

In-service and Pre-service Perspectives: Cultivating Plurilingual Awareness in Multicultural Classrooms

Çok Kültürlü Sınıflarda Çok Dilli Farkındalık Oluşturma Hakkında Öğretmen Adayları ve Akademisyenlerin Bakış Açıları

Dilşah KALAY¹



Sibel SÖĞÜT²



Serap ATASEVER BELLİ²



¹Kütahya Dumlupınar Üniversitesi,
Yabancı Diller Yüksekokulu, Kütahya
Türkiye
e-mail: dilsah.kalay@dpu.edu.tr

²Sinop Üniversitesi Eğitim Fakültesi
İngilizce Öğretmenliği, Sinop
e-mail: ssogut@sinop.edu.tr

³Erzurum Teknik Üniversitesi Edebiyat
Fakültesi, İngiliz Dili ve Edebiyatı, Erzurum
e-mail: serap.belli@erzurum.edu.tr

Geliş Tarihi/Received: 1.6.2024
Kabul Tarihi/Accepted: 1.8.2024

Sorumlu Yazar/Corresponding Author:
Dilşah KALAY
dilsah.kalay@dpu.edu.tr

Atıf /Cite this article:

Kalay, D., Söğüt, S., & Atasever Belli, S. (2024). In-service and Pre-service Perspectives: Cultivating Plurilingual Awareness in Multicultural Classrooms. Erzurum Teknik Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 20, 130-147.

This article checked by



Content of this journal is licensed under a
Creative Commons Attribution-
Noncommercial 4.0 International License.

Öz

Son yıllarda, eğitimde farklı dil ve kültürel geçmişlere sahip bireyler arasında kapsayıcılığı ve etkileşimi teşvik etme konusunda artan bir ilgi görülmektedir. Bu durum, İngilizce öğretmeni eğitiminde karşılaşılan zorlukların giderilmesine yardımcı olan dil bilinci geliştirme, çok kültürlü duyarlılık ve çok dilli farkındalığı kolaylaştıran dil öğretimi uygulamalarının artmasına sebep olmaktadır. Bu bağlamda, bu nitel çalışmanın verileri, iki farklı devlet üniversitesinde bulunan, bir İngiliz Dili Eğitimi Programı'nda eğitim gören öğretmen adaylarından ve bir Hazırlık Okulu'nda görev yapan İngilizce öğretmenlerinden toplanmıştır. Çalışma kapsamında, literatürdeki araştırmalara ve çok kültürlü ve çok dilli sınıflarda öğretmenlerin karşılaştıkları zorluklara dayanarak, metaforlar bağlamında bazı senaryolar oluşturulmuştur. Bu adımları takiben, katılımcıların bakış açılarını detaylandırmak amacıyla yarı yapılandırılmış görüşmeler yapılmıştır. Çalışma detaylı irdelendiğinde, dil sınıflarındaki farklı kültürler arasındaki bağları güçlendirmek ve farklı toplum üyeleri arasında etkileşimi teşvik etmek amacıyla bazı pedagojik öneriler sunulduğu görülmektedir. Bu öneriler doğrultusunda, bu çalışmanın, İngilizce öğretmenlerinin kültürlerarası duyarlılığının yüksek olması gerekliliği varsayımını kabul ederek ve öğretmen eğitiminde eğitim eşitliğinin ve sosyal adaletin vurgulanmasına duyulan ihtiyacı göz önünde bulundurarak, öğretmen kimliği gelişimine dikkat çekerek mevcut araştırmalara katkıda bulunması beklenmektedir.

Anahtar Kelimeler: Çok Kültürlü Sınıflar, Çok Dilli Farkındalık, Öğretmen Adayları, İngilizce Öğretmenleri

Abstract

Recent years have seen a growing interest in fostering inclusivity and interaction among individuals from diverse linguistic and cultural backgrounds in FL or L2 classes, which has led to the proliferation of intercomprehension practices in language teacher education, facilitating teachers' identity development, intercultural sensitivity, and plurilingual awareness. Using plurilingualism as a conceptual framework, the data of this qualitative study is collected from a pre-service teacher education program and an intensive language education program at two state universities. Building on the previous research and challenges reported by in-service teachers in multicultural and multilingual classrooms, some scenarios are formed with prompts to reveal metaphors, followed by semi-structured interviews to elaborate on the participants' perspectives. In light of the findings, some suggestions and implications are provided with pedagogical purposes to soften the bonds among different cultures in language classrooms and foster interaction among members of different societies and awareness of plurilingual competences. Acknowledging the substantial impact of English language teachers' intercultural sensitivity, diversity, and inclusion, and an emerging need for enhanced educational equality and social justice in teacher training, this study contributes to the existing research by providing implications for teacher identity development.

Keywords: Multicultural Classrooms, Plurilingual Awareness, Pre-Service Teachers, In-Service Language Instructors

Introduction

In recent years, global mobility and technological advancements have fostered a multilingual society worldwide (Galante, 2022), leading to an increase in individuals using multiple languages for various communication purposes, prompting scholars and educators to explore new research methods and pedagogical approaches. The concept of 'plurilingualism' has emerged in Council of Europe documents, encompassing diverse languages and cultures (Galante, 2022). While 'plurilingualism' and 'multilingualism' are often used interchangeably, distinctions lie in their focus on social and individual dimensions (Marshall & Moore, 2016: p. 3). Plurilingualism pertains to an individual's dynamic linguistic repertoire, whereas multilingualism refers to the coexistence of languages at social or individual levels (CoE, 2018 p. 28).

Related to the concept of plurilingualism, a new term, "plurilingual and pluricultural competence" (PPC), has emerged within the Common European Framework of Reference for Languages (CEFR) (CoE, 2001). PPC is considered as a crucial competence to be developed, especially in contexts where individuals from different cultures and languages may interact and communicate (Galante, 2022: p. 481), and is defined as a construct connecting languages and cultures (Coste et al., 2009). In other words, plurilingual and pluricultural competence refers to the ability to use languages for communication and take part in intercultural interaction, where a person, viewed as a social actor, has proficiency, of varying degrees, in several languages and experience of several cultures (Coste, Moore & Zarante, 2009: p. 11).

As a vital component of language pedagogy, fostering plurilingual and pluricultural competence is crucial, as it equips individuals with sociolinguistic and pragmatic skills to discern general and specific linguistic features of other languages and engage in diverse interactions (CoE, 2018: p. 29). Those proficient in plurilingual and pluricultural competence demonstrate adaptability in social contexts, possess intercultural sensitivity, and adeptly navigate linguistic and cultural variations, thereby resolving communication barriers by leveraging their diverse linguistic and cultural repertoire. Classrooms serve as pivotal spaces for cultivating this competence and promoting awareness of plurilingual and pluricultural identities (CoE, 2018). Particularly in language education, pre-service and in-service teachers play a pivotal role, as their proficiency in multiple languages and cultures enables them to embrace linguistic and cultural diversity among colleagues and students. Hence, examining their awareness of plurilingual and pluricultural competence is imperative, as it shapes their professional identity and instructional practices. Moreover, adopting the Council of Europe's perspective (2018; p. 27) entails recognizing learners as plurilingual and pluricultural, encouraging the utilization of their linguistic resources, and fostering an appreciation for linguistic and cultural diversity. Therefore, investigating the extent to which pre-service and in-service teachers possess plurilingual awareness and pluricultural competence, as well as their engagement in related tasks, is essential for understanding how language classrooms in the Turkish context either facilitate or impede the development of such competence in educational settings.

Existing literature has yet to entirely explore pre-service teachers' awareness and sensitivity to the multilingual and multicultural environment, along with their capacity to appreciate diversity across cultures and languages. Teacher education programs have received limited attention in fostering intercultural education and cultural diversity understanding among prospective teachers (Niemi & Hahl, 2019). Furthermore, it remains unclear whether these programs adequately equip pre-service teachers with intercultural competence and plurilingual awareness. Given the recent emergence of plurilingual and pluricultural competence, empirical research is warranted (Galante, 2022). It is imperative to examine English language teachers' awareness of diversity and plurilingual pedagogies, given their role in teaching in such diverse classrooms. Gaining insights from under-researched contexts and exploring learners' and teachers' perspectives on plurilingualism in English language learning and teaching would contribute significantly to addressing this complex phenomenon (Larsen-Freeman & Todeva, 2021).

Building on the significance of English language learners' and teachers' development in intercomprehension and

the significance of reconceptualizing L2 instruction in line with the developing plurilingual and pluricultural competence of students, this study forefronts the intersection between intercultural sensitivity and plurilingual and pluricultural awareness. More specifically, this study aims to investigate pre- and in-service teachers' mindsets and their pertinence in implementing a plurilingual approach in their classrooms. In line with the aim of this study, the following research questions are addressed:

1. How do pre-service and in-service English language teachers conceptualize plurilingual and pluricultural competence?
2. How do pre-service and in-service English language teachers perceive the roles of plurilingual and pluricultural competence in classrooms?
3. What are the perceived challenges and opportunities that pre-service and in-service English language teachers would face in developing students' plurilingual and pluricultural competence?

1. Review of Literature

Conceptual Background

Plurilingualism and intercomprehension are crucial concepts promoted by the Council of Europe and the European Commission as essential for social identity development (Beacco & Byram, 2003). These concepts emphasize the development of social identity while respecting the diversity of national identities, aligning with the political objectives of social cohesion. Plurilingualism is defined as individuals' flexible and dynamic use of language (Galante, 2022: 478) and is theorized as a language policy in Council of Europe documents (CoE, 2001, 2018). Rather than merely describing language interactions in a given society, it represents the complex linguistic and cultural practices in which plurilinguals engage (Marshall & Moore, 2016). Plurilingualism considers linguistic diversity as normative, rejecting the notion that any language variety is inherently more logical or valuable than another (Accurso & Muzeta, 2020).

Within the Common European Framework of Reference for Languages (CEFR) (CoE, 2001), "plurilingual and pluricultural competence" (PPC) has emerged as a vital competence to be developed, especially in contexts where individuals from different cultures and languages interact and communicate (Galante, 2022: 481). Plurilingualism and plurilingual competence involve everyday interactions that promote intercultural sensitivity and mutual understanding. It is seen as a phenomenon where individuals make choices and interact in specific contexts, rather than being solely about individual language proficiency (Marshall & Moore, 2016: p. 5). Plurilingualism also encompasses situations where individuals engage in plurilingual interactions, even in monolingual or predominantly monolingual societies, by utilizing their intercultural competence and sociolinguistic knowledge to navigate various situations (p. 5).

Nevertheless, Beacco and Byram (2007) differentiate between "plurilingualism as a competence" and "plurilingualism as a value." The former refers to the ability to communicate in multilingual contexts, while the latter involves attributing social value to linguistic diversity, which forms the basis for cultural and linguistic democracy. However, this discrepancy highlights the presence of diverse linguistic repertoires and promotes standards contradictory to the realities of language learning in classrooms (Santos Alves & Mendes, 2006). Language users, particularly learners, play a pivotal role as social agents responsible for overcoming barriers and bridging gaps in linguistically diverse contexts to reconstruct and redefine complex identities and achieve successful socio-communicative interactions through intercomprehension.

The rise of plurilingual and pluricultural pedagogies in English language teaching necessitates empowering pre-service and in-service teachers to reconceptualize language instruction in their educational settings. Learners with diverse linguistic and cultural backgrounds converge in classrooms where multiple languages coexist (Galante et al., 2019). Conventional understandings of language teacher awareness in second language (L2) teaching and training fall short of meeting the objectives of plurilingual education (Otwinowska, 2014). Thus, adopting a plurilingual approach in language teaching is crucial, enabling language users to establish connections in

foreign/second languages, generalize language patterns and principles, utilize positive transfer, and manage interference effects from previously learned languages (Hopp et al., 2022: 2). Additionally, this approach fosters the development of metalinguistic skills and enhances general language awareness, focusing on language similarities and differences, as well as meaning and form-related aspects of languages (Hopp et al., 2022).

Whereas research has extensively explored plurilingual and pluricultural approaches in English language instruction, monolingual and monomodal ideologies and policies persist in various educational environments, overshadowing alternative approaches to language and communication (Piccardo et al., 2021). Studies have scrutinized the prevalence of monolingual ideologies and native-speakerist mindsets in language instruction, emphasizing the importance of combating negative perspectives and biases that perpetuate stereotypes and adversely impact students' learning experiences (Mayfield, 2020). Investigating pre- and in-service teachers' perceptions and knowledge of multilingualism, some studies reveal teachers' ambiguous attitudes, feeling positive but uncertain about integrating multilingualism into their classrooms (e.g., Krulatz & Torgersen, 2016).

Another area of research has focused on developing scales and questionnaires to assess intercultural competence and plurilingual and pluricultural awareness (Chen & Starosta, 2000; Galante et al., 2019; 2022; Munro & Pearson, 2006). For instance, Byram (1997) proposed a model of intercultural communicative competence comprising dimensions such as Knowledge, Attitudes, Skills of interpreting and relating, Skills of discovery and interaction, and political education, including critical cultural awareness. Similarly, Chen and Starosta (2000) emphasized "intercultural sensitivity" and developed an Intercultural Sensitivity scale (ISS) focusing on individuals' active desire to understand and appreciate cultural differences. Research has explored intercultural competence in language learning and teaching contexts (Atay et al., 2009), revealing a lack of integration of culture-specific practices in classrooms despite positive attitudes toward cultural sensitivity. Munro and Pearson (2006) developed the Munroe Multicultural Attitude Scale Questionnaire (MASQUE) to assess multicultural attitudinal changes, while Galante (2022) focused on both cultural and linguistic aspects in multilingual settings, developing a plurilingual and pluricultural competence scale.

Recent research has documented practices challenging the dominance of monolingual and monocultural language education, emphasizing the development of plurilingual and multimodal practitioner mindsets and relevant pedagogies (Werner & Todeva, 2022). Cross-cultural awareness is proposed to help students embrace cultural values and traditions (Nieto, 2010), while virtual exchanges have been shown to enhance students' perceived plurilingual and pluricultural competences (Bailey & Gruber, 2022). Studies have also revealed limited engagement with plurilingual identities and uneven development of inclusive practices in education (Moloney & Giles, 2015). Galante et al. (2019) propose a collaborative framework for implementing plurilingual tasks in educational contexts, emphasizing administrative support, willingness to use languages other than English in class, regular evaluations, and learner-centered tasks.

Considering the multi-faceted and multi-dimensional nature of these tasks, English language teachers' mindsets to cultivate plurilingual and pluricultural competence of the learners in their educational contexts is essential. In light of this need, this study aims to delve into the current awareness of prospective and in-service English language teachers regarding the emerging plurilingual and pluricultural potential in the Turkish educational context.

Role of Teachers

Given the prevailing discourse on pluriculturalism and plurilingualism, a social justice-oriented inter/multicultural education is crucial to address challenges in language classrooms. English language teachers play a vital role in enhancing learners' plurilingual and pluricultural competence, necessitating a redefinition of their role as co-explorers actively engaging with students (Werner & Todeva, 2022). Addressing the same disconnection, de Jong (2013) underscores the importance of equipping mainstream teachers with skills to navigate monolingual policies and practices effectively. They noted that it is crucial to focus on the significance of students' linguistic and cultural values in their integration into the sociocultural setting of the school. Concerning these

needs, Larsen-Freeman and Todeva (2021) advocate for plurilingual instructors to demonstrate flexibility and consider contextual factors in their teaching approaches. Promoting plurilingual approaches in language classrooms enhances learning, language development, identity formation, and critical thinking skills (Galante et al., 2020). Lucas and Grinberg (2008) introduce "linguistically responsive practices" essential for linguistic diversity in classrooms. Plurilingual approaches enable the understanding and use of cross-linguistic influences (Otwindowska, 2014).

Teacher education practicum serves as a trigger for prospective teachers to reflect on their identity and see themselves as "multi-dimensional educators" (Watson et al., 2011). Recent research examines pre-service teacher trainers' identity construction in disrupting monolingual ideologies and adapting plurilingual approaches (Lauwo et al., 2022). However, pre-service teachers often reproduce traditional teacher roles and lack readiness to manage linguistically diverse classrooms (Birello et al., 2021). They also receive insufficient training and lack exposure to effective interaction with diverse students (Halpern, Ozfidan & Rasool, 2022). Additionally, teacher education programs often lack built-in multilingual awareness (de Jong, 2014).

Some studies have highlighted the importance of teachers' plurilingual repertoire in their identity construction and professional practices (Cataldo-Schwarzl et al., 2023; Haim et al., 2020). For example, pre-service teachers' linguistic identity and perceived roles in school practicum and future teaching careers were examined, showing an increased metalinguistic ability and a positive projection of their plurilingual identity into their future roles (Moloney & Giles, 2015: p. 124).

Plurilingual teachers are crucial in educational platforms due to the diversity in their professional identities. They construct language and culture as a communicative competence, using this competence to critique and enhance communication. Possessing "diversity capital," which includes linguistic and intercultural skills, plurilingual teachers exhibit flexibility across languages and cultures, comfort with differences, and the ability to communicate across differences using metalinguistic skills (Moloney & Giles, 2015).

Educational institutions play a vital role in developing plurilingual and pluricultural competences among language learners. Teachers' plurilingual awareness is not solely based on being bi/multilingual; it can also depend on their work experience and cumulative language learning experience (Otwindowska, 2014). Teachers have a significant social responsibility in shaping futures, balancing classroom openness with fostering respect, tolerance, and inclusivity (Potts & Cutrim-Schmid, 2022: p. 83). According to Byram, Gribkova, and Starkey (2002: p. 10), the 'best' teacher helps learners see relationships between their own and other cultures, fostering an interest in 'otherness' and an awareness of themselves from other perspectives.

Taking all these into account, it is essential that educational contexts provide opportunities to realize the potential of acting as plurilingual teachers and showing all the features of plurilingual identities for the students to experience different cultural perspectives and linguistic diversities and to be engaged in multilingual and multicultural learning contexts and to develop rapport with people from different nationalities.

2. Methodology

Overview of the Research Design

The present research employs a qualitative research design, a well-suited approach for in-depth exploration of the subjective experiences and perspectives attributed by pre- and in-service English language teachers to examine how they conceptualize plurilingual and pluricultural awareness and make interpretations from a broad perspective. Moreover, an insider/emic perspective is adopted in order to investigate and interpret the collected research data.

Participants and Research Setting

To explore pre- and in-service teachers' mindsets and their pertinence in implementing a plurilingual approach in multicultural classrooms, 17 pre-service and 18 in-service language teachers were selected using purposeful sampling (Creswell, 2014), chosen for their specific attributes aligning with the research goals.

Demographic data from the open-ended responses revealed insights into the 35 participants, including 18 in-service teachers from one of the state universities and 17 pre-service teachers from the other. Their teaching experience ranged from 0 to 24 years, with varying ages between 20 and 46. All participants, except one native English speaker born in the United States, were Turkish speakers, and all but two spoke English as a second language.

Pre-service teachers were selected among undergraduates majoring in an English Language Teaching program, taking teaching-oriented courses like teaching methodology, discourse analysis, language acquisition, and current approaches in the field. They engage in tasks, lesson planning, and teaching practicum, including micro-teaching lessons and in-class teaching, alongside elective courses in sociolinguistics and language learning. On the other hand, in-service teachers were instructors working in an English Language Preparatory Program with approximately 10 years of experience. They had a minimum of 2 years of teaching experience in multicultural classrooms, deliberately selected for their diverse student backgrounds, including Arabic, Kazakhstani, Somalian, and French L1 speakers.

Instruments

The instruments are two-fold: Open-ended scenarios and interviews. The open-ended scenarios are completed as written narratives in the form of survey questions. This qualitative scenario-based survey was developed by the researchers and employed in English thanks to participants' relatively high level of English via an online Google form. The questions in the semi-structured interviews were also prepared by the researchers and administered to 10 participants, 5 pre-service and 5 in-service teachers, through video conferencing.

Data Collection & Analysis

Concerning the open-ended scenarios survey, all participants first provided demographic information such as age, year of experience, country of birth, and additional language(s) (if any). Following that, a metaphor elicitation question (Metaphor Prompt) was presented to the subjects to fill in as follows:

Being an English teacher in a plurilingual/pluricultural classroom is like _____ because _____.

Furthermore, eight scenarios based on the classroom practices and experiences were presented in order to collect data about pre- and in-service English language teachers' conceptualization of plurilingual and pluricultural competence in classrooms. The collected data were coded, and the thematic analysis (Ryan & Bernard, 2003) was utilized to identify emerging themes. As for the semi-structured interviews, the video recordings were transcribed, and the qualitative content analysis was carried out based on thematic coding.

3. Findings

The findings revealed five themes emerged:

The conceptualization of plurilingual & pluricultural competence

Semi-structured interviews with pre- and in-service language teachers aimed to explore their understanding of plurilingual and pluricultural competence in language classrooms. Participants highlighted the linguistic diversity in Turkey, including languages like Albanian, Arabic, Armenian, Circassian, French, Georgian, Japanese, Korean, Kurdish, Russian, Spanish, and Zaza, alongside Turkish and English. Additionally, all participants recognized themselves as both plurilingual and pluricultural, citing their familiarity with various language varieties and their awareness of cultural differences and similarities within and beyond Turkey.

...I am a pluricultural person because the definition says a person knows about the differences between cultures regarding the same language, as well. (I_3)

In such a diverse linguistic and cultural landscape, understanding and respecting cultural differences are vital for effective communication, especially for pre-service teachers.

We born into a culture that shapes our language, the way we think, the way we act in a community... And if

someone in my class has a different cultural background, then I respect that... I am tend to learn their historical background. (P-1)

Teacher candidates also highlighted the importance of awareness and respect for linguistic and cultural diversity. They noted that these backgrounds could lead to differing problem-solving approaches, citing varying perceptions of rudeness across cultures as an example.

...to give an example, not knowing Russian and their culture actually affects me. They do not like shaking hands, they consider it rude... disrespectful... (P-3)

In-service language teachers echoed the concerns of pre-service teachers regarding communication differences. They shared worries about potential misunderstandings related to their gestures or body language, as follows:

...because of some gestures or mimics or with some words, because I'm not familiar with their culture. And this makes me a little bit worried. (I_1)

...that's not about being respectful; that's about being different because, probably in their culture, this is not something bad. So they don't want to be disrespectful to me because the students were really good students... (I_2)

Interview responses and open-ended survey answers both showcased participants' awareness and understanding of plurilingual and pluricultural competence, emphasizing the similarities and diversities in languages and cultural features. When describing their role as English teachers in such classrooms through the **Metaphor Prompt**, they notably emphasized the diversity among their students and their role as guides or leaders:

Being an English teacher in a plurilingual/pluricultural classroom is like...

...conducting an orchestra with musicians playing different types of instruments; being a maestro, each student has a different instrument; we make them play the same song. (S1_22)

...being a bridge, being in a big forest with lots of different types of trees / being at a fair / traveling every day being among various flowers because each of them brings its unique color to the learning environment (S1_18)

...asure ...it is great to have students in your class from different parts of the globe where each one has something to add or contribute to your desert. (S1_14)

... being a chef in a big kitchen because you need to mix up all the cultural differences to create a positive learning environment. (S1_20)

More specifically, they used various metaphors like "surviving a forest fire", "being a large family's mother", "embarking on a captivating linguistic and cultural voyage", "watching a movie with different subtitles", and others. These metaphors reflect their perception of language classrooms as multi-faceted and dynamic environments, shaping their language ideology.

The perceived roles of plurilingual & pluricultural competence in classrooms

Regarding the teacher roles in plurilingual and pluricultural classrooms, affective roles became prominent when the interview data were analyzed. Pre-service language teachers stated that individual learner needs, interests, and preferences are critical in classrooms:

It's like in the forest, with lots of different trees and plants that all look the same. But, they have different needs, different amounts of sunshine, different amount of water. (P_2)

As a result, they emphasized the importance of teachers making in-class adaptations to promote tasks that encourage cultural awareness, empathy, and respect, allowing students to express their cultural and linguistic identities and fostering shared feelings and values among them.

Similarly, in-service teachers highlighted the importance of a "positive learning environment" that gives opportunities for international students to represent their linguistic and cultural identity via language tasks:

They need to express themselves so we can create a comfortable learning environment. When they introduce their cultural identities, they feel they belong to... (I_1)

Metaphor Prompt: ...being a seven-colored flower because you bloom differently for each student in accordance with their needs and desires... (Q_20)

In the open-ended survey, participants emphasized the importance of verbal and non-verbal adaptations among plurilingual students with diverse cultural backgrounds to prevent misunderstandings and foster clarity, promoting an inclusive and supportive classroom environment. According to a pre-service teacher, practicing empathy and effective communication through such adjustments would cultivate harmony and positivity in the classroom, encouraging a sense of belonging and confidence among plurilingual students.

Besides, throughout both the interviews and the responses from open-ended scenarios, in-service teachers emphasized the significant influence of coursebooks on classroom tasks. They noted that coursebooks dictate the syllabus and themes for class hours, constraining their ability to deviate from predefined content. Consequently, instructors may either adapt activities and topics or adhere to them as presented, suggesting a somewhat restrictive approach.

...the units, especially in the book, because we follow a book and, as much as those books allow us, we can change the task into the needs of the students... (I_1)

In the book, we have lots of cultural - topics that we can adapt to different cultures. (I_5)

Metaphor Prompt: ...trying to survive in a forest fire because, on the one hand, you have a schedule and teaching program set by the MEB, and trying to determine how to teach a group with very different backgrounds and language levels... it's not impossible to do, but you need to work hard and have a lot of patience. (Q_6)

Regarding cultural integration in teaching, both pre- and in-service teachers highlighted the inclusion of various surface and deep cultural elements such as customs, traditions, cuisine, attire, gestures, and cultural tendencies. Additionally, they mentioned special national days, festivals, and cultural organizations as focal points in pluricultural classrooms:

I can integrate dishes; I can make them describe cultural outfits. I would focus on more history, in the sense of advertisement and food and drink. (P-2)

...their food, famous dishes. Through attractions, famous places to see, to visit, so how they eat, what they eat, how they get dressed (traditional dresses), wedding issues... (I_3)

These findings highlight that in-service teachers typically rely on coursebook topics when discussing cultural dimensions, as they are required to adhere to a standardized syllabus:

If we have a topic on food, I ask them what they eat, what the traditional dishes or costumes. Whatever the topic is, I make sure them a word to say. (I_5)

Other than that, both in-service and pre-service teachers' responses to the open-ended question about their perceived plurilingual and pluricultural classrooms revealed their lack of experience in such environments, emphasizing the uniqueness of these classrooms:

I have never been in a class, but being in such a classroom would definitely be like, in a multicultural place where... (Q_8)

Due to the presence of students from various linguistic and cultural backgrounds, the learning environment will be unique. (Q_7)

Metaphor Prompt: ...being a mariner on a journey to the unknown lands of a new world because unexplored opportunities and barriers may arise at the same time. (Q_13)

The perceived challenges/opportunities in developing students' plurilingual & pluricultural competence

Interview and survey responses show that both pre- and in-service language teachers shared their experiences,

feelings, and perceptions about teaching English in plurilingual/pluricultural classrooms. They discussed both the challenges and facilitators in developing students' plurilingual and pluricultural competence:

...there is nothing we can say is "easiest" in those kinds of classrooms. (I_1)

...it's like surviving in the middle of a war. (P_5)

Metaphor Prompt:

...excited and also complete mess at the same time... fun & hard most of the time. (Q_1)

...both hard and fun. (S1_6)

...filled with both challenges and rewards (S1_27)

...wandering around the Amazon Forest because it is both enchanting and chilling at the same time. While the exploration of new languages, cultures, and colors... gives pleasure, it is also challenging and overwhelming to manage the teaching process without dropping a brick. (Q_4)

...if students' English is not good enough, teaching English in a multilingual classroom can be like losing your way in an unfamiliar city. (Q_3)

The excerpts from interviews and the open-ended survey demonstrate that both pre- and in-service language teachers find teaching English in plurilingual/pluricultural classrooms both challenging and beneficial. They reflect on the opportunities it provides for facilitating students' plurilingual and pluricultural competence.

Concerning the opportunities in such an educational process, a key theme is the "medium of communication." Both pre- and in-service teachers find the linguistic variety in classrooms valuable for facilitating target language skills like pronunciation and speaking. In multilingual classes, English serves as the primary communication medium, requiring all students to use English for collaboration, interaction, and self-expression, fostering basic English language skills by providing students with authentic communication needs in their immediate context:

That's something good because it's variety in our classroom. (I_2)

...because they want to express themselves and their every culture in the classroom, English becomes the most important thing; it facilitates both English improvement, also their cultural stuff and the unity of being a human... (I_4)

Another notable theme from the interviews regarding the aforementioned opportunities is the "expression of identities in diversity." Pre-service teachers highlighted that in these classrooms, learners can freely express their identities without fear of judgment or discrimination, creating a more peaceful and welcoming classroom atmosphere through mutual understanding and respect for cultural norms.

Because everyone comes from a different culture, we actually get rid of racism, in a way. When you say that there is not a single culture, they will realize other cultures. This way, we can talk about a more peaceful classroom environment. (P_5)

Similarly, in-service teachers emphasized the importance of the sense of belonging when diversity is the case, supporting the learning environment with shared values:

When they introduce their cultural identities, they feel like they belong to the classroom. (I_1)

On the other hand, language teachers may encounter two main challenges in plurilingual and pluricultural classrooms: language and culture-related issues, and teaching-related challenges. Considering culture-related problems, while expressing diverse identities is advantageous, there's a risk of imbalance in representing all cultures and identities among students. Some students may dominate the class, emphasizing their own identity elements. To address this, participants stressed the importance of promoting equal participation and contribution to ensure that no single student or group dominates. Providing equal opportunity for students to express their cultural identities and respecting their languages, cultures, and traditions is crucial, as highlighted by participants. To mitigate inequalities, teachers can encourage students to identify both similarities and differences among cultures, fostering awareness that every culture is unique.

As mentioned by both pre- and in-service teachers, the mother tongue of the students poses some language-related problems, such as difficulty in understanding the spoken language resulting from the accent or the pronunciation deriving from their way of articulation:

...there is a difficulty especially in the pronunciation skills of the students because they come from different countries; because of their natural way of speaking, they may pronounce some words incorrectly, like "the (d)" as "the (z)". (I_1)

Touching upon the same challenge, in both pre- and in-service teachers' responses to a scenario in the open-ended questionnaire regarding classmates' reactions to various accents of plurilingual students, the importance of celebrating linguistic diversity was emphasized. Teachers highlighted the significance of embracing different accents in a plurilingual classroom and fostering a positive attitude toward linguistic variations in English. They expressed intentions to encourage students to respect accent-related differences stemming from plurilingual students' mother tongues, emphasizing that there is no singular "correct" accent. Additionally, teachers aimed to promote acceptance of individuals with diverse accents and framed this diversity as a positive rather than a negative aspect.

Participants identified additional language-related challenges in plurilingual classrooms, such as the speed of spoken language and the complexity of vocabulary, which can hinder plurilingual students' comprehension and contribute to feelings of isolation and frustration. Plurilingual students may struggle to understand classroom language due to their varied vocabulary skills. Both pre- and in-service teachers suggested various strategies to address these challenges, including grouping plurilingual students together for mutual support, speaking slowly and clearly, rephrasing and repeating information, providing examples and explanations, simplifying vocabulary, promoting practice outside the classroom, and encouraging students to seek clarification when needed.

Furthermore, interview analysis revealed that instructors face another language-related challenge related to the mother tongue. Many international students require clarification, particularly regarding grammatical exceptions, prompting more proficient students to provide L1 translations during class, which may lead to interruptions and distractions, with Turkish students potentially becoming bored while awaiting translations and instructors feeling uneasy about the translated content, ultimately losing classroom control:

I can't be sure if the translations are correct if we miss anything, if there are any changes... during that time, Turkish students find the things going on, sometimes funny, sometimes boring... it may lead to some classroom management problems too. (I_5)

Regarding teaching-related challenges, pre-service teachers emphasized student-based issues, whereas in-service teachers highlighted instructional problems during the interviews. Pre-service teachers noted the presence of international students as a concern, citing feelings of isolation, hindered integration, and increased introversion due to cultural prejudices and refugee concerns. They also highlighted the potential for peer bullying and racism, leading to heightened tensions in pluricultural classrooms.

The most important could be racism. Later, some students may... express themselves more easily because they are a minority. Maybe they think their language is not suitable for classroom. (P_2)

Conversely, in-service teachers underlined teaching-related challenges regarding the instructions. Videlicet, since they aren't well-informed about the language structures in the mother tongue of the international students, they feel incompetent in providing comparisons between their L1 and English when needed:

...in English, in grammar and vocabulary, I can easily make them (Turkish students) understand by using translations or giving some examples from Turkish. But I cannot do it for the other students because I cannot speak their language and I don't know the structure of their language. (I_4)

Finally, when asked about language skills, pre-service teachers noted speaking as the most challenging skill due to potential communication difficulties. In contrast, in-service teachers insisted on grammar and listening. They explained that teaching grammatical rules and helping students understand sound articulation requires

knowledge of their mother tongue, a talent many instructors lack.

Listening is one of the hardest skills, and it includes pronunciation, it includes vocabulary and grammar stuff, and accents... a difficult one. (I_4)

Overall, both pre- and in-service teachers acknowledged their limited cultural knowledge and challenges in integrating plurilingual and pluricultural students into teaching. They struggle with adapting the curriculum to multicultural contexts and meeting diverse student needs. Many feel not "ready", lacking a solid foundation for handling such situations.

The visionary behaviors in plurilingual & pluricultural classrooms

Building on the interview responses, the participants are to explain their perceptions and possible reactions to some open-ended scenarios to reveal their past experiences and insights regarding plurilingual and pluricultural competence, as well as their visionary approaches in such classrooms

An overview of the responses revealed that pre- and in-service teachers had awareness and positive and supportive views about plurilingual and pluricultural competence and having plurilingual and pluricultural teachers and students in the language classrooms.

Both groups highlighted the advantages of linguistic diversity and accent variation in their classrooms. They disapproved of any mocking behavior towards plurilingual students, emphasizing the need to cultivate a culture of respect, empathy, and inclusivity. Participants stressed the importance of appreciating and respecting cultural and linguistic differences and advocating for a positive attitude toward various English accents. For instance, one teacher proposed a task to prompt students to contemplate the reasons behind different accents, aiming to raise awareness of linguistic diversity:

...I ask students to write about the weirdest habit they have. After collecting their answers, I randomly distribute those answers and ask students to write the possible reason for that habit. After reflecting on the habits and possible reasons, I ask all students to brainstorm possible reasons for different accents. After we have all the ideas on the board, I help students become aware that those reasons are just differences, not weaknesses or deficiencies. (S2_5)

Another teacher also suggested incorporating a task to raise awareness of diversity and differences, as shown below:

I organize a classroom discussion/activity where students can learn about different languages, cultures, and the significance of accents. Peer support is also important to stand up against bullying, discrimination, or teasing. (S2_31)

The use of translation/code-switching in the plurilingual & pluricultural classroom

In the open-ended survey scenarios, teachers were prompted to react to situations where students translated instructions or switched to their L1 during group work. Responses varied: some supported translation and code-switching, while others did not allow it. Reasons for these stances were provided, and most participants suggested strategies to assist students in such situations.

For those not in favor of using the mother tongue for translation, many expressed empathy towards students while encouraging them to use the target or common language in class. Concerns were raised about potential confusion, slowed language development, and demotivation for other students. One teacher shared her approach of explaining to students that relying on translation might hinder their language improvement in the long run.

In contrast to those who oppose using other languages for instruction clarification, some teachers find it useful for students from different backgrounds. They emphasize the importance of using the native language judiciously and at appropriate times. Concerns about overreliance on translation were raised, with strategies suggested to mitigate this. For instance, one teacher shared a method where students help translate instructions in a multistep process, saving time and ensuring comprehension. Another in-service teacher expressed concerns about the

impact on other students and advocated for a common classroom language, as indicated:

...I express appreciation for their willingness to help others understand the instructions. However, ...translating instructions exclusively for some students may unintentionally exclude others who may not understand the translated language; I underline the importance of using a common language for instructions and class discussions... This helps maintain equal opportunities for learning and avoids feelings of exclusion. (S3_5)

In addition, participants suggested various alternatives to translating instructions into students' mother tongue. These include using body language, visual aids, simplified instructions, paraphrasing, and allowing extra time for clarification. Partnering with peers and providing individual assistance until students feel confident were also proposed strategies.

Participants' attitudes toward code-switching depend on the activity or situation at hand, with the majority willing to allow limited L1 use in group work as long as it doesn't dominate or disrupt others. They emphasize maintaining English communication in whole-class discussions and projects. While some permit brief L1 use for activities like brainstorming, others aim to gradually encourage L2 use. Too much reliance on the mother tongue may lead to student anxiety. Overall, while some accept L1 use, they strive to promote L2 whenever feasible.

Generally, language teachers allow the L1 use for homework, projects, or to save time, but they encourage English use for more practice. Many suggest implementing policies like "English only" to promote the target language. An in-service teacher recommends calmly explaining language policies and addressing concerns to create an inclusive learning environment:

At the beginning, I explain the rules needed during lessons, and my students know it's an English class and their purpose ... is to learn/improve their English abilities, not their L1... I persistently try to speak in English during lessons, I believe if teachers use English to communicate, students will only use their L1 to prevent misunderstandings or clarify vagueness. (S8_20)

To conclude, participants emphasize the importance of speaking English in the classroom for language development, as revealed in their responses to scenarios about using L1 for clarification and instructions during group activities.

4. Discussion & Conclusion

The study aimed to explore pre-service and in-service English language teachers' views on plurilingual and pluricultural competence, its role in classrooms, and the challenges and benefits in developing students' skills. It also documented visionary behaviors and attitudes towards translation and code-switching in such classrooms.

The interviews and survey responses revealed that both pre- and in-service teachers in Turkey acknowledged the diversity of languages and cultures. They recognized the benefits of having plurilingual and pluricultural teachers and students in language classrooms and expressed positive views about this diversity. Participants emphasized the importance of respect, empathy, and negotiation in understanding cultural and linguistic variations. They noted how students' backgrounds influence problem-solving approaches and potential misunderstandings, expressing concerns about the impact of gestures and body language on triggering conflicts.

One prominent finding highlighted the importance of additional training, such as workshops or in-service training, to help language instructors feel more secure in plurilingual and pluricultural classrooms. This finding aligns with research suggesting that teachers' cumulative language learning experience and knowledge can influence their plurilingual awareness (Otwinowska, 2014). Expanding on this, the study delved into teachers' perceived roles of plurilingual and pluricultural competence in classrooms. Both pre- and in-service teachers emphasized the crucial role of affective factors, such as empathy and respect, in these environments. They advocated for adaptations to promote classroom tasks that foster cultural awareness and linguistic identities, enhancing students' in-class participation. Given that plurilinguals use languages differently based on emotional states and communication purposes (Busch, 2017), classroom affective dynamics may influence how these roles

are perceived. Additionally, the educational and cultural context shapes how plurilingualism is transformed into instructional practices (Piccardo et al., 2021).

While touching upon these elements, pre- and in-service teachers foregrounded the need for making verbal and non-verbal adjustments in plurilingual and pluricultural classrooms. These adaptations were believed to eliminate potential misunderstandings while promoting mutual understanding, negotiation, and clarification of meaning, enabling an inclusive and diverse classroom atmosphere. They also reported their willingness to integrate surface culture elements while paying little attention to deep culture elements. Further, they foregrounded their lack of experience in plurilingual and pluricultural classrooms and acknowledged the unique value and contribution of such classroom atmosphere to students' English language learning procedures. To address this issue and bridge the gap in their experiential practices, intercomprehension would serve as a platform for the improvement of the intercultural sensitivity of teachers (Pinho, 2019).

Both pre-service and in-service teachers acknowledged the dual nature of English in fostering pluricultural and plurilingual competence, citing both challenges and opportunities. They recognized English as a medium for authentic communication, fostering self-expression and mutual respect among students. Challenges were categorized into language/culture-related and teaching-related issues, including difficulties in balancing cultural representation, comprehension challenges due to accents and vocabulary complexity, and teaching specific language skills like speaking and listening. While pre-service teachers focused on speaking difficulties, in-service teachers highlighted challenges in grammar and listening. Solutions proposed included adapting teaching methods, providing clear instructions, and encouraging practice outside the classroom.

Acknowledging the value of code-switching and translations in classroom activities, both groups of participants expressed their prudent perspectives by expressing the need for a limited L1 translation and the effective use of L1 timely and appropriate. To address students' plurilingual and pluricultural competencies, they referred to the significance of integrating body language, visual elements, using simplified instructions along with communication strategies, and increasing student talk time to lower the over-exposure to mother tongue use. Even though the use of L1 is a source of anxiety among language teachers and there is a general assumption that maximum exposure is needed in foreign language classrooms, drawing attention to being flexible in jumping from one language to another, teachers in Galante et al.'s (2023) study highlighted the importance of engagement with all languages of students' repertoires. Overall, pre-service and in-service teachers expressed their appreciation and respect for cultural and linguistic varieties in plurilingual and pluricultural classrooms.

To conclude, the current study revealed prominent impacts of contextual factors, affective domain, learner profiles, instructional design, attitudes, linguistic and cultural backgrounds as critical and influential elements in the plurilingual and pluricultural development and perception of pre-service and in-service teachers. The needs of these teachers were situated around authentic communicative contexts and situations for plurilingual and pluricultural competence in classrooms, where English acts as a mediator to fulfill this purpose. Identity development of language teachers in plurilingual and pluricultural classrooms could also be fostered by promoting educational equality and social justice among students. The findings revealed that further awareness-raising and hands-on practice in teacher-training programs are required. It is also essential to enhance their critical cross-cultural awareness (Nieto, 2010), guiding students to "trace their plurilingual and pluricultural trajectories and explore and appreciate the values, beliefs, and traditions of other cultural groups" (Chen et al., 2022: p. 4).

Obviously, the implementation of culturally responsive tasks relies greatly on teachers' openness and ability to help their learners explore their linguistic and cultural repertoires (Maatouk & Payant, 2022). For this reason, it seems critical to cultivate positive attitudes among teachers since there should be more opportunities to develop their awareness of the different languages and cultures that their students bring to the classroom and how to use this diversity to create a more inclusive learning environment (Otwinowska, 2014). Cultivating positive attitudes would lead to the proliferation and promotion of educational equality and social justice in plurilingual and pluricultural language classrooms.

5. Pedagogical Implications & Further Study Suggestions

Building on the outcomes of the current study, there is an emerging need for promoting an inclusive classroom environment for pre-service teachers and a need for in-service training sessions and workshops for language instructors. Reflective practice, simulations, micro-teaching tasks, and in-class demonstration of possible scenarios would help to cultivate perspectives. Incorporation of various reflective tasks as well as research-oriented activities would enhance their understanding of the relationship between their self-identification and plurilingual and pluricultural repertoire (Cataldo-Schwarzl et al., 2023). Through such activities, teachers' ongoing professional development could be fostered by conducting a needs analysis. Awareness of both pre- and in-service teachers could be raised by giving them opportunities to experiment with plurilingual and pluricultural classroom practices, examples, experiential learning, and teaching activities. To equip language teachers with intercultural awareness, plurilingual and pluricultural competence, teacher education programs could be tailored to meet the needs of prospective teachers by integrating a plurilingual and pluricultural aspect. To respond to pre-service teachers' expressed needs, we need to give them more space for discussion and reflection to transform their resources into practical teaching tools for multilingual classrooms (Birello et al., 2021). To address such needs, telecollaboration and virtual exchange projects could be used to cultivate the identity orientation of pre-service and in-service teachers in plurilingual and pluricultural classrooms. It may equally be useful to calmly explain the language policy, classroom rules, course requirements and responsibilities and address concerns while promoting an inclusive learning environment for all students. Overall, we need to provide foreign language teacher education that is responsive to the linguistic diversity of our students and challenges the monolingual mindset that often prevails in foreign language education (Melo-Pfeifer, 2021).

To achieve this, plurilingual strategies and pedagogical practices could be integrated into teacher education programs as well as other educational contexts. To illustrate, as adapted from the literature and introduced as online tasks by Galante et al. (2023: 6), 'cross-linguistic comparisons' and 'cross-cultural comparisons' could be carried out to engage students with similarities and differences of languages, cultures, customs and beliefs and to develop their metacognitive awareness and awareness of language use in different contexts. Other than these comparisons, 'translation for mediation' could be utilized as another strategy to compare the meaning and spelling of words across the languages in their repertoire and one of their colleagues (p. 6). As another pedagogical practice, translanguaging could be employed by mixing the languages to make communication and meaning clear and fluid and flexibly move from one language to another, as Galante et al. (2023) highlighted. Lastly, utilizing pluriliteracies and semiotic resources covering both linguistic (i.e., language skills) and nonlinguistic resources, such as body language, mimics, and gestures, could facilitate engagement and help students act as social agents (Galante et al., 2023; p. 6).

Building on the scope of the present study, future research could examine the content of teacher training programs and figure out the potential integration of plurilingual and pluricultural competence into teaching methodology courses. As it is still essential to examine how to design teacher education programs that will help teachers develop the attitudes, skills, and beliefs that are necessary for teaching in a multilingual environment (Potts & Cutrim-Schmid, 2022), we need further studies to examine prospective teachers' perceptions and visions regarding plurilingual and pluricultural competences. Accordingly, longitudinal studies could be carried out to explore how prospective teachers develop their identities in terms of plurilingual and pluricultural competencies. Examination of the conceptualization of these competencies in different educational contexts could manifest culture-specific and context-variant elements. Since the participants were from two different local settings in Türkiye, future research could be conducted by including diverse learner, teacher and teacher-trainer groups. Further, an investigation of English language learners' attitudes could present a composite picture in deciphering their plurilingual repertoires.

References

- Atay, D., Kurt, G., Çamlıbel, Z., Ersin, P. (2009). The Role of Intercultural Competence in Foreign Language Teaching. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 10(3). <https://doi.org/10.17679/iuefd.26655>.
- Bailey, A., & Gruber, A. (2020). Challenges and other feedback: Integrating intercultural learning in the Digital Age. *The EuroCALL Review*, 28(1), 3-14.
- Beacco, J. C., & Byram, M. (2007). *From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe*. Strasbourg, France: Council of Europe Publishing.
- Birello, M., Llompert-Esbert, J., & Moore, E. (2021). Being plurilingual versus becoming a linguistically sensitive teacher: Tensions in the discourse of initial teacher education students. *International Journal of Multilingualism*, 1-15. <https://doi.org/10.1080/14790718.2021.1900195>.
- Busch, B. (2017). Expanding the notion of the linguistic repertoire: On the concept of Spracherleben-the lived experience. *Applied Linguistics*, 38(3), 340-358. <https://doi.org/10.1093/applin/amv030>.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
- Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the Intercultural Dimension in Language Teaching*. Council of Europe: Strasbourg.
- Cataldo-Schwarzl, L., Haim, O., & Vetter, E. (2023). Investigating the role of plurilingual pre-service language teachers' psychological landscape in their learning-to-teach process. *Language, Culture and Curriculum*, 1-23. <https://doi.org/10.1080/07908318.2023.2197237>.
- Chen, G. M., & Starosta, W. J. (2000). The development and validation of the intercultural sensitivity scale. *Human Communication*, 3, pp. 1-15.
- Chen, L., Karas, M., Shalizar, M., & Piccardo, E. (2022). From "promising controversies" to negotiated practices: A research synthesis of plurilingual pedagogy in global contexts. *TESL Canada Journal*, 38(2), 1-35. <https://doi.org/10.18806/tesl.v38i2.1354>.
- Council of Europe (2001). *Common European Framework of Reference for Languages*. Cambridge: Cambridge University Press.
- Council of Europe. (2018). *Common European framework of reference for languages: Learning, teaching, assessment-Companion volume with new descriptors*. <https://rm.coe.int/cefrcompanion-volume-with-new-descriptors-2018/1680787989>.
- Coste, D., Moore, D., & Zarate, G. (2009). *Plurilingual and pluricultural competence*. Language Policy Division, Strasbourg.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- De Jong, E. (2013). Preparing mainstream teachers for multilingual classrooms. *Association of Mexican American Educators Journal*, 7(2). 40-49.
- Galante, A., Okubo, K., Cole, C., Abd Elkader, N., Carozza, N., Wilkinson, C., ... & Vasic, J. (2019). Plurilingualism in higher education: A collaborative initiative for the implementation of plurilingual pedagogy in an English for academic purposes program at a Canadian university. *TESL Canada Journal*, 36(1), 121-133. <https://doi.org/10.18806/tesl.v36i1.1305>
- Galante, A. (2022). Plurilingual and pluricultural competence (PPC) scale: the inseparability of language and culture, *International Journal of Multilingualism*, (19)4, 477-498. <https://doi.org/10.1080/14790718.2020.1753747>.
- Galante, A., Zeaiter, L., F., dela Cruz, J.W.N., Massoud, N., Lee, L., Aronson, J., de Oliveira, D. S. A., & Teodoro-Torres, J. A. (2023). Digital plurilingual pedagogies in foreign language classes: empowering language learners to speak in the target language, *The Language Learning Journal*, DOI: 10.1080/09571736.2023.2179654
- Haim, O., Orland-Barak, L., & Goldberg, T. (2020). The role of linguistic and cultural background in EFLnovices' induction period. *International Journal of Multilingualism*, 19(1), 1-22. <https://doi.org/10.1080/14790718.2020.1715412>.

- Halpern, C., Özfıdan, B., & Rasool, S. (2022). Pre-service teachers' perceptions of cultural competence to teach culturally and linguistically diverse students. *Journal of Multilingual and Multicultural Development*, 1-16. <https://doi.org/10.1080/01434632.2022.2102642>.
- Hopp, H., Thoma, D., Kieseier, T., Jakisch, J., & Sturm, S. (2022). Early plurilingual foreign language teaching in mixed classrooms: Linguistic and metalinguistic predictors of foreign language development among majority-language and minority-language students in EFL classes. *System*, 108, 102828.
- Krulatz, A., & Torgersen, E. N. (2016). The role of the EFL classroom in maintaining multilingual identities: Issues and considerations in Sør-Trøndelag public schools. In K. Amanti, J. Álvarez Valencia, & E. Mackinney (Eds.), *Critical views on teaching and learning English around the globe* (pp. 53–68). Charlotte, NC: Information Age Publishing.
- Larsen-Freeman, D., & Todeva, E. (2021). A sociocognitive theory for plurilingualism: Complex dynamic systems theory. In E. Piccardo, A. Germain-Rutherford, & G. Lawrence (Eds.), *Routledge handbook of plurilingual language education* (pp. 209-224). Routledge.
- Lauwo, M. S., Accurso, K., & Rajagopal, H. (2022). Plurilingualism, equity, and pre-service teacher identity: Centring [Linguistic] diversity in teacher education. *TESL Canada Journal*, 38(2), 113-139. <https://doi.org/10.18806/tesl.v38i2.1359>.
- Lucas, T., & Grinberg, J. (2008). Responding to the linguistic reality of mainstream classrooms: preparing all teachers to teach English language learners. In M. Cochran-Smith, S. Feiman-Nemser and D. J. McIntyre (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd ed., pp. 606-636). Routledge.
- Maatouk, Z., & Payant, C. (2022). The pertinence and feasibility of implementing a plurilingual approach in Quebec, Canada: the beliefs of pre-service ESL teachers. *International Journal of Bilingual Education and Bilingualism*, 25(10), 3685-3697. <https://doi.org/10.1080/13670050.2022.207268.1>
- Marshall, M., & Moore, D. (2016). Plurilingualism amid the panoply of lingualisms: addressing critiques and misconceptions in education, *International Journal of Multilingualism*. <https://doi.org/10.1080/14790718.2016.1253699>.
- Mayfield, V. (2020). *Cultural competence now: 56 exercises to help educators understand and challenge bias, racism, and privilege*. ASCD.
- Moloney, R., & Giles, A. (2015). Plurilingual pre-service teachers in a multicultural society: Insightful, invaluable, invisible. *Australian Review of Applied Linguistics*, 38(3), 123-138. <https://doi.org/10.1075/ara1.38.3.03mol>.
- Munro, A., & Pearson, C. (2006). The Munroe multicultural attitude scale questionnaires: A new instrument for multicultural studies. *Educational and Psychological Measurement*, 66(5), 819–834. <https://doi.org/10.1177/0013164405285542>.
- Niemi, P. M., & Hahl, K. (2019). Reproducing, disrupting and reforming understanding of cultural diversity: Theorising future subject teachers' pedagogical reflections. *Teaching Education*, 30(3), 319-336. <https://doi.org/10.1080/10476210.2018.1478809>.
- Nieto, S. (2010). *Language, culture, and teaching: Critical perspectives* (2nd ed.). Routledge.
- Otwinowska, A. (2014). Does multilingualism influence plurilingual awareness of Polish teachers of English? *International Journal of Multilingualism*, 11(1), 97-119. <https://doi.org/10.1080/14790718.2013.820730>.
- Piccardo, E., Antony-Newman, M., Chen, L., & Karamifar, B. (2021). Innovative features of a plurilingual approach in language teaching: Implications from the LINCDIRE project. *Critical Multilingualism Studies*, 9(1), 128-155.
- Pinho, A. S. (2019). Plurilingual education and the identity development of pre-service English language teachers: An illustrative example. In P. Kalaja, & S. Melo-Pfeifer (Eds.), *Visualising multilingual lives: More than words* (pp. 214-231). Multilingual Matters.
- Potts, D., & Cutrim Schmid, E. (2022). Plurilingual practice in language teacher education: An exploratory study of project design and ideological change. *AILA Review*, 35(1), 60-88. <https://doi.org/10.1075/aila.22007.pot>.

- Ryan, G. W., & Bernard, H. R. (2003). Techniques to Identify Themes. *Field Methods*, 15(1), 85-109. <https://doi.org/10.1177/1525822x02239569>.
- Santos Alves, S. & Mendes, L. (2006). Awareness and practice of plurilingualism and intercomprehension in Europe. *Language and Intercultural Communication*, 6(3-4), 211-218. <https://doi.org/10.2167/laic248.0>.
- Torres, C. A., & Tarozzi, M. (2020). Multiculturalism in the world system: towards a social justice model of inter/multicultural education. *Globalisation, societies and education*, 18(1), 7-18. <https://doi.org/10.1080/14767724.2019.1690729>.
- Watson, J., Solomon, B., Morote, E-S., & Tatum, S. (2011). *The effects of speaking a second language in teachers' multicultural understanding*. One Voice International Conference and Forum, Washington, DC.
- Werner, R., & Todeva, E. (2022). Plurilingualism and multimodality: The metanoia within reach. *TESL Canada Journal*, 38(2), 214-227. <https://doi.org/10.18806/tesl.v38i2.1362>.

Yazar Katkıları: Fikir-%34-33-33; Tasarım-%34-33-33; Denetleme-%34-33-33; Kaynaklar-%34-33-33; Veri Toplanması ve/veya İşlemesi- %34-33-33; Analiz ve/veya Yorum-%34-33-33; Literatür Taraması-%34-33-33; Yazıyı Yazan-%34-33-33; Eleştirel İnceleme- %34-33-33.

Hakem Değerlendirmesi: Dış bağımsız.

Çıkar Çatışması: Yazarlar, çıkar çatışması olmadığını beyan etmiştir.

Finansal Destek: Yazarlar, bu çalışma için finansal destek almadığını beyan etmiştir.

Etik Kurul Belgesi: - 06.06.2023-271

Author Contributions: **Sole Author** Concept-34-33-33%; Design-34-33-33%; Supervision-34-33-33%; Resources-34-33-33%; Data Collection and/or Processing-34-33-33%; Analysis and/or Interpretation-34-33-33%; Literature Search-34-33-33%; Writing Manuscript-34-33-33%; Critical Review-34-33-33%.

Peer-review: Externally peer-reviewed.

Conflict of Interest: The authors have no conflicts of interest to declare.

Financial Disclosure: The authors declared that this study has received no financial support.

Ethical Committee Approval: 06.06.2023-271