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13 Multilingualism in First-Year Student Teachers' Visualisations of Their Professional Futures in Finland and Brazil

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1 Introduction

With the globalising of the world, multilingualism in education has become a major issue related to equal access to schooling and knowledge. In other words, multilingualism is inherently tied to social justice. In the midst of the diversifying populations attending schooling in different parts of the world, schools are challenged to develop practices that turn multilingual and multicultural backgrounds of all students into an asset instead of perceiving these backgrounds as a problem or even a hindrance to learning. In research on language education, multilingual approaches to teaching languages have been suggested to support this change (Chik & Melo-Pfeifer, 2023). Instead of teaching languages as separate entities in separate lessons, skills in different languages are now considered linguistic and other semiotic resources that should be used for communication and taken into account in the teaching of all subjects (Douglas Fir Group, 2016; Garcia & Li, 2014). With this change, the idea of language teaching at schools has also changed from perceiving languages merely as separate school subjects to fostering multilingualism and language awareness (Calafato, 2020). However, despite these changes in scientific evidence and thinking, schooling in different parts of the world has been found to continue to be based on a monolingual fallacy, which touches both language policies and the mindset of the educational staff. The monolingual mindset is based on a nationalistic idea of monolingual individuals as the norm (Rajagopalan, 2003; Young, 2014) and as the basis for educational policies. It has led to 'language blind' schools (Gogolin, 1994;

Piller, 2016). As a consequence, schools have been poorly equipped to develop practices for embracing individual and societal multilingualism, which makes schools reproduce inequalities in the access to content and learning opportunities of multilingual pupils (Chik & Melo-Pfeifer, 2023). Recently, however, multilingualism has been recognised as an important topic in developing school curricula in many countries, including Finland. *The National Core Curriculum for Basic Education* (FNAE, 2014) in Finland, now expects schools to take into account the existing multilingualism of students and highlights the need for teacher collaboration in advancing multilingualism and language awareness. In the same vein, many language teacher education institutes world-wide have become aware of the role of multilingualism in teaching and address this issue in their teacher education programmes.

However, in order to adopt a more *multilingual* mindset and making education more just for all pupils, changes either in curricula on a national level or on the level of teacher education are not enough. In implementing the policies in practice, teachers play a key role: they are the ones who turn the curricular ideals into teaching practices in collaboration with other teachers. Therefore, we will look at this question on an individual level but in two different teacher education contexts to find out how multilingualism is present in the visions, or professional dreams, of our students who are studying to become language teachers. This interest in our students' beliefs about multilingualism is motivated by our willingness to develop language teacher education that supports more equitable educational opportunities for all pupils. We believe that it is our duty as teacher educators to figure out what kind of beliefs our students have developed about multilingualism in the language teacher profession in the course of their lives. This understanding can serve us – as teacher educators – in our attempts to provide our students with the skills needed to build socially just multilingual practices. Tackling the monolingual mindset in teacher education necessitates awareness of the role of this mindset, firstly, in our own thinking, and secondly, in our students' thinking.

This goal in mind, in this chapter, we will reanalyse data collected for a study that compared 61 Finnish and 60 Brazilian student teachers of languages and their visions of themselves as future professionals (see Ruohotie-Lyhty *et al.*, 2021) to find out what role multilingualism might play in their teaching, when asked to envision their future professional identities. The study wished to compare and contrast student teachers' beliefs in two different contexts, Finland and Brazil. Two sociopolitically different contexts with different takes on multilingualism in society provide grounds for examining the significance of context on teacher beliefs. Previous studies (e.g. Calafato, 2020; Chic & Melo-Pfeifer, 2023; Portolés & Martí, 2018) focusing on student teacher beliefs about multilingualism have mostly asked students directly about their beliefs about multilingualism, which demonstrates that participants have had to take a stance on

this issue. Our study, in contrast, asked the students to simply envision their future work. In this way we can examine, firstly, to what extent multilingualism figures as part of their professional future visions, and secondly, in which ways they perceive multilingualism as part of their practice in the two different contexts.

This chapter is organised in the following way. Section 2 provides background to our study followed by the methodology in Section 3. Section 4 presents the main findings and, finally, Section 5 reflects on the meaning of these results from the point of view of enhancing multilingualism in education.

2 Background to the Study

2.1 Multilingualism at school and in the teaching profession

In our study multilingualism is understood both as an individual and a societal phenomenon. Any individual can have knowledge of and use several languages in their daily lives or there can be several languages used in any specific broader or narrower context (Cenoz, 2013). In this chapter, we use multilingualism in the broad sense to refer to all multilingual practices at all levels (Cenoz, 2013).

Research on schoolsapes, i.e. the material environment of formal education (Laihonen & Szabó, 2018; Menken *et al.*, 2018; Szabó, 2015) has shown that multilingualism is present in schools in various ways and that the visibility of multilingualism is connected to the multilingual practices of schools. Multilingualism can also be found in the documentation guiding school practices and thus the ideologies relate both to learning and teaching in schools (Paulsrud *et al.*, 2020). From the language teachers' point of view, multilingualism can mean accepting, appreciating, allowing and recognising multiple languages in the classroom (Haukås, 2016; Pitkänen-Huhta & Mäntylä, 2020) as well as promoting the use of all linguistic resources in the classroom through a translanguaging practice, i.e. a practice that 'involves dynamic and functionally integrated use of different languages and language varieties, but more importantly a *process of knowledge construction* that goes beyond language(s)' (Li, 2018: 15; emphasis in original). Multilingualism at school is therefore related both to the values of the community and to the pedagogical practices present in the specific communities. Furthermore, the language teacher is in a key position to support the formation of a multilingual community that provides its members with skills in encountering the global multilingual world, thus also engaging in socially just pedagogical practices.

Teaching languages can thus be seen as inherently multilingual and language teaching as the education of multilingual citizens. To promote multilingualism in the classroom, teachers would ideally share a view of languages as resources and repertoires, recognise the significance of

multilingual approaches in teaching and learning languages, and have the needed pedagogical skills to implement multilingual practices. Teacher beliefs, their ways of seeing and perceiving education, are crucial in the formation of any teaching practices (Barcelos & Kalaja, 2013; Basturkmen, 2012) and therefore teachers' understanding of multilingualism is crucial in forming the language policies and practices of the classroom (e.g. Alisaari *et al.*, 2019; Suuriniemi *et al.*, 2021). How teachers perceive multilingualism in their classrooms is connected to how multilingualism features in their own lives and how they see themselves as multilinguals, i.e. holding multilingual identities. There is quite an extensive body of research on multilingual identities (see e.g. Ayres-Bennett & Fisher, 2022; Kalaja & Melo-Pfeifer, 2019) and on how international connections, such as study abroad, influence teachers' professional identities (see Barkhuizen, 2022). Research on multilingual identities of student teachers is especially important for this study. These studies have shown, firstly, that student teachers may hold very monolingual identities despite schools being increasingly multilingual (Iversen, 2022). Secondly, research has indicated that language student teachers are not readily aware of multilingualism (or plurilingualism) and that there is a need for awareness raising (Pérez-Peitx *et al.*, 2019). Finally, there is evidence that language learning and identity construction tie together and that there are also tensions and struggles involved (Burri, 2022; Ruohotie-Lyhty *et al.*, in press). In this chapter, we wish to build on this existing body of research and connect multilingualism to the development of student teachers' professional identity and their future visions.

2.2 The professional identities of student teachers of languages

In our study, we understand *professional identity* as 'the conceptualizations that individuals hold about themselves as professional actors' (Vähäsantanen, 2015: 3). Language teachers' professional identities have been a popular research topic in Applied Linguistics over the past decades. Identities are considered important for teacher development and practices since they help teachers to make sense of their environment. With the help of their beliefs about their profession, about language and about themselves as teachers, they decide which methods to apply, how to support and evaluate their pupils and what languages to use in the classroom. Professional identity also guides the ways in which teachers plan to develop their practices in the future (Barkhuizen, 2017).

Although various foci and different theoretical starting points have been presented, recent language teacher identity research has been largely unanimous about some features that are related to them. Language teacher professional identities are understood as multiple, changing and dynamic (Barkhuizen, 2017). Instead of a stable professional identity, identity can be seen as a resource of beliefs that can be used in the

interpretation of the environment (Kalaja *et al.*, 2016). Different situations in teachers' careers might activate certain beliefs and identities might also include contradictory beliefs about oneself as a professional (Kalaja *et al.*, 2016). Identities also change with time, they are related to various other personal identities, such as gender identity, language identity or national identities, and they are continuously under construction as their experience grows (Barkhuizen, 2017). Identities are not formed in a vacuum, but they are related to competing societal and individual discourses. Individuals are, however, not only dependent on the outside reality, but also have power in deciding which discourses, traditions and practices they accept as part of their identity and which not.

Language teacher education can be perceived as an important phase in identity development for students. Previous studies in Applied Linguistics have focused, for example, on student teachers' beliefs about language (Kalaja, 2016a; Kalaja & Mäntylä, 2018; Mäntylä & Kalaja, 2019), language teaching (Kalaja, 2016b) and the profession itself (Ruohotie-Lyhty *et al.*, 2021). In addition to forming their identities on the basis of their former experiences, envisioning the future forms an important part of this process (Barkhuizen, 2017; Dörnyei & Kubanyiova, 2014). Student teachers must form a desirable image of the future to continue studying. This future image of themselves as professionals also serves them in making decisions about courses and the ways in which they are willing to invest in their studies. In this study, we focus on student teachers' visions of their professional future and in which ways multilingualism is featured as part of their professional futures. By doing so we examine some of the future visions that motivate these student teachers' agency in language education.

3 Research Methodology

3.1 Participants

The participants in this study were a total of 61 Finnish and 60 Brazilian language teacher students. The Finnish students were studying to become teachers of various languages including English, Finnish, Swedish, German, French and Russian. The Brazilian students were all majoring in a bilingual programme to become teachers of Portuguese and English. Both Finnish and Brazilian students were at the beginning of their bachelor's studies, but their study contexts differ in many respects. All participants of the study were first-year students, since we wanted to understand to what extent multilingualism was present in the visions of their future profession at the beginning of language teacher studies in the two contexts.

The Finnish students were at the beginning of their five-year degree programme to become language teachers in a country with rather high living standards and a stable political situation. Finland has an

educational system that is based on free public education that encompasses almost all pupils regardless of their age. In relation to multilingualism, Finnish education heavily supports the principles of developing schools towards multilingual communities. It is mandatory for all schools in basic education to follow *The National Core Curriculum for Basic Education* (FNAE, 2014), which sets the standards and principles for Finnish education. This document describes multilingualism as follows:

Each member of the community is multilingual. The simultaneous use of different languages is normal, and languages are appreciated. In a language aware school attitudes towards languages and language speakers are discussed and the significance of language in learning, interaction, and collaboration as well as in identity construction and socialization is understood. (FNAE, 2014: 50)

To support the principles of multilingual education, all children in Finland study at least two additional languages in basic education. One of these is the first foreign language starting in the first grade, which for most children is English. English is not compulsory, but most choose it as the first foreign language. The other is the second domestic language, which is Swedish for the Finnish speakers and Finnish for the Swedish speakers (speakers of languages other than Finnish or Swedish may be exempted from studying the second domestic language). On top of these two, it is possible to choose other foreign languages in later years at school. Outside school, the use of English in addition to the L1 is an important part of youth culture in Finland and most of the adult population also uses multiple languages in their working or studying lives (Leppänen *et al.*, 2008). When entering language teacher education, most students thus have experience in using at least two other languages (English and the second domestic language) in addition to their L1 and are usually using – actively or passively – at least two languages in their daily lives.

The Brazilian language teacher students are at the beginning of their four-year bachelor's studies to become English and Portuguese language teachers in a country with a long history of social inequality. From 1996 to 2016 the teaching of a foreign language has been compulsory from the sixth year of primary school to the end of secondary education. Schools could choose the language to be offered in accordance with the teachers who were available. Although this legislation could foster multilingualism, in practice, English has always been the major language to be offered in schools with the distribution of textbooks and with the addition of Spanish for a short period of time. From 2017 to 2023, Spanish was excluded from the curriculum and English became obligatory in primary and secondary schools. However, there is only one class of 50 minutes per week and teacher education has not been able to prepare teachers to speak English fluently. Therefore, at the beginning of an English-Portuguese language teacher education course, most students tend to have some

knowledge of English that would not be higher than the A1 level. In addition, teaching is a socially and financially undervalued profession in Brazil, which tends to attract students who are not identified with the teaching profession, but rather with the Portuguese or the English language (Aragão, 2010).

3.2 Data collection

All the participants of the study both in Finland and in Brazil were given the same task, in which they were asked to envision a desired and feared professional future in 10 years' time in the form of a visualisation. The task was given to the students in Finnish in Finland and in Portuguese in Brazil. The instruction was (translated into English): 'Envision yourself at work in 2026 with two images. In the first image, you work in your dream job. In the second one, you work in a job that does not reflect your dream'. The participants were also asked to write an accompanying text, in Finnish or in Portuguese, that would explain their desires and fears for the future. The task was not directly targeted to explore the participants' beliefs about multilingualism. However, we found it interesting and relevant in this study to find out in which ways multilingualism as environments, pedagogies, encounters and ideologies would be present in the participants' visualisations of their professional future. This is especially important for understanding the participants' initial orientation to multilingualism as future language teachers as the focus of language education is increasingly on teaching skills needed in the multilingual global environment (Calafato, 2020).

The participants could freely choose the method of creating their visualisations. While Finnish student teachers used versatile methods to create the visualisation with some drawing by hand or by computer or making collages of different pictures and others choosing a picture from an internet source, the Brazilian students mostly used ready-made internet pictures to describe their idea. This difference could be explained by the fact that, for the Finnish participants, the task was part of a course, whereas the Brazilian students produced the visualisations voluntarily beyond a course context. All the participants were asked for consent for the data to be used in the study.

3.3 Data analysis

The analysis of the data followed the principles of data-driven thematic analysis (Vaismoradi & Snelgrove, 2019). The analysis was conducted by researchers from two different continents. We used online meeting environments for collaboration, then worked partly separately and came together to discuss the data again. This kind of virtual collaboration was possible, since we all were familiar with the pools of data and

had experience of writing together in a previous writing project during which the second author of the chapter had had a research stay in Finland for half a year. First, we looked at the data – both the visualisations and the accompanying texts – together across the two data pools and looked for symbols, words and illustrations that could be connected to multilingualism. In the data, the word multilingualism was rarely mentioned. Instead, the students referred to environments with multiple languages and cultures, either by using symbols such as flags or texts or by choosing a picture that symbolised a multilingual, international environment. These visual representations were then often additionally supported with accompanying texts that confirmed these visual hints by stating their purpose. These visual elements and textual evidence were coded in a systematic way.

Second, we looked for themes within the coded data. The different themes in the Finnish and Brazilian data were identified and discussed with the research group. The findings of our analysis are reported in Section 4.

4 Findings

Based on the initial analysis of the Finnish and Brazilian data we concluded that the students' ideas of themselves as multilingual professionals differed significantly in the two contexts. Three different themes were identified in the Finnish data but only one theme in the Brazilian data. Out of the 61 Finnish participants, 28 had references to multilingualism in their visualisations and/or accompanying texts, whereas only eight out of the 60 Brazilian participants had any references to this theme. In addition, the ways in which these references were linked to the participants' future plans differed significantly. To give a more detailed description of these data and results, we will now present the two datasets separately. First, we will focus on the Finnish data in Section 4.1 and then the Brazilian data in Section 4.2. The data examples are translated into English from the original Finnish and Portuguese by the authors.

4.1 Analysis of the Finnish data

The three themes identified in the Finnish data were: (1) working with immigrants, (2) working abroad, and (3) working as a multilingual professional in Finland.

4.1.1 *Working with immigrants*

The first important theme related to multilingualism in the Finnish data was references to working with immigrants. This was also the only theme that was mentioned by the participants who aimed to become teachers of Finnish and often, this meant teaching Finnish as a second

language to speakers of other languages; like Liisa says: ‘Teaching Finnish to immigrants would also be interesting’. The dreams of these participants also included the idea of working in a multicultural environment that was not necessarily a school. As Elisa describes: ‘My future workplace might not be a school, but it could be in a reception center as a Finnish teacher or in a community college teaching writing’.

In the visualisations, these multilingual environments were often described with pictures that included multiple ethnicities or a picture of the globe as in Anna’s visualisation (Figure 13.1).



Figure 13.1 Anna: Teaching immigrant children

Anna described ‘I hope that in 10 years’ time I will be teaching Finnish to immigrant children with songs and play’. She considered this more appealing than being a Finnish-as-a-first-language teacher.

In addition to teaching Finnish as a second language, some teachers also saw possibilities for working with immigrants through another language. One of the participants, Leevi, mentioned Russian as a medium in his work with immigrants: ‘In a library, I could serve customers in the sections of Russian and foreign languages and take care of the materials’. In another visualisation and the accompanying text, Alisa had a more general wish of a working community where she could ‘apply collaborative teaching that would support people with different backgrounds and ways of learning’. Typical of all the visualisations was the idea that multilingualism and multiculturalism were linked to working with people of different nationalities.

4.1.2 Working abroad

The second theme related to multilingualism in the Finnish data included visualisations that depicted work in an international environment. In these pictures, a multilingual and multiethnic environment was linked to international settings and communities abroad. As Hanna describes, ‘My dream job would be something where I could combine internationality and teaching and I could travel ... It would be wonderful

to work in an international environment with people from different countries and cultures’.

In the pictures, these hopes for an international environment were again often described by using pictures of the globe and people with different ethnicities. The participants also used texts in multiple languages to illustrate the presence of more than one language. In Sanna’s visualisation (Figure 13.2) we see a teacher in the middle of her happy pupils.



Figure 13.2 Sanna: Swedish and special education teacher

In the visualisation, Sanna has included both sides of the globe to depict the possibilities for international work. The picture also contains texts in two different languages. The student has cut letters to form the word *svenska* meaning ‘Swedish’ in Swedish. In addition, she has the word *opettaja* ‘teacher’ in Finnish. The two globes and the presence of two teachers may symbolise collaboration and the exchange of ideas. She describes her hopes in more detail in the text by describing her hopes and possibilities for achieving her dream:

In the picture I am in a classroom, and we are discussing a phenomenon with the group ... The community is multicultural ... I want to combine my Swedish studies with being a special education teacher and this could not become true if I only work in one of the fields. I feel that it might be difficult to combine these two fields, but I believe that if I keep the doors open also for the possibility to work abroad, this could come true.

In these visualisations and accompanying texts multilingual environments were understood to be somewhere else rather than in the immediate Finnish context. Being a multilingual professional could open doors to the world and international work with people from other cultures.

4.1.3 *Working as a multilingual professional in Finland*

The third and last theme related to multilingualism in the Finnish data was working in an international multilingual environment in Finland. Most often this work was a teaching job, but also other kinds of workplaces were considered possible. In some cases, the participants just mentioned their willingness to work as multilingual professionals by teaching multiple languages or by using multiple languages in their work. Different languages were considered a resource, as Alisa describes: ‘In my dream job I work in the office of an international logistics company and I can use my language skills broadly (Finnish, English, German, Hungarian) to solve different kinds of situations.’ In the visualisations, these languages could be mentioned or they could be described with the help of symbols such as flags of different countries or texts in different languages.

In some cases, multilingual environments were not just a feature of the environment, but the participants mentioned goals related to it. Helena’s text collage summarises some of her goals with three visually presented sentences: ‘Inspiring Teacher of English award’, ‘I ♥ my English teacher’ and ‘Life is short ... Work where you’re continuously accepted, respected, appreciated, encouraged, inspired, empowered, and valued’ (Howard, 2024). She connects international contexts and different cultures to these goals in her text:

I want to see myself in an international and creative environment teaching and inspiring people that are willing to appreciate my professional skills and respect them ... I want to widen my worldview with different cultures ... I want to succeed in my studies and find myself an international social network that will make it easy to find new paths.

For Helena, being multilingual and interacting with people from different backgrounds was seen as a path to professional development and a way to do meaningful work and to find the necessary support for her work as a teacher.

4.2 Analysis of the Brazilian data

In the Brazilian data there was only one theme related to multilingualism, which was working abroad. Eight students referred to this theme in their visualisations.

4.2.1 Working abroad

The Brazilian data included images that represented the participants' desires to work anywhere in the world through the use of English. This could mean any kind of mobile work; only one participant wanted to work abroad as a teacher. In all desired jobs, the learning of languages was associated with the possibility of change and of geographical and social mobility.

In the first image by Roberto (Figure 13.3), we see a man sitting on a chair with his legs on the desk in a very relaxed manner. In the background, we notice that he is in the countryside with his suit hanging on a hanger.



Figure 13.3 Roberto: Mobile work (<https://www.shutterstock.com/pt/image-photo/office-outdoors-hill-195082370>)

To describe his desired job, Roberto says ‘my goal of performing a professional activity may allow me to be freer, looser, producing and working anywhere in the world (with the help of technology and English)’. He also adds that this dream job must have ‘English and technology that should enable me to relate to and to get in touch with diverse people around the world!’. English as a language was often linked to the idea of connecting with other people in the world.

Two other participants used the image of a suitcase and a world map to represent their dream job of becoming a professional that would be always travelling. As we can see in Figure 13.4, the English Language Teaching course may provide them with the means to learn the international language of English.



Figure 13.4 Lilian: Traveling the world (<https://www.shutterstock.com/pt/image-illustration/vintage-suitcase-on-world-map-16721527>)

Lilian, who used the image of a suitcase and the world map to represent her dream job, says that ‘the image represents my dream work in which travelling the world is part of it. As a (likely) future English language teacher, interpreter, or translator, I envision myself travelling to learn more about the world, to specialize more in the English language.’ Firstly, we see the association of the profession of an English language teacher with other possibilities of a language professional. In addition, the participant says that in this desired job she should be able ‘to connect and learn from others around the world through English’.

Laura, who also used the image of a suitcase with a world map, says that ‘English is the world language and in any place in the world we can communicate in English. It can take you everywhere you wanna go!’. This participant did not refer to a specific job position, but similarly to Figure 13.3 of the man working anywhere in the countryside, what really matters is the idealised, social, economic and geographical mobility that the English language may enable.

The other two desired jobs were flight attendant and diplomat. Joseane was represented using the image of a white female flight attendant smiling, portraying a very happy and successful person with her profession (the image is from an advert for a Brazilian airline company). Beatriz represented herself as a successful diplomat. In the image she is wearing a suit and shaking hands with another diplomat while smiling. In the background there is a map of the world and other diplomats standing around them.

Finally, João Pedro used an abstract image in which four shapes depicting human heads were connected to each other. Each head is of a different colour to highlight the difference. To describe his image, João Pedro says that: ‘This image shows that my goal with English Language Teaching is to spread to the world the best form to connect people and to

make peace. English teaching means connection. It is part of a solidarity world process'. This participant also mentions that '... I want to learn other languages because my dream is to become a polyglot. I have also realised the importance of Portuguese. You know, I also want to go to Sweden one day. I want to teach Portuguese to the Swedish, they know how to speak English and other languages, but they don't know Portuguese'. Just like another participant, João Pedro mentions the possibility of teaching Portuguese as an additional language, and he points out the possibility of doing it abroad, in Sweden.

Typical of the Brazilian student pictures was the idea that multilingualism offered possibilities for connecting with people around the world. Multilingualism was, however, not perceived as an important part of their own environment, but it was connected to contexts outside Brazil.

5 Lessons Learnt

In this study, we aimed at understanding the ways in which first-year language teacher students in Finland and Brazil perceived multilingualism as part of their future professional identity. We examined, firstly, to what extent multilingualism figured as part of their professional future visions, and secondly, in what ways they perceived multilingualism as part of their practices in the two different contexts. Now we will move to critically considering our results from the perspective of the two contexts and previous research. We will also suggest potential adaptations and applications of our study.

The findings of the Finnish and Brazilian data revealed differences between the two contexts as to how multilingualism was considered a part of the professional identity of future language professionals. It has to be remembered that the presence of multilingualism in the students' visions was examined indirectly, i.e. the students were not directly asked about multilingualism in the task. This provides fruitful grounds to examine whether multilingualism is (or is not) a natural and self-evident part of the visions of future language teachers. While in Finland about half of the students referred to this theme (28/61), only eight Brazilian participants (8/60) made any references to multilingualism in their professional visions. The differences between the two contexts could be understood from the perspective of the sociopolitical conditions and language ideologies in the two countries. Finland has been an officially bilingual country since its constitution in 1922. During the past decades, Finland has also become an increasingly multilingual country with 9% of the population speaking another language than one of the national languages at the end of year 2022 (Statistics Finland, 2023). Despite official multilingualism, Finland is often still depicted as a monolingual society in public discourse. Recent educational policies in Finland have, however, strongly supported the idea of the school as a multilingual community and language education as

education for multilingualism (FNAE, 2014). The fact that multilingualism is more visible in the Finnish participants' visualisation seems to support the idea of the visibility of these themes in their educational experience. However, this does not automatically mean that they would have recognised their own and all pupils' multilingualism.

In contrast, Brazilian students' environment can be considered even more ambivalent in terms of language ideologies and practices in relation to multilingualism. Like Finland and even more so, Brazil is a multilingual country. There are about 200 different languages used in Brazil, of which, approximately, 170 are indigenous. The others are of European or Asian descent from migrant communities that started arriving in Brazil in the second part of the 19th century (Cavalcanti & Maher, 2018). However, Brazil has had a history of repressive language policies that contributed to the grand narrative that Brazil is monolingual. Only after the promulgation of Brazil's current Constitution in 1988 were indigenous people seen as the original inhabitants of Brazil. Since then, there has been a strengthening of bilingual education programmes for indigenous populations and for deaf people (Cavalcanti & Maher, 2018). The only official language of Brazil is, however, Portuguese, a colonial language. The making of a national identity based upon the ideology of 'one nation, one language' has also played a part in the monolingual narrative of a multilingual country (Rajagopalan, 2003). Although English in Brazil is accompanied by positive discourses that give it a high status, such as the language of modernity, success, globalisation, technology and progress, learning English is associated with the elites, who can afford it in private English schools or by sending students to English-speaking countries instead of being strongly supported as a realistic national goal in the public education sector. For these reasons, we could assume that Brazilian students have been less predisposed to practices and discourses related to multilingualism in their schooling and have fewer opportunities of thinking about their professional lives as language teachers from this perspective. These results point to the importance of explicitly focusing on multilingualism in teacher education to provide student teachers with a more elaborated idea of multilingualism that is not only related to a full command of two or more languages (see Section 1 of the Introduction to this volume). If students do not recognise the everyday multilingualism in their environments or see it as an inherent aspect of their professional futures, they will very likely not be prepared to create socially just, culturally sensitive and language-aware classroom practices in their evidently multilingual classrooms.

Another significant goal of this study was to explore the themes related to multilingualism and to whom and to where multilingualism was connected in the participants' accounts. The only common theme both in the Finnish and Brazilian data connected multilingualism to a place beyond the immediate environment of the participants. When considering the Finnish students' visions, these results align with the results of some other

studies carried out in Finland. In their study about early language teaching in Finland, Mård-Miettinen *et al.* (2022) explored children's beliefs about their studies in English. Already at an early stage of their language studies, the children believed that they would need the English language mostly abroad, even though 52% of the parents of these children mentioned using English as part of everyday life with the family (Mård-Miettinen *et al.*, 2021). This might be connected to the persistence of old language policies at schools that construct languages that are naturally part of Finnish society as 'foreign' languages (cf. Halonen *et al.*, 2015). Similarly to the Finnish students, the Brazilian students thought that multilingual professionalism was needed abroad. In their data, this was the only theme connected to multilingualism. It is in this scenario that the participants of the Brazilian data shared the idea that English will provide them with a geographical, economic, social and cultural change. To know English equals global mobility. We also see how this relates to jobs that may take the students 'anywhere'. The desired jobs here are all associated with technology, travelling, aviation, diplomacy, and a teaching job that may impact educational and social mobility. This kind of imaginary goal is strongly connected to the language policies and ideologies in the Brazilian context. English is perceived as a language of privilege and prestige, a necessity that may be unattainable for many (Aragão, 2010). The belief is that English would provide greater possibilities for social ascension in a country where only 5% of the population on average can communicate in English at some intermediate fluency level (British Council, 2015).

In addition to the dream of working abroad, multilingualism was also connected to two other career prospects in Finland. Firstly, Finnish participants saw multilingualism in Finland as a phenomenon that was related to immigrants. Similarly to the dream of working abroad, this theme linked multilingualism to people and places outside their immediate environment, a perspective that is in conflict with the current definitions of multilingual pedagogies focusing on linguistic equity (for details see Section 2.2 of the Introduction to this volume). In the Finnish data, this was also the only theme that language teachers majoring in Finnish mentioned in connection to multilingualism. Lastly, our results also included Finnish participants who already at the beginning of their studies perceived possibilities for multilingual work in their home country, which shows at least the initial idea of multilingualism as part of the everyday lives of Finns. These observations imply that there is some groundwork to be done among student teachers for developing ideas of socially just and culturally sensitive teaching where multilingualism of all students and teachers is understood as a natural phenomenon in society and as an asset for learning. In many of the answers, these ideas were, however, only beginning to take shape and this points towards the need for supporting students in developing a more rounded idea of the role of multilingualism in education (see Section 2.1 of the Introduction to this volume) as a

foundation for language teachers' work, a task that European language education institutes have often neglected (De Angelis, 2011).

Now, we would like to move on to suggest some practical and methodological contributions based on this study. Firstly, this study was a reanalysis of the data that had been created previously for another purpose. Despite this starting point, the visual narratives used in the study were rich in references to multilingualism and proved the potential of visual narratives to be used in a study envisioning the future of multilingualism in education. The use of data that would have been created for the purpose of envisioning multilingual education would have undoubtedly provided a richer illustration of the understanding of this phenomenon by the first-year student teachers. Our data, however, had another kind of benefit. As it focused more generally on envisioning the professional future, we were able to examine to what extent multilingualism forms a natural part of these futures and also to what extent the socio-political contexts where student teachers live provide content for the initial understanding of multilingualism.

Secondly, based on our study, we would like to suggest that visual narratives can continue to be used as a pedagogical tool for developing multilingual pedagogies at the university level and thereby to promote social justice in language education. To us, as teacher educators, this study provided valuable insights into the beliefs and envisioned practices of our language teacher students. In addition to creating these pictures, analysing them with our students can provide a valuable opportunity to discuss multilingualism in classroom practices. Based on our comparative study, we suggest that developing multilingual pedagogies in different contexts calls for context sensitivity and critical approaches. In teacher education, our study can provide a starting point for the discussion of what multilingualism can be in a specific sociopolitical context, how this context differs from other contexts, and how recognising and acknowledging multilingualism is a path to more culturally sensitive teaching and thus to equity. Finally, to enhance social justice in language education, we want to encourage teacher educators to openly discuss with their students the possibilities of creating genuine multilingual environments, pedagogies and tools as part of their work and to keep reflecting on their own and their students' multilayered multilingualism.

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