Analyzing the teacher education of future class teachers in Finland regarding multilingual contexts and education with a special focus on translanguage

Finland is officially a bilingual country; having Finnish and Swedish as its national languages. However, in 2022 more than 9.79% of the population had another language as their home language. Despite the continuous increase in the use of other languages as home languages, research showed that monolingual practices are a norm in Finnish classrooms due to teacher’s lack of preparation and knowledge (Alisaari et al., 2019a; Shestunova, 2019). Hence, the thesis examines how class teachers are educated in Finland to address multilingual contexts. Special attention is given to the conceptualization and the use of translanguage by class teachers in Finnish Primary Education. Data was collected by recording and transcribing discussions from two focus groups involving teacher educators from various Finnish universities. The transcriptions were analyzed qualitatively by following the principles of the content analysis method. This study aims to discuss the challenges, difficulties and strategies in Finnish class teacher education regarding multilingual and translanguage practices, eventually striving for more inclusive and multilingual education in Finland.

SPEAKER

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I am a second-year master’s student in the Changing Education program at the University of Helsinki (Finland). I previously studied a double bachelor’s in Primary Education and Physical Activity and Sports Sciences at the University of Deusto (Basque Country). Throughout my studies in Helsinki, I have developed a profound interest in researching multilingualism and its role in education. I am particularly fascinated by new pedagogical practices such as translanguage; I am thrilled by the potential influence they have on future teaching and learning practices.

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