



Multilingualism
on my mind

Multilingualism on My Mind: Exploring Multilingualism in Education

University of Bergen, Department of Foreign Languages

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Book of Abstracts

Plenary speakers

Antia, Bassey E.

University of the Western Cape, South Africa

Multilingual Assessment: Conceptualizations and Pathways

In many contexts of the Global South, the practice of multilingual assessment exemplifies the dynamic assessment that takes place in the course of multilingual teaching. Multilingual assessment, therefore, has a tradition that is consistent with the long history of multilingual teaching and learning in these contexts. In what is obviously an incipient language ideological shift, multilingual assessment has recently begun to gain traction in contexts of the Global North. As the scholarship of multilingual assessment develops internationally, some ground-clearing is required to, among others, unearth conceptual differences that may lurk beneath the use of common phraseology (such as the multilingual turn in assessment, multilingual assessment or plurilingual assessment) and to outline possible directions.

Across the Global South and the Global North seen as epistemic units, this presentation discusses and exemplifies conceptualizations of multilingual assessment in the interrelated areas of (1) the underlying ideologies of language; (2) prioritized notions and domains of assessment; and (3) key rationales. Against this backdrop, the presentation suggests that international scholarship and collaboration on multilingual assessment may be fostered by a critical perspective on how language interfaces with assessment, specifically by how issues of power asymmetry and interests highlight stances to pedagogical principles of assessment, and what the implications might be for a response framework in the form of *multilingual assessment literacies*.

Fielding, Ruth

Monash University, Australia

Building multilingual identity into intercultural understanding within language education

In the Australian context the idea of developing intercultural understanding within language education (languages such as French, German, Chinese, Japanese, Korean and others) has been embedded within our curriculum documents for nearly 20 years in some states. Yet students' engagement with being intercultural and their self-identities as multilingual can still be limited in this context. To enhance the building of intercultural understanding and the consideration of language learners as emerging multilinguals, I have developed a multilingual identity approach to intercultural stance in which multilingual identity intersects with intercultural language education. This approach synthesises the existing literature on identity, multilingual identity and intercultural understanding. The key intersections are identified as: *the inter-relationship of language and culture, imagined identities, self-concept, feelings of belonging and*

consideration of self and others (reflexivity). In this talk I will discuss how such an approach might enhance language learning, intercultural understanding and student identity.

Fisher, Linda

University of Cambridge, UK

Multilingual identity development in the languages classroom: the why and the how

I begin this talk by defining multilingual identity and considering how it has been researched to date, before discussing why its development might be important in a school context and beyond. Two main reasons are offered. First, that a multilingual identity might not only sustain students' investment in their language learning and language maintenance, but might lead to academic gains more generally. Second, that a more multilingual mindset might lead to enhanced personal consonance and cohesion in schools and communities. Premised on the idea that all learners are in fact multilingual, whether they identify as such or not, a case is made for using the language classroom as a site where learners are (explicitly) offered the agency to develop their multilingual identity. Thinking about 'the how', I present a model that provides a structure within which students might explore the extent of their current linguistic repertoire, their linguistic identity and identifications and which offers them the agency to (re)negotiate these in terms of a multilingual identity. A teaching programme - "We are multilingual" (WAM) - built on this model and empirically tested in a range of secondary schools in England is briefly introduced. Results from our research with school-aged language learners are discussed throughout.

Menezes de Souza, Lynn Mario T.

University of São Paulo, Brazil

Decoloniality and Global Multilingualism: whose multi? whose global? whose language? whose citizenship?

Jaffé (1999), Bauman and Brigs (2003), Joseph (2007), Makoni and Pennycook (2007), Menezes de Souza (2007) all define language as a political construct. Mamdani (2020) refers to decolonization as a creative epistemological process that focuses on the political, undoing the supposedly organic link between state and nation. Grosfoguel (2011) and Maldonado-Torres (2017) emphasize language as inseparable from the epistemological, ontological, bodily effects of colonization. This talk, speaking from a locus in the "global south", looks at how concepts of language, mother tongue and multilingualism are imbricated in these political onto-epistemological processes which can impede or promote multilingualism.

Presenters

Adinolfi, Lina

The Open University, UK

Fostering translanguaging opportunities within higher education modern languages provision

The value of pedagogic translanguaging is increasingly being recognised as both a natural communicative practice and an effective means of enhancing learner engagement and attainment in additional language classrooms (e.g. Creese and Blackledge, 2010; Cenoz and Gorter, 2011; García and Kleifgen, 2018). Yet, to date, its application to modern language learning contexts – particularly in Higher Education - remains largely unexplored. In this presentation I will share the findings of a series of studies that examine the enablers of and constraints to students' use of their multilingual resources across a range of instructional tasks and spaces within a modern languages programme in a blended-delivery university environment in the UK. It is hoped that such findings will provide the basis for informing approaches to integrating translanguaging opportunities more systematically across the university's hitherto largely target language only modern languages provision, thereby improving students' learning experiences and outcomes.

Ådnanes, Louise

Universitetet i Sørøst-Norge, Norway

Using the European Language Portfolio in the English classroom

Knowledge of languages and recognition of language resources are part of the new curriculum, LK20 (Utdanningsdirektoratet, n.d.) in Norway. Language learning, teaching and awareness are in focus in different forms and areas. Some of the new elements are students' entire language resources, languages as part of identities, and how various language skills can be used to help students learn. It can be challenging for teachers and students to find good quality, appropriate and updated resources. A resource which can be used to work on this topic is the European Language Portfolio (ELP). This tool was developed by the Council of Europe (Council of Europe, n.d.) and the Norwegian versions were written and produced in Norway (Fremmedspråksenteret, n.d.). It can be used over time and should help individuals to become more conscious of their own language resources. Using the ELP enables students to reflect upon how they learn languages, which can give useful insight and strategies to benefit them in future learning situations. Some strategies for working with the ELP and reflections on usage in the English classroom will be discussed in this paper. As an English teacher exploring multilingualism, combining these topics is very interesting.

Andersen, Line Krogager

University of Southern Denmark, Denmark

How may plurilingual teaching contribute to affordances for language awareness in the classroom?

This presentation presents the findings of a PhD project conducted in an action research framework. In this project, 3 primary school teachers and the PhD student collaboratively investigated how a plurilingual approach could be integrated in 5th grade Danish L1, English L2 and German L3 classes.

Throughout the 10-month project, student and teacher interviews and extensive classroom observations were conducted. These qualitative data were analysed in a complexity-oriented approach with the aim of describing the plurilingual teaching practices developed, the affordances for language awareness established by the use of these practices and the forms of engagement with language through which students' language awareness manifests itself in the classroom.

The presentation zooms in on the study's main findings, including a five-dimensional model of language awareness as enacted in the classroom developed in a synthesis between existing theory and project data. From this point of departure, I move on to present empirically based answers to the following questions:

- How may plurilingual teaching contribute to affordances for language awareness in the classroom? And
- How does the integration of a plurilingual approach affect the teachers' views of students' linguistic resources?

Andersen, Mari J. Wikhaug

University of Oslo, Norway

"We speak Norwegian in the classroom": Teachers' beliefs and monolingual practices in mainstream vocational classes

This paper reports from a project concerning non-language subject teachers' beliefs and practices regarding multilingualism. Building on data from an ethnographic fieldwork conducted in upper secondary vocational classes, I explore the apparent dichotomy between the views and aims expressed in the Norwegian core curriculum (2017) and the beliefs and practices of the participating teachers.

The curriculum explicitly states a view of multilingualism as a resource. One may interpret this as an aim of employing multilingualism for pedagogical purposes. My data, however, shows that vocational program subject classrooms are predominantly monolingual. Furthermore, the teachers express contentment with the current monolingual practices – which are also endorsed by many students.

Using interviews and observational data, I explore the teachers' experiences and approaches in light of the curriculum. Drawing on Bourdieu's (1991) linguistic

market, I argue that the teachers' attempts to maintain a monolingual norm are informed by their views of what is best for their students' professional prospects.

This study may carry implications on the practices of non-language subject teachers of multilingual students in mainstream classrooms, and nationally, with regards to policy and the implementation of translanguaging pedagogies.

Arfon, Elin

Cardiff University, UK

The Curriculum for Wales' plurilingual journey: from learning and teaching to assessment?

The new 3 to 16-year-old Curriculum for Wales is due to be implemented from 2022 across schools in Wales, UK. The new curriculum discusses a 'multilingual and plurilingual approach'(1) to the delivery of Welsh, English and International Languages. Changes are also being made to 16-year-old qualifications in Wales, although it is not yet clear what such changes may involve for languages qualifications. Therefore, what does the new Curriculum for Wales' 'multilingual and plurilingual approach'(2) entail for the learning, teaching and assessment of languages across secondary schools in Wales?

My PhD explores the above-mentioned question, collating data from language education stakeholders, secondary school practitioners and students using semi-structured interviews and creative focus groups. This presentation aims to discuss preliminary findings from the research relating to multilingualism and assessment across secondary schools in Wales. In this presentation, findings discussed include:

- the local / plurilingual Wales context of assessment;
- the significance of the (non)-alignment of plurilingual teaching and learning with assessment;
- what skills are considered as plurilingual skills to be assessed.

Babic, Sonja and Sarah Mercer, Johanna Gruber, Kaihui Wang

University of Graz, Austria

Training teachers for global citizenship education and plurilingual pedagogies: Teacher educators' insights

Global citizenship education (GCE) appears in UNESCO's sustainable development goals for quality education. An often-neglected aspect of GCE is an explicit awareness of linguistic plurality and implementing multi/plurilingual pedagogies. Torpsten (2011) argues that when linguistic competences increase in different languages, people "become aware of their identities as multilingual persons [and] their possibilities of being active, multicultural, global citizens" (p. 4). This presentation will report on preliminary findings from an Erasmus+ research project with the aim of empowering teachers of all subjects to integrate both GCE and multi/plurilingual approaches into their regular teaching practices.

In the first round of data collection, we interviewed eight GCE and eight teacher educators in the field of multilingualism from across the globe about their experiences in training teachers for these competences. The interviews revealed their beliefs about the kinds of values, attitudes, knowledge, and skills (VAKS) teachers would need to effectively and sustainably implement GCE and multilingual approaches in their teaching. These included motivation and commitment to develop GC and multilingual competences among learners, valuing social justice, encouraging empathy, and promoting linguistic and cultural diversity. The implications for the creation of online teacher development resources and further data collection with teachers will also be discussed.

Boz, Umit

University of Calgary, Canada

Reimagining Interdisciplinary Learning through Multilingual Pedagogies

Interdisciplinary learning has become a prominent pedagogical approach in K-12 contexts to engaging students in ill-defined, complex concepts and issues (e.g., change, systems, value, and sustainability) that cut across disciplinary boundaries, thereby promoting deep learning and transferable understanding (Friesen, 2015). Grounded in real-life issues and realized through inquiry-based collaborative projects, interdisciplinary learning provides learners with experiential and authentic learning opportunities to act as inquirers and active learners with sophisticated understandings of the world and its interdisciplinary complexities. However, given the challenges relating to their complex design and implementation, interdisciplinary projects are often implemented monolingually in classroom settings. This presentation will discuss the ways in which interdisciplinary inquiry projects can be supported by multilingual pedagogies in order to provide students with multiple entry points into learning, engagement, and expression. The presentation will specifically showcase a series of teaching and learning activities to demonstrate how students can navigate the inquiry through translanguaging and how they can utilize technology (e.g., multilingual storytelling apps) to produce multilingual artefacts. The final part of the presentation will focus on a number of formative assessment tasks that can be utilized in support of learners' multilingual literacies such as dual language journals and multimodal identity texts.

Burner, Tony and Christian Carlsen

University of South-Eastern Norway, Norway

Teacher and student perceptions of educational use of languages at a lower secondary mainstream multilingual school

The question of how teachers work with multilingual student groups is a topic that has received increasing attention in Norway over the past five years. With increased migration and an increasingly diverse student body, multilingualism

has rapidly grown to become one of the most prominent areas of educational research. In line with this, the new national curricula, to be introduced from fall 2020, reflect a stronger interest in multilingualism as a resource than previous curricula in Norway.

This study presents findings from a survey conducted among teachers and students at a lower secondary school in Norway. The research question is: How do teachers and students perceive work with languages at a highly multilingual school?

The school in question is a mainstream school with a high proportion of multilingual students. The study investigates attitudes towards multilingualism at the school and to what extent teachers in this school setting take the linguistically diverse composition of their student groups into account in their teaching, comparing responses from the teachers with those of the students.

Preliminary findings suggest that there are significant tensions between teachers' and students' perceptions regarding the students' language backgrounds and the teachers' use of the students' pre-existing language skills.

Calafato, Raees

University of Bergen, Norway

Learning multiple foreign languages in Central Asia: International posture, integrativeness, nationalism, and multiculturalism

The Central Asian republics represent an interesting yet little-studied space for researching the interplay between language learning, motivation, multiculturalism, and multilingualism, given their mix of different ethnicities, official and minority languages, multilingual education, and growing interest in learning foreign languages from East Asia to Europe. My presentation will report on the findings from a questionnaire study that investigated the international posture (Kong, et al., 2018), integrativeness (Lamb, 2004), attitudes towards multiculturalism and multilingualism, and nationalist tendencies (prejudicial to other nationalities) of 235 university students in Uzbekistan and Kazakhstan who were learning multiple languages (Arabic, Chinese, English, French, German, Japanese, Russian, Spanish, and/or Turkish). The questionnaire consisted of several Likert batteries, as well as open-ended questions. Included in the investigation was how the various elements (i.e. integrativeness, etc.) interacted with each other, the extent to which there were differences in the participants' levels of integrativeness and international posture based on the languages they reported studying, as well as their perception of the linguistic market in their respective countries. The results indicated certain language-specific phenomena, among other things, as well as differences in integrativeness and international posture. Country-specific differences were generally absent.

Cinganotto, Letizia and Raffaella Carro

National Institute for Documentation, Innovation and Educational Research, Italy

Two research projects on pluriliteracies and multilingualism in Italy

In school year 2020-21 INDIRE (the National Institute for Documentation, Innovation, Educational Research, Italy), has promoted two pilot projects on language learning and multilingualism involving a sample of schools, with the aim to experiment two international models recognized and mentioned by the European Commission and the Council of Europe in the Council Recommendation for a comprehensive approach to the teaching and learning of languages (2019): PTL & HLD.

Pluriliteracies Teaching for Deeper Learning (PTL) is a project promoted by the European Centre of Modern Languages in Graz, fostering a model created by Oliver Meyer, Do Coyle, Kevin Schuck and other experts from the Graz Group. The model shows teachers and materials developers ways of fostering deep learning by paying attention to the development of students' subject specific literacies as well as their conceptual understanding and automatization of subject-specific procedures, skills and strategies.

The second pilot project is HLD, acronym for Healthy Linguistic Diet, an approach to language learning conceptualized and developed by Dina Mehmedbegovic-Smith, University College London and Thomas Bak, University of Edinburgh. This approach is based on an analogy between physical and mental health. Regular physical activity and a healthy diet are important factors in maintaining physical health. In the same way, the learning of languages and their regular use provide essential mental exercise, leading to a better brain health and an increase in "cognitive reserve" resulting in a later onset of dementia and an improved cognitive outcome after a stroke. HLD is aimed at initiating and facilitating a shift in thinking about learning another language/other languages as a key skill or an academic subject, to understanding that using two languages is a key ingredient in our cognitive development and well-being.

The presentation will show the state of the art of the two pilot projects on a sample of schools in Italy.

Daryai-Hansen, Petra¹ and Natascha Drachmann², Line Krogager Andersen³

¹University of Copenhagen, Denmark

²University of Copenhagen and University College Absalon, Denmark

³University of Southern Denmark, Denmark

Plurilingual Education – Language Awareness across Educational Levels

Despite the extensive use of the concept language awareness since 1984 and several operationalizations within the field, a systematic empirical research comparing students' development of language awareness through plurilingual education across educational levels, is, to the best of our knowledge, still lacking.

The Independent Research Fund Denmark recently financed a project that seeks to fill this gap and to contribute to the further theorization of the field of knowledge. Furthermore, the project aims to develop plurilingual education, focusing on the students' linguistic background as a resource (see e.g. Auger, 2014; Holmen, 2019), hereby contributing to reduce inequalities in increasingly linguistic heterogeneous societies and school contexts.

The paper will discuss how existing research presents the impact that age has on language awareness (e.g. Bialystok, 2001; Bialystok et al., 2014; Brooks & Kempe, 2013; DeKeyser 2003; Edwards & Kirkpatrick 1999; Lichtman 2013; Muñoz 2017; Tellier & Roehr-Brackin, 2013, 2017), how language awareness is conceptualized in these studies, and whether they take students' linguistic resources into account. Furthermore, the paper will present how the project seeks to answer the question how students' language awareness manifests itself in the context of plurilingual education across educational levels in Danish primary and secondary education.

Driver, Meagan

Michigan State University, USA

Encouraging multilingual development in the United States: An innovative approach to L3 curriculum design

In response to the growing number of bilingual speakers who set off to learn a third language (L3) in an increasingly interconnected world, this presentation reports on a unique and innovative L3 language program for French-speaking learners of Spanish in the United States. The presentation will elaborate on the task-based approach (Ellis, 2003) taken to design course the curriculum, tasks, and evaluations, as well as how the program is designed to promote incidental learning of various linguistic features, increase learner motivation, and provide learners with an authentic bilingual environment where they are able to participate in open-ended meaningful interactions to develop language skills relevant to their own personal L3-learning goals. Additionally, a detailed description of a Spanish-French language exchange portion of the curriculum will be presented, including a qualitative analysis, based on student feedback as well as instructor observations and reflections, of the benefits of language exchange sessions. The positive effects on students' linguistic development in both Spanish and French will be discussed, as well as the bicultural learning opportunities offered by the program. Finally, the presentation will conclude with suggestions and recommendations for those wishing to incorporate this design into their own courses for bilingual speakers.

Flockton, Gabrielle

Lancaster University, UK

Teacher educators' perspectives on preparing student teachers to work with pupils who speak languages beyond English

Despite a well-documented and significant increase in the population of children in UK schools who speak language(s) beyond English at home, the national Newly Qualified Teacher survey regularly reports that new teachers do not feel confident or prepared to work effectively with 'EAL children'. Whilst understanding the experiences and exploring the attitudes of newly-qualified, inservice and experienced teachers have been the subject of research around the world, the perspectives of teacher educators have not been adequately researched. This article reports on a mixed methods study investigating teacher educators' views on their role in preparing future teachers to work effectively with multilingual children. A survey was conducted with 62 teacher educators who have responsibility for inclusion or EAL teacher training, which was followed up with a series of semi-structured interviews. Key findings suggest that there may be a mismatch between the perceptions of teacher educators and newly qualified teachers, as the vast majority of the participants reported that they were either confident or very confident about teaching student teachers how to teach EAL children. Additional themes explored were related to concerns over a performativity culture in education, and to balancing linguistic diversity training alongside other pressing priorities in initial teacher education.

**Forbes, Karen¹ and Michael Evans², Linda Fisher³, Angela Gayton⁴,
Yongcan Liu⁵ and Dieuwertje Rutgers⁶**

^{1,2,3,5,6}University of Cambridge, UK

⁴University of Glasgow, UK

Developing a multilingual identity in the languages classroom: the influence of an identity-based pedagogical intervention

It is natural to assume the languages classroom to be a key site for the construction of learners' linguistic and multilingual identities. Yet, an underlying assumption exists that this will occur regardless of whether teachers explicitly raise learners' awareness about the nature of language and how language is implicated in their lived experience. We argue, therefore, that a new dimension of languages pedagogy is necessary in order for learners to understand their own and others' linguistic repertoires (whether learned in school, at home or in the community) and so to recognize their agency in being able to claim a multilingual identity. In this presentation we present a rationale for and explore the effect of an innovative programme of participative multilingual identity education which was implemented by teachers in languages classrooms across four secondary schools in England over the course of one academic year. Data were collected through questionnaires administered before and after the intervention and sought to trace the formation of students' multilingual identity. Evidence

suggests that while more traditional interventions focusing on raising awareness about the benefits of languages can be valuable, effects can be greatly enhanced by an additional 'identity' element, i.e. actively promoting reflexivity.

Frazatto, Bruna and Helena Camargo, Tatiana Gabas

State University of Campinas, Brazil

Vamos junto(a)s! (Let's go together!): Mobilizing learners' multilingualism in a multilevel language textbook

Nowadays, Brazil is one of the main destinations in migration movements whose countries of origin and destination are peripheral or semi-peripheral. This scenario has created a demand for the development of language policies and teaching materials that are attuned with these new migration flows. Recently, a group of researchers, graduate and undergraduate students from the State University of Campinas and the Federal University of Minas Gerais, among others, have gathered to design "Vamos Junto(a)s!", a Portuguese as a Welcoming Language (PWL) textbook series with a multilevel and multilingual approach. Departing from some ideas of a postcolonial perspective for designing language textbooks (BIZON; DINIZ, 2019) and from translingual pedagogy (GARCÍA, 2017), along with activities in Portuguese, immigrants and refugees will engage in discussions and tasks displayed in various languages, such as Haitian Creole, Arabic, Spanish, French, Swahili, and Lingala, thus mobilizing their repertoires and voices. Resorting to learners' repertoires can favor intercultural and knowledges exchanges in classes, besides helping students relate to the Portuguese language and their reterritorializing experiences (HAESBAERT, 2004). Our objective in this presentation is to present and discuss some activities in one of the textbooks and its potential for students' integration in our society.

Futro, Dobrochna

University of Glasgow, UK

Language portraits, Chagallian idioms and multilingual comics. Visualisations of primary school pupils' perceptions of multilingualism, language learning and (trans)languaging in a language classroom

This presentation will focus on three workshops from a nine-workshops long series 'Polish through Translanguaging Art' I designed and delivered in two Scottish primary schools in 2019 and 2020. Pupils were invited to participate in the workshops as my co-researchers to explore with me the effects of introducing translanguaging art to language teaching. Pedagogical idea behind the series was to use art practice-as-pedagogy and teach a foreign language through (translanguaging)art making. The artworks I introduced were multimodal (included written/drawn/painted or spoken languages) and multilingual. We started each workshop from 'gathering permissions' from artists,

we watched and critically discussed artworks I presented. Subsequently, children created their own works inspired by the artworks, and reflected on the process. The use of art encouraged children to use language(s) creatively, critically, and reflectively. This approach not only facilitated language learning but led to creating visualisations of my co-researchers' lived experiences of language (workshop 1: Language Portraits), their reflections on the workshops themselves (workshop 2: Chagallian Idioms) and their approaches to translanguaging and multilingualism (workshop 3: Multilingual Comics). In this presentation I will focus on those depictions and discuss pupils' perceptions of multilingualism, language learning and (trans)languaging arising from data facilitated by art-based research.

Gedik, Tan Arda¹ and Halide İslamoğlu²

¹Friedrich Alexander Universität, Turkey

²Universität Bayreuth, Turkey

English K-12 Teachers' Perceptions of Translingual Pedagogies in Turkey: A host country to 6 million displaced people

Since 2011, about six million Syrians have been displaced into Turkey (Dallal, 2016) with another 330.000 people from other nationalities (UNHCR, 2020). The field of ELT in Turkey has seen multiple studies on the effect of multilingualism on teachers' motivation, foreign language anxiety and the problems they face (Aydin & Kaya, 2017; Thompson & Erdil-Moody, 2016; Thompson & Khajawa, 2016). However, no study has attempted to make ends meet in the Turkish ELT context: how do secondary and high school teachers with at least 5 years of experience and teacher candidates perceive multilingualism and how would they take multilingualism into account in their classrooms? The study employs a questionnaire with open and closed questions. The questions consist of participants' prior knowledge of multilingualism, how they perceive multilingualism in the classroom, and how they would integrate multilingualism in their lessons. The study recruits participants using the snowball sampling technique in teacher groups on Facebook. The researchers hypothesize the percentage of the teachers using translingual pedagogies would be low, considering the fact that English lessons in Turkey tend to show inadequacy in terms of methods, strategies, and materials (Aküzel, 2006; İşpınar, 2005; Mersinligil, 2002; Yıldırım & Şeker, 2004) and the undergraduate ELT programs lack multilingual approaches (YÖK, n.d., p. 2). The responses are discussed in the context of teaching English in Turkey. The study proposes suggestions as to how teachers (candidates) can employ multilingualism in their lessons and classes, how the possible problems can be mitigated by changing the higher education curriculum and how the overall perception of multilingualism can be improved.

Grasz, Sabine¹ and Anta Kursiša²¹University of Oulu, Finland²Stockholm University, Sweden*Multilingualism in foreign language study programs – what, why, how*

The presentation is based on experiences in study programs of German philology at three universities in Finland and Sweden, where multilingualism has been addressed in several courses in various ways: e.g. by presenting research overviews on the phenomenon, by using multilingual didactics and employing plurilingual communication.

Based on these experiences, we would like to present a selection of topics considered important for future language experts. Furthermore, we intend to discuss some pedagogical and methodological choices which we consider suitable approaching multilingual issues in higher education contexts. The majority of course participants do not initially classify themselves as multilingual but revise their conception of individual as well as of societal multilingualism through familiarizing themselves with terms, definitions, concepts, and research results. In addition, their attitudes towards daily observable language practices change.

The students' positions which become observable e.g. in the class discussions as well as in the course portfolios and feedback indicate the importance of multilingualism as an indispensable topic in these study programs. Still, there are several unfavorable conditions threatening such courses in future. Therefore, we will provide ideas on how to maintain the presence of multilingualism in philological study programs, considering also forms of cooperation between different language programs.

Haugen, Kaja and Christine Möller-Omrani

Høgskulen på Vestlandet, Norway

Plurilingualism and assessment: constructing an assessment tool for metalinguistic awareness

Plurilingualism, an individual's full repertoire of languages and language varieties (CoE 2007; also "(individual) multilingualism"), has been identified as a major goal of quality education and plurilingual education as a right for all learners (Beacco et al. 2016; Coste et al. 2009). These ideas also inform the Norwegian curriculum being implemented from 2020 (NDET 2020a; NDET 2020b; NDET 2020c).

Our project centers on metalinguistic awareness (MLA), as one of the foundations for promoting plurilingualism and life-long language learning, by studying how MLA develops in early instructed language learning. A part of this entails developing an assessment tool for examining the development of MLA. The presentation will give a short overview of the general make-up of our project, as well as its conceptualisation of MLA. It will then focus on discussing the challenges involved in operationalizing MLA for developing an assessment tool and present the choices made, together with some examples.

Haukås, Åsta and André Storto, Irina Tiurikova

University of Bergen, Norway

The Ungspråk project: aims, design, and first findings

This presentation introduces the Ungspråk project, a three-year study that investigates pupils' multilingualism in lower secondary schools. The focal point of the project is the concept of 'multilingual identity' and its connection to several variables such as degree of multilingualism, language practices, languages studied in school, open-mindedness, future multilingual self, and beliefs about multilingualism. The presentation starts with an overview of the project, placing an emphasis on its sequential design and how different phases of the project are integrated. Particular attention is paid to the Ungspråk questionnaire - an online tool developed for the first stage of the project. After that, the presentation discusses some important empirical findings based on the data collected with the Ungspråk questionnaire among 593 pupils from seven schools in the Bergen area.

Henry, Alastair¹ and Cecilia Thorsen², Peter MacIntyre³

^{1,2}University West, Sweden

³Cape Breton University, Canada

Willingness to Communicate and multilingualism: Findings from a time-serial study

Communication and learning are intimately interconnected; choosing to communicate or not is one of the most important decisions a language learner makes (Gregersen & MacIntyre, 2014). A learner's willingness to communicate (WTC) is defined as the probability she/he will choose to initiate communication given opportunity (MacIntyre et al., 1998). In multilingual contexts, WTC will involve situated assessments of the 'usability' of different languages made by learners/speakers. In contexts of adult second language education, such as Sweden, a contact language (usually English) and the target language (Swedish) both provide viable communication options. This presentation reports on a mixed-methods, individual-level, time-serial study ($n=6$) examining the WTC of adult migrants learning Swedish for whom English was a contact language. The research examines WTC in two languages during a period when learner/speaker functional skills in Swedish first develop. Results of change point analyses reveal patterns of co-evolutionary development. They show how WTC is characterised by patterns of stability and 'change points' when shifts into new communicative orientations occur. Findings are discussed in the context of (i) the conceptualization of WTC in relation to the multilingual and dynamic turns in SLA (Ortega, 2014; Ortega & Han, 2017), and (ii) educational practice in contexts of multilingualism.

Horváth, Lilla

University of Pannonia, Hungary

Motivational effects of multilingual awareness-raising in third language teaching

In Hungary, from the language pedagogical aspect, it is advised to learn a foreign language with a more complex grammatical structure as L2 (e.g. German rather than English) in order to avoid the loss of motivation towards learning an additional language (EMMI, 2012). Therefore, teachers of L3 German face considerable challenges in motivating their students from lesson to lesson.

Based on research in multilingual approaches to teaching it is hypothesized that by raising multilingual awareness, in order to profit from the synergies and exploit the resources many of the students already have through their prior language knowledge (Jessner, et al. 2016), this learning process can be made more straightforward and effortless.

The current paper intends to report on the motivational results of a multilingual teaching project focusing on teaching German as L3 to native Hungarian students with English as L2 (onset: 4 years) with multilingual awareness-raising methods.

Results obtained by monthly testing throughout one academic year reveal differences between the two experimental ($n=29$) and the two control groups ($n=29$), with the experimental groups being less affected by loss of motivation, revealing a higher attitude level in the first term of the project, thus point towards the beneficial effects of linguistic awareness-raising activities in L3 teaching.

Hufeisen, Britta

Technische Universität Darmstadt, Germany

Plurilingual Whole School Policy revisited

In my paper, I will introduce the idea of a plurilingual whole school policy (Allgäuer-Hackl et al. 2018). After that, I am going to report briefly on research results derived from projects at schools throughout Europe that tested and implemented parts of the plurilingual whole school policy (Kordt 2015, 2018a und b). These results show which elements work and which need further development, but they also show weaknesses that need to be dealt with (Schlabach 2017). Therefore, I plan to discuss the same new ideas for the systematic progression of the policy itself as well for necessary changes in curriculum and education policy.

My presentation will be situated at the crossroads of enhancing multilingualism in the school subjects (language and non-language subjects (Allgäuer-Hackl 2020)), school development, curriculum planning, and general (European?) education policy working towards justice for all languages existing in a given educational institution.

Hülsmann, Christoph

University of Salzburg, Austria

Promoting multilingualism in higher education. On the potentials (and limitations) of intercomprehension courses

In tertiary education, multilingualism can be seen as the norm, not as an exception. Whereas English is generally taught as the first foreign language in schools in German-speaking countries, the Romance languages French, Spanish and Italian are, by far, the most commonly studied third languages (L3, L4, L5). These multilingual resources of adult learners, however, remain largely disregarded in language teaching in higher education, despite the large amount of research literature and methods arguing for the systematic integration of pluralistic (intercomprehensive) approaches. (cf. for example Candelier et al. 2012, Klein & Stegmann 1999, Meissner 2011, Teyssier 2012, Ollivier & Strasser 2013)

Using the example of an intercomprehension course in Romance languages offered at the Language Centre of a Central European university (and held by the speaker) since 2018, the proposed contribution intends to present the prerequisites, benefits and limitations of the intercomprehensive approach. The systematic comparison of languages, as well as the teaching and training of decoding strategies not only aim at the construction of (receptive) multilingual and multicultural competencies but also develop the learners' metacognitive competencies (awareness raising of the learners' multilingual repertoire; reflection on their own learning processes) and foster learner autonomy.

Iqbal, Inge

Quaid-i-Azam University Islamabad, Pakistan

Multilingualism in Higher Education in Pakistan

In Pakistan, most if not all students at higher education institutions can be considered multilingual. Although Urdu is the national language, the vast majority of the population has one of the many regional languages as their mother tongue. Urdu or English are often learned later, either as a second or foreign language. It can be observed that the national language Urdu as well as English have a very high prestige, whereas the native speakers of regional languages often have a very negative attitude against their mother tongue as well as the according speaker group. Taking into account this sociolinguistic situation, this study will firstly investigate whether the university students distinguish themselves as multilingual and to what extend they recognize this specialized skill as an asset for themselves or for their community. Secondly, this study will look into the question of how multilingualism affects the teaching and learning reality in Pakistani university classrooms, where the official language of instruction is English. The research will be carried out at several departments of Quaid-i-Azam University, Islamabad, one of the biggest governmental universities with students of all provinces of the country.

Iversen, Jonas Yassin¹ and Jenni Alisaari², Line Møller Daugaard³, Joke Dewilde⁴, Raisa Harju-Autti⁵, Leena Maria Heikkola⁶, Niina Kekki⁷, Bergþóra Kristjánsdóttir⁸, Sari Pesonen⁹, Boglárka Straszer¹⁰, Anne Reath Warren¹¹, Maija Yli-Jokipii¹²

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Conceptualising students with a migrant background and their languages in education across the Nordic countries

There is an ongoing debate related to the most appropriate way to refer to students with a migrant background and the languages they speak in educational policy documents, including national curricula. Internationally, various terms have been proposed to describe these languages, such as first language, heritage language, home language and mother tongue (e.g. Eisenchlas & Schalley, 2020; Seltzer, 2019). Despite a shared commitment to inclusive education across the Nordic countries, the educational policies differ significantly in the terminology used to describe students with a migrant background, the languages they speak, and the educational provisions available for them. Hence, the aim of this paper is to discuss the terminology used in educational policies in the Nordic countries related to students with a migrant background, the languages they speak, and the educational provisions in support of their linguistic development.

Through a close reading and critical comparison of key policy documents, including national curricula across the Nordic countries, we will illustrate the convergent and divergent conceptualisations of students with a migrant background, their languages, and the educational provisions in support of their linguistic development.

Kalan, Amir

McGill University, Canada

How Multilingual Writers Make Sense of their Literate Identities

This proposal is a response to your call for presentations that focus on "multilingual identity development". Reporting findings from an ethnographic study of the literate lives of three multilingual writers in Toronto, Canada, this presentation highlights the writers' identity negotiation while they wrote across languages and cultures. The project's participants discussed how their linguistic, ethnic, and familial backgrounds informed their discourse practices and, as a result, their writing in English as an adopted language. They, also, highlighted what Canadian cultural elements they borrowed from to help them with this transition. The participants pro-actively engaged with creating narratives of their literate pasts so that they could enrich their intellectual lives and support their literacy activities in Canada. Hence, a major finding of this research is that although partaking in empowering discourse practices is important, the narratives that explain discourse practices are also as important. Based on these findings, the presentation will conclude with some recommendations for second language writing teachers. It is essential that writing teachers reflect on the importance of students' active involvement in creating their discourse narratives. Positive discourse narratives help students successfully negotiate their writing identities and enable them to regard their writing activities as important textual contributions.

Kanaki, Argyro

University of Dundee, UK

Exploring teacher beliefs and practices for Modern Foreign Language teaching in a Scottish primary school

In 2012, Scotland attempted to dilute its identity as a 'monolingual country' by establishing, for the first time, a multilingual language policy, the "1+2 Language Approach". The paper aims to explore the complexities of teacher practices in a Scottish primary school operating under the auspices of the "1+2 Language Approach".

Using Nexus Analysis as scalar ethnographic tool for educational linguistics (Hult, 2017) teachers' opinions and perceptions of their own competences and skills, pedagogic knowledge and policy interpretations were analysed and explored. The paper shows how policy, and teacher viewpoints, although they are interconnected, appear to be antagonistic. Teachers appear to hesitate to take on modern foreign languages inputs as they rehearse their own conceptualisations of language teaching and often conflicting policy mantras. Monolingual practices and ideologies in language teaching, in language teacher training, in language curricula, and in language teaching methodologies are strengthened, and thereby thoroughly permeate educational practice. The resultant theoretical reinvention of policy recasts professional discourse and

teaching practice by, often, promoting neoliberal ideologies, and reaffirming monolingual rather than multilingual language ecologies.

Karpava, Sviatlana

University of Cyprus, Cyprus

Future EFL Teachers in Cyprus and their Beliefs about Multilingualism

Due to global migration, multilingualism and multiculturalism have become the norm (Cenoz and Gorter 2015). It is important to include critical language awareness component in teacher training programs so that there is a link between theory and practice (Young, 2014; Gorter and Arocena, 2020). This study investigated the beliefs of the future EFL teachers in Cyprus about multilingualism. The participants were 40 university students (3rd and 4th year), future EFL teachers, during a teaching methodology, teaching practicum course. Their age ranges from 18 to 25 years old, their L1 is Cypriot Greek and they all reside in Cyprus.

The students were asked to write on-line blog entries, based on the discussions/materials covered in class, on the topic of multilingualism in EFL classes, to express their views, perceptions of and attitudes towards multilingualism, teaching methods, approaches and techniques that can be implemented in linguistically and culturally heterogeneous classes. The analysis of the data (blog entries and comments, classroom discussions) showed that students, future EFL teachers, have a positive attitude towards multilingualism and that it should be promoted. This is in line with the previous research by De Angelis (2011), Heyder and Schadlich (2014), Jakisch (2014), Otwinowska (2014) and Haukås (2016).

Kart, Aysel

University of Innsbruck, Austria

"Translanguaging as a path to educational success?" - Self-regulated multilingual learning strategies of students in Austrian secondary schools

My doctoral research project explores practices of translanguaging (García/Wei 2014) from students' perspective. Drawing on qualitative research methods including interviews and digital learning diaries, I investigate the individual and self-regulated multilingual learning practices of students with a migration background. The study aims to contribute to the understanding of how students self-regulate their multilingual resources and competencies in subject learning, and what multilingual learning strategies they develop in dealing with the academic language demands in upper secondary education.

The interview data shows that the majority of multilingual students do not learn exclusively in German when acquiring new subject content, learning foreign languages or doing their homework but use their entire linguistic repertoire to improve their academic performance outcomes. The purpose of this presentation

is to introduce how students use their multilingual resources and skills in monolingual learning settings for educational success and based on the findings of the qualitative study to discuss the possibilities of translanguaging pedagogy in school practices and how to create a multilingual and diversity-sensitive teaching.

Kaufhold, Kathrin

Stockholm University, Sweden

Transnational students' experience of participation in Swedish higher education

This paper investigates how students with diverse linguistic and educational backgrounds experience their possibilities of participation in Swedish higher education. It critically engages with debates around incorporating students' multilingual knowledge resources in diverse writing practices in academia and takes into account structural and ideological conditions as well as the creative potential of translanguaging in students' knowledge production. The instrumental case study focuses on three multilingual students with forced or voluntary migration backgrounds. It investigates the students' perceptions of how they can make use of their linguistic and educational repertoires. The data derive from interviews around texts and audio-recorded writing diaries. The paper discusses the relevance of linguistic self-efficacy, epistemic access and uptake of the students' work, drawing on Hymes' (1996) concept of voice. It reveals that these three dimensions are related to several contrasting ideological views, which offer possibilities and/or obstacles for appropriating and recontextualising knowledge across languages and educational contexts. In the students' experience translanguaging is mainly connected to writing for personal use (backstage) and limited or regulated in assignment writing (frontstage). Overall, the paper connects multilingualism in higher education to questions of participation and access more broadly.

Krulatz, Anna¹ and Maryann Christison², Eliane Lorenz³, Yesim Sevinc⁴

^{1,3}Norwegian University of Science and Technology, Norway

²University of Utah, USA

⁴University of Oslo, Norway

Professional development for teachers of multilingual learners: Teacher beliefs, knowledge, and pedagogical practice

As language classrooms around the world are becoming increasingly multilingual, there is an urgent need to revise teacher education curricula to include a more extensive focus on multilingualism (García and Kleyn, 2006). This longitudinal case study examined to what extent participation in professional development (PD) changes language teachers' beliefs and knowledge about language learning and multilingualism and their pedagogical practices in multilingual classrooms. Two teachers working at a school that serves newly-arrived students in Norway

and is characterized by a highly multilingual and heterogeneous student population participated in twelve 1.5-hour long PD workshops. The workshops were designed to help the teachers improve their pedagogical skills and ability to implement pluralist pedagogies. To examine teachers' evolving beliefs about multilingualism and working with multilingual learners, data were collected through a pre- and post-questionnaire adapted from De Angelis (2011), Gass and Selinker (2001), and Horwitz (2008). To investigate the impact of the PD on the teachers' pedagogical practices, fourteen lessons were observed and assessed using an observation protocol. The findings suggest that the two teachers' development paths followed different trajectories that may be related to individual differences, including teaching experience. Implications for PD for teachers of multilingual learners are discussed.

Lightfoot, Kate

Anglia Ruskin University, UK

Opportunities and challenges: UK language teachers' experiences of teaching heritage speakers in the L2 classroom

The UK is home to a large population of French speakers, and French is one of the most widely taught modern foreign languages at GCSE and A level (Collen, 2020; ONS, 2015). Despite this, little is known about the heritage speakers of French who participate in French lessons for foreign language learners at school. The phenomenon of teaching a 'native' speaker alongside L2 learners presents significant opportunities and challenges for language teachers. Based on thematic analysis of 166 survey responses and 10 interviews, this presentation discusses the ways in which heritage speakers enhance L2 learners' classroom experience, particularly in terms of increasing confidence and motivation to learn languages. This presentation argues against Cummins' (2005) assertion that being 'outperformed' by an L2 learner can be 'psychologically devastating' for a heritage speaker, and discusses examples of good practice for helping heritage speakers and L2 learners foster a mutually beneficial relationship in the classroom. Finally, this presentation outlines steps that teachers and policymakers could take to improve heritage speakers' multilingualism, including teaching about linguistic diversity in the francophone world in order to give students validation for their home varieties, as this is not currently the case (NALA, 2020).

Little, Sabine

The University of Sheffield, UK

Lost Wor(l)ds - connecting multilingualism, nature, and primary schools

Despite over 20% of primary school pupils in England now being classed as pupils who have English as an additional language, the national curriculum remains resolutely monolingual, with teachers typically receiving little to no

training which would enable them to view multilingualism as an asset, and support it as such in the classroom. Lost Wor(l)ds draws on previously conducted research, and aims to provide teachers with activities that are easily integrated into the classroom, whilst providing opportunities for multilingual pupils to bring all their languages meaningfully into the classroom, and for all pupils to increase language awareness. All activities link to nature and conservation, building on the idea that heritage languages, just like nature, must be preserved for future generations. The presentation will share the research which led to the project, and highlight some of the activities, and early results will be shared, as the project is still ongoing, and will encourage discussion around ways to maximise multilingual pupils to live their linguistically authentic selves in formal education contexts.

Llompart, Julia and Marilisa Birello, Emilee Moore

Universitat Autònoma de Barcelona, Spain

Convergences and divergences in pre-service teachers' beliefs about multilingualism and teaching in multilingual settings

Many areas of the world are today multilingual and multicultural and thus Initial Teacher Education (ITE) programs need to ensure that future teachers will be ready to manage multilingual classrooms. Analysing future teachers' voices is relevant to understanding the obstacles that need to be overcome to reach an inclusive education (Young, 2014).

In this paper, following discourse analysis premises, we will analyse the beliefs of seventy pre-service teachers taking part in a university course regarding multilingualism and teaching in multilingual classes. The data –audio and video recorded– was collected through a reflection tool based on a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) and a final group discussion. The two main findings of our research show: 1) that pre-service teachers have very positive ideas regarding plurilingualism and being plurilingual themselves, but express negative feelings when they discuss about their future task as teachers in linguistically diverse schools –ideas connected to the hegemonic and neoliberal conceptions of language and language learners; and 2) that migrant origin pre-service teachers feel more prepared than non-migrant ones thanks to their migration and learning experiences. The results point out the need for more spaces for reflection on tensions in the beliefs about multilingualism in ITE.

Manan, Syed¹ and Liaquat Channa², Sham Haider³

¹Nazarbayev University, Kazakhstan

²Balochistan University of IT, Engineering & Management Sciences, Pakistan

³Air University, Pakistan

Opening ideological and implementational spaces for multilingual pedagogies: An insight into the monoglossic ideologies in the universities of Pakistan

English is the official medium of instruction at the higher education level in multilingual Pakistan. It implies that all universities should follow Pakistani Higher Education Commission's prescribed English-medium curriculum and conduct students' assessment in all major subjects in the English language. Whether teachers really adhere to this monoglossic faith or negotiate their identities and practices in their classes filled with multilingual students? If they do or don't follow the monolingual faith and negotiate their teaching, how do they do it? We conducted this qualitative study to understand this monoglossic phenomenon. We interviewed in a semi-structured manner 15 Pakistani university teachers. We found although the officials within the universities strongly emphasize the use of English as the only medium of classroom transactions, most teachers use and recognize code switching and translanguaging as useful pedagogical resources in the contexts where students from diverse linguistic backgrounds struggle to access only English policy. Based upon the findings, we offer recommendations for multilingual pedagogy as the useful tool for not only Pakistan but also the contexts alike. In addition, we also call for a paradigmatic shift, and for a framework that could help open possible ideological and implementational spaces a vibrant multilingualism within the universities.

Meletiadou, Eleni

London South Bank University, UK

Adopting a multilingual approach towards comprehension in assessment in Higher Education Institutions in the UK amidst the Covid-19 pandemic

Every year, Higher Education Institutions in the UK welcome thousands of students from various countries who predominantly speak English as a second or foreign language. These learners often complain that they would have performed better in their exams and coursework if their lecturers had provided them with instructions for their tasks in their dominant language in addition to the target language (English). They frequently ask for permission to check the translation of the instructions in their assignments or to get help and support from one of their peers who can speak or understand their native language. The multilingual approach towards comprehension in assessment focuses on the presumption that multilingual learners may face incredible challenges when they are assessed through the English language which is their second or even third language. De Backer, Van Avermaet and Slembrouck (2016) and Menken and Shohamy (2015) also stress the challenges of assessing content using exams with instructions in the target language. Shohamy (2011) reports a study in which students who

received multilingual instructions achieved better scores than those who received instructions in the dominant language.

The current study used a multilingual approach towards comprehension in assessment as an inclusive strategy for speakers of English as a foreign and/or second language within foundation year study. 100 students from different ethnic and linguistic backgrounds took part in the current study at London South Bank University Business School. Students were taught Personal and Professional Academic Skills in terms of a Level 3 Module and were encouraged to translate the instructions for their assignment and use their mother tongue to discuss their assignments with students coming from a similar background. The researcher, who was also the lecturer delivering the Module seminars, acknowledges the importance of students' using their mother tongue for assessment. This was also confirmed by a number of studies which have used translanguaging (Lewis, Jones and Baker, 2012). This is a way of working across languages by using one language for input and another for output. Similarly, in the current context, students were encouraged to use their mother tongue to overcome possible barriers to better comprehend the task they were asked to do. Baker (2011) claims that translanguaging provides many benefits to learners as it can enhance understanding of the subject matter and possibly promote the development of the weaker language. This can increase progress rates from one level to another in HEI in the UK as due to the massification of HE and alterations to the demographic makeup of the student body in terms of ethnicity, quality of support during the transition period from school to HE is critical to student retention (Pitkethly & Prosser, 2001) and needs urgently addressing. The current study will hopefully indicate whether the use of translanguaging can increase students' writing performance and attitudes towards learning as well as support their well-being in HEI amidst the Covid-19 pandemic. Recommendations for training lecturers and students in a multilingual approach towards comprehension in assessment and the successful use of translanguaging in FY courses as well as suggestions for future research will be provided.

Möller-Omrani, Christine¹ and Marianne Bakken²

¹Western Norway University of Applied Sciences, Norway

²Fridalen skole, Norway

The development of metalinguistic awareness in young learners of English

While it may seem obvious that learning a new language in some way builds on a speaker's knowledge of the language(s) s/he already speaks, scholars disagree on several aspects of how this happens. There is compelling evidence, though, to suggest an important role for metalinguistic knowledge (e.g. Bialystok 2001; cf. also Beacco et al. 2016, Jessner 2008b). Metalinguistic knowledge can be investigated through metalinguistic awareness (MLA), instances where individuals actively focus their attention "on the domain of knowledge that describes the explicit properties of language" (Bialystok 2001: 127). However, comparatively few studies have so far looked at the development of MLA in early

language learners in an instructional context. Against this backdrop we will present the results of a small-scale cross-sectional study investigating Norwegian 6th (N=23) and 7th (N=17) graders' level of MLA. For the study we adapted Tellier's (2013) MLA test for the Norwegian context, drawing also on the EVLANG project's test (Candelier 2003). Additionally, we collected teacher assessments of participants' English competence. Quantitative and qualitative results from the test will be presented and set in relation to the teacher assessments.

Moore, Pat and Sara Lopez Stoelting

Universidad Pablo de Olavide, Spain

"If being bilingual is feeling at home in a language, I'm in!" Pre-service EFL teachers react to the multilingual turn

This small experimental study, conducted in a (supposedly) monolingual region of Southern Spain, focuses on the reactions of a group of 40 pre-service English as a Foreign Language teachers, enrolled in a gateway to public sector teaching postgraduate degree, towards some of the ideas associated with what has been called the 'multilingual turn' in Applied Linguistics (Conteh & Meier 2014; May 2014). Both in classroom discussion and through set texts, they were introduced to contemporary definitions of bilingualism and the notion of emergent bilingualism among EFL students (Author and Other, in press; Turnbull 2018), to 'multicompetence' and the 'learner/user distinction' (Cook 2007; Cook & Wei 2016); to 'translanguaging' and the idea of 'linguistic repertoires' (Author, 2018; Otheguy, García & Reid 2015) and to models of English as an International, rather than Foreign Language (Seidlhofer 2003). The students were encouraged to respond to these ideas in a series of (written) reflections that they submitted as part of their coursework. In this presentation we will discuss some of the recurrent ideas found in these texts and reflect upon how they might help or hinder FL classrooms in taking the multilingual turn.

Myklevold, Gro-Anita and Heike Speitz

University of South-Eastern Norway, Norway

"The ability to speak several languages is an asset": Representations of multilingualism in the new national curriculum (LK20)

The multilingual turn has been promoted by many scholars (Conteh & Meier 2014; May 2014; 2019), and multilingualism has also been highlighted as an important asset in curriculum reform (LK06; LK20). Despite this, many teachers are still unsure of how to comprehend and implement multilingualism in their classrooms (Dahl & Krulatz 2016; Haukås 2016, Myklevold fc), and there seems to be an incongruent relationship between research and official language policies on the one hand, and actual classroom practices on the other hand (Cummins & Persad, 2014; Lundberg, 2019). The present study will pursue the following research questions (RQs):

- RQ1: How is multilingualism represented in the core curriculum and in the subject curricula of Norwegian, English and Foreign languages in LK20?
- RQ2: Are the representations of multilingualism in LK20 similar or dissimilar in the different language subjects?
- RQ3: To what extent may these representations assist teachers in their comprehension and implementation of multilingualism?

To answer these research questions, John Goodlad's (1979) theories on curriculum practice and substantive domains will be applied. The levels of – and the relationship between - i) the ideological, ii) the formal and iii) the perceived curriculum will be analyzed.

Data will be collected both through document analysis of the new national curriculum (LK20), and through focus group interviews of teachers (n=8). To use both 'documents and people' will bring more depth into the dataset (Owen 2014: 8).

Neokleous, Georgios

Norwegian University of Science and Technology, Norway

"A motivating force": Student and in-service teacher attitudes towards translanguaging in increasingly multilingual EAL classrooms in Cyprus

Recent research on EAL acquisition promotes a hybrid approach to teaching that takes into consideration the number of other languages known by the learner (Cenoz & Gorter, 2014; García, 2009; Hornberger & Link, 2012). Cenoz and Gorter (2014) postulate that in today's globalized world educators should treat learners as multilingual speakers and integrate their students' full linguistic repertoires into their classrooms. However, over the years, research has restricted its scope to theorizing perspectives lacking empirical classroom studies that would bring interview and classroom together and shed light on how teachers and students perceive multilingual practices to strengthen current EFL pedagogies (Flores & Aneja, 2017). While the term translanguaging has been conceptualized to describe the current multilingual turn as it "potentialize[s students'] ability" (García, 2009, p. 323) as "emergent bilinguals" (p. 322), it has encountered considerable resistance from in-service teachers (Malsbary & Appelgate, 2016; Flores & Aneja, 2017). This resistance is often the result of the limited coverage in the literature but also in teacher-training programs (Malsbary & Appelgate, 2016; Flores & Aneja, 2017).

In Cypriot classrooms, the increasing number of multilingual and multicultural students resulted in challenges that did not characterize the monolingual teaching approach that has for years prevailed (Ministry of Education & Culture Cyprus, 2019). The purpose of this study is to understand the ways in which public-school teachers in Cyprus cope with the surge of linguistically diverse students but also the shift to more pluralist discourses with flexible languaging pedagogies that recent research revealed (Wei, 2017). In this qualitative research, seven EFL classrooms in four state schools in Cyprus are

observed and the seven teachers along with their students are interviewed. The research questions the study seeks to address are:

- What are EFL students' attitudes towards translanguaging?
- What are EFL teachers' attitudes towards translanguaging?
- What are EFL teachers' and students' practices towards translanguaging in Cypriot public-school classrooms?

Norro, Soili

University of Turku, Finland

Namibian teachers' beliefs about multilingual education

This study explores Namibian primary school teachers' beliefs about multilingual education, more precisely their beliefs about the medium of instruction and the language education policy implementation. Namibia is a multilingual country and only about 3.4% of its population speak English as their L1. Nevertheless, English is the medium of instruction from grade 4 upward. Furthermore, almost 25% of the learners in grades 0-3 are enrolled in English medium schools, which can be seen as a deviation from the language policy (EMIS 2018, 25).

My theoretical and methodological approach is that of ethnographic language policy and qualitative thematic analysis. The data have been collected at the beginning of the 2020 school year and it consists of questionnaire responses and semi-structured interviews in two Namibian government primary schools.

The findings show that teachers believe the current policy is problematic in some respects and that its implementation is challenging in a multilingual region. The majority are favourable to multilingual education, although the findings of the questionnaire and the interviews are somewhat controversial.

Introducing special multilingual pedagogy education and multilingual teaching material production in both initial and in-service teacher training as well as offering teachers opportunities to challenge their beliefs would enhance truly multilingual education in Namibia.

Olnova, Margarita

Universitetet i Agder, Norway

From "dissemination of knowledge about other cultures" to "identity and cultural diversity" as one of the values for education.

This study investigates how the understanding of cultural diversity and multilingualism are constructed in chapters "Cultural heritage and identity" (1993) and "Identity and cultural diversity" (2017) from two Core Curriculums. Both texts convey a vision of the school's work to strengthen the student's identity, which is shaped and developed in the face of different cultural expressions. But despite the same topic, the chapters express different understandings of linguistic and cultural diversity in Norway. Applying Critical Discourse Analysis as methodological

approach it is examined how different language use constructs different understandings, and how the presentation of linguistic and cultural diversity and multilingualism has changed in steering documents and what it can tell us about changes in Norwegian society.

The analysis finds a clear shift from the “our and others” perspective in “Cultural heritage and identity” (1993) to the emphasising of common framework and values in “Identity and cultural diversity” (2017). The new Core Curriculum avoids categorization and placement of students in groups - a feature that is common in Integration strategy papers and Core Curriculum 1993. The study outlines the relationship between the language use in the texts and the development of society and examines the chapters in the context – scientific and political discourses on multilingualism.

Ozernyi, Daniil M.

Northwestern University, Norway

The crossroads of four languages: the complexity of language identity of quadalinguals in central Ukraine

Multilingualism in education has long been a topic of fruitful inquiry (cf. Cenoz, 2009; Jessner, 2017; Calafato, 2019; Calafato & Tang, 2019). Equally much, there are heated ongoing debates over the mechanisms of trilingual (cf. Flynn et al., 2004) and quadrilingual language acquisition (cf. Ozernyi, in press). Multilingualism and multilingual identity in Ukraine, however, remains a gravely under investigated field.

This study aimed at exploring the complexities involved in the evolution of language identity of adolescent multilingual students in central Ukraine, their languages being: Russian (native), Ukrainian (second or bilingual), English (formal instruction, 10 years), German or French (formal instruction, 5 years). Reflections of 30 students were included, divided into two groups: 15 juniors aged 16-17, 8 female and 7 male, as well as 15 seniors aged 17-18, 8 female and 7 male. Interviews as well as surveys were used. The primary areas of inquiry were language identity, impact of recent Russian-Ukrainian war on the language identity as well as L3/L4 as a means to mediate society’s partly political polarization of Russian vs. Ukrainian language dichotomy.

The results showed that language identity rapidly evolved and fluctuated within the period of 2014-2020 and depended heavily on the political and societal tendencies. Students identified society as a key influence on their language identity. No significant correlation of language identity identification with gender or age was found.

Panezai, Anila and Liaquat A. Channa

Balochistan University of Information Technology, Engineering, and Management Sciences, Pakistan

Translanguaging and Multilingualism: Multilingual teachers' perspectives about translanguaging in Pakistani multilingual higher education context.

Translanguaging is an approach that helps in promoting learning content in the classes that follow a bilingual system of education. It assists teachers who are either monolingual or bilingual to make learning easy for their students (Garcia & Wei, 2014). In Pakistan, multiple languages are spoken (Channa, 2015; 2017); whereas, English is the only medium of instruction at private and public sectors universities in Pakistan. Previous studies show the exploration of teachers' perspectives regarding translanguaging mainly in the context of schools (Holdaway & Hitchcock, 2018; Ticheloven, Blom, Leseman, & McMonagle, 2019; Karabassova & Isidro, 2020; Yuan & Yang, 2020). However, in the context of higher education in Pakistan, teachers' perspectives about translanguaging are unexplored. Our study focused on exploring university teachers' perceptions about translanguaging in the university setting where English is the only medium of instruction. Data for our study was collected by conducting interviews with 15 teachers of three universities located in one of the cities of Pakistan. The findings of our study showed that teachers' translanguaged in class so that their students could comprehend lessons easily. The participants believed that they communicated effectively when they used the language/languages which were comprehensible by all students. Furthermore, teachers asserted that translanguaging ensured students' participation in class, which in turn enhanced their learning. The study offers pertinent implications about how we could not only achieve sustainable development goal related to education but also make content comprehensible to multilingual students in a multilingual environment.

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¹Dalarna University, Sweden

²Linnaeus University, Sweden

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Attitudes and beliefs on multilingualism: The voices of Swedish teacher educators, in-service teachers, and pre-service teachers

Sweden is often hailed as a role model when it comes to the inclusion of home languages in the formal education system. For example, both mother tongue instruction (where pupils' home language is taught as an optional school subject) and study guidance (where pupils are given content support in their home language or prior language of schooling) are offered. National educational policies are supportive of multilingualism, but their implementation on the ground is problematic. In this paper, we present an analysis of interviews with five teacher educators, five in-service teachers, and eight pre-service teachers concerning their views on multilingualism. We investigate participants' attitudes and beliefs on multilingualism, contextualising these against the backdrop of a generally monolingual mindset in the wider Swedish society. These interviews reveal orientations towards language and language use in teacher education and schools. Specifically, language may be seen both as a problem and as a

resource. Our results reveal that tensions exist, not least due to differing attitudes and beliefs about both the multilingual pre-service teachers in teacher education and the multilingual pupils in the Swedish school.

Proietti, Anna Lia and Hande Ersoz Demirdag

Yildiz Technical University, Turkey

The relation between Wellbeing, Stress, Multilingualism, and Foreign Language Enjoyment

In the last ten years, positive emotions in foreign language learning has been increasingly explored in many research areas, including Foreign Language Enjoyment (FLE). FLE is conceptualized as a positive emotion experienced when the psychological needs of an individual are met. This study explores the relation between the perceived level of wellbeing and stress, degree of multilingualism, and their effect on FLE when learning an additional language.

The study contributes to extend the research on FLE using a holistic approach to multilingual individuals' perception of their life and their emotions in learning languages other than English (LOTEs).

Data are collected from 68 students (35 trilingual and 33 bilingual) who are learning an additional language (Italian or French), were examined using a bootstrapping regression model with the Degree of Multilingualism, Perceived Stress (PS), and Subjective Wellbeing (SWB) as independent variables and FLE as a dependent variable. TTest was run with Degree of Multilingualism as independent variable an PS, SWB and FLE as dependent variables. Regression results indicate a small to medium effect of the independent variables on the dependent variable. TTest results indicate a difference in the level of FLE experienced by bilingual and trilingual. We conclude that degree of multilingualism along with a high level of SWB and moderate PS enhance the level of FLE.

Saagpakk, Maris and Merilyn Meristo

Tallinn University, Estonia

Linguistic Landscape projects as a Tool for Multilingual education

Foreign language didactics is in constant development in order to engage students not only in the learning of one specific foreign language, but also aiming at bringing the idea of multilingualism to the students' attention. Linguistic landscaping (LL) is one of the possibilities for raising students' metalinguistic awareness. This paper introduces encouraging examples of LL projects in classes of German and French as foreign languages. Both languages have a different status and historical background in the Estonian context, which makes it rewarding to compare the effect of LL-projects in teaching German and French. The paper introduces several ideas, such as mini-projects aiming to spot German or French in the surrounding urban environment and discussing the findings; or

more ambitious schoolscape projects as an input to argumentative reasoning about multilingual aspects around us. The results of our studies allow to conclude that LL-related activities can make the students see multilingualism around them, widen the understanding of the functions of languages, and support the ability to decode the symbolic value related to texts.

Schjetne, Nina

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Internationally-adopted children: a heterogeneous group of latent multilinguals

In the country of arrival, international adoptees experience delayed exposure to the adoption language (L2). Shortly after adoption their first language (L1) disappears. Since L1 is probably only apparently lost (Ventureyra et al. 2004), IA can be referred to as latent multilinguals (Bylund et al. 2013). With more than 1 million international adoptees (Selman, Wrobel, and Neil 2009), there are many latent multilinguals in education.

I have studied the language skills of IA ($n = 52$) aged 10–11 years at varying adoption ages and compared the results to the language skills of a control group of non-adopted Norwegian-born peers ($n = 52$) of similar socioeconomic backgrounds. The age of the IA at their arrival in Norway varies from 5 to 98 months ($m = 28.2$, $SD = 24.3$) and the average time of residence in Norway was 8.4 years ($SD = 25.3$ months). The empirical data consist of scores of the standardized test Clinical Evaluation of Language Fundamentals - Fourth Edition (Semel, Wiig, and Secord 2003) and written narratives.

The results are important for teacher education, as they indicate that the language of the IA appear to contain more subtle grammatical and lexical deviations, and weaker narrative structure, than the language of the Norwegian-born controls.

Seidl, Eva

University of Graz, Austria

Academic language teaching and learning - the multilingual classroom as a learning space for students and teachers as co-participants

Today's students must deal with the multifaceted complexities of an increasingly global, migratory, uncertain and turbulent world (Barnett, 2012). Processes of globalization and digitalization render educational and working settings much more multilingual, multicultural and multimodal, compared to those encountered by previous generations. But how do language didactics in higher education react to these new realities, especially in translator and interpreter education?

One option is to adopt a multi-competence perspective on language teaching and learning, that considers language learning as a multisensory, multimodal, multidirectional and multidimensional adaptation and acculturation process with emphasis on the learner's agency (Li, 2016). This approach is

particularly suited for the translation-oriented language classroom, where students of translation and interpreting should develop critical language awareness and high proficiency in several languages. The activities that I will discuss reconsider the power dynamics between students and teacher in the multilingual classroom, here considered as a learning space for co-participants (Li, 2020). The practical examples include ideas of how to enhance mutual trust and respect as to openly share ideas on topics such as language as symbolic power (Kramsch, 2021), native speaker ideology (Dewaele et al. 2021), translingual practices (Lee & Dovchin, 2020) or translation and translanguaging (Baynham & Lee, 2019).

Storto, André

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"To be multilingual means...": New paths to explore multilingualism with schoolchildren

This presentation introduces an innovative way to explore multilingualism with schoolchildren using data visualisations. The visualisations are part of the second phase of an ongoing, three-year mixed methods study that investigates multilingualism in lower-secondary schools in Norway. They were developed based on data from two questions ("To be multilingual means..." and "Are you multilingual?") taken from an online questionnaire used in the first phase of the study. The questionnaire was answered by 593 pupils from 7 different schools in Bergen. The visuals were subsequently used in interactive sessions with students in one of the participant schools. The main purpose of the interactive sessions was to enhance participants' awareness about multilingualism using data they helped generate. In addition, the sessions were designed to encourage pupils to explore and work with real research data. In the presentation we discuss the ethical, epistemological and pedagogical implications that underpin the interactive sessions and invite attendees to interact with the visuals used with the students. Finally, we present some preliminary results from the interactive sessions that took place in December 2020.

Tareen, Inayatullah and Liaquat Channa

Balochistan University of Information Technology and Management Sciences, Quetta, Pakistan

To translanguage or not to translanguage? Pakistani Private English language teachers' perspectives

The instructional use of first language (L1) in English language (EL) classes has been a debate. Translanguaging is a newly growing pedagogy to use an L1 in EL classes. In Pakistan, the common method to teach English is English-language-only-policy which hinders learners to understand the language. The purpose of this study was to explore the perspectives of teachers of private English

language academies about translanguaging in learning the English language and to understand the roles of translanguaging in English language classes. A qualitative research methodology was used, and data was collected through 20 semi-structured interviews from the English language teachers. Data were analyzed thematically. The study found that the teachers took translanguaging as a beneficial technique to teach English language in the academies.

Translanguaging improved communication among students and teachers. It also built a sense of ownership and that translanguaging was highly practical. in earlier grades to help new learners in understanding concepts. The new learners did not comprehend concepts when only English language was used for instructions. The study implied that translanguaging may be taken as a useful pedagogy for it plays multiple roles in learning English language and concepts.

Tishakov, Therese and Kirstin Reed

OsloMet - Oslo Metropolitan University, Norway

English as a Lingua Franca Practices for Inclusive Multilingual Classrooms: The ENRICH Erasmus+ Project

While multilingualism is widely promoted as an aid to social cohesion and economic competitiveness (Saville & Gutierrez Eugenio, 2016), language education has been called to 'rethink' how languages are taught in order to create culturally and linguistically inclusive environments for all learners, including migrants (European Commission, 2018; 2017). English language education must critically consider its role in this call as the default global lingua franca and a truly multilingual means of communication (Jenkins, 2015; Mauranen, 2018). While the English language has been deforeignized and made 'common property' (Widdowson, 2013), English is still commonly taught as a 'foreign' language without consideration of how to create inclusive multilingual educational environments.

This presentation provides an overview of the EU-funded English as a Lingua Franca Practices for Inclusive Multilingual Classrooms: ENRICH Erasmus+ project (2018-1-EL01-KA201-047894). The vision of ENRICH project is to serve as a catalyst for change in English language teaching and learning in multilingual environments. The main aim is the development of an online asynchronous, continuous professional development program, based on a systematic needs analysis. The ENRICH program promotes teacher competences necessary for integrating English as a lingua franca in multilingual classrooms, and for preparing learners to meet the demanding communication needs in an increasingly multilingual world.

Tiurikova, Irina

University of Bergen, Norway

The intersection of multilingualism and intercultural competence in the Norwegian foreign language curriculum: teachers' perspectives

In 2020, Norway adopted a new curriculum for the second foreign language (L3). Two of its core elements are "Language learning and multilingualism" and "Intercultural competence" (Læreplan i fremmedspråk, 2019). Since teachers are the principal actors of the new education strategy, their understanding of multilingualism and intercultural competence is crucial for the implementation of the new curriculum. By focusing on teachers' perspective, the study answers the following research questions: (1) How do foreign language teachers in Norwegian secondary school conceptualise multilingualism and intercultural competence in relation to foreign language teaching? (2) To what extent and how do teachers see these two core elements as interrelated? The research findings are based on qualitative content analysis of data collected from semi-structured interviews with six foreign language teachers from different schools in Western Norway. The study makes a valuable contribution to research on teacher cognition being one of the first to explore teachers' perceptions of multilingualism and intercultural competence in combination.

Wanner, Irmgard and Fabiana de Lima and Jupp Möhring

Universität Leipzig, Germany

How students engage in informal virtual language exchanges. Preliminary results of a multilingual European project

Universities offer students a range of opportunities to learn languages in both formal settings, such as language classes and more informal contexts, such as individual Tandem language partnerships or Tandem events.

Due to the Covid-19 pandemic, international mobility has come to a halt and the number of students taking part in international exchanges has decreased significantly. Many students have found it difficult to improve their speaking skills through digital learning. Students miss meeting their peers on and off campus and, in particular, via in-person, multilingual interactions due to social distancing requirements.

As a result, digital language cafés have been developed with the aim of creating informal, welcoming, low-threshold environments that are not only enjoyable for students, but allow them to practice their language skills. The cafés are offered in 13 different languages. Each café is supported by a native speaker volunteer and meets once per week for one hour.

This paper will present the design of language cafés and the results from a pilot survey that includes feedback from both students and supporting volunteers. These digital language cafés are part of a multilingual strategy within

the European Universities Initiative that aims to promote multilingualism despite challenging times.

Weidl, Miriam¹ and Jérémi Fahed Sagna²

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The strengthening of small-scale multilingual ecologies on various levels through an inclusive literacy program in Senegal: LILIEMA

Senegal, and especially the Casamance are characterized through high multilingualism and multiculturalism on an individual and societal level (Weidl, 2018). Speakers often have more than five languages in their linguistic repertoires and use them on a daily basis in an unmarked and fluid mode (Cobbinah et al., 2017). French, which is the only official language in the institutional sector, plays an isolated, rather context specific and restricted role (Johnson, 2005).

Argumentation for a multilingual mother-tongue based education is widespread (see e.g. Brock-Utne & Skattum, 2009; Wolff, 2016) and recognized by the Senegalese government, yet linguistically and culturally complex areas like the Casamance are represented by non-homogenous speakers and a patronizing choice of 'one mother-tongue for one group or area' in education is insufficient and can even bear conflict potential.

In this talk we will present LILIEMA (www.liliema.com), a repertoire-based and language-independent method to achieve and promote culturally anchored literacy in small-scale multilingual ecologies (Lüpke et al., 2020). We will exemplify the benefits of the program as it includes everybody and every language, reflect on teachers and students experiences and present research outcomes that prove sustainability, self-development and potential further applications of the method.

Xu, Yaqiong and Anna Krulatz

Norwegian University of Science and Technology, Norway

Forging paths towards the multilingual turn in Norway: Teachers' beliefs, experiences, and identity

Teachers' beliefs and teacher identity exert important influence on pedagogical actions and tend to be influenced by various factors (Borg, 2017; Yazan & Lindahl, 2020). Confronting the multilingual reality in Norway, this ongoing study explores Norwegian teachers' beliefs, experiences, and identity through a mixed-method approach. An online questionnaire was distributed nationally to collect data from 118 teachers of different subjects, followed by interviews with 15 selected teachers to examine the relationship between their identity as mono- or multilingual and their teaching beliefs by employing the paradigm of Dominant Language Constellation (DLC) (Aronin, 2019). Preliminary findings of teachers'

beliefs about multilingualism disclosed three categories: optimizing multilingual resources, limiting multilingual work to necessary situations, and resisting multilingual pedagogies. Teachers' training experience focusing on multilingualism and classroom practices assert dominance in various experiences that have impacted their beliefs. The complexity between teachers' own DLCs and their self-portraited identity in multilingual settings further fuels the specific category of teachers' belief about multilingualism in the classroom. The results indicate the need for topicalizing on multilingualism and centralizing teacher identity in teachers' professional development programs.

Zhang, Huiwen Helen

University of Bergen, Norway

Transreading: A Multilingual Approach to Exploring Literaturphilosophie

This project aims to demonstrate how "transreading" — a multilingual approach that the author developed to explore world literature and philosophy — is not only a potent method for comparatists, but also an effective tool in the classroom.

In 20 minutes, the author will present a case study, "Laozi through Kafka, Kafka through Laozi." Using a purposefully curated set of short texts in classical Chinese, German, and English, the author will show how they teach ancient Daoist philosophy by transreading Kafka and, at the same time, how they teach Kafka's aphorisms by transreading Laozi.

The presentation will illuminate the core elements of transreading — lento reading, poetic translation, cultural hermeneutics, and creative writing — as well as their interdependence, interaction, and synergy.

Collaborative works between the author and their students on Daodejing 48 (Laozi) and Zürau 109 (Kafka) will exemplify the challenging yet rewarding process of transreading.

Zong, Yuchen and Karen Forbes

University of Cambridge, UK

Exploring the transfer of effects of English writing strategy instruction in the linguistically distant L1 context: a multiple-case study of Chinese EFL writers

The growth in the number of people that use two or more languages has heated the research on the reciprocal influence between one's first (L1) and second/foreign language (L2/FL) (e.g., Cook, 2003). One line of scholars has employed the lens of 'strategy' and captured the bidirectionality of writing strategy transfer (especially from L2 to L1) (e.g., Forbes and Fisher, 2018). Yet, existing literature is more often situated within typologically similar languages (e.g., L1 English and L2 German). Will the 'reverse' transfer (i.e., from L2 to L1) still occur among learners whose L1 is linguistically distant? In response, my presentation reports on a multiple-case study, tracing eight Chinese writers' L1

and English composition and strategy development in an 8-week, positive-psychology-infused, English writing strategy instructional intervention.

Data were collected from writing strategy task sheets in General English and in another compulsory course that included regular written assignments in Chinese, learning journals, and retrospective interviews. Within-case and cross-case comparisons showed that participants' transfer of FL-focused strategies in L1 writing fluctuated with relevance to their recent and immediate learning demands. Moreover, both personal and collective understanding of bi-/multilingual competence alongside one's perception of linguistic typology and positive learning mindset were found to mediate the quality of transfer.