

7 An Exploratory Case Study of Translanguaging Practices in a Primary and Secondary School Teacher Training Context in Switzerland

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Introduction

Increasingly, school and tertiary-level educators from various disciplines are paying attention to the educational practices, possibilities, challenges and benefits associated with translanguaging and its concomitant dimension of pluripedagogy. Like many topics in teacher education, this growing interest is informed by a rich and vast body of theoretical and practical research that encourages practitioners and teacher educators to examine their own instructional practices. This exploratory case study adopts Li's (2022) view of translanguaging as an enriched and integrated meaning-making method and Schauber's (2012) definition of pluripedagogy as the plurilingual exposure to multiple educational and instructional cultures. It examines two questions:

- (1) How do translanguaging and pluripedagogical practices manifest themselves in the teacher training courses and apprenticeship experiences of teacher trainees destined for primary and secondary education?
- (2) What possibilities, challenges and benefits do those practices present for teacher training and professional development?

It takes an ecological ([Van Lier, 2010](#)) perspective on the multidimensional nature of the educational practices that translanguaging

and pluripedagogy present within this teacher training landscape. It is this multilayered interaction and interdependence between the learning process and the actions, objects, activities and translanguaging practices of (plurilingual) teachers and learners that is the primary focus of this study.

Literature Overview

Translanguaging in schools

Translanguaging is described by many scholars as a theoretical and practical approach to the education of bi-/plurilinguals, recently viewed as a principled school-based pedagogy that leverages the language profiles of teachers and students to enhance instruction and learning (Hamman-Ortiz *et al.*, 2025; García & Lin, 2016; García *et al.*, 2017). It rests on a plurilingual concept of the language user that is likewise being widely adopted as an analytical framework to study how languages are used in educational settings. It is affected by various contextual factors such as education policies, classroom practices, the status of the languages and the age of learners. Translanguaging with young learners (see, for example, Pinter (2017)) is less documented. Tekin (2023) argues that teachers of young learners are expected to tailor their translanguaging practices in class in order to be understood. These teachers are expected to adjust their language to create a meaningful environment, and ‘teachers’ translanguaging practices could be argued to become more complicated’, as the different levels of pupils’ proficiency are to be considered when decisions are made about language choice (Tekin, 2023: 134). García (2014: 112) defines translanguaging as ‘the ways in which bilingual students and teachers engage in complex and fluid discursive practices that include, at times, the home language practices of students in order to “make sense” of teaching and learning, to communicate and appropriate subject knowledge, and to develop academic language practices’. More recently, translanguaging has been considered as an approach to pedagogy that leverages the fluid, dynamic practices of students who possess a unitary linguistic repertoire and select particular features from it, taking context and purpose into consideration (Vogel & García, 2017). Drawing on that understanding, empirical studies offer insight into spontaneous or pedagogical translanguaging (Cenoz & Gorter, 2020; Cenoz *et al.*, 2022) or the practical possibilities in the classroom (see, for example, the plurilingual postcards or news of Cenoz and Santos (2020) or the trilingual word clouds of Günther-van der Meij and Duarte (2020)). According to Svensson (2021), a prerequisite for implementing translanguaging in multilingual primary and middle school classrooms is tolerance of the pupils’ languages. In their exploratory study, Cenoz *et al.* (2022) stated that neither spontaneous nor pedagogical translanguaging increased

anxiety in teachers and students. One possible reason is ‘that students’ prior knowledge as multilingual speakers is valued’ and even students less confident in their target language use ‘can participate in class because they know other languages’ (Cenoz *et al.*, 2022: 10). Translanguaging can be considered a practice for scaffolding or supporting effective learning (Rosiers, 2017; Sobkowiak, 2022), familiarizing pupils with the target language in the early stages of learning and understanding the instructions or fostering their emotional, affective needs (Tekin, 2023).

Translanguaging in teacher education

As translanguaging has become more prevalent in classrooms, the role of teacher education in preparing teachers to effectively implement translanguaging practices has become a critical area of research. This research rests on recent views about the positive educational role that translanguaging plays in the learning and professional development of future teachers. Scholarly analysis has examined teachers’ beliefs about multilingual learning and the translanguaging practices promoted in preservice teacher courses (Barros *et al.*, 2021; Birello *et al.*, 2021; Deroo & Ponzio, 2019; Melo-Pfeifer & Chik, 2020), field placements (Iversen, 2020), initial training (Portolés & Martí, 2020; Rajendram, 2021) and perspectives on translanguaging in the instructor–student interaction at university (Ou & Gu, 2021; Kim, 2020). Caruso (2018) studied translanguaging in higher education with a specific focus on the use of several languages for the analysis of academic content, and found that it contributes to a more profound understanding of subject knowledge. According to Birello *et al.* (2021), there is a shift between future teachers’ beliefs regarding their own plurilingualism and their perspective as future teachers who, as knowledge transmitters, have to deal with plurilingualism in classes. Though they see themselves as open-minded, flexible plurilingual speakers, trainee teachers view the plurilingualism of learners whose languages they do not understand as a barrier. Birello *et al.* (2021) suggest that teacher training should prepare future practitioners for linguistically sensitive teaching, e.g. by helping them to value their creative competence when dealing with languages. Iversen (2020) states that preservice teachers use translanguaging practices during field placements with varied results: enabling peer support and collaboration through students’ common home languages and English, and supporting them with the school language. As the teachers in his study reacted spontaneously rather than deliberately to design lessons to include translanguaging, Iversen calls for the transformation of ‘spontaneous translanguaging into a more coherent translanguaging pedagogy’ (Iversen, 2020: 62). After the examination of preservice teachers’ uptake of translanguaging, confronting them with translanguaging in theory during the teaching English to speakers of other languages (TESOL) course and noticing that

they did not experience seeing translanguaging practices during their placements, [Barros et al.'s \(2021\)](#) suggestion was adopted. Within teacher preparation programs, future teachers should be confronted with language ideologies and the school-based policies, and have opportunities to experiment with multilingual classes as part of the professionalization of their identities. To sum up, [Mazak \(2017\)](#) points out that the limited literature on translanguaging in higher education focuses on primary and secondary classrooms in the US and the UK, with little to no attention paid to plurilingual contexts elsewhere, nor to what teachers and learners can do with the language resources of the participants in these classrooms. She asks educators to critically consider the use of translanguaging, particularly in higher education contexts. However, research on teacher trainees' translanguaging as a pedagogical resource and an instructional approach within the professionalization process, particularly in initial teacher training courses focusing on general teaching practices and specifically on additional languages in primary and secondary schools, remains scarce.

Pluripedagogy and teacher education

Research findings have called for the introduction of plurilingual pedagogy, or pluripedagogy ([Schauber, 2012](#)), in higher education ([Cenoz, 2017](#); [Kubota, 2016](#); [Pujol-Ferran et al., 2016](#)). At the tertiary level, envisioning and encouraging learning to teach through translanguaging practices means leveraging students' plurilingual repertoires to help them acquire new disciplinary knowledge. This emerging professional knowledge may be nurtured pluripedagogically through the portal of translanguaging, which [Li Wei \(2022\)](#) describes as an enriched and integrated meaning-making method. [Schauber \(2012\)](#) explains pluripedagogy as a concomitant of plurilingual use that exposes the pre- and in-service practitioner to an expanded range of instructional cultures culled from resources in two or more languages – in Switzerland, this could include resources in French, English and German. Pluripedagogy occurs alongside deliberate and incidental forms of translanguaging. This relationship is understood from [Van Lier's \(2010\)](#) ecological perspective because of the nuanced, diverse and interdependent layers of deliberate and incidental translanguaging leveraged for educational purposes. Several other theoretical and instructional notions dovetail with the concept of pluripedagogy and provide some complementary insights. Pedagogical translanguaging, for example, is recognized as a means of *language improvement and academic competence* by leveraging and activating a learner's plurilingual resources ([Cenoz & Gorter, 2020](#); [Juvonen & Källkvist, 2021](#)), while superdiversity ([Creese & Blackledge, 2018](#)) highlights an individual's expanded and integrated understanding of complex systems and structures through the access that plurilingual

resources afford. These notions converge around [Moore *et al.*'s \(2020\)](#) view of the transformational nature of translanguaging.

Methods

Context

Our research and teaching have been conducted as related activities and, more recently, include translanguaging practices ([Pogranova & Schaubert, 2025](#)) in the responsibilities for teaching and mentoring trainee teachers completing their education degrees for primary level teaching (German/English) in 4- to 5-year programs and secondary 2-year programs for public schools in Geneva, Switzerland. The trainee teachers in the primary and secondary programs are all either bilingual or plurilingual and regularly access more than one language for professional purposes. The interest in translanguaging unfolded naturally in these contexts, and we recognized its pedagogical value as an instructional resource for teachers and teacher educators, leading to the current empirical examination.

Exploratory case study

We took an exploratory case study approach to the translanguaging practices in two teacher education contexts. The first context was a primary school placement for trainee teachers. The second was a tertiary-level general teacher training course for secondary school teacher trainees from across the disciplinary spectrum. Given that the main objective of the study was to identify the central elements of each instructional context where translanguaging practices were either promoted, explored or incidentally attempted, these reflect the complex array of pedagogical intentions and conceptions that constitute our respective approaches to teacher training. A case study likewise accommodated our differences in data collection schedule, methods and analysis. Case study research offers several advantages, including data-driven analysis, flexibility, the potential for grounded theory development and an in-depth contextual understanding of how translanguaging practices manifest themselves pedagogically.

Data collection

At the primary level, two types of data were sampled and analyzed: interviews (26) and lesson plans (6). Semi-structured interviews ([Blanchet, 2015](#)) were conducted in schools with approximately 50 primary teacher trainees by their mentors (two trainees were together in class and interviewed by one in-service teacher) as part of their professionalization process, followed by an analysis of the translanguaging practices in the

lesson plans of these teacher trainees. The interviews lasted approximately 30–45 minutes and were conducted in the middle of the teacher training course before the second stage of the teaching practicum. The only open-ended question trainees asked their mentors was as follows: ‘Think of a successful additional language lesson where languages other than the target language were included (project, an activity from a coursebook, links to pupils’ home languages, to their families...). How would you describe it?’ From the transcribed interviews, six datasets (one dataset comprised an interview and a lesson plan) were chosen from the data because translanguaging practices were mentioned in the discourse of the in-service teachers (teachers playing the role of mentors) and in the lesson plans of their teacher trainees. The lesson plans were separate documents, conceived after the interviews had been conducted and before the teacher trainees taught their lessons. Our goal was to compare the declared practices of mentors with those planned by trainees in the subject of German as a foreign language (pupils aged 8–12 years) or during the moments when younger pupils (aged 4–7 years) were sensitized to German. At the tertiary level, data were collected over a multiyear period in a required year-long weekly first year cross-disciplinary course entitled Profession Enseignante Option Bilingue (PEOB), which, simply translated, means ‘the teaching profession, bilingual option section’. Data collection included a combination of overt participant observations, focus group discussions and document collection. These documents consisted of PowerPoint slide presentations, in-class handouts, task prompts, formative student assignment sheets, class agendas and readings in French and English.

Data analysis

We conducted thematic analysis (Nowell *et al.*, 2017) using the qualitative analysis software NVivo. For this purpose, using the inductive approach (see Saada-Robert & Leutenegger, 2002), semantic units were selected (mostly short extracts or a few sentences) and codes were progressively created. Thematic analysis, as a qualitative research method, relies on five phases: getting to know the data (familiarization), generating codes, searching, reviewing and defining the themes (Nowell *et al.*, 2017). The selected items were considered as equal (without a hierarchy) and sorted into themes. The themes were then refined to be ‘specific enough to be discrete and broad enough to capture a set of ideas contained in numerous text segments’ (Nowell *et al.*, 2017: 9–10). We constantly re-examined the codes and themes, and their indexing, sorting and naming. The coding made it possible to observe all extracts linked to a particular theme, the nuances around it and the number of times the in-service teachers returned to a particular theme (see Tables 7.1 and 7.2). In the general teacher training course at the tertiary level, with the use of

Table 7.1 Themes in the discourse: Teachers and their actions

Themes	Number of datasets concerned	Datasets (%)	Number of references
Activities	5	83	15
Objectives	4	66	14
Adaptations	2	33	4
Planning	2	33	2
Curriculum	1	16	2
Total	6	100	37

a codebook, the data were analyzed through a deductive coding approach that involved assigning classroom events and objects to codes that are ultimately presented as the intersection between teacher trainees’ pluripedagogical exposure and translanguaging practices. These findings are represented in [Table 7.3](#) (p. 166) and are discussed in light of their presence or absence in four categories: (1) documents, (2) activities and tasks, (3) interaction and collaboration and (4) formative assessment, as well as considering the theoretical notions presented above.

Findings and Discussion

Primary school findings

The thematic analysis allows us to answer the first research question, namely how translanguaging manifests itself in the apprenticeship of teacher trainees. These practices are mentioned in relation to teaching, learning and acquiring knowledge, from a didactic perspective, and are divided into the main themes. In the primary school placement, translanguaging practices are described in the discourse of in-service teachers, and two dimensions are distinguished: teachers and pupils. Analyzed as semantic units, the selected extracts were exclusively linked to either the teachers and their actions ([Table 7.1](#)) or to the pupils and their learning ([Table 7.2](#)), allowing an understanding of translanguaging

Table 7.2 Themes in the discourse: Pupils and their learning

Themes	Number of datasets concerned	Datasets (%)	Number of references
Obstacles	2	33	5
Motivation	2	33	4
Allophone pupils	2	33	3
Bilingual pupils	2	33	2
Total	6	100	14

practices related to different actors. [Tables 7.1](#) and [7.2](#) show the variety of broader themes linked to these dimensions and the number of datasets concerned (in which each theme appeared), as well as the number of references recorded per theme. The datasets are in percentages to show the importance of the appearance of each theme.

Plurilingual activities are the most discussed theme, mentioned in 83% of datasets examined, with a total of 15 references ([Table 7.1](#)). An activity is understood here as a learning situation that lasts for 15–20 minutes, including an introduction and a summary. The teachers' discourse focuses on the types of activities, such as traditional songs, salutations, birthdays, days of the week, counting (pupils counting themselves), poems in a calendar, countries and languages on a world map, stories, plays, alphabets, meanings of words or showing pupils' cultural backgrounds based on images, flags or drawings in the corridor. Some of these are cross-curricular and part of other subjects. The names of languages are not specifically mentioned, as they differ from class to class and the teachers do not consider it important to name them individually. Practical aspects are emphasised by most in-service teachers: the starting points are the languages pupils speak or hear outside school; the activities are invented (not taken from coursebooks) and can be repeated on other occasions because of their playful character. Using students' languages echoes Svensson's (2021) emphasis on the cultural and multilingual experiences of students, which are considered as a resource in the class and which benefit their learning. [Vogel and García \(2017\)](#) talk about one unitary linguistic repertoire from which features are selected and deployed, a repertoire shaped by social interactions.

The analysis of lesson plans allows us to answer the second research question, namely how teacher trainees use translanguaging practices for instructional and learning purposes. The plurilingual activities mentioned in the teachers' discourse also occur in approximately half of the examined teacher trainees' German lesson plans. Teacher trainees plan to work on salutations in different home languages (saying 'hello') and discuss the verbal and non-verbal ways of initiating contact with someone. They also ask pupils to pick written words in five languages and ask pupils to guess which animal these words could be referring to. Their activities are invented or taken from coursebooks and adapted to their preferences, such as describing a person's character by introducing new vocabulary (adjectives) with the help of images and asking for translations in the pupils' own languages. In-service teachers' discourses and teacher trainees' lesson plans resemble each other in the preference for simple topics taken from daily life, the variety of plurilingual activities and using pupils' home languages as a starting point. They differ in the use of coursebooks or available teaching materials, the teacher trainees being more attached to the plurilingual activities offered in their coursebooks. [Barras et al. \(2019\)](#) state, in this context, that teachers would do more plurilingual activities in class if these were incorporated in coursebooks.

The learning objectives of these activities occupy the second place (66%), with two to four references per teacher, showing their importance. Objectives vary from very specific to more general: understanding how languages differ (different logic, structure, alphabet), learning the pronunciation, comparing languages and searching for similarities, developing general cultural knowledge, identifying languages while speaking, offering an immersion in a plurilingual environment or linking languages learnt in school or during excursions with other subjects. When the objectives are mentioned, they can refer to short moments, whole activities or more complex plurilingual sequences across several lessons. The scale of these practices exceeds the pedagogical recommendations of coursebooks (see, for example, [Pistorius *et al.* \(2017\)](#) or [Parminter *et al.* \(2013\)](#)) and shows the variety of ways the teachers interpret teaching and learning in bi- and multilingual contexts. One reason for this variety could be the teachers' understanding of plurilingualism. Indeed, [Barras *et al.* \(2019\)](#) point out that the interviewed teachers understand diverse things when they discuss plurilinguism: cultural knowledge, inclusion of students' home languages, language comparisons or work on strategies. In the teacher trainees' lesson plans, the formulation of learning objectives is partly present. The identification of languages when animals are guessed is planned, as is the comparison of salutations or a discussion about interrogatives (German *wer*, French *qui* or English *who*). In contrast to the teachers' discourse, the trainees' lesson plans only address activities or short moments (plurilingual links), which shows that future teachers lack systematic planning of translanguaging on a larger scale.

Lesson planning and the necessary adaptations to the class are less mentioned (33%). As in-service teachers point out, their translanguaging practices are sometimes planned and sometimes they occur spontaneously, depending on the pupils. For example, if the pupils decide to compare languages, these practices are always welcomed. Systematic planning, however, is not mentioned by in-service teachers, and improvisation is important in their teaching practice. According to their discourse, their lessons contain a mix of pedagogical and spontaneous translanguaging, the former defined as planned teaching strategies accounting for students' whole linguistic repertoire, and the latter are seen as unplanned practices in or outside school ([Cenoz & Gorter, 2022](#)). With mostly spontaneous translanguaging occurring in classes, the teachers show how important it is to them to adjust their teaching to pupils' spontaneous reactions. If plurilingual activities are implemented, the teachers mention the necessary adaptations, such as accounting for the different languages spoken in the class, the teacher's knowledge of these languages and their experience, the pupils' own knowledge (not necessarily using other resources such as coursebooks) and asking pupils whether they would agree to talk about their countries and speak their language in front of the class. Indeed, it is important to know first whether pupils have a good relationship with the

country they come from and their home language. The teachers' previous experience of plurilingual activities as a factor influencing translanguaging practices is also reported by [Cenoz *et al.* \(2022\)](#), who state that at the beginning, the teachers were somewhat hesitant when implementing pedagogical translanguaging by the inclusion of three languages (Basque, Spanish and English in the Basque Autonomous Community) in the activities, but they became more confident after the positive feedback from their students. This leads to the idea that with more experience and seeing that plurilingual activities work in class, teachers might be more willing to use translanguaging in a more systematic way. In the teacher trainees' lesson plans, improvisation occurs less. One teacher trainee mentions that if a pupil finds links between, for example, French, English and their home language, he/she can share that with the class. This is, however, considered as an option when the pupils' knowledge is to be reactivated at the beginning of a lesson and different languages could help to achieve the learning objectives, such as comprehension of a menu in a restaurant. Planning translanguaging practices in lesson plans points to the necessity of including translanguaging in theory and practice in teacher training.

Finally, the least discussed theme (16%) related to teachers and their actions is the question of knowing when the plurilingual activities take place during the year and referring to the school curriculum. The non-compulsory (but recommended) character of plurilingual activities in the coursebooks (see [Pistorius *et al.* \(2017\)](#) and [Parminter *et al.* \(2014\)](#)) and the flexibility of the program in the first four years of schooling are reflected in teachers' discourse: their preference is for translanguaging at the beginning of the year, as there is time for these types of activities, rather than during the school year when there is a need to advance in the program. Taking up these activities later in the year could also be interesting, according to one teacher, as they could be easily inserted at any time (as short, playful moments). However, this point is mainly present in the discourse of teachers of lower grades (pupils aged 4–8 years). In higher grades where German is taught as an additional language, the necessity to advance in the program is mentioned. The lack of time for plurilingual activities in a program covered by two to three weekly language lessons is reported by [Barras *et al.* \(2019\)](#), this fact being one of the main factors for the sporadic and irregular nature of these activities. The links with the curriculum in the teacher trainees' lesson plans are not made but are present in 50% of the cases at different times in the lessons, such as in the introduction, in the main activities or at the end of the lesson, which shows their occasional appearance.

The discourse about translanguaging practices related to pupils and their learning contains main themes such as obstacles, motivation, and allophone and bilingual pupils (see [Table 7.2](#)). Each of these is mentioned in 33% of the data, with one to three references per teacher. Compared

with the dimension of teachers and their actions, the pupils and their learning are mentioned less when translanguaging practices are concerned. Mentioned obstacles during plurilingual activities include the pupils' lack of knowledge of all the languages spoken by the class, which could diminish their motivation. Furthermore, the teachers themselves do not know the grammar rules or structures of the home languages of their pupils. In this regard, [Rosiers \(2017\)](#) argues that not mastering languages does not hinder translanguaging in class, as a learner-centered environment can be set up, encouraging peer interaction and students helping each other. Ideally, as one teacher says, the links are to be made by pupils but they are not always capable of doing it. The lack of knowledge of languages seems to be the main obstacle mentioned. [Tekin \(2023\)](#) also emphasises this fact. The teachers interviewed in our study engaged in translanguaging because the students were unfamiliar with the language, lacking basic information or having limited knowledge, making them unable to recognize (at least at the beginning) the English alphabet. According to [Neveling \(2012\)](#), teachers also encouraged language comparison, but the success of these activities depended strongly on their students' degree of knowledge. Another reason is the stigmatization of pupils who are monolingual or use languages that are less valued in society. On the other hand, pupils can be motivated to share parts of their identity with others or to learn about the culture and the language of their classmates. When they are personally involved and make links with personal life experiences, they tend to be more engaged in the activities. Keeping them interested and maintaining their attention is essential, as well as acting on their reactions. The increased engagement of students through translanguaging practices is well documented in the literature. Plurilingual activities can broaden their horizons, make them reflect on their own culture and that of others, or value their home language ([Barras et al., 2019](#)). The teachers' discourse tends to be led by the type of pupils, either allophone or bilingual. When working with allophone pupils in a German class, the instructions are translated into English and the teachers would use spoken French that has been simplified and is accompanied by gestures. In cases where other pupils speak the language of the allophone pupil, they can be encouraged to take up the role of a tutor. Bilingual pupils would act the same way by teaching a language to others and repeating words with the right pronunciation so that the class can be immersed. These translanguaging practices mentioned by in-service teachers occur according to what is possible in the class and depend significantly on the pupils. Similar results were found in the Polish context. As [Sobkowiak \(2022: 5\)](#) states, the teachers 'spurred their students to mobilize and co-ordinate all their semiotic resources: words from English, Polish and other foreign languages students are familiar with, facial expressions, hand and body gestures whenever students had problems to express themselves in the TL [target language], considering such plays a valuable

learning tool'. Translanguaging practices related to pupils and their learning in the teacher trainees' lesson plans did not occur. We noticed the absence of themes such as obstacles, motivation and allophone or bilingual pupils when planned plurilingual activities or short moments are described. This lack of common ground can be explained by the lack of knowledge of the pupils during a school placement and by the focus on one's own teaching of future teachers during the early stages of their professionalization process.

Findings at the tertiary level: PEOB

Consistent with Cenoz and Gorter's (2022) notion of pedagogical translanguaging, findings from the tertiary-level PEOB teacher training course suggest that translanguaging practices operate as deliberate and incidental teacher and learner practices that manifested themselves in response to the pluripedagogical content presented through faculty-generated bilingual PowerPoint presentations, classroom-distributed documents, in-class tasks, activities and formative assignments, and that student teachers regularly leveraged their plurilingual capacities and translanguaging practices during discussions and interactions with one another as a community of practice. Focus group discussions revealed that translanguaging events served to accomplish the following: (1) increasing their comprehension and participation; (2) reinforcing and demonstrating content knowledge and (3) interacting spontaneously with one another over a multilingual and international body of pedagogical materials. These findings are presented in [Table 7.3](#) as the objects and events of teaching and learning from teachers' and students' perspectives where pluripedagogical exposure and translanguaging were found to intersect. A discussion of the pluripedagogical exposure and translanguaging practices that these express will be followed by giving more detailed attention to the categories of documents, activities/tasks, assignments, interaction/collaboration and formative assessment processes. Their configuration will likewise be discussed in terms of the possibilities, challenges and benefits they present for teacher training and professional development. This discussion rests on Van Lier's (2010) ecological perspective of the learning process as a multidimensional and interdependent relationship between the actions and activities of teachers and students and the nature of their interaction and language use in a given setting.

Pluripedagogical exposure

Pluripedagogical exposure occurred both across and within events and objects of teaching and learning. One exception, though, was task, activity and assignment instructions. Here, the issue was procedural and

Table 7.3 The intersection between pluripedagogical exposure and translanguaging practices

Objects/practices of teaching and learning	Pluripedagogical exposure	Translanguaging practices
Documents		
Handouts	✓	✓
Short texts (in class readings)	✓	X
PowerPoint presentations	✓	✓
Activities/tasks		
Activity/task instructions	X	✓
Activity/task prompts	✓	✓
Problem solving/activity task completion	✓	✓
Interaction and collaboration		
Discussions and explanations	✓	✓
Negotiating meaning	✓	✓
Ensuring group/individual understanding	✓	✓
Teacher–student and student–student exchanges	✓	✓
Formative assessment		
Demonstrating understanding	✓	✓
Presenting results/findings	✓	✓
‘Read and react’ writing assignments	✓	X

X = not within a single event or object of teaching and learning but across a range of events or objects.

focused on how to undertake the task, activity or assignment, thus pushing translanguaging to the forefront of the instruction event. The findings conceptually link the plurilingual element of translanguaging with pluripedagogy, as a pluralistic approach to educational thinking and practices. This only becomes sustainable when pluripedagogy and translanguaging operate in tandem and a plurilingual community of learners exists (Pujol-Ferran *et al.*, 2016). The findings also suggest that pluripedagogical exposure to the educational literature used in PEOB arms trainee teachers with an expanded set of solutions and possibilities to respond to contextual challenges. This is consistent with what Creese and Blackledge (2018) emphasise as the expanded and integrated understanding of complex systems and structures that plurilingual competence affords. This raises the question whether monolingual exposure to pedagogical insights offers trainee teachers the same potential resourcefulness as plurilingual exposure. Does this mean, therefore, that a plurilingual profile is a necessary concomitant for pluripedagogical

exposure in teacher training courses? While a monolingual view of the field can likewise present varied communities of practice, it may nevertheless provide a more limited type of pedagogical exposure, reducing the knowledge culled and valued or deemed contextually relevant (Cenoz & Gorter, 2022). This may further influence the comparative and linguistic frames applied for interpretation. Thus, the possibility for pluripedagogical exposure may, in fact, hinge on plurilingual trainee teacher circumstances and may be enhanced by it, which is another principle of superdiversity (Creese & Blackledge, 2018). Engaging these multiple sources to facilitate pluripedagogy means not only reading articles in other languages but also involves interacting with and around the concepts they express. Pedagogical translanguaging (Juvonen & Källkvist, 2021) therefore permits deliberation of a pluripedagogical nature *of the type found in this case study and one that benefits academic competence*. This approach may only be possible and viable in contexts where students and teachers share linguistic competences in more than one language and where program-level support exists. When it does exist, as in this case, translanguaging can be what Moore *et al.* (2020) claim is transformational in its ability to integrate all learners and provide them with an access route to content possibilities, challenges and benefits.

Pluripedagogical translanguaging

Translanguaging occurred across all objects and events of teaching and learning, with two exceptions: individual readings and their accompanying ‘read and react’ written assignments. In no instances did any of the required readings or written assignments include translanguaged text. When it was adopted, translanguaging occurred spontaneously and deliberately; in both cases, its adoption was part of a declared agreement by all course participants. It was characteristically employed in a bidirectional manner, allowing the teacher trainees to explore the course’s themes through discussions that involved switching back and forth between L3 English and/or L1 French and/or L2 German and/or L4 Italian, depending on the plurilingual composition of the group. This situated the linguistic forms and meanings of the content as a core subtext and by-product of the course. Trainee teachers appealed to one another for ‘quick translations’ or clarifications of meaning. Here, the translanguaging process prompted the interpreting of content from one language to the other and led to co-constructing key concepts to ensure everyone’s understanding. Pedagogical translanguaging seeks to strengthen the learning process by ensuring that comprehension has occurred (Cenoz & Gorter, 2022). Indeed, while this proved to be a major learning benefit, one of the challenges was that it required careful attention to the nuances and core referents that the translanguaging produced. As such, translanguaging assumed a scaffolding role to support and promote

learning (Rosiers, 2017; Sobkowiak, 2020). Deliberate efforts were made to maintain the integrity of the original concepts across language boundaries, a challenge that sometimes resulted in abandoning the translanguaging process and grappling with the concept in its originally presented language. Certain concepts in French, for example, have no viable or acceptable equivalents in English (or in other languages), so the original term was retained. For example, ‘Gestes Professionnels’ (physical, attitudinal, and tactical teaching gestures), one of the major themes of the course and ‘dispositifs’ (teaching schemes, programs and plans) were left in their original French because of the increased or preferred resonance they had with everyone. In English, for example, a distinction is made between evaluation and assessment, whereas in French only the word ‘évaluation’ exists. In this case, the co-constructed translanguaged version from English into French introduced the concepts of formative and summative systems and qualitative and quantitative elements, resulting in an expanded view of these notions, which might not otherwise have been possible without translanguaging.

Documents

The findings further suggest that across events and objects, the languages of the source documents or materials (which, in many cases, were plurilingual), whether handouts, instructions, prompt readings, or PowerPoint presentations, can vary and influence the language used for interaction. When additional languages are featured in the documents, pluripedagogical exposure increases if the inclusion of the other language source reflects other educational contexts.

Activities/tasks

Except for instructions, the in-class teacher training activities and tasks (which were presented as how-to or what and why demonstrations and explanations) included pluripedagogical exposure as a function of whether they were referenced through articles and other source documents). The applicability to the local instructional context and curricular objectives were discussed in terms of their relevance to these contexts and were undertaken as translanguaging events.

Interaction and collaboration

Two interactional situations involved translanguaging: (1) the in-class plurilingual group compositions organized for the abovementioned collaborative activities and tasks, negotiation of meaning and clarifying of concepts and (2) interactions with the professor to negotiate meaning and clarify concepts and tasks. Deliberate and incidental translanguaging occurred in both contexts. Knowledge amassed from pluripedagogical exposure may, for example, have been applied to solve a problem, provide

an example, explain a concept, negotiate meaning or demonstrate understanding.

Formative assessment

Teacher trainees relied on translanguaging to demonstrate their understanding of the course content in a range of oral and written events and objects of learning. Beyond the language choices these formative assessments permitted, they also often featured pluripedagogical considerations as source materials.

Translanguaging as implicit community practice

The course identity and classroom culture were shaped by and embodied a community of plurilingual teacher trainees who collectively developed a particular set of rituals, attitudes, beliefs and practices regarding the use of translanguaging and the acquisition of professional knowledge. This dovetails with [García and Otheguy's \(2020\)](#) notion of translanguaging as a linguistic system that plurilinguals apply through social interaction, in this case, around academic content. PEOB participants (students and faculty) used translanguaging between English and French for class proceedings, handouts, readings, discussions, assignments and deliberations. This learner community enjoyed access to source materials and tasks that differed from their counterparts in the monolingual French sections of the course. The concept of a community of practice acknowledges the common pursuits of its members and their routinized or novel forms of interaction ([Lave & Wenger, 1991](#)). These learners developed and relied on a common linguistic currency organized around plurilingual events and practices. Members depended on one another to share their dual language resources, and their linguistic capital flowed bi-directionally in response to the task demands and their own communicative and language choices. It must be mentioned, however, that even though there are clear translanguaging and pluripedagogical elements in the events and objects of teaching and learning, this study does not provide specific information about the appropriate ratios of each.

Possibilities, benefits and challenges

While the pluripedagogical elements and the translanguaging practices in this case study occurred unsystematically across the layers of teaching and learning objects and events, their configuration represents opportunities for a varied, regularized and adaptable set of interdependent practices ([Van Lier, 2010](#)) that teacher educators can introduce to plurilingual trainees to increase participation. These include spontaneous translanguaging, encouragement to grapple with pluripedagogical insights via translanguaging until understanding occurs, offering trainees an enlarged repertoire for instructional decision-making, and demonstrating

how plurilingual practices can be adopted for events and objects in their own teaching. A major challenge, however, may be determining whether, how and when to balance that multilayered interdependence and whether a fixed ratio of translanguaging and pluripedagogical exposure is needed to maximize the benefits to learners. While [Galante *et al.* \(2019\)](#) encourage a translanguaging pedagogy in higher education, they caution that beginning the process of shifting pedagogical practices requires a careful analysis of the institutional context.

Conclusion

These combined findings highlight instructional implications for effectively integrating translanguaging practices into the teacher training and school-based teaching processes as strategic tools for teaching a foreign language and developing the multilingual capacities of learners. Including translanguaging in the professionalisation of teacher trainees remains, however, a challenge. First, in-service-teachers consider translanguaging practices as rich but scarce and irregular, and differing from ordinary daily teaching. Secondly, plurilingual activities, which are not based on existing coursebooks and are spontaneous instructional decisions, pose challenges for teacher trainees to grasp the possibilities, challenges and benefits that translanguaging might offer during school placement. Thirdly, the teachers' discourse shows how complex these practices can be from the pupils' perspective: not feeling at ease, willing (or not) to share information with the class, lacking knowledge of the languages or being proud of their culture. Practically speaking, this implies encouraging future teachers to plan translanguaging events systematically during a range of different concrete classroom situations. Collectively, these represent targets for future research. Our goals would be to understand when pupils practice translanguaging and how this helps them with learning a language and more general (but related) topics such as their motivation or feelings. The findings likewise recognize newly emerging practical challenges and tendencies that may benefit from pluripedagogical information. They highlight the need for teachers to teach in complex, informed and responsive ways. One meaningful way to approach this involves exposing pre- and in-service teachers to a pluripedagogical panorama of notions drawn from instructional contexts and languages that are not their own but that they can adapt and integrate into their own thinking about the local instructional context. Translanguaging plays a crucial role in this endeavor by favoring the trainee teachers' plurilingual repertoires for an enriched analysis and comprehension of the pedagogical content. One of the benefits of introducing a pluripedagogical teacher trainee dimension into the curriculum is that it could support teachers' adaptiveness and flexibility, which might be a form of instructional expertise in itself. This would

seem to be a worthy teacher training goal if it improves teachers' capacity for instructional improvisation and entrepreneurial responsiveness, which has been linked to greater effectiveness. It might therefore be worthwhile to conduct follow-up research on the adaptive effectiveness that translanguaging-promoted pluripedagogical exposure confers on trainees once they enter the workforce as trained professionals.

Practical recommendations and considerations

Any recommendations provided here are offered against the backdrop of four defining elements of translanguaging in the classroom: (1) the spontaneous nature of the languages selected for use, (2) the unstable ratio of languages used, (3) the plurilingual profiles of the participants and (4) the task demands or activities. These are intermingling factors that, while permeable, should be considered favorable to teaching and learning. Our recommendations apply to primary and tertiary teacher training contexts concerned with foreign languages:

- (1) Introduce objects and events of teaching and learning representing other communities of practice to facilitate pluripedagogical exposure.
- (2) Encourage translanguaging to navigate and interpret those varied instructional communities and pedagogical points of view.
- (3) Accept an unequal and flexible distribution of classroom languages in oral and written objects and events.
- (4) Promote translanguaging practices by teachers and students as communication and comprehension strategies to enhance participation and understanding of languages and/or disciplinary content.
- (5) Create a plurilingual community of practice with identifiable rituals, routines and practices linked to translanguaging and pluripedagogical exposure.
- (6) Examine in-service teachers' declared translanguaging practices in order to design and experience new plurilingual activities in class.
- (7) Take students' knowledge and feelings about their home language practices into account.

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