more related or familiar topics, they become more motivated and understand better because they can internalize the topic. (PST19, Reflection 4)*

> *The other topic this course has taught me is that I was very sure of myself that learning a language. Especially, English can be best done by learning and internalizing the culture of the UK or the USA. But now, I know that speaking English is generally done by non-native speakers, so we should take into account intercultural communicative competence. (PST35, Reflection 4)*

Similarly, PST6 mentioned the change in his beliefs about the use of culture in his reflection. He explained his previous thoughts on having a multicultural classroom. He wrote as follows:

> *Before taking this course, I would probably think that it must be easier to have a multicultural classroom, as I would have to use the target language in spite of the students' culture, lacking the sufficient amount of knowledge to understand them, and they wouldn't chat with each other during the class. But now I know that this is not the issue. We can utilize these differences and even produce resources using their sources. (PST6, Reflection 4)*

According to him, depending on the target language to teach English would be easier since it would be the common language. However, now he looks at things from a different perspective and treats learners' cultural elements as course materials. It underscores the interconnectedness between *what teachers know* and *their identity development* (Miller, 2009), showing that each construct has a reciprocal effect. It shows a constant change both in their knowledge and beliefs; therefore, a shift in their teacher identities.

In her reflection, PST10 highlighted the significance and role of different cultures in the classroom, noting the change in her understanding that occurred after taking the course. She explained that multicultural classrooms open a space for teachers to understand and value their learners. She acknowledged and referred to the role of the course as follows:

> *Before taking this course, I wasn't aware of the importance of valuing different cultures and how it effects the students' approaches to the classes. What I mean is if we are in a multicultural class or even if there is a student who has different and cultural background as teachers, we should try to understand and embrace their culture. (PST10, Reflection 4)*

She questioned her thoughts about teaching in MCs and finalized her ideas by putting an emphasis on all learners' background knowledge to enhance language education. In a similar vein, PST15 reflected on her previous thoughts about teaching in a multilingual and multicultural classroom and the change in her beliefs:

> *Before this course, I always thought that teaching in a classroom with different backgrounds of culture and language is such a hard task. I had worries about how to communicate with the students that do not speak neither English nor Turkish very well. (...) Now, I think having students linguistically and culturally different is not an obstacle; it is an opportunity instead. Because I learned how to get those students together with classroom activities and works. (PST15, Reflection 4)*

Obviously, interaction with CMPs during ITE, through exposure to multilingual ideologies, affects PSTs' teaching beliefs, knowledge, and skills (Kirsch et al., 2020). As a result, they feel more assured than in the past, based on their experiences, interactions, and understanding of teaching English. The ideological shift from monolingual to multilingual indicates that PSTs became aware of their learners' cultural and linguistic differences. Therefore, they felt confident and knowledgeable about teaching English, demonstrating their inclination to use CMPs as a resource rather than relying on monolingual practices. For instance, PST28 explained his previous concerns about teaching English to MLs:

> *Before I took this course one of my main problems was how I was going to teach English if a student of mine were foreign, I had no idea. Now I am much more confident about how to teach in multilingual classes. Students have artifacts and they can learn new things by internalizing the content with their previous experiences. (PST28, Reflection 4)*

PST28 explained that connecting what students experienced with the new things they are learning enhances language education. For him, providing a space to internalize the content can be helpful. Similarly, PST2 mentioned that students' cultural knowledge can be brought into the classroom to facilitate language learning:

> *After this course, I understood that "not talking about the other cultures" is not a good idea to make everyone feel better. We prepared lots of activities that students can use their funds of identity, which is the best way to embrace the culture and*

> *differences. I am sure that I am going to use these activities in my future classrooms. (PST2, Reflection 4)*

Teacher beliefs, as one of the main constructs of teacher identity, are related to teachers' individual and professional experiences, which reflect their cultural ideas and practical knowledge (Kirsch et al., 2020). The data show that the PSTs reflect on their beliefs about teaching English by citing their experiences and knowledge while focusing on their individual and social interactions. They *negotiated their teacher identities by comparing* their past beliefs, which they brought with them, with their current beliefs about teaching English as they developed throughout ITE (Pavlenko, 2001). Overall, PSTs' reflections on their beliefs and pedagogical values explain how they *negotiated their teacher selves* as they *reconstructed their teacher identities*, as PST35 illustrates:

> *I've never thought about the background knowledge if people can be this much important in language education. My thoughts were that differences between cultures were a hindrance in language learning, but now I know that instead of it being a hindrance it can be even more helpful in language acquisition. We can use plurilingual approach rather than using a monolingual approach. (PST35, Reflection 4)*

PSTs' reflections on teaching English indicate a shift in the ideologies underpinning their teaching practices. PSTs discussed the role of including learners' cultures to enhance language education. They negotiated the benefits of cultural diversity in language classrooms, considering the learning environment as the context to execute CMPs (Pavlenko, 2001). PST2, for instance, described the revelation she experienced during the course about the use of cultures in language education. She compared what her teacher did and reflected on what she would do now as a PST:

> *Now I understand very well that not talking about a different culture does not actually mean respecting that culture. It is actually part of a teacher's duty to find activities that can involve everyone in the lesson. My teachers didn't know this, but we shouldn't be in despair because I learned to do these things thanks to these assignments. (PST2, Reflection 3)*

Furthermore, PSTs negotiated language use in their reflections and emphasized the coexistence of different languages: *translanguaging* in language education. They first discussed traditional approaches to language use and then compared them with translanguaging as an alternative. In their reflection, Group 6 explained what they think of

language use in language education in the first reflection as follows: "*Translanguaging allows for the interchangeable use of languages of input and output. So, both languages are allowed, but in traditional classes, we can observe that either L1 or L2 is strictly used. (Group 6, Reflection 1)"* According to them, rather than depending on the strict use of either L1 or L2, an interchangeable use of languages can be allowed. Similarly, Group 7 discussed and shared a group reflection on language use in language education. They compared translanguaging with the traditional method that relies on using only L1 in the following way: "*It (translanguaging) differs from, in terms of teaching language in traditional language classrooms. They use only L1 while teaching topics; on the other hand, in translanguaging, they also use the target language while teaching topics. (Group 7, Reflection 1)"*

PSTs positioned translanguaging as the opposite of traditional language use in classrooms, referring to the opportunities to use all languages together while teaching English (Garcia, 2017). In their group reflection, Group 8 discussed and compared the use of languages as follows: "*In traditional classrooms, the students utilize only one language and it is limited, but with translanguaging, they have more space and freedom to express themselves. (Group 8, Reflection 1)"* According to them, depending on a single language while learning is limiting; however, translanguaging provides an expressive space for learners. Similarly, Group 4 wrote a reflection on the use of languages by comparing traditional teaching methods and translanguaging. The following reflection shows what they think of what is done in the language classrooms and what should be done:

> *This is what I do (translanguaging) when I want to express myself better. I feel like if I do translanguaging, I can enhance the understanding and communication, so it is such a relief for me. In Turkey, most of the teachers use traditional (methods), write it down grammar translation method, which is boring and useless. But using translanguaging is something beyond traditional languages in that it embraces all the students and all the language practices in the classroom. (Group 4, Reflection 1)*

Moreover, PSTs questioned the use of L1 and L2 and discussed what they started to think about using different languages in the classroom. For instance, PST30 explained her realization of the hegemony of L2 in English-language classrooms, focusing on teachers' roles. She reflected that "*With this course, I have realized that the ESL teachers' profession is transformed, where they are not gatekeepers of L2, but they are facilitators of creating a classroom that enables students to explore L2. (PST30, Reflection 4)"* She wrote that teachers are not the defenders of L2 but facilitators of language classrooms as a way to explore L2.

Another instance is the reflection on the use of L1, showing PSTs' thoughts about the use of languages while teaching English. PST36 explained that depending solely on L1 is like creating a challenge for students rather than a facilitator for language education. He wrote his thoughts about the use of languages as follows: "*They (teachers) focused on teaching us the language by using L1 only; they made us feel this was a hard class to pass. So, if I want to be a good teacher, I need to use L1 and L2 together. (PST36, Reflection 4)"* In his reflection, he highlighted the need for multilingual education through acknowledging the co-existence of all languages. According to him, being a teacher involves using both languages in the classroom, reflecting the requirements of the role and valuing learners' languages. The findings indicate that PSTs feel close to embracing the multilingual shift and leaving monolingual practices.

Accordingly, teachers need to decide how to prevent problems related to language education. In her task design, PST15 also mentioned making an adjustment in the classroom, considering the existence of learners who have multiple languages. She acknowledged the linguistic plurality and further shared her ideas to facilitate language learning: "*I think in a class that has students from different languages and cultural backgrounds, there should be as much interaction as possible between the students. As I would know my students' background as a teacher, I would make groups and gather the students that have similar or some backgrounds, if possible. (PST15, PA)"* According to PST15, a teacher would know their learners' background and use *group work* as a classroom interaction method.

4.3.1.2. (Re)Imagining teaching in multilingual classrooms.

Providing opportunities for critical reflection on teacher identity in ITE enables PSTs to *envision alternative future teacher selves* and to grow both personally and socially (Motha et al., 2012). Teacher identity, in turn, is bound up with imagining future possibilities shaped by relationships *across time and space* (Norton, 2013). PSTs in our study focused on what they acquired during the course by reflecting on their present understanding and connecting it to their future practices. They imagined themselves in their classrooms by picturing the atmosphere, their interactions with students, and their teaching approaches. They vividly described their future projections by associating what they acquire as PSTs with their future teacher selves.

For instance, PST24 reflected on what she learned and how to use it in her future teaching practices. She wrote: "*I learned how I can set such a caring, warm classroom setting from the activities we did. I think I learned so much, so many things that I can use in my future*

classes. (PST24, Reflection 4)" Similarly, PST37 reflected on course outcomes and wrote that she would use them in the future. She explained how she developed awareness after engaging in the course materials as follows:

> *As a future teacher, I will use these methods and knowledge in my classes. Being aware of them will be so useful in my classes that I can understand my students' feelings and thoughts by just looking at their speaking and behavior. I am really excited to be a teacher. (PST37, Reflection 4)*

PSTs also mentioned that they would benefit from what they practiced during the course in their future teaching practices. In their group reflection, Group Culinary Crossroads mentioned the skills they have gained through the course task and how they would be beneficial in the future.

> *Empowering students and incorporating culinary exploration will undoubtedly showcased avenue for fostering autonomy, responsibility, and interdisciplinary connections. Lastly, this experience will undoubtedly shape our future teaching practices as we thought it had real potential to be impactful for our students. (*Group Culinary Crossroads, *Reflection 3)*

PSTs' engagement with CMPs enhanced the process of (re)imagining themselves as future teachers who utilize practical strategies to teach English in MCs. For instance, PST37 reflected on what she acquired as a PST during the course and mentioned her intention to use intercultural sensitivity in her future career: "*I will try to prepare my students as bilingual learners according to ICC, the native speakers should not be a model; instead, we should use bilingual speakers in both local and global environments. (Reflection 4)"* She emphasized the importance of integrating ICC into her future lessons, given the affordances of CMPs in language education. According to PST19, what she learned is linked to her 'teacher hood' through enhancing her skills for language education:

> *I also learned various methods and activities to use in the classroom. All these combined impacted my perspective towards teacherhood. I truly believe that if I end up having multilingual students in my classroom, I will be able to make students feel more included, understood, accepted, and comfortable in my classrooms. (PST19, Reflection 4)*

Basically, teachers' current and developing beliefs and knowledge shape their individual and social comprehension; therefore, their teacher identities. Accordingly, teacher beliefs and identities can either block or enhance the integration of CMPs (Krulatz & Christison, 2023). To guide PSTs in using CMPs, the course provided a set of experiences in which they interacted both theoretically and practically, by reading the research and completing tasks.

PST18 wrote her reflection focusing on what she experienced as a PST and connected it to the future. She mentioned the ways to integrate CMPs in her future classroom, especially explaining her intentions to provide opportunities for her learners:

> *The fact that I enjoyed doing this activity as a student makes me more motivated to use this practice. Using these types of activities in our future multilingual and multicultural classrooms would help us gain a lot of positive aspects, including first we will learn as individuals and help our students learn about different cultural values and perspectives, second, we would have an easier time for including the minority students in our classes and last, we would have better and closer relations with our students. (PST18, Reflection 4)*

To develop of multilingual awareness during ITE, PSTs are asked to engage with critical language awareness, which entails a socio-political understanding of language education (Helot, 2012). Hence, CMPs provide linguistic and cultural tools for PSTs to facilitate language education oriented with social justice and equal rights for all learners. For instance, PST31's reflection showed that the course encouraged them to envision multilingual and multicultural classrooms:

> *The most important takeaway is the connection of the course with my future as an in-service English teacher. This connection is in multicultural classrooms. Turkey is a country with a lot of migration from other countries. There are Syrians, Ukrainians, Russians, Greeks, and many more different nationalities. These people live, work and have children here, and it is my duty to ensure they all get a safe learning environment in which they will all be able to find a little bit of themselves in the course content. And I think that learning how to accommodate such multicultural classrooms will have the biggest impact on my particular practice in the future. (PST31, Reflection 4)*

In this regard, PSTs' reflections on their plans to use CMPs in their future careers indicate that their critical engagement with CMPs reinforces their willingness to reconsider

multilingual classrooms. They reconstructed their views of multilingual and multicultural students as they imagined themselves as future teachers skilled with CMPs. The findings show that they will focus on their multilingual teaching practices in the future, considering them facilitators of language education. PSTs envisioned themselves in future teaching roles to legitimize *their teacher identities* (Pavlenko, 2012). *Imagining oneself shapes* teacher education and relates to three aspects: *ideology, identity, and education*. In terms of *ideology*, it reveals how teachers position themselves in socio-political contexts. Second, their identities showcase their individual language-learning trajectories. Lastly, by projecting to their future selves, they become legitimate members of their communities in terms of *education* (Pavlenko, 2003).

PST9 legitimized her presence as a member of the teaching community by identifying herself as a teacher whose guidance would benefit learners. She referred to what she learned during the course by giving examples from one of the stories shared during the lesson, a name mentioned in the course article, 'Carlos' story':

> *I valued my experience when I designed the project because I already knew that multilingual and multicultural classes would need my guidance as a teacher. I relate the situation since we encounter the same advantages and difficulties as we've seen when we read about Carlos' story. Each student needs to be explored and encouraged to show their interests and talents. (PST9, Reflection 3)*

According to her, students with multilingual and multicultural backgrounds can be explored and require encouragement. She wrote that she is skilled with what to do as a *legitimate* teacher in the future through (re)imagining herself (Pavlenko, 2003).

Another instance is Group Cultural Tastes' reflection, which shows how they reimagined themselves as capable teachers of their future classrooms: "*Our main takeaway from developing this project is that it benefits our future teaching and output would be our capability to develop fully realized projects and utilize language and interaction items. (Group Cultural Tastes, Reflection 3)"* After the course, they (re)imagined their future teaching practices and felt equipped to enhance language education.

Understanding teacher identity is linked to what teachers know, think, and believe about teaching English (Borg, 2006), as well as how they (re)imagine their teacher identities through teacher education. During ITE programs, PSTs invest in their teacher identities through both individual and social interactions (Varghese et al., 2005). Thus, their past,

present, and future interactions shape the constructs of teacher identities as they focus on their understanding of becoming a teacher. Especially, creating a reflective space in critical language teacher education with a focus on teacher identity reveals how PSTs scrutinize their teacher identities considering their current and developing beliefs, values, and knowledge about themselves. The findings indicate how they reconstructed their teacher identities, focusing on their past, present, and future selves as teachers.

Overall, the analysis of the data for RQ3 shows that PSTs reconstructed their teacher identities throughout the study as they engaged with, questioned, and reflected on the CMPs as the course content. In essence, the reflections of their enactment with CMPs reveal the main constructs of their teacher identities. PSTs focus on their future selves and develop an understanding of what it means to be an English teacher in multilingual and multicultural settings. They reimagine their future selves to legitimize what it means to be a teacher for them. They highlight the role of being a teacher in a multilingual and multicultural classroom. They reflect on the process by which they are inclined to become teachers of MLs; they imagine themselves and make clear definitions of the requirements of becoming future teachers in multilingual and multicultural settings.

CHAPTER V

DISCUSSION, CONCLUSION, AND IMPLICATIONS

Building on the study's findings, I organize and present the discussion in line with the research questions. First, I present the discussions referring to the theoretical framework and related literature on integrating CMPs in ITE. I finalize the chapter by sharing the conclusion and implications of the research study.

5.1. Discussion

The discussions start with examining PSTs' current understandings of learning and teaching English in MCs. Second, PSTs' insights that they developed throughout the course indicate how they interacted with CMPs. Finally, the discussion concludes with PSTs' teacher identity development, shaped by their engagement with CMPs.

5.1.1 Discussion of RQ1: What are PSTs' current understandings of learning and teaching English in MCs?

The first research question aimed to explore PSTs' current understandings of learning and teaching English in MCs. Findings indicate that PSTs' current understandings are shaped by three contextual factors: their learning English experiences in formal contexts, their interactions with English in non-formal contexts, and their teaching-related beliefs. Fundamentally, PSTs' language learning experiences shape their current understanding of teaching languages (Borg, 2006; Kubanyiova, 2012). They tend to build on what they encounter as students in school contexts. In addition to formal language learning, they also interact with languages in out-of-school contexts, as non-formal ways to engage with English and other languages (Moll et al., 1992). Finally, PSTs comment on their teaching-related beliefs, referring to experiences during the ITE program, including courses on teacher education and practicum experiences (De Costa & Norton, 2008; Varghese et al., 2016).

First, PSTs' prior language-learning experiences shape their conceptualization of language education (Borg, 2006). PSTs' reflections on their learning experiences highlight the role their English teachers played in their language education. The way that teachers use English during their school years shapes how they describe their interactions with the English language. PSTs depend on the *apprentice-of-observation* that they experienced as learners in their school days (Lortie, 1975). According to PSTs (e.g., PST4, PST5, and PST12), a balanced use of languages in English lessons, rather than focusing on one language, either the native or target language, improves language education. As PST12 referred to the use of both languages

as a guide to develop their language skills through "making a connection" between languages used in the classroom.

Teachers' methods for teaching English play a significant role in developing an understanding of languages and language education (Borg, 2006). English teachers' language-teaching strategies serve as indicators of how PSTs (e.g., PST13, PST28, and PST38) understand the languages (Arabic, German, English, Portuguese, and Russian) around them and how they interact with those languages in the following years. Teachers' strategies motivated them to become future English teachers, with critical incidents they experienced being either positive or negative. PST38's English teacher, for example, is the reason for choosing this major to study and the English language, "with the way of his teaching skills". PSTs refer to their teachers' strategies as the determining factors in how they currently describe their relationship with English.

PSTs are also affected by their non-formal language-learning interactions in out-of-school contexts at three levels: micro, meso, and macro. At the micro (individual) level, their interactions with various media create a connection that they emphasize. They imagined themselves as members of a community through creating a new way to express themselves through these interactions (Pavlenko & Norton, 2007). Through ongoing engagement with these media resources, they developed increased familiarity with English, both consciously and unconsciously. Their first-hand experiences with media, such as songs, movies, and games, deepened their understanding of the multilingualism around them and helped them imagine themselves as multilinguals in the future (Pavlenko & Norton, 2007). For instance, PST11 shared that "I would imagine myself as the characters" in the English movies. Being exposed to English through their micro-level interactions made them feel closer to being multilingual, which became a part of their identity. PST12, for instance, explained that being good at English provided "a major confidence boost" and turned out to be a way to "find passion" about life in general. These interactions describe how PSTs see themselves as individuals.

PSTs' multilingual perspectives broadened with their investment in English multimedia resources, spent in both online and offline modes. Their interactions with these resources enhanced a reciprocal relationship between their engagement with these resources and the development of English language skills. PSTs invest through sparing a great deal of time that they depend on their language skills, which are seen as valuable resources (Darvin

& Norton, 2015; Norton, 2010). In return, they feel part of those communities that identify them as multilinguals, shaping their understanding of MCs.

Furthermore, interactions with people around them, in addition to their individual experiences, shaped PSTs' understanding of multilingualism. PSTs underscored the role of family members in fostering multilingual awareness at the meso level. Having interactions with people around them who used multiple languages motivated them to develop a multilingual understanding. PSTs' familial backgrounds and knowledge guide them in developing their language skills, nurturing their FoK (Moll et al., 1992). Their familial knowledge and skills, which led to interactions across multiple languages, shaped their understanding. PST25, for example, is bilingual and speaks both Arabic and Turkish fluently, and he wrote, "thanks to my family who placed significant importance on both languages." More broadly, meso-level interactions highlight the influence of surrounding individuals, as these social relationships affect PSTs' perspectives on multilingualism.

PSTs' broader networks of interaction, including neighborhoods, towns, and cities, where they encounter and engage with multiple languages, determine their understanding of multilingualism. PSTs' engagement with diverse languages through media, family, and community contexts across different levels contributes to the development of multilingual awareness in relation to learning English. Their preference for spending time with the English language beyond formal educational settings fosters greater openness, skill development, and motivation toward languages. They identify themselves as individuals with multilingual skills and knowledge, built through their interactions with languages (Darvin & Norton, 2015). That is, these multiple and real-life engagement with languages represent their FoI, constructing their full body of knowledge that makes them who they are (Esteban-Guitart & Moll, 2014). Developing a multilingual identity through various interactions led to a heightened awareness. Acknowledging awareness of multilingualism, in turn, informed PSTs' conscious decisions to continue their engagement with the English language.

The findings further explain PSTs' understanding of MCs through their reflections on teaching English with an awareness of multilingualism. Their current beliefs about teaching reveal how they construct knowledge in ITE as future teachers. For PSTs, learning occurs through the interaction between what PSTs bring to ITE and what they encounter during ITE (Borg, 2006). Accordingly, the last main factor shaping PSTs' understanding is their teaching-related beliefs, developed throughout their training in the ITE program by connecting them to

their previous assumptions. In this sense, PSTs' reflection on teaching English provides a clear explanation of their understanding of MCs.

According to PSTs, teaching is nourished by considering contextual factors, adjusting instruction to students' needs, and building students' experiences in teaching English (Veerman et al., 2025). In line with their prior teaching beliefs, they develop their understanding by challenging methods and approaches as they consider the realities of language classrooms in their context. As PST4 commented on using only English and stated: "but it doesn't work in real life" to explain that teachers insist on speaking English, even when students do not understand the lesson.

Reviewing the literature indicates that PSTs' current understanding of multilingualism is linked to the investigation of their linguistic and cultural repertoires. Studies designed to support PSTs through engagement with CMPs examine their current beliefs. In their study, Portoles and Marti (2020) investigated PSTs' beliefs about multilingualism before carrying out a course on developing multilingual awareness. They highlighted that PSTs' linguistic background affects their current beliefs (Portoles & Marti, 2020).

Furthermore, PSTs' linguistic knowledge needs to be acknowledged, and they need support to reflect on their multilingual identities. In their study, Morea and Fisher (2025) investigated PSTs' perceived linguistic skills and their multilingual identities in the British context. The researchers discuss the role of teacher education in creating a space for PSTs to reflect on their linguistic and cultural resources that enhance multilingual understanding (Morea & Fisher, 2025). These findings support the idea that PSTs' current understanding of MCs is linked to their previous learning experiences (Borg, 2006; Lortie, 1975), to individual determinants such as linguistic resources (Portoles & Marti, 2020), and to their multilingual identities (Morea & Fisher, 2025). To support PSTs' engagement with CMPs, it is important to determine what they bring to the ITE program in terms of their learning and teaching English.

5.1.2. Discussion of RQ2: What insights have PSTs developed through engagement with CMPs?

The second research question aimed to reveal PSTs' insights into CMPs that they developed during the designed course. The course was designed to equip PSTs with CMPs to teach English in MCs, in response to the contextual and socio-political needs of modern classrooms. The first research question revealed that PSTs' interactions and beliefs about

learning and teaching English underpin their understanding of MCs. They have a strong awareness of multilingualism and a multilingual identity that aligns with their career choices as future English teachers. In accordance with PSTs' current understanding, this study introduced CMPs into ITE through a course designed to provide theoretical and practical concepts for language education in MCs.

CMPs are based on including all learners' linguistic and cultural resources in language education through implementing various pedagogies. In line with the course design, PSTs got familiarized with these pedagogies through the CMPs tools and classroom activities. The findings of the second research question indicate that PSTs reflect on their engagement with pedagogical tools. Utilizing multimodal tools that provide written and visual representations of their narratives, which are LA, LP, and SC, enabled them to uncover themselves from a multilingual lens. In this way, PSTs engaged with CMPs to develop metalinguistic awareness (Busch, 2012) and critical self-awareness of all linguistic repertoires (Neville & Johnson, 2022). Therefore, providing a reflective space to enhance critical perspectives of PSTs contributes to the exploration of their multilingual selves (Van Gorp et al., 2023).

Narration of linguistic and cultural resources in written and visual forms provides insight into individuals' identities (Busch, 2012; Canagarajah, 2019). Producing LAs to narrate their linguistic trajectories is seen as analyzing their experiences and emotions systematically (Canagarajah, 2019) and as referring to their interactions with languages. PSTs have undergone analysis to explore their multilingual selves through the creation of LAs. They reflected on their relationship with languages; as a result, they reconstructed their identities (Canagarajah, 2019).

PSTs' creation of their LPs clarified their interpretation of their linguistic resources (Busch, 2012), as they visualized the languages of their repertoires in a body silhouette. In addition to narratives in LA, the visual representation of PSTs' linguistic resources also enables their self-exploration (Busch, 2012), uncovering their multilingual identities. The findings highlight that utilizing self-representation tools, such as LP, helps to unearth their practices, attitudes, and lived experiences related to the languages (Busch, 2012). Their language trajectories become visible through their exploration of their multilingual selves, which refers to the social and ideological constructs shaping their understandings of all languages in their lives (Canagarajah, 2019).

PSTs' descriptions of their interactions with languages reveal how they perceive languages as either distinct or unified parts of their identities. They position the languages in different parts of their bodies, which defines their identity through language. As PSTs drew and colored their silhouettes, they used different colors to represent each part of their bodies. As PST15 used four colors to represent four languages at specific parts of the drawn body silhouette: orange for Spanish only in the hair, black for French only in the feet, red for Turkish only in the upper part, and the rest in blue for English. Similarly, PST25 explained the reason for positioning a language in a specific part, to explain limited interaction with the Arabic language, such as "I, unfortunately, couldn't continue further in" even though hearing it from grandparents while learning the alphabet.

Conversely, some PSTs highlight that languages are creating a "mosaic" to define their interactions. They feel that all languages are interconnected with their identities. As PST10 used three languages, Turkish, English, and German, and three colors, red, blue, and purple, with lines in an interconnected net shape, surrounding the whole body, starting from the heart. Similarly, as PST17 explained, all languages are "not separate entities, they become a part of us". For some PSTs, languages are integral parts of their lives.

Furthermore, for PSTs, exploring their cultural resources indicates how they frame their multilingual identities through interacting with people, activities, and institutions. These interactions are described as life-changing experiences that constructed their understanding of the English language and, consequently, shaped their multilingual identities. PSTs' descriptions of their identities as multilinguals affect their teaching, as there is a strong connection between identity and pedagogical choices (Motha et al., 2012). For PSTs, creating LA, LP, or SC enables them to reflect on the people around them as one of the factors shaping who they are today. As PST22 wrote, being exposed to German in a familial context led to the development of a multilingual identity. Describing the interaction with grandparents and the German language was like "a symphony of German words became a source of comfort and connection" during family gatherings. Rather than denying linguistic and cultural resources, PSTs depend on these resources as supplementary practices that support them.

Besides, PSTs' cultural enactment with the social world expanded to their schooling experiences. PSTs reflected on their interactions during their school years, describing these as factors that shape their perceptions. For instance, considering language learning as a "journey" and connecting it to the reason for "becoming an English teacher". As PST28 simply stated, "I'm afraid, I will be an English teacher" to refer to the institutional experiences.

As a result, exploring themselves from a multilingual perspective allowed them to foster a critical examination of their linguistic and cultural repertoires. The findings place their engagement as a means to develop insights into CMPs for their future teaching practices. Likewise, in various contexts, there are attempts to investigate the effects of focusing on PSTs' linguistic and cultural resources. In Vienna, Weger (2025) conducted a study with 20 participants, including PSTs' drawings of their linguistic portraits and writings of language autobiographies, to understand the relationship between language awareness and future teaching practices. The study indicates that enhancing PSTs' reflection on their individual language experiences supports their preparation to work in MCs (Weger, 2025).

In addition to their self-exploration of their multilingual identities, the findings of the second research question further enlighten PSTs' insights, focusing on their pedagogization of CMPs. Pedagogizing is the strategic placement of pedagogical work at the core of language teacher education (Uştuk & Hu, 2025). Specifically, pedagogizing CMPs is based on the notion that teaching practices function as a meticulously designed set of tools that shape educational processes (De Costa et al., 2017) to support multilingual education. Within the study, PSTs' engagement with CMPs demonstrates the insights they gained through pedagogizing CMPs across three layers: the linguistic plurality of MCs, the creation of safe and engaging multilingual learning spaces, and the appreciation of learners' full linguistic resources.

Based on the findings of the second research question, PSTs' insights toward CMPs first demonstrate the significance of acknowledging linguistic plurality for multilingual education (Conteh & Meier, 2014; Duarte & Kirsch, 2020; Helot, 2012). PSTs created a list of languages that might be used in their future classrooms. PST16 and PST39, for instance, added Arabic to English and Turkish, considering Syrian students as part of the classroom. Accepting all students with their linguistic repertoires enhanced their insights into multilingual education. The pedagogization of CMPs demonstrates PSTs' recognition of linguistic plurality in language classrooms. Findings indicate that the tools used and the activities designed by the PSTS acknowledge students' linguistic plurality and foster students' awareness of their peers' language resources. Noticing the plurality in their classrooms by acknowledging existing languages leads to a change in perspective toward language education (Helot, 2012). PSTs tend to adapt their teaching practices to include all languages available in the classroom. Thus, CMPs are applied and accepted as a means of implementing multilingual education by highlighting students' linguistic repertoires.

The concept of linguistic and cultural diversity in language classrooms has been proposed as a means of fostering an asset-based language-learning environment. In this study, PSTs focused on capitalizing on students' linguistic resources to foster openness to using all languages in the classroom (Duarte & Kirsch, 2020). Developing an acknowledgement of linguistic plurality in the classroom is linked to helping every student become sensitive to the languages that exist. As in PST17's written report on activities, PSTs develop group activities to help other students become familiar with all languages used in the classroom, such as Korean and Hindi. PSTs believe that when students become aware of their linguistic repertoires, they become interested in each other's languages (Conteh & Meier, 2014), leading to a collective understanding of all languages in the classroom.

PSTs' insights on the acknowledgement of linguistic plurality that exists in the classroom, followed by their emphasis on sustaining a safe and engaging language environment for all learners (Conteh et al., 2014; Duarte & Kirsch, 2020). In response to the study's purpose, guiding PSTs to integrate CMPs into language education led to their developing insights into adjusting the language setting. PSTs note that a safe and welcoming atmosphere facilitates language education; therefore, they shared their plans to utilize CMPs in their future classroom practices. As PST10 shared, for instance, a safe learning environment supports "deeper connections" and "meaningful learning experiences" in MCs. The aim is to promote a safe, engaging language-learning space for all learners and to support learners in feeling part of the classroom (Conteh & Meier, 2014; Duarte & Kirsch, 2020).

Language education is enhanced through creating a positive environment (Borg, 2006). PSTs analyze the possibilities of making classrooms an engaging place for all learners. According to PSTs, integrating intercultural elements into CMPs enables the creation of a safe and engaging learning environment for multilingual education. Students' cultural backgrounds and the creation of a safe learning environment are linked, as both play a role in sustaining a meaningful learning atmosphere (Conteh & Meier, 2014). The findings of the second research question suggest that PSTs prioritize creating safe and engaging learning environments by integrating pedagogies such as translanguaging and intercultural sensitivity. These reflect that PSTs' insights toward CMPs are shaped by their engagement in designing classroom activities. They believe that what teachers do in the classroom in terms of strategies, material choice, or task design is linked to effective teaching (Borg, 2006). Group 8, for instance, considers adding the exchange of cultural foods and recognizing each other's cultures to make all students feel "valuable and included" in the classroom. Their efforts to embed CMPs into whole-class

activities demonstrate their dynamic, practice-based perspectives throughout the course content. Thus, they develop an understanding of how MCs can be supported to promote language learning as a meaningful activity.

Furthermore, PSTs' insights reflect their desire to make language classrooms safe spaces by including learners' linguistic resources and considering their contexts. To facilitate language education, PSTs need to create a safe space for all learners and draw on everything in their and their learners' repertoires (Duarte & Kirsch, 2020). Adjusting classrooms to students' needs by implementing CMPs guides PSTs in strengthening students' identities and helping them feel confident (Conteh & Meier, 2014). As a result, both students and teachers benefit from such a classroom environment that facilitates language education in MCs.

PSTs' final insights on pedagogizing CMPs highlight the importance of drawing on learners' full linguistic and cultural resources to facilitate multilingual education (Cenoz & Gorter, 2020; Conteh & Meier, 2014; Garcia & Flores, 2012). The findings suggest that PSTs develop their insights into students' resources by using them purposefully for language education. There are three steps to maximize the benefit from what students bring into the classroom: promoting their resources (Cummins, 2019), bridging their prior knowledge to the new concepts (Garcia & Flores, 2012), and activating the existing resources of all students (Conteh & Meier, 2014).

PSTs' emphasis on promoting learners' knowledge through CMPs suggests a growing awareness of how theory can be converted into practice. PSTs' insights imply that advocating for students' knowledge is necessary for effective teaching. Incorporating languages into the language education process involves both acknowledging and using them in classroom practices (Duarte & Kirsch, 2020). PST2, for instance, describes the process of promoting learners' resources through "giving students the right to share their funds of identities" to "break the language and cultural barriers" in the classroom. As in the example, PSTs consider that appreciating students' resources advances language education through practical interventions.

PSTs' insights resonate with the rationale behind implementing CMPs in language education. PSTs acknowledge that the future of language education depends on promoting students' linguistic and cultural resources (Cummins, 2019). To sustain the integration of CMPs, PSTs need to notice and emphasize students' in- and out-of-school experiences as they

construct their knowledge. PSTs accept that affirming students' backgrounds is a key to enhancing multilingual education (Cummins, 2019).

Moreover, PSTs' insights involve connecting learners' existing linguistic and cultural resources to the development of new language skills. PSTs emphasize the importance of strengthening the connection between students' prior knowledge and future learning by bridging knowledge through benefiting existing languages in MCs (García & Flores, 2012). As PST18 explained idea of bridging knowledge systems of students by using all information available "to help them (students) mediate while learning the activity".

PSTs demonstrate a shift toward more meaningful language education by appreciating students' resources and encouraging their use in the classroom. PST11 and PST37, for instance, consider that encouraging students to connect what they know and what they are learning is a significant prerequisite for meaningful learning. PSTs highlight, depending on prior knowledge, the need to constitute newly acquired knowledge through meaningful connections rather than separating it (Conteh & Meier, 2014). In this regard, their insights underscore the need to bridge learners' previous knowledge with new learning in language education.

Regarding pedagogizing CMPs, PSTs' insights on extending their use highlight the conceptualization of students' repertoires as an integral part of language education. In addition to promoting and bridging students' resources, PSTs demonstrate their insights into indicating how these resources could enhance language learning. Language education becomes meaningful when bridging is used to leverage students' resources as part of classroom practices (Garcia & Flores, 2012). In this way, PSTs aim to actively facilitate language education based on students' resources. For instance, PST17 and PST33 describe students' background knowledge as classroom resources to be considered to encourage students. As PST13 explained, students would be "willing to talk and practice the use of English" when they see their knowledge systems embedded within the classroom practices. PSTs apply CMPs by considering their functions as ways to activate students' linguistic and cultural resources that construct language education (Cenoz & Gorter, 2021). Their reflections show that accepting learners' backgrounds as assets to facilitate language education is a key component of CMPs.

In related literature, several studies focus on the insights that PSTS develop through engaging with CMPs, highlighting benchmarks similar to those discussed in the second

research question. In line with the constructs of CMPs, PSTs develop insights that acknowledge students' linguistic and cultural resources. Likewise, in their study, Galante and Dela Cruz (2024) implemented CMPs during an ITE program for 16 PSTs in Canada. The study indicates that, by supporting PSTs in developing awareness of students' linguistic resources in the classroom, they acknowledge languages as complex entities rather than unique systems (Galante & Dela Cruz, 2024). PSTs' engagement with CMPs during ITE helps them to gain sensitivity toward linguistically and culturally diverse students.

Notably, PSTs value the significance of a safe and engaging learning environment for learners. Similarly, in a study conducted in the USA, one novice teacher and one PST participated in CMPs, particularly translanguaging and critical multilingual awareness, as part of the ITE program for one semester (Van Gorp et al., 2023). Van Gorp et al. (2023) explain that both the PSTs and the novice teachers develop insights of maintaining a safe learning environment for their students in future classrooms. According to the PST, using CMPs enables teachers to cultivate an inclusive atmosphere for all students in their future classrooms (Van Gorp et al., 2023). It is important to provide opportunities for PSTs and teachers to reflect on their engagement with CMPs; this helps them develop insights before interacting with students in MCs in the future.

Finally, PSTs emphasize that activating students' linguistic and cultural resources is significant for language education. In their study conducted in Germany, Fischer and Lahmann (2020) first introduced CMPs and then created a discussion space for 12 PSTs, the study participants, to become familiar with them. The research study claims that PSTs considered the course as helpful in preparing them to be responsible for effective language education in MCs through valuing the multilingualism of their future students (Fischer & Lahmann, 2020).

5.1.3. Discussion of RQ3: How has engagement with CMPs shaped PSTs' teacher identity development?

The findings of the third research question indicate that integrating CMPs into ITE clarifies the role of language teacher identity in critical multilingual teacher education. MTI is a dynamic and developmental process shaped by PSTs' past experiences, present knowledge, and future considerations (Norton, 2011; Varghese et al., 2016). PSTs' reflections on the construction of their teacher identities show a shift from the past to the present, followed by a shift from the present to the future in their understanding. Thus, engaging with CMPs points

out, first, PSTs' ideological transformation from monolingualism to multilingualism, and second, their reimagination of teaching English in MCs.

CMPs, by integrating pedagogies that support language education for all learners, offer a transformative understanding of the ideologies inherent in traditional language education. PSTs develop an understanding of CMPs based on what they believe, think, and know about language education during ITE, considering teacher education faculties as sites that shape PSTs' identity construction (Varghese et al., 2016). Teacher identity is essentially constructed through individual and social interactions during both ITE and in-service practices. Institutions, teacher education programs, and schools are responsible for the ongoing development of teacher identity (Varghese et al., 2005). These are the places where teachers (and/or prospective teachers) engage with others as well as focus on themselves and their understandings with a critical perspective.

Monolingual ideologies are based on accepting the target language and culture as a prerequisite for language education. However, implementing intercultural elements into classroom practices facilitates language education by making meaningful connections and including every student's cultural background. PSTs' (e.g., PST10, PST19, and PST35) reflection on the intercultural sensitivity reveals that depending on the target culture alone is an old belief that they used to value, and it limits language education. For instance, PST10 shared her ideas as not being "aware of the importance of valuing different cultures". PSTs notice that including students' cultures is beneficial since students learn better when language education is meaningful for them. As PST35 explained, the condition of making students actively participate depends on whether "they feel related to the topic" of the course. Challenging a priori methods about implementing monolingual pedagogies becomes possible through acknowledging CMPs in language education (Kirsch, 2020). The findings support that PSTs *negotiated* their previous and developing conceptualization regarding language education (Pavlenko, 2001). Thus, PSTs considered themselves as future English teachers who comment on how to integrate intercultural sensitivity into their teaching practices; therefore, the elements that shape their teacher selves are reconstructed through engaging with CMPs during the course. As in Saathoff's (2015) study, enabling PSTs to have a critical perspective toward integrating cultural elements in language education results in a challenging deficiency-based understanding.

In addition to the role of cultural elements, PSTs' reflections indicate a shift in their beliefs about language practices that they gained through their engagement with CMPs. Similar to challenging previous beliefs about cultures, PSTs reconsider the use of languages in the classroom from a different perspective. They refer to *translanguaging* pedagogies as alternatives to English-only policies in classroom practices. For PSTs, engaging with CMPs guided them to categorize the only target language use without "embracing all languages", as PST11 and PST12 shared, is a limiting practice. By doing so, PSTs constantly reflect on and compare their past learning experiences with their current ones. Placing reflection at the center of ITE enables PSTs to reflect on their beliefs about language education and their conceptualization of theoretical knowledge (Krulatz & Christison, 2023). They reconstruct their understanding; hence, they redefine their teacher identities, focusing on the rationale behind classroom practices.

Identity reconstruction of PSTs through examining their past beliefs indicates their understanding of being an English teacher. PSTs challenge the prevailing norms and methods in language education and focus on language use in the classroom. As PST30 describes the ideal teacher as "the facilitator of creating a classroom that enables students to explore L2" rather than being the "gatekeepers of L2". PSTs acknowledge the relation between being a teacher and making decisions for classroom activities, which depend on ideological and socio-political interactions (Tajeddin & Yazan, 2024). Especially, PSTs' decisions on pedagogical issues are shaped by their beliefs, knowledge, and assumptions, in fact, by their teacher identities. PSTs' consideration of pedagogies to implement in language education explains that the constructs of teacher identity are "teachers' knowledge, skills, beliefs, values, priorities, and practices" (Yazan & Lindahl, 2020, p.4). Considering identity as a complex and fluid entity, it is bound to change through negotiation and interaction with others (Clarke, 2009). Providing a space for development, teacher education programs stand out as places where teachers discover their identities. PSTs, especially when ITE is supported by reflective practices, investigate their existing knowledge and develop their beliefs and values (Krulatz & Christison, 2023).

Furthermore, PSTs' teacher identity development indicates that their perspectives follow a path nurtured by their current learning experiences toward future implications. PSTs' self-conceptions are reconstructed through *envisioning their future teacher selves, shaped* by their personal and social interactions during the study (Motha et al., 2012). Throughout the study, PSTs reflected on how they elevated the conceptualization of being an English teacher, building on what they learned from their English teachers (Borg, 2006). Engaging with CMPs

with a critical reflection enabled PSTs to reimagine themselves through the knowledge they acquired and how they plan to practice language teaching in the future (Varghese et al., 2005).

ITE programs prepare PSTs to become knowledgeable about implementing CMPs to work with linguistically and culturally diverse students (Krulatz & Christison, 2023). Supporting PSTs in re-evaluating contextual factors and guiding them in designing activities for MCs helps them make connections between content teaching and students' needs in their future classrooms. As PSTs (e.g., PST24, PST37) highlight the role of engaging with CMPs during the study, they feel prepared to act as "caring" teachers, since they would understand their students' feelings. Accepting teacher identity as a fluid concept explains the imagining of future possibilities constructed by relationships *across time and space* (Norton, 2013). In this vein, PSTs refer to their teacher selves by building on their knowledge, beliefs, and values, starting with today and imagining future classrooms.

In addition to regulating their teacher identities by focusing on their interactions with students, PSTs were equipped with pedagogical strategies to act strategically to enhance language education during the study. Their reflections indicate that they continually negotiate the use of tools for specific pedagogies. In this way, integrating CMPs during ITE enables PSTs to transform their identities with constant examination of possible theoretical and practical implications (Clarke, 2009). As PST37 commented, utilizing intercultural sensitivity in MCs as CMPs enhances students' understanding of English as a language used in "both local and global environment", facilitating their multilingual awareness. Similarly, PST18 explained the role of integrating intercultural elements into language education to recognize different cultures as "values and perspectives" for MCs. In this way, PSTs identify themselves as teachers of CMPs by imagining their future practices in MCs, as in Christison's (2020) study, in which PSTs recognize themselves as future teachers equipped to integrate students' linguistic and cultural knowledge into language education.

Besides, PSTs define themselves as advocates of increasing multilingual awareness in MCs by taking a critical and reflective stance. To provide a language education that supports social justice for all learners, PSTs develop an understanding of the socio-political dynamics of society (Helot, 2012). They mention the diversity of nationalities and languages in their future classrooms, considering the global and local factors in and around Türkiye. For instance, PST31 wrote that Syrian, Ukrainian, Russian, and Greek students would be in MCs, and it is important to create "a safe learning environment" for all students in such a classroom as a future English teacher. PSTs value their learners by acknowledging their linguistic and cultural

diversity as assets. They prioritize that learning is linked to embracing all learners as equals through putting them at the center of the language education (Motha et al., 2012).

Moreover, PSTs' reimagination of their future practices through engagement with CMPs supports their *legitimization* as English teachers in the profession (Pavlenko, 2003). PSTs reflect on the process as they discuss and construct their understanding of CMPs through focusing on students' linguistic and cultural background; thus, they transform their understanding of themselves. As PSTs imagine themselves as English teachers equipped with CMPs, both immersed in theoretical and practical knowledge, they feel part of the teachers' community.

The findings of the third research question suggest that PSTs' teacher identity development is the product of an active reconstruction process that occurred through their engagement with, questioning of, and reflection on CMPs throughout the course. PSTs' reflections on the course and their engagement with CMPs highlight the dimensions that shape their growing teacher identities (Krulatz & Christison, 2023). The emphasis on their future practices explains their conceptualization of being a teacher within multilingual and multicultural contexts. The reflective process suggests reimagining and legitimizing their teacher identities.

5.2. Conclusion and Implications

In this part, I summarize and finalize my research findings and related discussion, referring to the potential implications for language teacher educators, language teacher education policy makers, and further research. In this study, I sought to understand the integration of CMPs in ITE through a course designed for PSTs to equip them with theoretical and practical knowledge to teach English in MCs. The foci of each research question reveal PSTs' understanding, insights, and identity development, respectively.

The findings arising from the first research question reveal that PSTs were knowledgeable about the linguistic and cultural diversity in their context, which was shaped by their current understanding. The current understandings of PSTs on MCs are outlined through three interconnected themes. PSTs' expression of their current beliefs, experiences, and aspirations of MCs indicates that they have awareness of multilingualism. The combination of formal and non-formal language learning experiences, along with their teaching-related beliefs, constitutes their understanding. Formal learning experiences

underscore the impact of teachers' language use and instructional practices on PSTs' comprehension of multilingualism (Borg, 2006). Conversely, non-formal interactions across micro, meso, and macro levels strengthen their engagement with English and other languages (Darvin & Norton, 2015; Melo-Pfeifer & Tavares, 2026; Pavlenko & Norton, 2007). Finally, PSTs' teaching beliefs reflect an existing multilingual awareness that emphasizes engaging and meaningful language education. Thus, PSTs' understanding of learning and teaching of MCs affects language education that embraces CMPs. As a result, this is linked to teachers' use of CMPs in language classrooms and to their awareness of multilingualism (Garcia, 2017). Such awareness, developed during ITE, informs how these practices are enacted as PSTs develop their teacher identities, taking into account their future classroom contexts.

The second research question reveals PSTs' insights into CMPs that they developed during the designed course. The research on ITE emphasizes that the integration of CMPs is seen as a prerequisite for supporting PSTs in their future practices, given the existence of MCs (De Costa & Van Gorp, 2023; Hawkins & Norton, 2009; Ojha et al., 2024). Since teachers are required to be knowledgeable about language education in MCs and to adjust classroom practices to the needs of MLs, PSTs need to develop these skills during ITE (Krulatz & Christison, 2023). In this study, PSTs were encouraged to engage with CMPs as a component of the research process through the designed course, following the unearthing of their understanding of multilingualism. As a result, the findings of the second research question reveal that PSTs' engagement with CMPs throughout the course highlights their insights in two ways: first, their self-exploration from a multilingual lens and second, how they pedagogized CMPs for their future classroom practices.

The third research question of the study displays PSTs' teacher identity construction through an analysis of their reflections on their engagement with CMPs. Essentially, PSTs reflected on their multilingual teacher identities not as a continuum, but rather as a set of developmental processes over time that began before the course and would continue afterwards. In essence, language teaching during both the profession and the ITE period is identity work (Tajeddin & Yazan, 2024), and it is facilitated by effective teacher education (De Costa & Norton, 2008). Implementing CMPs shows that preparing teachers for future practice plays a significant role in teacher education, as it guides them to work in classroom settings characterized by linguistic and cultural diversity (Krulatz & Christison, 2023). PSTs' reflection emphasizes that the course process and outcomes, in which they developed an understanding of using CMPs in language education. As future English teachers, they reflected

on their identities by elaborating on the link between language teacher identity and language education throughout the course, highlighting the role of CMPs.

Based on the research findings and my first-hand experiences as a novice teacher educator, I discuss the implications for language teacher educators, language teacher education policy makers, and further research.

Implications for teacher educators: This study has shown that PSTs learn through activating and revisiting their prior learning experiences. Therefore, teacher educators need to consider how to integrate PSTs' prior language education experiences to support their learning. To achieve this teacher educators could benefit from integrating CMPs into their curricula to support PSTs in recognizing students' linguistic and cultural resources as resources. Teacher educators can incorporate tools and practices, such as course artefacts, reflection tasks, and critical discussions, to help PSTs develop practical strategies for linguistically and culturally diverse classrooms. In addition, structured opportunities for critical reflection and reflexivity should be embedded to support PSTs in examining their own linguistic histories, beliefs about language teaching, and evolving teacher identities. Furthermore, teacher educators offer practice-oriented learning environments in which PSTs can design and experiment with CMP-informed lesson plans and classroom activities. Through sustained engagement with CMPs, PSTs may be better prepared to navigate multilingual classroom contexts and adopt more inclusive and critical pedagogies in their future teaching.

Implications for policymakers: This study has indicated that language education and language teacher education policies play a major role in preparing PSTs learn to become teachers. ITE is mainly developed through policies that set objectives for teacher educators. Policy makers need to shape the content of ITE programs to reflect current trends in language education. Making the ITE curriculum respond to the linguistic and cultural diversity that supports both teacher educators and PSTs. The language classroom echoes with linguistic and cultural diversity; therefore, there is a need for an ITE curriculum that supports teacher educators in preparing PSTs to teach English in MCs.

Further research: This study explored the integration of CMPs in ITE to support PSTs for language education in multilingual classrooms. I conducted a case study to conceptualize PSTs' current understandings, insights, and developments in teacher identity, using CTE, MPs, and MTI as theoretical frameworks. Designing studies that elaborate on the use of additional CMPs and introducing several tools across different contexts may expand the

scope of ITE programs and further support PSTs. Furthermore, given current contextual realities, studies that examine the use of CMPs in language education from both teachers' and students' perspectives may contribute to more effective language education practices. Future research may also adopt longitudinal approaches to examine how PSTs sustain and implement CMP-informed practices as they transition into in-service teaching. In addition, classroom-based studies investigating how CMP-oriented practices influence students' language learning, participation, and multilingual identity development could provide further insights into the impact of these pedagogical approaches across diverse educational contexts.

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APPENDICES

APPENDIX 1.

STUDENT'S CIRRICULUM VITAE

Personal Information			
Name Surname	Eda AKGÜN ÖZPOLAT		
E-mail address/Web page			
Foreign Languages	English and Spanish		
Areas of Expertise	English Language Teaching, English Language Teacher Education		
Öğrenim Bilgileri			
	University	Department	Year
Bachelor's Degree	Ege University	English Language and Literature	2011
Master's Degree	Çukurova University	English Language Teaching	2019
M.A. Thesis Title	The Correlation of Metalinguistic Awareness of Bilingual Students with Learning English as a Foreign Language		
M.A. Thesis Supervisor	Prof. Dr. Hatice SOFU		

Publications

Up to 10 works (such as articles, books, book chapters, conference papers, posters, exhibitions, concerts, etc.) should be listed **according to the reference citation guidelines**.

Publications **produced from the thesis** should be **indicated with an asterisk (*)**.

Articles:

Acar, S. P., Akgün Özpolat, E., & Çomoğlu, H. İ. (2023). Teacher-tailored classroom observation for professional growth of EFL instructors: An exploratory case study. *Journal on Efficiency and Responsibility in Education and Science, 16*(1), 26–35. https://doi.org/10.7160/eriesj.2023.160103

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Book Chapter:

Çermikli Ayvaz, B., Akgün Özpolat, E., Çomoğlu, H. İ., & Phillips Galloway, E. (2025). Tracing power in multilingual teacher and learner identity construction. In *Multilingual TESOL: De-constructing and re-constructing power "in," "of," and "for" language classrooms*. Springer.

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Çermikli Ayvaz, B., Akgün Özpolat, E., Çomoğlu, H. İ., & Phillips Galloway, E. (2025). Challenging symbolic violence: Implementing humanizing multilingual pedagogies in English language teacher education in Türkiye. In *AAAL American Association of Applied Linguistics*.

*Akgün Özpolat, E., & Çomoğlu, İ. (2024, May 15–16). Reconceptualising pre-service language teacher education as identity-oriented. Paper presented at the *15th METU ELT Convention*.

***Akgün Özpolat, E. & Çomoğlu, İ. (2024). Reconceptualising Pre-service Language Teacher Education as Identity-oriented. 15th METU ELT Convention, 15-16 May 2024**

Positions in Projects:
Phillips Galloway, E. (Principal Investigator), Çermikli Ayvaz, B. (Researcher), Çomoğlu, H. İ. (Researcher), & Akgün Özpolat, E. (Researcher). (2022–2024). *Advancing teacher education for linguistically and culturally diverse classrooms in Turkey* [International research project].

Memberships in Professional and Scientific Organizations

TESOL TURKİYE
TESOL INTERNATIONAL
AAAL

Awards and Honors

N/A

APPENDIX 2.

Permissions for Research

Formal Permission of the Ethics Committee

T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
HUKUK MÜŞAVİRLİĞİ

Sayı : E-87347630-659-719038 08.09.2023
Konu : Etik Kurul İzni- Eda AKGÜN ÖZPOLAT

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 03/08/2023 tarih ve 681650 sayılı yazımız.

İlgide kayıtlı yazımız ile bildirilen başvuru, Üniversitemiz Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etik Kurulunun 15/08/2023 tarihli toplantısında değerlendirilmiş ve toplantıda alınan 4 sayılı karar ile Eda AKGÜN ÖZPOLAT'ın Prof.Dr.İrem ÇOMOĞLU danışmanlığında yürüteceği, ***"Çok Dillik Pedagojilerinin İngilizce Öğretmenliği Eğitimine Dahil Edilmesi: Toplu Durum Çalışması (Integrating Multilingual Pedagogies in Initial EFL Teacher Education: A Collective Case Study"*** başlıklı çalışmasının etik açıdan uygun olduğuna karar verilmiş olup, alınan karar Makamımızca onaylanmıştır.

Bilgilerinizi ve gereğini rica ederim.

Prof.Dr. Nükhet HOTAR
Rektör

Bu belge, güvenli elektronik imza ile imzalanmıştır.
Doğrulama Kodu: 3D655166-F2BD-4F96-AF5F-E370C1076088 Doğrulama Adresi: https://turkiye.gov.tr/dokuz-eylul-universitesi-ebys
Adres: Kültür Mahallesi, Cumhuriyet Blv No:144, 35220 Konak/İzmir
KEP Adresi : dokuzeyluluniversitesi@hs01.kep.tr
Bilgi için:Pelin ALTIN
Memur
Telefon No:(232) 412 11 93

APPENDIX 3.

Consent Form

GÖNÜLLÜ KATILIMCI ONAM FORMU

Prof. Dr. İrem Çomoğlu ve Eda Akgün Özpolat tarafından yürütülen "Çok Dillilik Pedagojilerinin İngilizce Öğretmenliği Eğitimine Dahil Edilmesi: Toplu Durum Çalışması" başlıklı **araştırmaya** davet edilmiş bulunuyorsunuz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığınız ve sizin için açık olmayan şeyler varsa ya da daha fazla bilgi isterseniz, sorabilirsiniz. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmaya **katılmama** veya katıldıktan sonra herhangi bir anda çalışmadan **çıkma** hakkınız var. **Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz** biçiminde yorumlanacaktır. Size verilen **formlardaki** soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacıyla kullanılacaktır.

Araştırmayla İlgili Bilgiler:

a. Araştırmanın Amacı: İngilizce öğretmen adaylarının çok dillilik pedagojileri hakkında var olan veya yeniden oluşturdukları anlayışlarını ortaya çıkarmak. Dilsel ve kültürel çeşitliliğin olduğu sınıflarda İngilizce öğretimine yönelik öğretmen adaylarını hazırlamak.
c. Araştırmanın Nedeni: □ Bilimsel araştırma X Tez çalışması
d. Araştırmanın Öngörülen Süresi: 10 Ay
e. Araştırmaya Katılması Beklenen Katılımcı/Gönüllü Sayısı: 45
f. Araştırmanın Yapılacağı Yer(ler): Dokuz Eylül Üniversitesi, Buca Eğitim Fakültesi, İngiliz Dili Eğitimi Anabilim Dalı

Çalışmaya Katılım Onayı:

"Yukarıda yer alan ve araştırmadan önce gönüllüye/katılımcıya verilmesi gereken bilgileri gösteren Aydınlatılmış Onam Formu adlı metni kendi anadilimde okudum ya da bana okunmasını sağladım. Bu bilgilerin içeriği ve anlamı, yazılı ve sözlü olarak açıklandı. Aklıma gelen bütün soruları sorma olanağı tanındı ve sorularıma doyurucu cevaplar aldım. Çalışmaya katılmadığım ya da katıldıktan sonra çekildiğim durumda, hiçbir yasal hakkımdan vazgeçmiş olmayacağım. Bu koşullarla, söz konusu araştırmaya hiçbir baskı ve zorlama olmaksızın gönüllü olarak katılmayı kabul ediyorum. Bu metnin imzalı bir kopyasını aldım."

Katılımcının (Kendi el yazısı ile)

Adı-Soyadı:.....

İmzası:

(Varsa) Velayet veya Vesayet Altında Bulunanlar İçin:

Veli veya Vasisinin (kendi el yazısı ile)

Adı-Soyadı:.....

İmzası:

Not: *Bu form, iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğeri araştırmacı tarafından saklanır.*

Prof. Dr. İrem ÇOMOĞLU Eda AKGÜN ÖZPOLAT

APPENDIX 4.

COURSE SYLLABUS

2023-2024 ACADEMIC YEAR

FALL TERM

MULTILINGUAL PEDAGOGIES

THURSDAYS

13:00-14:40

COURSE OBJECTIVE AND DESCRIPTION:

This course examines multilingual learners and culturally and linguistically diverse classrooms closely, with an intentional focus on equipping pre-service English language teachers with the practical skills and theoretical knowledge to support their multilingual learners in their future classrooms.

GUIDING QUESTIONS:

· How is language learned for multilingual learners?

· What is meant by plurilingualism, and how does this differ from bilingualism/multilingualism?

· What aspects of learners' experiences lead to differences in their ways of knowing, being, using, and learning language?

· What is the role of investment and motivation in language learning?

WEEKLY SCHEDULE:

Week 1 (05.10.2023): Introduction of the course syllabus.

· Tell us who you are and your linguistic journey.

Assignment: Language Autobiographies (LAs).

Week 2 (12.10.2023): Discussion on the role of language, linguistic repertoires, and language trajectories.

Key Media: Life of a Plurilingual: https://youtu.be/9EfvwZ_bOcY (Angelica Galante)

Neville, & Johnson, S. I. (2022). "My literacies expand over two languages": Language and literacy autobiographies as justice- oriented teacher education. *Journal of Adolescent & Adult Literacy : a Journal from the International Reading Association.* https://doi.org/10.1002/jaal.1258

In-class activity: Preparation of personal Language Portraits (LPs)

Week 3 (19.10.2023): Discussion of creating LPs and LAs as tools in language education.
In-class activity: Sharing individually created LPs and LAs in small groups.

Week 4 (26.20.2023): Discussion of plurilingualism, bilingualism, and multilingualism. The significance of acknowledging multilingualism in language education.
In-class activity: How would you incorporate pluri\multi-lingualism in your present or future classrooms?

Piccardo, E. (2020). "We are all (potential) plurilinguals": Plurilingualism as an overarching, holistic concept. *OLBI Journal*, *10*.

Week 5 (02.11.2023): Community and home language: connecting multilingual learners' social and cultural resources to the classroom.
In-class activity: Sharing personal funds of knowledge.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice*, *31*(2), 132-141.

Week 6 (09.11.2023): Understanding multilingual learners' identities from a Vygotskian perspective.
In-class activity: 1) Drawing personal significant circles.
2) Designing tasks for a multilingual student.

Esteban-Guitart, M., & Moll, L. C. (2014). Funds of identity: A new concept based on the funds of knowledge approach. *Culture & Psychology*, *20*(1), 31-48.

Levine, E. (1995) *I Hate English.* Scholastic Publishing

WEEK 7 & 8: MIDTERM

Week 9 (30.11.2023): Discussion of Intercultural Communicative Competence (ICC). Demonstrating ways of adapting course book activities via ICC.
In-class activity: Reflection task through 3As: What do you aspire, agree, and argue about the article?

Alptekin, C. (2002). Towards Intercultural Communicative Competence in ELT.
ELT Journal. Vo. 56/1. Oxford University Press.

Week 10 (07.12.2023): Discussion on translanguaging in language education.

Key media: Ofelia Garcia: translanguaging https://www.youtube.com/watch?v=5l1CcrRrck0

García, O., & Li, W. (2015). Translanguaging, bilingualism, and bilingual education. In W. E. Wright, S. Boun, & O. Garcia (Eds.) *The handbook of bilingual and multilingual education*, (pp. 223-240). John Wiley & Sons, Inc.

In-class activity: Reflecting on translanguaging through given scenarios.

Week 11 (14.12.2023): Introduction of pedagogical implications of multilingual teaching and learning

Key media: Multilingual teaching https://www.youtube.com/watch?v=eIiYMWW4kgQ

French, M. (2018). Multilingual Pedagogies in Practice. *TESOL in Context*, Vol. 28 (1), pp. 21-44

In-class activity: What are the pedagogical prerequisites for multilingual language teaching?

Week 12 (21.12.2023): Integrating multilingual pedagogies into language education.

In-class activity: Designing course materials for multilingual learners in groups as capstone projects.

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

WEEK 13 (28.12.2023): Elaborating on the task design, course materials, and future implications related to multilingual pedagogies.

In-class activity: Sharing the stages of creating capstone projects in groups.

WEEK 14 (04.01.2023): A revision discussion on multilingual pedagogies

Key media: Multilingual classrooms https://www.youtube.com/watch?v=H5ej0-BT880

APPENDIX 5.

LESSON PLAN SAMPLE

Lesson Plan for the Second Week

Lesson Overview and Objectives

This lesson introduces the concepts of linguistic repertoires, language trajectories, and multilingual identity development through critical multilingual perspectives. The session aims to help participants critically reflect on their own language experiences and understand how language practices are socially, culturally, politically, and emotionally shaped.

Through multimodal engagement with media, academic reading, reflective discussion, and the creation of Language Portraits, participants explore multilingualism not as a deficiency or deviation from monolingual norms, but as a dynamic and valuable resource.

By the end of the lesson, pre-service teachers will be able to:

- Explain the concepts of linguistic repertoire and language trajectory.
- Reflect critically on their own multilingual experiences and identities.
- Identify how social, political, cultural, and educational experiences shape language use.
- Recognize multilingualism as a dynamic and lived process rather than a fixed competence.
- Engage with multilingual pedagogies through visual and reflective practices.
- Develop awareness of how language experiences influence future teaching practices.

This lesson is grounded in:

- Critical Multilingual Pedagogies
- Teacher Identity Development
- Funds of Identity

The session conceptualizes multilingualism as fluid, socially situated, and identity-related.

Course Materials

Media: Angelica Galante – “Life of a Plurilingual” https://youtu.be/9EfvwZ_bOcY

Reading: Neville, M., & Johnson, S. I. (2022). “My literacies expand over two languages”: Language and literacy autobiographies as justice-oriented teacher education. Journal of Adolescent & Adult Literacy.

Classroom Materials:

- Printed body silhouette templates for Language Portraits
- Colored pencils/markers

Lesson Procedure

Opening and Warm-Up (10 minutes)

Activity: “My Language Journey in Three Words”

Participants think about their language learning histories and write three words describing their experiences with languages. Discuss in pairs.

Guiding questions:

- Why did you choose these words?
- Which experiences shaped these feelings?
- How did school influence your language experiences?

Purpose: The activity activates personal reflection and prepares participants to view multilingualism as a lived experience.

Conceptual Input (15 minutes)

Key emphasis:

- languages function as interconnected resources;
- multilingualism is fluid and contextual;
- language experiences are shaped by institutions, mobility, family, and schooling.

Guiding questions:

- What is multilingualism?
- Can someone be multilingual without native-like proficiency?
- How do schools shape language interactions?

Media Engagement – Angelica Galante Video (25 minutes)

Watch the video by Angelica Galante – “Life of a Plurilingual”

While watching, participants take notes on:

- language experiences;
- multilingual tensions;

Discussion questions:

- How does Galante define multilingualism?
- Which experiences shaped her identity?
- What connections can you make with your own experiences?

A whole-class discussion connecting participants' reflections to multilingual identity and critical multilingual awareness.

Reading Discussion (15 minutes)

Key Concepts:

- language autobiographies,
- multilingual literacy,
- identity exploration.

Discussion questions:

- Why are autobiographical reflections important in teacher education?
- How can language autobiographies develop critical awareness?
- How might future teachers use similar activities in multilingual classrooms?

Language Portraits (25 minutes)

Language Portrait as a visual multilingual reflection activity is introduced.

Instructions:

1. Choose colors representing languages that you want to represent;
2. Place them on the body silhouette meaningfully;
3. Prepare a brief explanation.

Share and explain the portraits in pairs or groups

Closing Reflection (10 minutes)

Whole-class reflection:

- What did you notice about your multilingualism?
- Did this session challenge your previous understanding of language learning?
- What responsibilities do teachers have in multilingual classrooms?

APPENDIX 6.

INTERVIEW QUESTIONS

Semi-structured Narrative Interview Questions

1. What do you think about learning and teaching English as a foreign language in multilingual classrooms?
2. What do you think about English language teaching in Türkiye? How do you think English is typically taught in classrooms?
3. In your opinion, what is the role and place of the first language in the process of learning English?
4. Based on your own experiences, in what situations did you or your teachers use English and Turkish? How have these experiences shaped your understanding of learning or teaching English?
5. During undergraduate studies or personal readings, have you encountered any ideas or approaches related to multilingual pedagogies?
6. During your undergraduate education, what did you observe regarding the use of the first language or the integration of multilingual pedagogies into courses?
7. What practices related to the use of the first language do you remember or find particularly noteworthy in teaching and learning contexts?
8. If you imagine yourself teaching in a multilingual classroom in the future, how would you plan to teach English?

