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Preservice Teachers' Encounters with Dual Language Picturebooks

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Abstract: Our action research explored the potentialities of dual language picturebooks related to language inquiries with preservice teachers. For six weeks, preservice teachers browsed picturebooks featuring English and another language, starting with a familiar language and moving to unfamiliar languages. After browsing, we shared our responses to the books, made connections across books, and engaged in experiences to think about language. Initial comments indicated that readers were not familiar with dual language picturebooks and connected to their own complex personal relationships with language. The preservice teachers engaged in inquiries around audience and book design, including issues such as Indigenous books signalling a resistance to prioritising English as a stance that differed from Spanish-English books where the design signalled a higher status to English. In this article, we discuss our findings using Ruiz's (1984) language-as-resource framework, showing how the preservice teachers used dual language picturebooks to develop their critical awareness of language-as-resource.

Introduction

A group of preservice teachers gather around a long low table covered with 30-40 dual language picturebooks featuring English and a range of languages from around the world, reading and sharing their initial impressions. At the end of the meeting, they record their insights in journal entries that indicate their lack of familiarity with this kind of book:

- *"I have never seen a bilingual book before."*
- *"I was surprised there were a lot of genres and variations in styles and topics."*
- *"I thought they would all be fictional and there are informational books too."*
- *"Are these in classrooms? "*
- *"Do teachers know about these books?"*
- *"I never saw these books when I was in school."*
- *"I wonder if any teachers use these books to teach their students. I never got these experiences when I was a child."*

It is clear from these journal comments that the picturebook club participants, who were undergraduate students in an elementary education programme, had little if any familiarity with picturebooks featuring more than one language. In this article we report on a six-week dual language picturebook club offered to preservice primary teachers in a Southwestern United States public university. The focus of the weekly club was to explore

dual language picturebooks and the processes of what they do for us as readers (García-Gonzalez & Deszcz-Tryhubczak, 2020), particularly related to learning about language and multilingualism.

Dual language picturebooks come in several forms, including translingual picturebooks in which words and phrases from another language are woven into the main language of book, bilingual picturebooks in which the text is given in two (or more) languages, and dual (or multi) version picturebooks in which different language versions of a picturebook are published using the same format, illustration, and design. Research with children has shown the potential for dual language picturebooks to be a powerful component of the linguistic landscape in the classroom, offering opportunities for recognising children's linguistic identities and for creating and extending critical language awareness (Kersten & Ludwig, 2018). We wanted to explore the potential of these picturebooks for inviting preservice teachers into inquiries about language and multilingualism.

Our work is based on the recognition that picturebooks are cultural artefacts reflecting the values and ideologies of the society in which they are produced (Stephens, 2013). Research has shown that the way languages are laid out in multilingual picturebooks can be viewed as a linguistic landscape which either reflects (Daly, 2018; 2019) or challenges existing language hierarchies (Daly, 2016). Ibrahim (2020) discusses the role of multilingual picturebooks in language learning spaces in fostering multilingual awareness and translingual practices, encouraging interculturalism, and developing critical awareness of the ways in which books can reproduce existing power structures. While there is a substantial body of literature on language awareness (e.g., Sierens et al., 2018), our focus is on critical language awareness. Critical language awareness goes beyond an analysis of how languages are structured and work as a system to consider the power attached to different codes or forms of language (Fairclough, 1989).

In this article we explore the inquiries of preservice teachers in a university programme as they interact with dual language picturebooks featuring English and a range of familiar and unfamiliar languages. This research is grounded in a language-as-resource orientation that challenges language-as-a-problem perspectives common in the USA (Ruiz, 2010) and is informed by research on critical language awareness and dual language picturebooks. Our analysis of the data gathered in the picturebook club revealed the preservice teachers' complex relationships with multilingualism, interest in connections between language and culture, speculations about the intended audience of a book, and critiques of book design as a reflection of language ideologies.

Multilingualism and Critical Language Awareness

To explore the responses of the preservice teachers to the dual language picturebooks, we draw on Ruiz's (1984) Language-as-resource framework, developed to challenge the pervasive notion of Language-as-problem in the USA context. According to this framework, when language is framed as a problem due to monolingual ideologies, the existence of multiple languages is believed to be linked to poverty, low educational achievement, and economic disadvantage. Multilingualism is viewed as a threat to English as the dominant language and to social cohesion in a society. This orientation is particularly significant given that the study occurred in an "English-only"state in the USA where children speaking languages other than English are transitioned quickly to English and home languages are suppressed as problems. In addition, children can only enrol in dual language programmes if testing indicates that they are proficient speakers of English (Arizona State Law, proposition 203).

Language can also be framed as a right, based on a belief in the right of individuals to speak their home languages. Often this belief in language as a right leads to legislation to protect minoritized languages and the groups who speak those languages. Ruiz (1984) points out that this orientation does not challenge embedded societal power structures and language hierarchies and can lead to conflicts between different groups each invoking their rights.

Language-as-resource views linguistic diversity as a societal resource, an asset to be valued and used by all members of the community for their enrichment. Language is valued as an intellectual, cultural, economic, social, citizenship, and rights resource that benefits everyone in a community (Ruiz, 2010). Because this framework could be used to frame languages as an instrument for political and economic agendas (Ricento, 2005), Ruiz argues that the emphasis must be placed on language as identity for the purposes of social justice.

Language-as-resource orientations are supported by research on classroom engagements that focus on language awareness to increase student knowledge about language. In our case, we are interested in researchers who use dual language picturebooks to increase language awareness. Research in Britain involving children of immigrant communities creating bilingual picturebooks with their parents showed the potential of these resources for recognising and developing the linguistic strategies of children and their parents (Sneddon, 2009). Edwards, Monohan, and Knight (2000) found that children began hypothesising about how language works when they were involved in a project exploring multimedia bilingual storybooks in English and Welsh.

In a Canadian context, Naqvi et al. (2013) documented the effects of community and family members reading dual language picturebooks featuring English in combinations with French, Urdu, or Punjabi in a kindergarten setting across an 11 week period. Their research indicated that this process contributed to normalising multilingualism in the classroom and engaging the community. More recently, Zaidi (2020) has shown how the use of dual language picturebooks with 10-12 year-old English Language Learners contributed to their meaning making strategies and supported their language identities. In an after school context in the USA, 8-10 year-old children participated in a six-week programme focused on dual language picturebooks featuring a range of languages. Findings showed how exposure to the picturebooks recognised and extended the children's linguistic resources and identities (Short, Kleker & Daly, 2022) as the children developed working theories about language through inquiry (Daly, Kleker & Short, 2023).

Research has also shown the potential of picturebooks in tertiary settings with adult learners. In the USA, Meyerson (2006) explored how picturebooks could be used as a tool for teaching theories about learning and development to 77 undergraduate education majors. He found picturebooks to be useful resources for this purpose and to be rated highly by students in their course assessments. Interviews with eight New Zealand teacher educators in curriculum areas including the arts, mathematics, science, literacy, and drama showed extensive use of picturebooks because of their reported affordances in modelling pedagogy, attending to negative attitudes, and plugging gaps in preservice teachers' areas of knowledge (Daly & Blakeney-Williams, 2015). More recently, research from a range of international contexts show the potential of picturebooks in university contexts for teaching preservice teachers in Germany about the development of children's literacy (Hoffman, 2021) and in Norway for deepening preservice teachers' knowledge of children's literature (Bjørlo & Johnsrud, 2021).

Although there is less research concerning the use of dual language picturebooks with adults, Hartmann and Helot (2021) explored 24 bilingual French preservice teachers' responses to a multilingual picturebook (ie *drei Raiwer-Les trois brigands-Die drei Räuber* [The Three Robbers]) featuring Alsatian, French and German, three languages used in the region of France where the study was situated. Their research indicated that these

picturebooks raised the future teachers' awareness of biliteracy and multilingualism and facilitated the development of a pedagogical approach to multilingual picturebooks.

The aim of the present study is to add to this body of work by exploring the inquiries of preservice teachers with dual language picturebooks in a six-week picturebook club in a Southwestern university in the USA. We were interested in their inquiries into how languages are structured and work as a system, as well as into the power attached to different codes or forms of language as they moved into critical language awareness. Shi and Rolstad (2020) engaged in research with preservice teachers in the USA to examine shifts in their critical language awareness of how language practices and conventions are embedded in power relations and ideological processes. They examined whether preservice teachers were able to move beyond celebrating and reflecting on multilingualism to critically examining the problems of existing systems in schools, communities, and society and to considering how to make changes in educational systems. Using discursive analysis of written reflections on class readings, they documented the kinds of shifts related to critical language awareness. In our case, we focused on both language awareness and critical language awareness in inquiries about dual language picturebooks in preservice teachers' oral discussions and written reflections within the picturebook club.

Action Research into Language and Multilingualism

We approached this research as action research using a qualitative approach to data (Shagoury & Power, 2012). As action researchers, we engaged in a continuous spiral of action and critical reflection in the role of both teachers and researchers in this study in an ongoing process that was emergent, iterative, and participative. After each of the six weekly sessions we met to reflect on what we had learned, and to adapt plans for the next week's picturebook club accordingly. The research was framed around the question: What are the inquiries about language and multilingualism by preservice teachers within a dual language picturebook club? By inquiries, we mean the collaborative process of connecting to and reaching beyond current understandings to explore tensions significant to learners as they viewed and discussed bilingual picturebooks each week.

Context of the Picturebook Club

The context for this study was a Southwestern public university in a state with "English-only" laws in educational settings. Despite strong bilingualism (Spanish-English) and close proximity to the Mexican border, English as a Second Language (ESL) programmes exist in schools in this state only to transition students to English, with no recognition of the importance of maintaining home languages to improve literacy for multilingual students or to support the culture and identity of children and their families (Carroll & Combs, 2016). This hegemony of English leads to racialised concepts of bilingualism, whereby a white English speaking child learning to speak Spanish is celebrated, and a Latinx child who speaks both English and Spanish is framed as problematic (Flores, Tseng, & Subtirelu, 2021).

The picturebook club was formed as an invitation to elementary education majors (preservice primary teachers) in their third year at the university to explore the linguistic landscapes and potentials of dual language picturebooks. Our goal was to invite the students into inquiries around a critical awareness of these books as pedagogical tools for learning about language, not just for learning a language. The 12 preservice teachers joined the

picturebook club as a voluntary experience and as one of many options for receiving extra credit in their children's literature courses. Neither of the researchers were lecturers in the children's literature course, nor had grading power. The club met one day a week for an hour at noon, a time that did not conflict with any of the children's literature sections, in an attractive space that housed the children's literature collection in the College of Education.

The study was approved by the university Institutional Review Board, which included ethical regulations related to informed consent, voluntary participation, and confidentiality. The invitation to join the club included a description of the club as research and all participants signed human consent forms. Pseudonyms are used for the participants.

The programme for the picturebook club across the six weeks is shown in Table 1 below. We began with an introduction to dual language picturebooks (Week 1), then explored different kinds of Spanish-English picturebooks in Weeks 2 and 3, with Spanish as a language familiar to participants and Kathy given the geographic location of the university near the Mexican border. In Weeks 4 and 5 we examined Māori-English picturebooks, featuring an Indigenous language (Māori) known to Nicola, but not to Kathy, nor to any of the participants. And in the final Week, week 6, the participants and Kathy explored picturebooks featuring Indigenous languages spoken in the USA.

The format of a voluntary picturebook club was one that preservice teachers responded to positively. They enjoyed meeting outside of their children's literature courses and were highly engaged in the discussions of dual language picturebooks.

Week 1: Introduction to dual language picturebooks
Week 2: Spanish/English translingual picturebooks
Week 3: Spanish/English bilingual picturebooks
Week 4: Māori/English translingual picturebooks
Week 5: Māori/English bilingual picturebooks
Week 6: Indigenous dual language picturebooks (Indigenous languages spoken in the U.S.A.)

Table 1: Weekly focus of the dual language picturebook club.

Weekly Session Format and Data Collection

Within each one hour session, the picturebook club followed a similar pattern (see Table 2). We began with a book browsing of 30-40 picturebooks spread across low tables in the centre of a circle of comfortable chairs. Post-it notes were available for participants to make comments on specific picturebooks as they browsed and these comments were collated as data. At the end of the book browsing, they were invited to share a book that stood out for them in a whole group discussion. These discussions were recorded and transcribed. Kathy also took field notes of the interactions.

Each week there was an activity following this discussion that sometimes involved mapping activities, such as using world maps to locate languages known to participants and completing a body map of languages in their lives (also known as language portraits, Busch, 2018, see Figure 1). In other weeks the activity involved a read aloud interaction with a picturebook, such as encouraging listeners to guess the meanings of words in unfamiliar languages in translingual picturebooks using contextual cues from the story and the illustrations. When bilingual picturebooks were read aloud, we experimented with the order in which languages were read and asked for their responses as listeners. Discussions followed the activities each week and were recorded and transcribed as data. Lastly, preservice teachers wrote a journal reflection about what they had learned and what they were wondering at the end of each session.

Activity	Data
1. Book browsing	Post-it notes with comments on books
2. Sharing books	Recorded and transcribed discussion Field notes
3. Activities ● Read alouds ● Mapping	Student body maps and other artefacts Field notes
4. Discussion	Transcriptions Field notes
5. Journal entries ● What have I learned? ● What do I wonder?	Photocopies

Table 2: Structure of each weekly session and data gathered

The range of data analysed for this research included discussion transcriptions, field notes, post-it notes, body maps, and journal entries. This data was analysed using constructivist grounded theory (Charmaz, 2014) to generate categories through inductive analysis of the data. We engaged in initial coding of the transcripts, field notes, and journal entries to define what was happening in the data related to preservice teachers' comments about language and multilingualism. These initial codes were compared across and within the data to find similarities and differences and to move to focused codes to synthesise and explain larger segments of data by identifying the most significant and/or frequent initial codes. Four conceptual categories were created inductively from the data and are used to organise our findings on the inquiries about language and multilingualism of preservice teachers in a dual language picturebook club.

The Inquiries of Preservice Teachers about Language and Multilingualism

The four themes that emerged from the data indicated both the inquiries of preservice teachers about language and multilingualism and an emerging critical language awareness, especially related to messages about language status in dual language picturebooks.

Complexity of Personal Relationships with Languages

In the first session when we asked participants to fill in a simple body outline representing the languages they knew and where those languages are located in their bodies (Busch, 2018), their responses indicated a range of complex relationships with languages. Not surprisingly, given that joining the club was voluntary, preservice teachers who came into the club were themselves multilingual and had a strong interest in language, but their comments revealed conflicted relationships with language. Their inquiries into this complexity were evident in their body maps as well as in their comments about languages in other mapping experiences.

We have chosen three examples of body maps to represent this complexity (see Figure 1). Angelica, who included English and a local Indigenous language, Tohono O'odham, in her body map, explained how language was central to her identity: "I grew up speaking English and not my own language but it's part of me, it's who I am. I colored my feet because it's the way I walk and how I carry myself. It's in my hands because I am a basket weaver." Elena explained her bilingual identity: "Spanish is my first language but English took over in school and they fought each other. Spanish is in my arms because when

I speak Spanish, I wave my arms. I am learning ASL [American Sign Language] in my hands." Others recognized that their identities were tied to only one language. Niyah chose "blue for English because it is a little depressing that so much of who I am is bound up in one language."

Jaydee explained that she had learned languages in addition to her dominant language of English through experience and instruction: "I am multiracial and have lived in different places. I have learned to speak English, Spanish, AAVE [African American Vernacular English], and Cantonese. I am a combination of all of these languages." Rosalia also drew a body map with multiple languages, saying she put Spanish in her ears because she can hear it but also in her heart because she has a desire to learn it better; French in her eyes because she can read it; drops of Japanese because she spent eight weeks in Japan; and American Sign Language (ASL) as her belt because she is hard of hearing and needs to learn this language as a "safety language" for her.

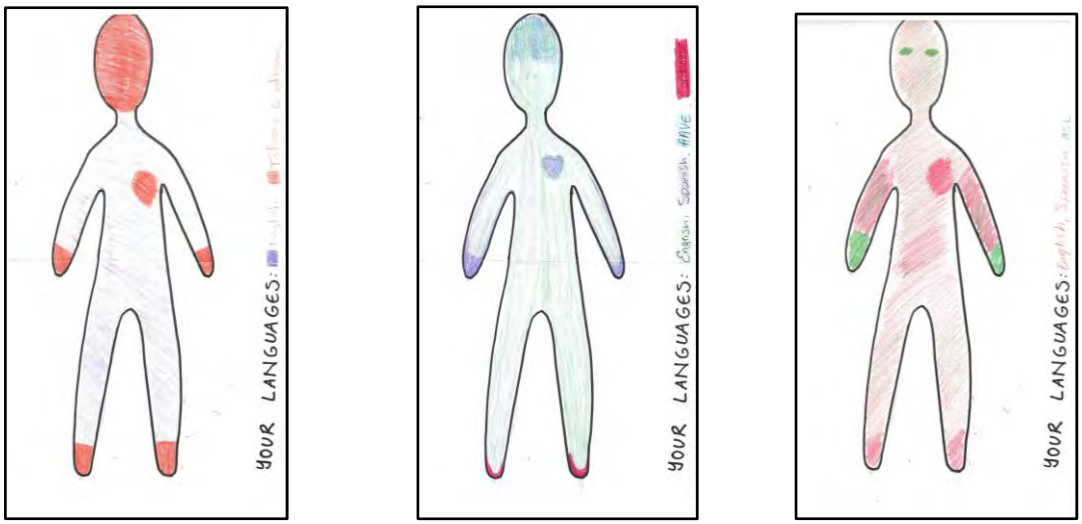

Figure 1: Body maps from Left to Right of: Angelica, Elena and Jaydee

These comments about their body maps reveal complex personal relationships with language, ranging from language as integral to identity to language as an oppressor and language as an "extra layer" learned through experience and instruction. Many preservice teachers had experienced their own home languages being treated as a problem, especially having their home languages replaced by English in school contexts. All of them depicted themselves as reflecting multiple languages and many had moved to a personal position of language as a right, even in cases where they no longer spoke their home language due to schooling experiences.

In Week 1, students were also asked to write the names of all the languages they know or knew of on sticky notes and place them on a world map according to where they were spoken. The personal knowledge of participants regarding linguistic diversity became apparent in their discussion and journal entries after this activity:

- "I learned that I know of a lot more languages than I actually know how to read/speak/write."(Charli, Week 1 journal)
- "I learned there are so many languages, cultures, and identities out there that I have little or no knowledge about." (Juliana, Week 1 Journal)
- "I was able to see that even among us, there is great diversity -- the languages we speak or the places we are from, even how we grew up plays a part in our identity and how we view the world." (Elena, Week 1 journal)

While the body maps indicated their strong feelings and personal relationships with language, their mapping of languages on the world map revealed their knowledge of linguistic diversity. In particular, preservice teachers were surprised about the limitations of their knowledge about linguistic diversity outside of their personal situations.

Awareness of Connections between Language and Culture

Comments from the discussions and journal reflections indicated that through examining the books during the book browsing at the start of each session, preservice teachers inquired into connections between language and culture that went beyond their personal lives. This recognition of language as integral to culture built on their complex personal relationships and experiences with language to facilitate their recognition of this connection in picturebooks. Alicia commented in her journal at the end of our first session that "I learned the importance of language to connect us and be a gateway to our memories and experiences." Juliana stated that she had never seen a bilingual book before and was surprised that, "a book I looked at had a preface to explain about the culture to give the reader more of an insight for people who don't know the culture or language and to be welcoming to those who do."

Many commented that the front matter or back matter of dual language picturebooks provided information to connect the language and book to a particular culture for readers. They were intrigued that the authors of these books provided information on the culture to frame the fictional story in the book and admitted that they usually skipped author notes. Another interesting comment was Juliana's observation that bilingual books with English first were often about concepts like colours and shapes, while Spanish-first books were more tied to Mexican culture.

Participants also noted that picturebooks combining fiction and nonfiction within the text provided deeper cultural understandings. One participant commented on a post-it note during book browsing that she could see that the picturebooks reflected a range of cultural values including individualism in some books and a community orientation in others.

Some of the comments focused on the relationship between the culture depicted in the picturebook and the style of illustration and types of visual images. For example, in the week 1 discussion, Niyah noted, "I noticed the art, like the illustrations. I remember from growing up the art was like digitised whereas these are more customised to the culture the book is about." In the week 2 discussion Jaydee said, "In one of them, the illustrations really embodied the culture, and I noticed some of the other books did." It was clear from Week 1 that preservice teachers were exploring the link between language, visual image, and culture as significant in the process of making meaning from these picturebooks. Their inquiries were built from their own convictions about their personal relationships between their cultures and languages.

Consideration of Differing Audiences for Dual Language Picturebooks

In addition to being aware of links between languages and cultures, the participants also engaged in many inquiries about audience as they interacted with dual language picturebooks. Comments about audience began in the first week and were the most frequent focus of inquiry throughout all of the sessions with their observations gradually leading to more critical language awareness.

Some comments showed that preservice teachers were considering how each picturebook could address their needs as the audience for that book. For example, a note in Week 1 said "I like that it lets you know how to pronounce the other language." Also in Week 1, Charli noted in her journal reflection, "I am wondering if the picturebooks that are dual language let you know the two languages they are about in the beginning because I think that would be beneficial." Juliana immediately noticed the use of front matter to introduce a culture and commented that, "Some books were more for people who already know the culture and others were geared to people who didn't and want to know more."

Other comments from participants showed they were considering the specific audiences particular picturebooks might be aimed at. In Week 1, a booknote on a picturebook using English and the Truku language (an Indigenous language of Taiwan) stated, "this book seems targeted towards readers who already know the language and culture. Not as inviting to non-Truku speakers." In Week 2, Jaydee wondered "whether *I Love Saturday y domingos* is directed at mixed race kids; because it resonated with me."

Some participants noted their realisation of the importance of audience in creating dual language picturebooks. In reflecting on Week 2, Juliana noted "I learned it is important to keep the audience in mind when writing a children's book because the style of writing will vary," and in her Week 4 journal entry, Charli wondered "how speakers with English not as their first language feel when reading bilingual books that seem to prioritise English." Her critique grew out of noticing that many bilingual books prioritised English by always putting English first on a page, indicating an emerging sense of critical language awareness (Fairclough, 1989).

One of the picturebook club experiences involved reading aloud a bilingual book in different orders so participants could experience hearing a Spanish/English book read with English first and then Spanish and in Spanish first and then English. We repeated the experience with a Māori/English book, reading in different orders, and asking them to reflect on any differences in their experiences as listeners. The responses of the participants indicated that when the two languages involved were familiar, such as Spanish and English, hearing Spanish first was important for several reasons. For fluent speakers, they valued hearing their home language prioritised over English. For those somewhat familiar with Spanish, they could test themselves by hearing English second to see how much they understood when Spanish was read first. They found that they "checked out" when Spanish was read second. Angelica commented that she paid more attention to Spanish when English was second instead of skipping over it.

For a language that was completely unfamiliar, such as Māori, they had a better experience hearing English first so they could search for possible words to identify in Māori when it was read second. Jaydee said that she enjoyed the English first and then Māori "because I was able to understand the story and then try and see what words were connected when you read the second part. But when you read Māori first, I had no idea what was going on and when you then read the English, I had forgotten all the Māori words you said."

Preservice teachers realised that the audience of the book should determine the reading order of a bilingual book, rather than the printed order in a book. They commented on altering the order in which they might read the languages in dual language picturebooks based on the familiarity of the two languages to the reader and listeners; for example, reading a language with which children have some familiarity, such as Spanish, first so that children could listen to English second to check their knowledge of Spanish. If the language is completely new for readers, however, reading English first so they could search for any connections when listening to the new language. This realisation was important for them in recognising that they needed to think about their audience in reading aloud a book, instead of just automatically following the format of the book.

The final week, when the participants engaged with bilingual picturebooks featuring different Indigenous languages spoken by tribal nations in North America, brought significant new insights about audience. Angelica commented, "In all of these books, it seems as though they are tailored for an audience who does not speak English because English was not first, the Native language is what is emphasised." They observed that these books prioritised the Indigenous language in what language was placed first, what language was bolded or highlighted in some way, and in balancing both languages in the front and back matter.

Preservice teachers had already noted how frequently English was prioritised in Spanish/English bilingual books and so the contrast with the Indigenous books was striking. They quickly concluded that these books were written for Indigenous children of that tribal nation as the audience and that these children received priority in decisions on book design. In contrast, the Spanish/English bilingual books seemed more market-driven, written to prioritise English to sell more books. This observation was confirmed when they also noticed that the Indigenous books were published by small presses with an Indigenous commitment, not by the major publishing houses. Charli noted, "We were the audience for the other books, but not for these books."

Critiques of Book Design and the Prioritisation of English

The development of critical language awareness came through more clearly in comments, wonderings and discussions about the linguistic landscape or typographic layout in dual language picturebooks. After viewing translingual picturebooks, Angelica noted she "found it interesting how just the type can change or enhance the way a book is read and understood," and Juliana wondered in her journal entry, "if italicising, bolding or physically altering the text so it visually stands out is more inclusive or exclusive." Charli commented that she read a book of Hindi and was surprised that, "I understood a lot of the words because they weren't italicised. I just read along and thought, 'oh, this means ___ and it flowed easier.'"

In bilingual books featuring the text fully in both languages within the same picturebook, movement toward critical language awareness was also evident in participants' comments. In a booknote, one noted, "Spanish is first! This is the first bilingual book I've read where Spanish took precedence over English." The week we examined Spanish/English bilingual picturebooks, Isabella and Reyna both noted that "if you're reading an English first text and English is your first language you will gravitate towards that and you may not read all of the Spanish text." Isabella went on to say, if the book has Spanish first and is bold, "it kind of drags your eye to read this first, even if you're more comfortable with the English side of it." She found that when Spanish was first, she reads it, and "then I would flip to the bottom in English and look for similarities." Charli wrote in her journal that she thought that English always came first in bilingual books but she now prefers English second because "starting with your first language in a book makes you more comfortable, but it also leads to not focusing on the second language."

After Week 3, Isabella reflected on how many factors, including how the text is presented, can affect reading experiences: "I hadn't really thought about the fact that there are different types [of dual language picturebooks] and how those different types can affect the reading experience of different readers depending on many factors, but focusing on first language, age, and how the text is laid out." Another participant noted, "I'm wondering about 'own voices' and who is writing these books, who is telling the stories, and who is translating." Charli tied these decisions to language priority, stating that in the bilingual

Māori/English book she looked at, "English is second and in smaller font so it really adds emphasis that it's the underlying language and Māori is the main language."

After the Week 3 session, Charli's journal entry reflected on the use of bilingual picturebooks for language learning. She said she had learned that a bilingual picturebook can have different languages go first, stating, "Because they're the only ones I've read before, I thought only English went first. However, I think I prefer it when English is second because then I pay more attention to the other language instead of ignoring it. I wonder if that's a more beneficial way for people to learn the other language."

When Kathy shared a translingual book in Spanish/English in which the author immediately translated the Spanish words into English within dialogue, Jaydee commented, "That really takes away from the language [Spanish] and make the language seem less important, devalues the language and it's not how bilingual people talk." Isabella noted that in the translingual Māori/English book she was reading that each Māori word or phrase was immediately translated and that this book was aimed at an English speaker. Nicola1 noted that the author was making a judgement about how much Māori a reader might know or not know and Isabella added that since the information at the end was only in English, the assumed audience seemed to be English speakers. Angelica noted that in the translingual Māori book she looked at, the Māori words were not translated and she had to use context clues and "that forces me to pay more attention to the language, I can't jump directly to the English word."

The books featuring Indigenous languages particularly highlighted different priorities through the book design. For example, Juliana commented that, "In this book, the introduction was actually in Hawaiian. A lot of other times when I read a dual language book, the introduction is in English." Angelica noted that, "In this one, the Indigenous language is in a different font and large so I thought they were highlighting the Indigenous language. This is the first set of books we looked at where the main focus is a language other than English." Jaydee added, "yeah, we were the audience for the other books where English was first." Their recognition that these Indigenous books had a different audience and priority was clearly a new investigation that was intriguing to them, especially because they saw these books as resisting the privileging of English.

Discussion

Returning to our research question on the inquiries about language and multilingualism by preservice teachers within a dual language picturebook club, preservice teachers engaged with these picturebooks as powerful resources for generating a range of inquiries about language and linguistic diversity in the community. There was a substantial shift from the participants' inquiries on the first day that were framed around surprise that dual language picturebooks even existed to inquiries in the last week that included sophisticated reflections on the audience for picturebooks with Indigenous languages and why this was important.

The picturebook club participants had rich multilingual identities as evidenced by their body maps. They brought into our early discussions and inquiries many experiences of language as a problem, evidenced by Elena's comment that English in school fought and took over her home language of Spanish. Our work with dual language picturebooks encouraged preservice teachers to inquire into language as a resource (Ruiz, 2010). They gained an awareness that the languages in multilingual picturebooks could open the door for multilingual students to bring their whole linguistic repertoire into the classroom, instead of having this knowledge treated as a problem, a barrier to their education, as they had

experienced. They also recognised the role of dual language picturebooks as instruments to support and revitalise threatened Indigenous languages and their communities (McCarty, Nicholas, & Wigglesworth, 2019). Their initial responses to these books was excitement at their availability, but as they gradually came to see the ways in which these books prioritised English and "othered" non-English languages, they gained insights into the pervasiveness of language ideologies around monolingualism.

As multilingual students, participants brought language awareness into the picturebook club. Our initial engagements and discussions involving maps to indicate which language they knew and where they were spoken generated many interesting inquiries based on their existing knowledge. As the weeks progressed, we noticed the development of a critical language awareness (Fairclough, 1984), an awareness that some languages were given more space and prominence, which led to inquiries about how readers may respond to these differences. Like Hartmann and Helot's (2021) work, our research showed students becoming aware of issues relating to biliteracy and mutlingualism, such as what it might be like to learn to read a language previously unknown to you. For example, in her journal entry for Week 4, Isabella noted "Reading books where I did not know both languages was new to see how I responded as a reader. Gave me a better understanding of what it means to read bilingual books as a non-native speaker."

We also noticed that the inquiries being pursued by participants shifted as they explored dual language picturebooks. Their initial responses to these books was excitement at their availability, but as they gradually came to see the ways in which these books privilege English, they came to a deeper understanding of how deeply messages about monolingualism are embedded in society and how books can resist or reinforce these messages. They realised that dual language picturebooks could be resources to promote positive attitudes toward multilingualism and languages as resources for a community, not just an individual. This shift from an individualistic to societal viewpoint varied by person, but was clearly significant for participants, a different way of thinking about language. The shift was also evident in the pedagogical connections they started exploring about how to use these books within their future classrooms with a range of students, not just speakers of that language. They moved from an awareness of multilingualism to critically examining existing language priorities.

Conclusion

The dual language picturebooks explored during our six week picturebook club in an action research cycle were resources that opened a space for critical inquiries about language in society and in classrooms. Across the six one hour sessions we saw the preservice teachers' inquiries shift from an awareness that these resources exist to a more nuanced understanding of power and audience in relation to how languages are presented in dual language picturebooks. They shifted from their existing experiences of language as a problem, and awareness of language as a right, to an awareness of the potential to see language as a resource in the classroom.

Like the work of Shi and Rolstad (2020), our data indicated a shift from celebrating and reflecting on multilingualism to a critical language awareness of how different languages are valued in different ways. Building on the work of Hartmann and Helot (2021), our overall conclusion is that interactions with dual language picturebooks offer an effective resource for inviting preservice teachers to develop critical language awareness for their future practice. Not only did the picturebooks provide encouragement for rich inquiries concerning language, they also created an awareness of potential resources for engaging children in classrooms to view language as a resource.

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