

6 Have Preservice English Teachers Embraced Translanguaging? Insights from Austria and Germany

Elizabeth J. Erling, Felicitas Siwik,
Katharina Haslacher and Anouschka Foltz

‘In the English language classroom, it is good practice to encourage students to use all of their languages to enhance learning.’
Item from our questionnaire

Introduction

Research has shown that while language teachers may hold positive beliefs about multilingualism in principle, these beliefs shift and become less positive when they encounter multilingual practice; moreover, language teachers often do not recognize or capitalize on languages beyond the dominant languages of education (e.g. English and German) (De Angelis, 2011; Haukås, 2016). Long-held beliefs about the value of using the target language only dominantly shape (English) language teacher education and therefore also teachers’ practices (Scrivener, 2005). English language teacher education programmes in Austria and Germany have tended to stress the importance of ‘immersion’ (or *Sprachbad*), ensuring that students have ample exposure to English in the classroom, with there sometimes being rules about teachers and learners using English only (Potts & Cutrim Schmid, 2022). Exceptions to this rule tend to be made for teaching grammar rules and abstract vocabulary, which many teachers and textbooks explain in German. Research suggests that using German only in such situations can contribute to disadvantaging multilingual students with emergent German, as this language use acts as a further burden and not a scaffold; furthermore, the use of German only shuts down possibilities that other languages are drawn on to develop strategies and competences that have been found to support multilingual development, such as metalinguistic awareness and cross-linguistic

transfer (Aronin & Jessner, 2015; Maluch *et al.*, 2016). Such practices might therefore contribute to the disadvantages in English language education that have been established among students with German as an additional language (GAL) (Erling *et al.*, 2020; Hopp *et al.*, 2020).

Although language classrooms have become increasingly diverse across Europe, many teacher education materials still focus on preparing teachers to teach in a linguistically homogeneous environment: until recently, teacher education systems have placed limited focus on strategies for teaching multilingual learners, particularly those learning English as a third – or indeed fourth or fifth – language (Cataldo-Schwarzl & Erling, 2023; Purkarthofer, 2016; Wernicke *et al.*, 2021). However, in our previous research, we found that in-service teachers who were teaching at schools with a large proportion of multilingual students were taking up the rudiments of a ‘translanguaging stance’, i.e. ‘the philosophical or ideological belief system that students’ various and wide-ranging language practices work together and are a resource for learning’ (García & Kleifgen, 2018: 82). While the full potential of translanguaging pedagogies requires translanguaging design and shifts, we found that teachers’ positive stances towards students’ backgrounds and languages and using activities that draw on students’ out-of-school languages and practices can go some way towards enhancing equity in English language education and improving learning (Erling *et al.*, 2022a, 2022b). Moreover, preservice teachers today, especially those from diverse urban centres like Vienna, are more likely to have grown up in contexts of diversity than former generations and to come from multilingual migration backgrounds themselves.¹ Given the findings of our previous research and the changing demographics of teacher education, we hypothesised that contemporary preservice teachers have taken on some aspects of a translanguaging stance and hold positive views of multilingualism. In this study, we investigate the extent to which contemporary preservice English teachers value linguistic diversity and perceive it as a potential pedagogical resource in English language education. Our collective involvement in English language teacher education in Austria and Germany afforded us the perfect opportunity to compare the views of preservice teachers in both contexts.

Literature Review

Before presenting our questionnaire study with preservice teachers, we briefly review the literature that frames our work. Recent research in language teacher education has documented three key developments:

- (1) The growth of linguistic diversity in schools internationally, as well as specifically in the German-speaking world (Berkel-Otto *et al.*, 2021; Herzog-Punzenberger, 2023);

- (2) A growing acceptance of the effectiveness and legitimacy of using multilingual pedagogies to support (English) language education in conjunction with an increase in promoting awareness of multilingualism and diversity in teacher education programmes (Bonnet & Siemund, 2018; Kirsch & Duarte, 2020); and
- (3) The need to shift away from deficit beliefs about multilingualism and diversity among in-service and preservice teachers (Bredthauer & Engfer, 2016; Erling *et al.*, 2021).

Linguistic diversity in Austria and Germany

In Austria and Germany, as in most countries in Europe and beyond, schools are increasingly linguistically heterogeneous, particularly in urban areas. While multilingualism has been historically present in both national contexts (Herzog-Punzenberger, 2023), the number of students who speak languages other than the official language of education – German – has risen in the past decade. Particular attention has been paid to the growing multilingualism in schools that has resulted from waves of migration to Europe stemming from wars in, for example, the former Yugoslavia, Syria and Ukraine. In this section, we provide an overview of the most recent official statistics available in these countries – at the time of writing – with regard to people with a migration background² and with GAL, and how this is reflected in education. These figures, however, only indicate tendencies, as data about language use tend not to have been collected systematically and do not capture the complex language repertoires of many multilingual students (Vetter & Janík, 2019).

According to data from the Austrian National Institute of Statistics for the year 2024, slightly over a quarter of the Austrian population has a migration background (Statistik Austria, 2025). In the capital city, Vienna, where the data for the Austrian part of this study were collected, around half of the population has a migration background. Besides German, the most commonly spoken languages in households with families from a migration background are Bosnian–Croatian–Serbian, Turkish, English, Hungarian, Polish, Albanian and Slovenian (Statistik Austria, 2001). In schools across Austria, about 27% of students are categorised as having GAL; this number rises to 53% in Vienna (58.69% of primary school students, 77.2% of middle school students and 40.5% of academic secondary school students) (Österreichischer Integrationsfonds, 2022; Stadt Wien, 2020: 51; Statistik Austria, 2022). However, these figures do not provide insight into students' use of and competence level in German. In Vienna, for example, about half of middle school students reported speaking one or more languages other than German with their parents, but 93% reported speaking German with their friends (Integrationsmonitor, 2023). German is thus an important language for students with GAL, and many of them speak at least two languages on a daily basis.

In Germany, it was reported in the year 2020 that every fourth inhabitant had a migration background, reflecting a similar average percentage of the population as in Austria (Destasis, 2020). In the city of Karlsruhe, which is the third largest city in the state of Baden-Württemberg and where the German data for this study were collected, a higher than average 34% of the population had a migration background in 2019 (Mikrozensus, 2020). The results of a micro-census showed that in around 61% of households with a migration background in Baden-Württemberg, German was the language that was spoken most predominantly, and 39% of the households used another language predominantly. It was found that German is less likely to be spoken in families where both parents have a migration background. Besides German, the most commonly spoken languages in households with families from a migration background were Turkish (5.6%), Russian (5.0%), Romanian (3%), Italian (2.9%), Polish (2.5%), Arabic (1.9%) and English (1.8%) (Statistisches Landesamt Baden-Württemberg, 2020). According to the German Federal Statistics office, around 39% of school students in Germany have a migration background (Destasis, 2020). Recent national statistics on the language backgrounds and German levels of these students are not available (Sambanis & Ludwig, 2021).

Multilingual pedagogies in (English) language education

The growing number of students from linguistically diverse backgrounds in schools has prompted a shift from monolingual to multilingual teaching approaches in (English) language education (Kirsch & Duarte, 2020; Melo-Pfeifer, 2018). The shift has been further driven by what has been dubbed the ‘multilingual turn’ in applied linguistics (Conteh & Meier, 2014; May, 2013; Melo-Pfeifer, 2018), which reflects an enhanced understanding of how multilinguals learn language and a growing recognition that multilingualism can be leveraged to enhance additional language learning (Cenoz & Gorter, 2025a, 2025b; Jeon *et al.*, 2025). Multilingualism is increasingly viewed not as the exceptional condition of a minority – often associated with migration – but as a dynamic and widespread characteristic of all language users (Forbes *et al.*, 2024). From this perspective, everyone is multilingual to some extent, drawing flexibly on different linguistic and semiotic resources in different contexts (Cenoz, 2013). However, in this paper, we focus specifically on forms of multilingualism shaped by migration, particularly those that are frequently othered in the educational context.

The multilingual advantage in additional language learning has been found to come about in part because of metalinguistic awareness, such as an enhanced awareness of grammar (e.g. verb conjugations) and heightened sociolinguistic knowledge (e.g. awareness of appropriateness in context) (Jessner & Allgäuer-Hackl, 2020). Research also reports

mixed findings on the extent of this advantage, depending on factors such as literacy levels, language distance, and language status (Aronin & Jessner, 2015; Hopp *et al.*, 2019). While multilingual learners may initially benefit from prior language experience, this advantage can diminish over time as their peers develop metalinguistic awareness through formal foreign language instruction and increasing literacy demands (Maluch & Kempert, 2019; Maluch *et al.*, 2016). Scholars suggest that English language education could be more effective for multilingual learners if their full linguistic repertoires were consistently activated and sustained in the classroom (Cenoz & Gorter, 2020). Based on these findings, new pedagogical approaches that entail the explicit use of pedagogies that support multilingualism in additional language learning have emerged (Hopp *et al.*, 2020). Such pedagogies promote the idea that students' multilingualism can be useful in supporting content and language learning, and in countering the educational disadvantages that many students from migration backgrounds face. In English language education, there has also been a shift towards the promotion of multilingual approaches in teaching and learning, together with a move away from English-only discourses (Cutrim Schmid, 2021; Elsner & Lohe, 2021; Erling, 2024; Erling & Foltz, 2025).

Translanguaging has arisen as a key theory in contemporary language research to describe 'the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system' (Canagarajah, 2011: 401). A wealth of contemporary research suggests that a way to support the academic achievement of multilingual students is by mobilising their full linguistic repertoires as resources for learning through translanguaging pedagogies, rather than limiting the students by requiring them to rely only on their emergent competence in the target language (García & Kleifgen, 2018; Lau & Van Viegen, 2020; Uysal & Tian, 2025). Studies have illustrated how translanguaging pedagogies can be powerful in developing confidence and legitimising students' identities, thus promoting language and metalinguistic awareness (Beiler & Villacañas de Castro, 2025; Conteh & Meier, 2014; García & Kleyn, 2016). This is because the approach entails teachers regarding students' multilingualism as a benefit rather than a disadvantage. But despite the potential of multilingual pedagogies in (English) language education, research has shown that, to date, they are still not widely implemented in the classroom in Austria and Germany (Bredthauer & Engfer, 2016; Hopp *et al.*, 2019).

Researching beliefs about multilingualism

In this study, we focus on the beliefs of students in preservice English language teacher education programmes to see how well students might be placed to face the diversity that they are likely to meet in their

classrooms. Beliefs constitute a complex cluster of intuitive, subjective knowledge (Barcelos, 2003). Teachers' beliefs have been shown to influence their classroom behaviour, planning and practice (Pajares, 1992; Adair *et al.*, 2017). Teachers' beliefs also have a strong impact on students' beliefs (Adair *et al.*, 2017), shape their learning environment and influence their motivation and language ability (Borg, 2018; Gilakjani & Sabouri, 2017; Tsiplakides & Keramida, 2010). Students' academic outcomes have been found to be directly affected by their teachers' beliefs and expectations, both because of preferential grading and through students adapting their behaviour to the attitudes teachers hold towards them (Glock *et al.*, 2013). Beliefs play a particularly important role in situations where teachers do not have (enough) time, motivation or cognitive resources at hand, and when their implicit attitudes control their behaviour (Glock & Klapproth, 2017). Given that newly qualified teachers are likely to work in contexts where resources are increasingly strained (with increasing demands and diversity in schools, as well as teacher shortages), their profession is likely to be characterised by stressful situations, complexity and uncertainty, making them 'particularly vulnerable to bias' (Glock *et al.*, 2013: 205). It is therefore all the more essential that their practice is guided by well-informed beliefs.

In Europe, researchers have been investigating teachers' beliefs about students from a migration background, showing that, overall, teachers have a tendency to favour students without a migration background (Pit-ten Cate & Glock, 2019). In Germany, Glock *et al.* (2013) investigated preservice teachers' attitudes toward students with and without a migration background. Their study revealed that teachers held implicit positive attitudes towards students without a migration background; however, their attitudes towards students from a migration background were not overwhelmingly negative but were rather either ambivalent or indifferent. They thus conclude that future generations of teachers may be less likely to explicitly prefer ethnic majority students and hold negative attitudes towards ethnic minority/linguistically diverse students. In other studies, it has been found that students with a migration background were more likely to be seen as not producing 'standard language' and to be underestimated by teachers (Oldani & Truan, 2022; Pit-ten Cate & Glock, 2018).

A growing amount of research has been dedicated to exploring teachers' beliefs about multilingualism (De Angelis, 2011; Lundberg, 2018; Portolés & Martí, 2018; Tishakov & Tsagari, 2022). As part of the translanguaging pedagogies described above, García and Kleifgen (2018) have argued that in order to support multilingual students' achievement and well-being, teachers need to adopt a translanguaging stance: a staunch belief that students' whole linguistic repertoires are resources in general and specifically for their learning. This stance also involves creating an overall school and class ecology that is supportive of students'

multilingualism and multilingual identities and that allows them to use their language repertoire to achieve academically (García & Otheguy, 2020). Teachers must have positive views of multilingualism and believe that translanguaging supports students and their learning, helping them to become more creative and critical (García & Kleyn, 2016; García & Li, 2013). However, studies often find that while teachers may hold positive beliefs about multilingualism in principle, these beliefs shift and become less positive when they encounter multilingual practice. This tends to be the case even in language classrooms where the teachers themselves are multilingual (Haukås, 2016). In some cases, deficit perspectives on students' multilingualism have been uncovered (Bredthauer & Engfer, 2016; Erling *et al.*, 2020; Walker *et al.*, 2004; Young, 2014). In our previous research with in-service English language teachers in Austria, we found that English teachers were more likely to believe that their students were not achieving the standardised learning outcomes if they had a higher percentage of multilingual students in their classrooms. Furthermore, they reported little to no use of multilingual pedagogies in the English classroom, even if they taught in a linguistically diverse school (Erling *et al.*, 2020; 2021). However, we also found that some teachers in Austria have started to take on a translanguaging stance and that this can go some way towards minimising the gap in learning outcomes between students in Austria with German as a first language and students with GAL (Erling *et al.*, 2022b).

The Context

Multilingual pedagogies drawing on translanguaging have been slow to take root in the classroom, partly because multilingualism has, until recently, been only minimally dealt with in both the Austrian and the German teacher education curricula. While prominent European institutions like the European Centre for Modern Languages have been promoting multilingual and multicultural education for decades, to date, there has been no systematic and sustained effort to support change in teacher education, despite the growing linguistic diversity across Europe. However, increasingly, individual programmes are introducing aspects so that teachers develop an approach to using students' multilingual repertoires as a resource for learning.

In Austria, the teacher education programme for the primary and secondary level was reformed in 2013 when the transition to a Bachelor and Master's degree structure was introduced. The Austrian Federal Ministry of Education, Science and Research has also made suggestions for improving the curricula. The latest statutory order published by the Ministry in 2021 included a framework requiring preservice teachers in all teaching sectors to acquire knowledge and competences in the following fields: (1) diversity with a special focus on multilingualism, interculturalism

and interreligious matters; (2) gender; (3) global citizenship education; (4) inclusive pedagogy with a focus on disabilities; (5) media and digital competences and (6) language and literacy. Furthermore, they are expected to gain basic technical, didactic and educational knowledge on which basis they plan, create and evaluate lessons to provide and incorporate interdisciplinary knowledge. They should learn to tailor interactions, content requirements and structural frameworks more closely to the needs of individual learners and to take diversity (talents, disabilities, neurodivergence, gender, interculturality, differences in performance, etc.) into account. In particular, those who study English education should be able to include diversity in open and critical debates about the social, cultural and linguistic world and possess the ability to critically reflect on research and educational policy measures concerning language diversity and individual multilingualism (e.g. overall language concepts, inclusion of migration background and multilingual didactics) ([Bundesministerium für Bildung, Wissenschaft und Forschung, 2022](#)).

The method for implementing these concepts, however, varies. [Purkarthofer \(2016\)](#), for example, analysed the undergraduate and graduate curricula for primary and lower secondary education at all universities and teacher education colleges in Austria, finding that there is more treatment of multilingualism at the undergraduate than at the graduate level. Moreover, multilingualism is more commonly found in non-obligatory specialisation courses than in mainstream compulsory courses. [Cataldo-Schwarzl and Erling \(2023\)](#) found that at the University of Vienna, where the Austrian data were collected, Purkarthofer's findings overwhelmingly hold true. Multilingualism does not feature prominently in the curriculum: there is only one compulsory class in the Bachelor-level General Education curriculum that explicitly mentions multilingualism ('Inclusive school and diversity: possibilities and limits'), but no such classes are in the Master's-level curriculum ([Universität Wien, 2023, 2024](#)). A recent review of the English language teacher education curriculum did not uncover a single compulsory course that focused on teaching multilingual learners ([Gold, 2021](#)).

A similar situation can be seen in Germany. Along with the transition to the Bachelor/Master's degree structure, the Ministry of Education published a statutory order, which included a framework for new teacher training courses that dictated that in all teaching sectors, teachers should gain theoretical knowledge on diversity (especially individual educational aspirations, gender, culture, language, socioeconomic background) and the effects of educational disadvantage and exclusion ([Landesrecht Baden-Württemberg Bürgerservice, 2015](#)). Furthermore, teachers should learn about social inequality, dimensions of heterogeneity, migration and cultural diversity, and their importance in planning lessons ([Landesrecht Baden-Württemberg Bürgerservice, 2015](#)). The framework also specifies that graduates of teacher education programmes should be able to

cooperate with parents, promote intercultural competence and have diagnostic and support competence, especially with regard to integrative and inclusive educational offerings. Those studying English language education should be able to take multilingualism and interculturality into account when applying and reflecting on linguistic methods. Furthermore, they should be able to analyse and reflect on cultural developments, including inter- and transcultural phenomena and multilingualism and the role of English in these phenomena ([Landesrecht Baden-Württemberg Bürgerservice, 2015](#)). Graduates should be aware of aspects of multilingualism and language contact, including English as a lingua franca in the European Union and language policy. While the statutory order makes all the abovementioned competences mandatory for universities, each one is flexible in the way these are implemented in the curriculum. [Berke-Otto et al. \(2021\)](#) undertook a comprehensive summary of multilingual principles in preservice teacher training programmes, finding that most mentions of multilingualism were in programmes related to German as a Second Language.

At the University of Education Karlsruhe (PH Karlsruhe), where the German data were collected, there are teacher education programmes for Early Years Education, Primary Education and Secondary I (i.e. teaching at the lower secondary level). In each of these programmes, there are modules that offer an introduction to linguistic diversity, multilingualism and multilingual education in both the Bachelor and Master's phases. There are also optional courses which focus on theory-based planning and analysis of concepts of support, especially in relation to children with German as a Second Language and multilingualism (cf. [University of Education Karlsruhe, 2021](#)). In addition, there are specific modules on bilingual teaching and learning for those who are specialising in that field (though these focus primarily on English–German bilingual teaching through Content and Language Integrated Learning (CLIL), where school subjects, such as science, history, geography etc. are taught in a foreign language, and not on the integration of migration languages). However, not all pre-service English teachers go through the Bilingual Teaching and Learning qualification, which is part of the European Teaching Certificate, an independent university course. In the programme for secondary teachers, multilingualism is mentioned in five out of six modules for English Studies.

In summary, in both contexts of teacher education in Vienna and Karlsruhe, there has been a substantial restructuring of the teacher education system. This reform has entailed, to a certain extent, that preparation for dealing with various aspects of (linguistic) diversity is included in teacher education curricula. However, in both contexts, teacher education has not been able to keep pace with increasing linguistic diversity at schools. Moreover, as discussed further below, in both contexts, there is an escalating teacher shortage in many schools,

particularly in areas that face multiple disadvantages, including high numbers of students with low socioeconomic status and GAL ([Austria Presse Agentur, 2022b](#); [Stephanowitz, 2022](#)).

The Study

In this study, we explored the following research question: To what extent do the beliefs of preservice English teachers in teacher education programmes in Austria and Germany align with a ‘translanguaging stance’? In answering this question, we aimed to investigate whether these preservice English teachers not only positively valued linguistic diversity but were also convinced of its potential pedagogical value in English language education. To undertake this research, a questionnaire was circulated to students of higher education in two teacher education programmes, one at the University of Vienna, Austria, and the other at the Karlsruhe University of Education, Germany. At the time, the lead author was teaching in the English language teacher education programmes of both these institutions. The programme of research we had been conducting in Austria allowed us an increasing understanding of teachers’ beliefs about multilingualism, and our contact with a German teacher education institution afforded potential for comparative insight.

Methods

In the following sections, we describe the preservice teachers who participated in this study as well as the materials and procedures employed in the study.

Participants

In total, 194 students in two teacher education programmes participated in the study. Of these, 90 participants (72 female, 16 male, 2 preferred not to say, mean age = 24.9, standard deviation (*SD*) = 5.5, range 18–46) were English language preservice teachers at the University of Vienna in Vienna, Austria. The remaining 104 participants (95 female, 8 male, 1 preferred not to say, mean age = 22.6, *SD* = 2.9, range 18–34) were English language preservice teachers at the Karlsruhe University of Education in Karlsruhe, Germany. Overall, 44 participants, 25 (27.7%) in Austria and 19 (18.3%) in Germany, reported growing up bilingually. Furthermore, as [Figure 6.1](#) shows, 71.3% of the participants – 52 (65%) in Austria and 62 (77.5%) in Germany – reported not having received any training to support students from migration and multilingual backgrounds. In contrast, only 6 (7%) participants in Austria and 11 (11%) in Germany stated that they had received training to support these students. Six of the students in Germany, however, stated that they had received this training

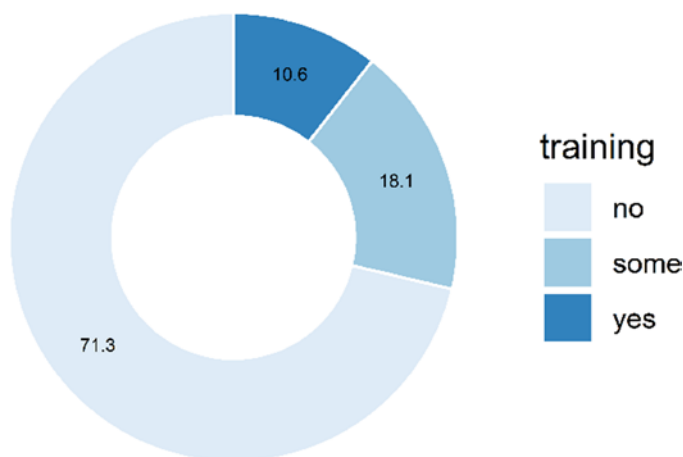


Figure 6.1 Percentage of students who had or had not or only to some extent received training to support students from a migration and multilingual background

through the German as a Second Language programme that they were enrolled in, not as part of their English teacher education training. The remaining students stated that they had had some training, with a substantial number of students stating that this was not enough.

Materials

We used a questionnaire that we developed further from one previously used in research with in-service teachers to explore their beliefs and practices (Erling *et al.*, 2020; 2021). This questionnaire included 68 questions, which were grouped thematically and covered topics such as preservice teachers' personal and educational background, their beliefs about language learning and multilingualism, motivations for learning English and access to English outside school (see <https://osf.io/yufd6/> for the complete questionnaire).

In this chapter, we focus on only one aspect of the questionnaire, which is preservice teachers' beliefs about what constitutes good teaching practice as it relates to multilingualism in the English language classroom. This aspect was investigated using the following Likert-type questions:

In the English language classroom, it is good practice to...

- use German to enhance learning.
- encourage students to speak English only.
- encourage students to use all their languages to enhance learning.
- encourage students to compare the languages that they know.
- encourage students to share about their cultures, families, languages and interests.

All answer choices ranged from 1 = strongly disagree to 7 = strongly agree. For the current study, we consider how participants' answers to the following questions about demographic factors relate to their responses to the above Likert-type questions about teaching practice:

- Country of study: I study in an English language teacher education programme at... (answer choices: Karlsruhe University of Education/PH Karlsruhe; The University of Vienna/Universität Wien)
- Gender (answer choices: female, male, gender diverse, prefer not to say)
- Age (participants typed in their age)
- Bilingualism: What is/are your first language/s? (i.e. the languages you grew up speaking at home with your family and/or at school) (participants typed in languages)
- LX³ learners: What percent of your students do you think will have GAL (i.e. Deutsch als Zweit-/Dritt-sprache (German as a second/third language))? (answer choices: 0–10%, 11–15%, 26–50%, 51–75%, 76–90%, 91–100%).

Procedure

The questionnaire was circulated to all students of English in each of the teacher education programmes in Vienna and Karlsruhe via internal email systems and the virtual learning environment in June 2021. At that time, because of the COVID-19 pandemic, all teaching was being carried out online and the students were used to electronic communication. Owing to data protection, it is not possible to say how many students received the email inviting them to participate in the research, but there are several hundred students studying English at each of the institutions.

Before starting with the questionnaire, participants gave informed consent to take part in the research as an anonymous participant and confirmed that they were studying to become an English teacher. According to the national laws and university statutes and guidelines, no ethics approval was required to conduct the current study. The study complied fully with the British Association for Applied Linguistics Recommendations for Good Practice in Applied Linguistics, which are intended to help applied linguists to maintain high standards.

Data analysis

The data analysis focused mainly on the demographic factors that might influence those teaching practices participants believe to be good practice in the English classroom. For the analysis, we coded whether or not the respondents were bilingual according to their responses to the

question about the languages they grew up speaking at home, with their family and/or at school. We categorised participants who listed only German as the language that they grew up speaking as ‘monolingual’ and participants who listed a language or languages other than German or in addition to German as ‘bilingual’. We also converted the LX learners variable (i.e. the percentage of their students that the participants think will have GAL) into a Likert-like variable by assigning the answer choices numbers from 1 for 0–10% to 6 for 91–100%. We then ran a separate statistical analysis for agreement with each of the statements on good teaching practice. Specifically, we ran cumulative link models, which are a type of ordinal regression analysis and thus appropriate for ordinal dependent variables. Each of these statistical models had agreement with the particular teaching practice statement as the dependent variable and the factors country of study (Germany vs. Austria), gender (female vs. male; prefer not to say was coded as NA), age (numeric value), bilingualism (bilingual vs. monolingual) and LX learners (numeric value) as independent variables. In addition, we ran Spearman’s correlation analyses to probe the extent to which participants’ beliefs about the different teaching practices correlated with each other. The complete data and analysis scripts can be found on the Open Science Framework at <https://osf.io/yufd6/>.

Results

This population of preservice teachers indicated that they expected to teach in schools with a fairly high percentage of students with GAL. Only 3% of preservice teachers (all of whom were in the Karlsruhe group) thought that they would be working in schools where there would be only 0–10% of students with GAL, and imagined that they might be teaching in the rural areas of Baden-Württemberg. As can be seen in Figure 6.2, the

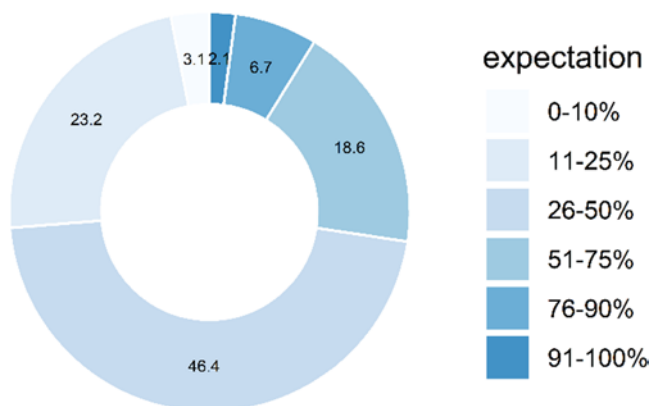


Figure 6.2 Preservice teachers’ expectations of the percentage of their future students who will have GAL (i.e. who will be LX German learners)

largest percentage of preservice teachers (46.9%) expected to work in schools with 26–50% of students with GAL, while 18.4% expected to work in schools with 51–75% students with GAL. Overall, the preservice teachers in Vienna expected a slightly higher percentage of students with GAL in their classes than the preservice teachers in Karlsruhe. The statistics on linguistic diversity in schools reported above suggest that an average of 40–77% of students whom these future teachers could be teaching could have GAL in Vienna. While comparably detailed statistics are not available for Karlsruhe, preservice teachers might expect 39% of their future students to have GAL, depending on the area of the school, according to the census data cited above ([Mikrozensus, 2020](#)). Thus, many of the preservice teachers had a relatively reasonable expectation of the linguistic diversity that they were likely to meet among their students in their future classrooms. However, only 9% of preservice teachers (all of whom were in the Karlsruhe group) thought that they would be working in schools where over 76% of students would have GAL. This indicates that preservice teachers (and those in Vienna in particular) were not expecting to work in schools with an exceptionally high level of linguistic diversity, which also tend to face multiple disadvantages. It is these schools that are most affected by the current teacher shortage in Austria and Germany ([Kramer, 2019](#); [Austria Presse Agentur, 2022a](#)).

As [Figures 6.3](#) and [6.4](#) show, participants in both countries tended to agree with the statement that they felt prepared to support students with GAL in the English language classroom (Austria: mean = 5.0, *SD* = 1.7; Germany: mean = 5.2, *SD* = 1.6, on a scale from 1 = strongly disagree to 7 = strongly agree) and that they felt prepared to promote inclusion in the English language classroom (Austria: mean = 5.7, *SD* = 1.5; Germany: mean = 5.1, *SD* = 1.6, on a scale from 1 = strongly disagree to 7 = strongly agree). This is despite the fact that a majority of preservice teachers in the sample, 52 (65%) in Austria and 62 (77.5%) in Germany, reported not having received any training to support students from

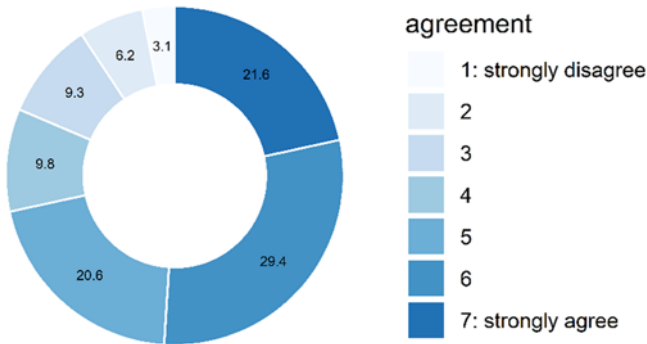


Figure 6.3 Participants' agreement with the statement 'I feel prepared to support students with German as an additional language in the English language classroom'

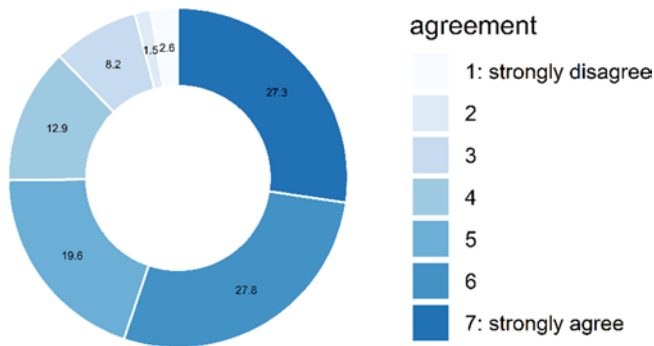


Figure 6.4 Participants’ agreement with the statement ‘I feel prepared to promote inclusion in the English language classroom’

migration and multilingual backgrounds (cf. [Figure 6.1](#) above). As mentioned above, it may also be the case that preservice teachers were imagining schools in which there is less diversity than those they would actually encounter when starting their teaching career and, therefore, felt more prepared for this.

Using German to enhance learning

We begin our analysis of perceived ‘good practice’ among preservice teachers by looking at the participants’ agreement with the statement that ‘In the English language classroom, it is good practice to use German to enhance learning’. Overall, participants’ agreement with this statement was in the middle of the scale, with an average rating of 4.2 on a scale from 1 = strongly disagree to 7 = strongly agree. The reason for the relatively low agreement with this statement might relate to what was mentioned above: that teachers are commonly encouraged to use the target language only in the English language classroom. However, it may also be that the difference in wording – where ‘use German’ might be read less positively than ‘encourage the use of German’ – could have influenced the responses.

Table 6.1 Statistical results of the cumulative link model for the statement ‘In the English language classroom, it is good practice to use German to enhance learning’ (**p* < 0.05; ***p* < 0.01; ****p* < 0.001)

Independent variable	β	SE	t	p
Country of study	−0.09	0.27	−0.33	0.741
Gender	1.18	0.41	2.87	0.004**
Age	0.00	0.03	0.12	0.906
Bilingualism	−0.42	0.31	−1.38	0.168
LX learners	−0.03	0.13	−0.27	0.786

With regard to demographic factors, there was only a significant effect of gender (see Table 6.1), such that male preservice teachers were more likely to agree with the statement than female preservice teachers.

Encouraging students to speak English only

We now consider participants’ agreement with the statement that ‘In the English language classroom, it is good practice to encourage students to speak English only’. Overall, the participants tended to agree with this statement, with an average rating of 5.7 on a scale from 1 = strongly disagree to 7 = strongly agree. There were no significant effects of any of the independent demographic variables on the participants’ agreement with this statement (see Table 6.2).

Table 6.2 Statistical results of the cumulative link model for the statement ‘In the English language classroom, it is good practice to encourage students to speak English only’ (* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$)

Independent variable	β	SE	t	p
Country of study	0.55	0.29	1.91	0.056
Gender	0.02	0.43	0.04	0.971
Age	−0.02	0.03	−0.79	0.429
Bilingualism	−0.17	0.33	−1.52	0.601
LX learners	−0.07	0.14	−0.54	0.592

Encouraging students to use all their languages

Next, we consider the participants’ agreement with the statement that ‘In the English language classroom, it is good practice to encourage students to use all their languages to enhance learning’. Overall, the participants tended to agree with this statement, with an average rating of 5.6 on a scale from 1 = strongly disagree to 7 = strongly agree. Notably,

Table 6.3 Statistical results of the cumulative link model for the statement ‘In the English language classroom, it is good practice to encourage students to use all their languages to enhance learning’ (* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$)

Independent variable	β	SE	t	p
Country of study	−0.36	0.28	−1.31	0.191
Gender	−0.18	0.42	−0.43	0.667
Age	0.07	0.03	2.12	0.034*
Bilingualism	−0.01	0.33	−0.04	0.970
LX learners	0.27	0.14	1.95	0.051

the participants showed substantially more agreement with using all students' languages to enhance learning than with using German to enhance learning, though this may be related to the wording of the latter statement, as alluded to above. There was a significant effect only of age (see Table 6.3), such that older preservice teachers agreed with the statement more than younger preservice teachers. It might be that older students were also further along in their studies and had had more training on how to support students from migration and multilingual backgrounds at the time of the study.

Encouraging students to compare the languages they know

Next, we consider the participants' agreement with the statement that 'In the English language classroom, it is good practice to encourage students to compare the languages that they know'. Overall, the participants strongly agreed with this statement, with an average rating of 6.2 on a scale from 1 = strongly disagree to 7 = strongly agree. There was a significant effect only of LX learners on the participants' agreement with the statement, such that the more preservice teachers expected to have LX learners in their future classrooms, the more they agreed with the statement (see Table 6.4).

Table 6.4 Statistical results of the cumulative link model for the statement 'In the English language classroom, it is good practice to encourage students to compare the languages that they know' (* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$)

Independent variable	β	SE	t	p
Country of study	-0.10	0.29	-0.35	0.724
Gender	0.52	0.45	1.14	0.254
Age	0.03	0.04	0.93	0.354
Bilingualism	-0.16	0.35	-0.47	0.637
LX learners	0.34	0.14	2.35	0.019*

Encouraging students to share about their cultures

We now consider the participants' agreement with the statement that 'In the English language classroom, it is good practice to encourage students to share about their cultures, families, languages and interests'. Overall, the participants very strongly agreed with this statement, with an average rating of 6.7 on a scale from 1 = strongly disagree to 7 = strongly agree. There were no significant effects of the independent demographic variables on the participants' agreement with this statement. It is possible that this is the result of a ceiling effect, as almost all participants strongly agreed with the statement (see Table 6.5).

Table 6.5 Statistical results of the cumulative link model for the statement ‘In the English language classroom, it is good practice to encourage students to share about their cultures, families, languages and interests’(**p* < 0.05; ***p* < 0.01; ****p* < 0.001)

Independent variable	β	SE	<i>t</i>	<i>p</i>
Country of study	0.51	0.42	1.21	0.228
Gender	−0.45	0.53	−0.86	0.391
Age	−0.01	0.04	−0.19	0.852
Bilingualism	−0.11	0.48	−0.23	0.816
LX Learners	0.12	0.21	0.59	0.570

Relationships across good practice beliefs

We now consider whether and to what extent the participants’ agreement with the statements about good practice correlate with each other. We present these data separately for preservice teachers in Austria and in Germany. Figure 6.5 shows a correlogram with bivariate correlations for all the statements about good teaching practice for preservice teachers in Austria. The three strongest significant positive correlations (the darkest shades with rising lines, i.e. lines with a positive slope) relate to the statements about it being good practice to use all languages to enhance learning, to encourage students to compare languages and to encourage students to share about their cultures, families, languages and interests. The more preservice teachers agreed with one of these statements, the



Figure 6.5 Correlogram showing correlation coefficients (in the shaded squares) and significance levels (NS = not significant; **p* < 0.05; ***p* < 0.01; ****p* < 0.001) for agreement with the five statements about good teaching practice for Austrian preservice teachers



Figure 6.6 Correlogram showing correlation coefficients (in the shaded squares) and significance levels (NS = not significant; * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$) for agreement with the five statements about good teaching practice for German preservice teachers

more they also agreed with the other two. The remaining significant positive correlation (medium shade and rising lines) suggests that the more preservice teachers agreed with the statement that it is good practice to use German to enhance English learning, the more they also agreed that it is good practice to compare languages. The two significant negative correlations (medium shades and falling lines, i.e. lines with a negative slope) suggest that the more preservice teachers agreed that students should speak English only, the less they agreed that students should use all their languages to enhance learning and that students should be encouraged to share about their cultures, families, languages and interests.

Figure 6.6 shows a correlogram with bivariate correlations for all the statements about good teaching practice for preservice teachers in Germany. The pattern of correlations is quite similar to the data from Austria. The three significant positive correlations (medium and dark shades and rising lines) relate to the statements about it being good practice to use all languages to enhance learning, to encourage students to compare languages and to encourage students to share about their cultures, families, languages and interests. As in the data from Austria, the more preservice teachers agreed with one of these statements, the more they also agreed with the other two. The one significant negative correlation (medium shade and falling lines) suggests that the more preservice teachers agreed that students should speak English only, the less they agreed that students should use German to enhance learning.

Discussion

In this section, we discuss the extent to which the findings of this study allow insight into whether the preservice English teachers involved in this study can be said to have taken on a translanguaging stance and to have shown willingness to embrace multilingual pedagogies in the English language classroom. While based only on a small sample of preservice English teachers in Austria and Germany, this study showed that preservice teachers in both contexts agreed strongly with the statements that it was good practice to encourage students to share about their cultures, families, languages and interests; to compare the languages that they know; and to use all their languages to enhance learning. This implies that, to a certain extent, these preservice teachers have taken on a ‘translanguaging stance’, in which they have respect for and interest in students’ ways of knowing and their multilingual identities, take an inclusive and additive approach to using their students’ languages to support English learning and view their future students’ whole linguistic repertoires as potential resources (cf. Erling *et al.*, 2022b). The correlation analyses show that these beliefs were significantly positively correlated with each other. These findings suggest that it is beginning to be more commonplace among preservice teachers to embrace a translanguaging stance and that they will most likely be willing to value and welcome students’ linguistic diversity in the classroom. The responses suggest that these preservice teachers are likely to show an interest in their students’ family and linguistic backgrounds, which has been shown to have a positive impact on students’ well-being and attainment at school (Erling *et al.*, 2021; 2022a).

While many preservice teachers reported seeing their future students’ other languages as a resource, a large number also responded that they would encourage students to speak English only in the classroom. A lower number reported that they would use German to enhance learning. These two findings show that preservice teachers are likely to take a positive view of English-only classroom practices in which German is avoided. Indeed, the correlation analyses reflect a tendency for preservice teachers who believe that students should be encouraged to speak English only to also agree less with using German or other languages to enhance learning. This suggests that not all preservice teachers take a multilingual approach to the use of language in language education and could benefit from a deeper exploration of purposeful translanguaging to enhance English learning in their teacher education programmes.

Pre-service teachers’ beliefs were relatively unaffected by demographic and geographical factors. There were only three statistically significant effects of a demographic factor (either that of participants or the students they imagine teaching) on the participants’ beliefs: male preservice teachers were more likely to agree that it is good practice to use German to enhance learning than female preservice teachers; older preservice

teachers were more likely to agree that it is good practice to encourage students to use all their languages to enhance English learning than younger preservice teachers; and the more preservice teachers expected to have LX learners in their future classrooms, the more they agreed that it is good practice to encourage students to compare the languages they know. Accordingly, there were no effects of country of study or of whether or not preservice teachers had grown up bilingually on their beliefs. Further research would be required to gain deeper insight into such findings, especially why we found no evidence for preservice teachers' own multilingual background affecting beliefs about multilingual pedagogies. Studies in other contexts, however, have found that even bilingual teachers do not necessarily see multilingualism as a resource for language learning – even when they have clearly been afforded these advantages themselves (Haukås, 2016). Moreover, no significant differences were found between the responses of the preservice teachers in the two different teacher education programmes in Vienna and in Karlsruhe. This implies that, regardless of differences in the teacher education curricula in these two contexts, this generation of future teachers holds similar views on multilingualism and multilingual practice in English language education. This may also be because they are more likely than former generations to have grown up in contexts of diversity and to come from multilingual migration backgrounds themselves (cf. Erling *et al.*, 2022b). At least on the surface, positive explicit beliefs about multilingualism are in place, and there is evidence that these preservice teachers have taken on aspects of a 'translanguaging stance', and this can also be seen in our previous work conducted in Austria (cf. Erling *et al.*, 2022a). In future studies, it could be explored whether these beliefs differ according to whether teachers are or will be working in urban or rural areas, and to what extent teachers have developed practices that align with these beliefs.

While direct comparisons of the outcomes are not possible, our previous study with in-service English language teachers in Austrian secondary schools found stronger attitudes against the use of German to support learning than among this population of preservice teachers (Erling *et al.*, 2021). Less than a quarter of the practising teachers (22%) agreed or strongly agreed that they sometimes use German in the classroom and only 16% agreed that they sometimes do activities in the English language classroom in which students can use German. There was also only scant evidence that teachers do activities with students with GAL in which they can use any of their languages, with only 27% agreeing or strongly agreeing with this statement. These findings suggest that preservice teachers are more positively inclined than in-service teachers to use multilingualism as a resource in the English language classroom. While more investigation is clearly necessary, this indicates a cautiously hopeful, positive trend.

Implications

The chapter closes by considering how future English teachers can be supported to further develop a translanguaging stance and go beyond this to put translanguaging design and shifts into action in the classroom (cf. [García & Kleyn, 2016](#)). The current study shows that future teachers need a better understanding of how to get the balance right between using students' language repertoires as a resource (including home languages and German) and providing quality access and exposure to the target language, English. Given the wide range of contact that today's students have with English outside school, English teachers must be prepared to respond to students' individual differences by shifting their instructional design in response to students' interests, strengths and needs. English language teachers should be enabled to design translanguaging instruction that incorporates students' multilingualism – not only symbolically but also cognitively – to enhance and expedite English language learning through rigorous and engaging activities. Teachers need explicit strategies for guiding students to use their full linguistic and semiotic repertoire to elevate their (English) language awareness and metalinguistic competence; this can be done by making cross-linguistic comparisons in talk about grammatical structures, including strategy instruction for multilingual vocabulary learning, and by using engaging, culturally responsive content to support the development of students' positive identities as multilinguals and successful language learners (for more on this, see [Erling, 2024](#); [Erling & Foltz, 2025](#); [Weidl & Erling, 2023](#)).

Teacher education initiatives will need to equip teachers with pedagogical competences that allow them to adapt textbook content and activities so that they are relevant to linguistically diverse students from a range of migration backgrounds (cf. [Wong & Du, 2025](#)). Advocating for multilingual learners in English language education also requires teachers who can set up collaborative, student-centred learning opportunities that allow the amplification (and not the simplification) of content ([Walqui, 2006](#)). Teachers require the skills, for example, to be able to support students' engagement in translanguaged talk about an image, song, video or complex reading passage in English and then to move them to being able to compose a song or written text or prepare a presentation, performance or video in English, using their own voice and creativity (cf. [Przymus & Mendoza, 2025](#)). To achieve this, teachers may need to judiciously sacrifice some classroom time in the target language to achieve what translanguaging theory suggests will be a greater gain in terms of cognitive development ([Fallas Escobar, 2019](#); [Kerfoot & Simon-Vandenberg, 2015](#)). Finally, in order to facilitate students to use their own voice and creativity through English, teachers need enhanced strategies for involving students in the construction of multilingual identity texts ([Cummins & Early, 2011](#)), which allow them to connect their learning to their cultural background and community.

Conclusion

This study suggests that, to a certain extent, preservice teachers in the English language teacher education programmes in two German-speaking contexts have taken on a translanguaging stance: their responses show that they are reasonably well informed about the likelihood of meeting linguistic diversity in their future classrooms and are positively inclined towards their future students' multilingualism. However, the study also suggests that these preservice teachers are less likely to imagine themselves teaching in contexts with very high levels of linguistic diversity, and it is precisely in such schools where current teacher shortages are most critical and where well-trained teachers are most needed. While there is still some evidence of belief in the value of traditional practices using English only and not allowing a space for German or other languages in the classroom, future teachers overwhelmingly agreed that students should be enabled to draw on their cultures and languages in the English language classroom, comparing languages and using other languages as a resource for learning. Research on preservice teachers' beliefs has shown that such explicit beliefs do not necessarily align with implicit beliefs and classroom practice (De Angelis, 2011; Pit-ten Cate & Glock, 2019), and this should be investigated in future research. Moreover, further guidance is clearly needed to help teachers get the balance right between fostering confidence and motivation to use English without devaluing students' languages and identities and shutting down effective classroom talk and thinking in other languages. Teacher education still has some way to go with regard to promoting (English) language learning through multilingual practices and in equipping future teachers to support and advocate for the linguistically diverse students they will encounter in their classrooms.

Acknowledgements

We thank the University of Vienna and the University of Education Karlsruhe for allowing the research reported on in this chapter to take place, as well as all of the preservice teachers who participated in the study. We are grateful to Caroline Callahan for pointing us towards some interesting research on teachers' beliefs through her Bachelor thesis on this topic.

Notes

- (1) While formal statistics about the percentage of practising teachers with migration backgrounds are not available in Austria, there has been a trend of an increasing number of students with migration backgrounds being enrolled in teacher education programmes in Vienna (Österreichischer Rundfunk, 2013). In Germany, recent statistics show that around 13% of teachers come from a migration background (with 70% of them having German citizenship (Mediendienst Integration, 2025)). In both

- contexts, however, the percentage of teachers with a migration background is disproportionately low.
- (2) The term ‘migration background’ (*Migrationshintergrund*) is an official statistical category commonly used in German-speaking contexts; however, it is used slightly differently in Austria and Germany. In Austria, it refers to people who were born outside of Austria or whose parents were both born outside of Austria, while in Germany, it refers to people who were born outside Germany or have at least one parent born outside Germany (Will, 2019). In both contexts, it can refer to first- or second-generation migrants, and often also implies that these people speak an additional language to German at home.
 - (3) We use the term LX, following Dewaele (2018), to indicate that German is a second, third or additional language for these students, who may have learnt German sequentially or consecutively along with their other home language(s).

References

- Adair, J.K., Colegrove, K.S.S. and McManus, M.E. (2017) How the word gap argument negatively impacts young children of Latinx immigrants’ conceptualizations of learning. *Harvard Educational Review* 87 (3), 309–334.
- Aronin, L. and Jessner, U. (2015) Understanding current multilingualism: What can the butterfly tell us? In C. Kramsch and U. Jessner (eds) *The Multilingual Challenge: Crossdisciplinary Perspectives* (pp. 271–291). De Gruyter.
- Austria Presse Agentur (2022a) Brennpunktschulen: Probleme bei Personalmangel und Ausstattung. *Vienna Online*, 6 July. See <https://www.vienna.at/brennpunktschulen-probleme-bei-personalmangel-und-ausstattung/7520722> (accessed 2 May 2023).
- Austria Presse Agentur (2022b) Lehrermangel: Heuer 8.600 Stellen ausgeschrieben. *Der Standard*, 4 September. See <https://www.derstandard.at/story/2000138789372/lehrermangel-heuer-8-600-stellen-ausgeschrieben> (accessed 2 May 2023).
- Barcelos, A.M.F. (2003) Researching beliefs about SLA: A critical review. In P. Kalaja and A.M.F. Barcelos (eds) *Beliefs about SLA. Educational Linguistics* (Vol 2, pp. 7–8). Springer.
- Beiler, I.R. and Villacañas de Castro, L.S. (2025) Translanguaging and culturally sustaining pedagogies: A mutually dependent relationship? *Foreign Language Annals* 58 (1), 159–181. <https://doi.org/10.1111/flan.12791>
- Berkel-Otto, L., Hansen, A., Hammer, S., Lemmrich, S., Schroedler, T. and Uribe, Á. (2021) Multilingualism in teacher education in Germany: Differences in approaching linguistic diversity in three federal states. In M. Wernicke, S. Hammer, A. Hansen and T. Schroedler (eds) *Preparing Teachers to Work with Multilingual Learners* (pp. 82–103). Multilingual Matters.
- Bonnet, A. and Siemund, P. (eds) (2018) *Foreign Language Education in Multilingual Classrooms*. John Benjamins.
- Borg, S. (2018) Teachers’ beliefs and classroom practices. In P. Garrett and J.M. Cots (eds) *The Routledge Handbook of Language Awareness* (pp. 75–91). Routledge.
- Bredthauer, S. and Engfer, H. (2016) Multilingualism is great – but is it really my business? Teachers’ approaches to multilingual didactics in Austria and Germany. *Sustainable Multilingualism* 9, 104–121. <https://doi.org/10.7220/2335-2027.9.5>
- Bundesministerium für Bildung, Wissenschaft und Forschung (2022) Interkulturelle Bildung. See https://www.bmbwf.gv.at/Themen/schule/schulpraxis/prinz/interkulturelle_bildung.html (accessed 2 May 2023).
- Canagarajah, S. (2011) Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *Modern Language Journal* 95 (3), 401–417. <https://doi.org/10.1111/j.1540-4781.2011.01207.x>

- Cataldo-Schwarzl, L. and Erling, E.J. (2023) Moving towards translanguaging pedagogies: Insights from a teacher-researcher collaboration in Vienna. In L. Shepard-Carey and Z. Tian (eds) *(Re)imagining Translanguaging Pedagogies through Teacher-Researcher Collaboration* (pp. 90–110). Multilingual Matters.
- Cenoz, J. (2013) Defining multilingualism. *Annual Review of Applied Linguistics* 33, 3–18. <https://doi.org/10.1017/S026719051300007X>
- Cenoz, J. and Gorter, D. (2020) Teaching English through pedagogical translanguaging. *World Englishes* 39 (2), 300–311. <https://doi.org/10.1111/weng.12462>
- Cenoz, J. and Gorter, D. (2025a) Pedagogical translanguaging: A substantive approach. *Linguistic Approaches to Bilingualism*. <https://doi.org/10.1075/lab.24067.cen>
- Cenoz, J. and Gorter, D. (2025b) The potential of pedagogical translanguaging in English language and in English-medium content classes. *Linguistics and Education* 86. <https://doi.org/10.1016/j.linged.2025.101399>
- Conteh, J. and Meier, G. (eds) (2014) *The Multilingual Turn in Languages Education: Opportunities and Challenges*. Multilingual Matters.
- Corcoll López, C. and González-Davies, M. (2016) Switching codes in the plurilingual classroom. *ELT Journal* 70 (1), 67–77. <https://doi.org/10.1093/elt/ccv056>
- Cummins, J. and Early, M. (eds) (2011) *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*. Trentham Books.
- Cutrim Schmid, E. (2021) ‘I think it’s boring if you now only speak English’: Enhancing learner investment in EFL learning through the use of plurilingual tasks. *Innovation in Language Learning and Teaching* 16 (1), 67–81. <https://doi.org/10.1080/17501229.2020.1868476>
- De Angelis, G. (2007) *Third or Additional Language Acquisition*. Multilingual Matters.
- De Angelis, G. (2011) Teachers’ beliefs about the role of prior language knowledge in learning and how these influence teaching practices. *International Journal of Multilingualism* 8 (3), 216–234. <https://doi.org/10.1080/14790718.2011.560669>
- Destasis (2020) Bevölkerung mit Migrationshintergrund: Ergebnisse des Mikrozensus 2019. Statistisches Bundesamt. See https://www.statistischebibliothek.de/mir/servlets/MCRFileNodeServlet/DEHeft_derivate_00062789/2010220197004_korr24112020-4.pdf (accessed 13 May 2025).
- Dewaele, J.-M. (2018) Why the dichotomy ‘L1 versus LX user’ is better than ‘native versus non-native speaker’. *Applied Linguistics* 39 (2), 236–240. <https://doi.org/10.1093/applin/amw055>
- Elsner, D. and Lohe, V. (2021) Moving in and out of English: Mehrsprachige Diskurskompetenz im Englischunterricht entwickeln. *Der Fremdsprachliche Unterricht Englisch* 171, 2–8.
- Erling, E.J. (2024) Offering possibilities for reflection to support multilingual language learners. In O.W. Andrews and A.D. Tomlin (eds) *When We Hear Them: Attuning Teachers to Language Diverse Students* (pp. 227–241). Information Age Publishing.
- Erling, E.J. and Foltz, A. (2025) Towards social justice in English language education: Promoting multilingual possibilities in the classroom. In A. Biel and F.M. Esleben (eds) *Social Justice in Language Education: Taking Action* (pp. 128–152). Multilingual Matters.
- Erling, E.J., Brummer, M. and Foltz, A. (2022a) Pockets of possibility: Students of English in diverse, multilingual secondary schools in Austria. *Applied Linguistics* 44 (1), 72–102. <https://doi.org/10.1093/applin/amac037>
- Erling, E.J., Foltz, A., Siwik, F. and Brummer, M. (2022b) Teaching English to highly diverse, multilingual students from migration backgrounds: From deficit discourses to pockets of possibility. *Languages* 7 (3), 186, 1–22. <https://doi.org/10.3390/languages7030186>

- Erling, E.J., Foltz, A. and Wiener, M. (2021) Differences in English teachers' beliefs and practices and inequity in Austrian English language education: Could plurilingual pedagogies help close the gap? *The International Journal of Multilingualism* 18 (4), 570–585. <https://doi.org/10.1080/14790718.2021.1913170>
- Erling, E.J., Radinger, S. and Foltz, A. (2020) Understanding low outcomes in English language education in Austrian middle schools: The role of teachers' beliefs and practices. *Journal of Multilingual and Multicultural Development* 44 (5), 412–428. <https://doi.org/10.1080/01434632.2020.1829630>
- Fallas Escobar, C. (2019) Translanguaging by design in EFL classrooms. *Classroom Discourse* 10 (3–4), 290–305. <https://doi.org/10.1080/19463014.2019.1628789>
- Forbes, K., Evans, M., Fisher, L., Gayton, A., Liu, Y. and Rutgers, D. (2024) 'I feel like I have a superpower': A qualitative study of adolescents' experiences of multilingual identity development during an identity-based pedagogical intervention. *Journal of Multilingual and Multicultural Development* 1–16. <https://doi.org/10.1080/01434632.2024.2313564>
- García, O. and Kleifgen, J.A. (2018) *Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners* (2nd edn). Teachers College Press.
- García, O. and Kleyn, T. (eds) (2016) *Translanguaging with Multilingual Students*. Routledge.
- García, O. and Otheguy, R. (2020) Plurilingualism and translanguaging: Commonalities and divergences. *International Journal of Bilingual Education and Bilingualism* 23 (1), 17–35. <https://doi.org/10.1080/13670050.2019.1598932>
- García, O. and Li, W. (2013) *Translanguaging: Language, Bilingualism and Education*. Palgrave.
- Gilakjani, A.P. and Sabouri, N.B. (2017) Teachers' beliefs in English language teaching and learning: A review of the literature. *English Language Teaching* 10 (4), 78–86.
- Glock, S. and Klapproth, F. (2017) Bad boys, good girls? *Implicit and Explicit Attitudes Toward Ethnic Minority Students Among Elementary and Secondary School Teachers*. *Studies in Educational Evaluation* 53, 77–86.
- Glock, S., Kneer, J. and Kovacs, C. (2013) Preservice teachers' implicit attitudes toward students with and without immigration background: A pilot study. *Studies in Educational Evaluation* 39 (4), 204–210.
- Gold, A. (2021) Multilingualism in initial teacher education. An analysis of selected curricula at the University of Vienna. Unpublished BA thesis, University of Vienna.
- Haukås, Å. (2016) Teachers' beliefs about multilingualism and a multilingual pedagogical approach. *International Journal of Multilingualism* 13 (1), 1–18. <https://doi.org/10.1080/14790718.2015.1041960>
- Herzog-Punzenberger, B. (2023) *Migration und Mehrsprachigkeit – Wie fit sind wir für die Vielfalt?* See https://www.arbeiterkammer.at/interessenvertretung/arbeitsundsoziales/bildung/Migration_u_Mehrsprachigkeit_2023.pdf (accessed 13 May 2025).
- Hopp, H., Jakisch, J., Sturm, S., Becker, C. and Thoma, D. (2020) Integrating multilingualism into the early foreign language classroom: Empirical and teaching perspectives. *International Multilingual Research Journal* 14 (2), 146–162. <https://doi.org/10.1080/19313152.2019.1669519>
- Hopp, H., Vogelbacher, M., Kieseier, T. and Thoma, D. (2019) Bilingual advantages in early foreign language learning: Effects of the minority and the majority language. *Learning and Instruction* 61, 99–110. <https://doi.org/10.1016/j.learninstruc.2019.02.001>
- Integrationsmonitor (2023) 5.8 Exkurs: Mehrsprachigkeit. See <https://www.wien.gv.at/spezial/integrationsmonitor/bildung/exkurs-mehrsprachigkeit/> (accessed 10 September 2024).
- Jeon, J., Coronel-Molina, S.M. and Lee, S. (2025) Conceptualizing foreign language teachers' translanguaging practices: A meta-ethnography of qualitative literature.

- International Journal of Bilingual Education and Bilingualism* 28 (4), 431–448. <https://doi.org/10.1080/13670050.2024.2433144>
- Jessner, U. and Allgäuer-Hackl, E. (2020) Multilingual awareness and metacognition in multilingually diverse classrooms. *Journal of Multilingual Theories and Practices* 1 (1), 66–88.
- Kerfoot, C. and Simon-Vandenberg, A.M. (2015) Language in epistemic access: Mobilising multilingualism and literacy development for more equitable education in South Africa. *Language and Education* 29 (3), 177–185. <https://doi.org/10.1080/09500782.2014.994522>
- Kirsch, C. and Duarte, J. (eds) (2020) *Multilingual Approaches for Teaching and Learning: From Acknowledging to Capitalising on Multilingualism in European Mainstream Education*. Routledge.
- Kramer, B. (2019) Der Lehrermangel macht die Schule noch ungerechter. *Süddeutsche Zeitung*, 4 September. See <https://www.sueddeutsche.de/bildung/lehrermangel-grundschulen-brennpunkt-1.4593254> (accessed 2 May 2023).
- Landesrecht Baden-Württemberg Bürgerservice (2015) Rahmenvorgabenverordnung Lehramtsstudiengänge – RahmenVO-KM. See <https://www.landesrecht-bw.de/perma?d=jlr-LehrRahmenVBWrahmen> (accessed 2 May 2023).
- Lau, S.M.C. and Van Viegen, S. (eds) (2020) *Plurilingual Pedagogies: Critical and Creative Endeavors for Equitable Language (in) Education*. Springer.
- Lundberg, A. (2018) Teachers' beliefs about multilingualism: Findings from Q method research. *Current Issues in Language Planning* 20 (3), 266–283. <https://doi.org/10.1080/14664208.2018.1495373>
- Maluch, J.T. and Kempert, S. (2019) Bilingual profiles and third language learning: The effects of the manner of learning, sequence of bilingual acquisition, and language use practices. *International Journal of Bilingual Education and Bilingualism* 22 (7), 870–882. <https://doi.org/10.1080/13670050.2017.1322036>
- Maluch, J.T., Neumann, M. and Kempert, S. (2016) Bilingualism as a resource for foreign language learning of language minority students? Empirical evidence from a longitudinal study during primary and secondary school in Germany. *Learning and Individual Differences* 51, 111–118. <https://doi.org/10.1016/j.lindif.2016.09.001>
- May, S. (ed.) (2013) *The Multilingual Turn: Implications for SLA, TESOL, and Bilingual Education*. Routledge.
- Mediendienst Integration (2025) Zahlen und Fakten: Schule. See <https://mediendienst-integration.de/integration/schule.html#:~:text=Wie%20viele%20Lehrer%20haben%20einen,70%20Prozent%20die%20deutsche%20Staatsangeh%C3%B6rigkeit> (accessed 6 May 2023).
- Melo-Pfeifer, S. (2018) The multilingual turn in foreign language education. In A. Bonnet and P. Siemund (eds) *Foreign Language Education in Multilingual Classrooms* (pp. 191–212). John Benjamins.
- Mikrozensus (2020) Bevölkerung in den Regionen nach Migrationshintergrund. Baden-Württemberg Statistisches Landesamt. See <https://www.statistik-bw.de/BevoelkGebiet/MigrNation/MZ-RG-Migr.jsp?path=/DatenMelden/Mikrozensus/> (accessed 2 May 2023).
- Österreichischer Integrationsfonds (2022) Statistisches Jahrbuch: Migration & Integration 2022. See https://www.integrationsfonds.at/fileadmin/user_upload/MIG_INT_2022_OEIF.pdf (accessed 2 May 2023).
- Österreichischer Rundfunk (2013) Mehr LehrerInnen mit Migrationshintergrund. See <https://volksgruppenv1.orf.at/diversitaet/aktuell/stories/150133.html?skin=> (accessed 2 May 2023).
- Oldani, M. and Truan, N. (2022) Navigating the German school system when being perceived as a student 'with migration background': Students' perspectives on linguistic racism. *Linguistics and Education* 71, 0–39. <https://doi.org/10.1016/j.linged.2022.101049>

- Pajares, M.F. (1992) Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research* 62 (3), 307–332. <https://doi.org/10.3102/00346543062003307>
- Pit-ten Cate, I.M. and Glock, S. (2018) Teacher expectations concerning students with immigrant backgrounds or special educational needs. *Educational Research and Evaluation* 24 (3–5), 277–294. <https://doi.org/10.1080/13803611.2018.1550839>
- Pit-ten Cate, I.M. and Glock, S. (2019) Teachers' implicit attitudes toward students from different social groups: A meta-analysis. *Frontiers in Psychology* 10, 1–18. <https://doi.org/10.3389/fpsyg.2019.02832>
- Portolés, L. and Martí, O. (2018) Teachers' beliefs about multilingual pedagogies and the role of initial training. *International Journal of Multilingualism* 17 (2), 248–269. <https://doi.org/10.1080/14790718.2018.1515206>
- Potts, D. and 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.
- Prymus, S.D. and Mendoza, M. (2025) Now you see me, now you don't: Unveiling adolescent multilingual identities through magic, storytelling, and translanguaging. *Linguistics and Education* 86, <https://doi.org/10.1016/j.linged.2025.101383>.
- Purkarthofer, J. (2016) Begriffe von Mehrsprachigkeit. Sprachliche Bildung der PädagogInnen vom Kindergarten bis zur Erwachsenenbildung. Eine empirische Untersuchung ausgewählter Curricula. See https://www.arbeiterkammer.at/infopool/wien/Judith_Purkarthofer_Langfassung.pdf (accessed 2 May 2023).
- Sambanis, M. and Ludwig, C. (2021) Mehrsprachigkeit im Englischunterricht in Berliner Schulen: Hintergründe, Herausforderungen, *Herangehensweisen*. *Zeitschrift Für Interkulturellen Fremdsprachenunterricht* 26 (2), 195–222. See <https://zif.tu-journals.ulb.tu-darmstadt.de/article/id/3350/>
- Scrivener, J. (2005) *Learning Teaching: A Guidebook for English Language Teachers* (2nd edn). Macmillan.
- Stadt Wien (2020) Integrationsmonitor 2020. See <https://www.digital.wienbibliothek.at/wbrup/periodical/titleinfo/3658833> (accessed 2 May 2023).
- Statistisches Landesamt Baden-Württemberg (2020) Bevölkerung im Überblick. See <https://www.statistik-bw.de/BevoelkGebiet/Bevoelkerung/> (accessed 6 May 2023).
- Statistik Austria (2001) Volkszählung 2001. See <https://www.statistik.at/services/tools/services/publikationen/detail/888> (accessed 2 May 2023).
- Statistik Austria (2025) Statistik Austria. Migrationshintergrund. See <https://statistik.at/statistiken/bevoelkerung-und-soziales/bevoelkerung/migration-und-einbuengerung/migrationshintergrund> (accessed 14 April 2025).
- Statistik Austria (2022) Bildung in Zahlen. See https://www.statistik.at/fileadmin/publications/BIZ_2020-21_Tabellenband.pdf (accessed 2 May 2023).
- Stephanowitz, J. (2022) An deutschen Schulen fehlen bis zu 40.000 Lehrer. *Die Zeit*, 30 August. See <https://www.zeit.de/gesellschaft/schule/2022-08/lehrmangel-40-000-lehrer-ehlen-deutscher-lehrerverband> (accessed 2 May 2023).
- Tishakov, T. and Tsagari, D. (2022) Language beliefs of English teachers in Norway: Trajectories in transition? *Languages* 7 (2), 141. <https://doi.org/10.3390/languages7020141>
- Tsiplakides, I. and Keramida, A. (2010) The relationship between teacher expectations and student achievement in the teaching of English as a foreign language. *English Language Teaching* 3 (2), 22–26.
- Universität Wien (2023) Allgemeines Curriculum für das Bachelorstudium zur Erlangung eines Lehramts im Bereich der Sekundarstufe (Allgemeinbildung) im Verbund Nord-Ost. See https://senat.univie.ac.at/fileadmin/user_upload/s_senat/konsolidiert_Lehramt/Allgemeines_Curriculum_BA_Lehramt.pdf (accessed 26 September 2023).
- Universität Wien (2024) Allgemeines Curriculum für das Masterstudium zur Erlangung eines Lehramts im Bereich der Sekundarstufe (Allgemeinbildung) im Verbund

- Nord-Ost. See https://senat.univie.ac.at/fileadmin/user_upload/s_senat/konsolidiert_Lehramt/Allgemeines_Curriculum_MA_Lehramt.pdf (accessed 15 April 2025).
- University of Education Karlsruhe (2023) Masterstudiengang Lehramt Grundschule, Profilierung Europalehramt. See <https://www.ph-karlsruhe.de/studieren/master/lehramt-grundschule-profilierung-europalehramt> (accessed 26 September 2023).
- Uysal, H. and Tian, Z. (2025) Toward equitable classrooms: Translanguaging for adolescent emergent multilinguals. *Linguistics and Education* 86. <https://doi.org/10.1016/j.linged.2025.101404>.
- Vetter, E. and Janik, M. (2019) Menschenrechte versus Effizienz? Spannungsfelder der Schulsprachenpolitik. In P. Herdina, E. Allgäuer-Hackl and E. Melzer Papp (eds) *Mehrsprachensensibel? Monolinguale Sprachenpolitik trifft auf mehrsprachige Praxis* (pp. 125–137). Innsbruck University Press.
- Walker, A., Shafer, J. and Iiams, M. (2004) ‘Not in my classroom’: Teacher attitudes towards English language learners in the mainstream classroom. *NABE Journal of Research and Practice* 2 (1), 130–160.
- Walqui, A. (2006) Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism* 9 (2), 159–180. <https://doi.org/10.1080/13670050608668639>
- Weidl, M. and Erling, E. (2023) Kultursensible Bildung, Mehrsprachigkeit und Englischlernen: Einblicke in einen Udele-Workshop an der Universität Wien. *Schulheft* 191, 91–106.
- Wernicke, M., Hammer, S., Hansen, A. and Schroedler, T. (eds) (2021) *Preparing Teachers to Work with Multilingual Learners*. Multilingual Matters.
- Will, A.K. (2019) The German statistical category ‘migration background’: Historical roots, revisions and shortcomings. *Ethnicities* 19 (3), 535–557. <https://doi.org/10.1177/1468796819833437>
- Wong, C.Y. and Du, X. (2025) ‘Using students’ L1 would become a problem’: Practical discrepancies and ideological challenges in teacher candidates’ translanguaging pedagogy. *Journal of Language, Identity & Education* 1–19. <https://doi.org/10.1080/15348458.2024.2448179>
- Young, A.S. (2014) Unpacking teachers’ language ideologies: Attitudes, beliefs, and practiced language policies in schools in Alsace, France. *Language Awareness* 23 (1–2), 157–171. <https://doi.org/10.1080/09658416.2013.863902>