



Multilingualism  
on my mind

# Multilingualism on My Mind: Exploring Multilingualism in Education

*University of Bergen, Department of Foreign Languages*

*March 18<sup>th</sup>-19<sup>th</sup> 2021*

Conference Programme

<b>Time* (CET)</b>	<b>DAY 1 – March 18th</b>		
<b>10:00</b>	<i>Opening Remarks</i>		
<b>10:15</b>	<b>Plenary 1. Dr Linda Fisher</b> (University of Cambridge, UK) - Multilingual identity development in the languages classroom: The why and the how Chair: Åsta Haukås		
	<b>Room 1A. Multilingualism in education: Policies and curricula across countries</b> Chair: Jonas Iversen	<b>Room 2A. Beliefs about multilingualism and pluriliteracies</b> Chair: Anna Lia Proietti	<b>Room 3A. Multilingual identity and language learning</b> Chair: Joke Dewilde
<b>11:05</b>	<b>Soili Norro</b> Namibian teachers' beliefs about multilingual education	<b>Letizia Cinganotto and Raffaella Carro</b> Two research projects on pluriliteracies and multilingualism in Italy <b>Huiwen Helen Zhang</b> Transreading: A multilingual approach to exploring literaturphilosophie	<b>Karen Forbes et al.</b> Developing a multilingual identity in the languages classroom: The influence of an identity-based pedagogical intervention
<b>11:40</b>	<b>Miriam Weidl and Jérémi Fahed Sagna</b> The strengthening of small-scale multilingual ecologies on various levels through an inclusive literacy program in Senegal: LILIEMA	<b>Tony Burner and Christian Carlsen</b> Teacher and student perceptions of educational use of languages at a lower secondary mainstream multilingual school	<b>Åsta Haukås, André Storto and Irina Tiurikova</b> The Ungspråk project: Aims, design, and first findings
<b>11:55</b>		<b>Bethanne Paulsrud, Päivi Juvonen and Andrea C. Schalley</b> Attitudes and beliefs on multilingualism: The voices of Swedish teacher educators, in-service teachers, and pre-service teachers	
<b>12:15</b>	<b>Raees Calafato</b> Learning multiple foreign languages in Central Asia: International posture, integrativeness, nationalism, and multiculturalism	<b>Argyro Kanaki</b> Exploring teacher beliefs and practices for Modern Foreign Language teaching in a Scottish primary school	<b>André Storto</b> "To be multilingual means...": New paths to explore multilingualism with schoolchildren
<b>12:30</b>		<b>Line Krogager Andersen</b> How may plurilingual teaching contribute to affordances for language awareness in the classroom?	
<b>12:45</b>	<i>Lunch Break/Breakout Rooms</i>		

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	<b>Room 1B. Multilingualism in education policies and curricula across countries: The Norwegian context</b> Chair: Nayr Ibrahim	<b>Room 2B. Teacher training and professional development</b> Chair: Eliane Lorenz	<b>Room 3B. Multilingual pedagogy from an interdisciplinary perspective</b> Chair: Daniil M. Ozernyi
<b>13:45</b>	<b>Mari J. Wikhaug Andersen</b> “We speak Norwegian in the classroom”: Teachers’ beliefs and monolingual practices in mainstream vocational classes	<b>Sonja Babic, Sarah Mercer, Johanna Gruber and Kaihui Wang</b> Training teachers for global citizenship education and plurilingual pedagogies: Teacher educators’ insights	<b>Louise Ådnanes</b> Using the European Language Portfolio in the English classroom
<b>14:00</b>			<b>Sabine Little</b> Lost Wor(l)ds: Connecting multilingualism, nature and primary schools
<b>14:20</b>	<b>Gro-Anita Myklevold and Heike Speitz</b> “The ability to speak several languages is an asset”: Representations of multilingualism in the new national curriculum (LK20)	<b>Pat Moore and Sara Lopez Stoelting</b> “If being bilingual is feeling at home in a language, I’m in!” Pre-service EFL teachers react to the multilingual turn	<b>Maris Saagpakk and Merilyn Meristo</b> Linguistic landscape projects as a tool for multilingual education
<b>14:55</b>	<b>Margarita Olnova</b> From "dissemination of knowledge about other cultures" to "identity and cultural diversity" as one of the values for education	<b>Julia Llompart, Marilisa Birello and Emilee Moore</b> Convergences and divergences in pre-service teachers’ beliefs about multilingualism and teaching in multilingual settings	<b>Therese Tishakov and Kirstin Reed</b> English as a lingua franca practices for inclusive multilingual classrooms: The ENRICH Erasmus+ project
<b>15:10</b>	<b>Irina Tiurikova</b> The intersection of multilingualism and intercultural competence in the Norwegian foreign language curriculum: Teachers’ perspectives		<b>Kate Lightfoot</b> Opportunities and challenges: UK language teachers’ experiences of teaching heritage speakers in the L2 classroom
<b>15:25</b>	<i>Break</i>		
<b>15:30</b>	<b>Plenary 2. Prof. Lynn Mario T. Menezes de Souza</b> (University of São Paulo, Brazil) - Decoloniality and global multilingualism: Whose multi? Whose global? Whose language? Whose citizenship? Chair: André Storto		
<b>16:20</b>	<i>Break</i>		

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	<b>Room 1C. Multilingualism in education: Policies and curricula across countries</b> Chair: Irina Tiurikova	<b>Room 2C. Teacher training and professional development</b> Chair: Raees Calafato	<b>Room 3C. Multilingual pedagogy from an interdisciplinary perspective</b> Chair: André Storto
<b>16:25</b>	<b>Jonas Yassin Iversen et al.</b> Conceptualising students with a migrant background and their languages in education across the Nordic countries	<b>Gabrielle Flockton</b> Teacher educators' perspectives on preparing student teachers to work with pupils who speak languages beyond English	<b>Bruna Frazatto, Helena Camargo and Tatiana Gabas</b> Vamos junto(a)s! (Let's go together!): Mobilizing learners' multilingualism in a multilevel language textbook
<b>17:00</b>	<b>Meagan Driver</b> Encouraging multilingual development in the United States: An innovative approach to L3 curriculum design	<b>Yaqiong Xu and Anna Krulatz</b> Forging paths towards the multilingual turn in Norway: Teachers' beliefs, experiences, and identity	<b>Irmgard Wanner, Fabiana de Lima and Jupp Möhring</b> How students engage in informal virtual language exchanges: Preliminary results of a multilingual European project
<b>17:15</b>	<b>Elin Arfon</b> The curriculum for Wales' plurilingual journey: From learning and teaching to assessment?		<b>Amir Kalan</b> How multilingual writers make sense of their literate identities
<b>17:35</b>	<b>Britta Hufeisen</b> Plurilingual whole school policy revisited	<b>Anna Krulatz et al.</b> Professional development for teachers of multilingual learners: Teacher beliefs, knowledge, and pedagogical practice	<b>Daniil M. Ozernyi</b> The crossroads of four languages: The complexity of language identity of quardilinguals in central Ukraine
<b>17:50</b>			<b>Umit Boz</b> Reimagining interdisciplinary learning through multilingual pedagogies

<b>Time* (CET)</b>	<b>DAY 2 – March 19th</b>			
<b>10:15</b>	<b>Plenary 3. Dr Ruth Fielding</b> (Monash University, Australia) - Building multilingual identity into intercultural understanding within language education Chair: Irina Tiurikova			
	<b>Room 1A. Multilingualism in higher education</b> Chair. Sabine Grasz	<b>Room 2A. Multilingualism and translanguaging</b> Chair: Heike Speitz	<b>Room 3A. Multilingualism and language awareness</b> Chair: Kaja Haugen	<b>Room 4A. Psychological aspects of multilingualism</b> Chair: Tony Burner
<b>11:05</b>	<b>Kathrin Kaufhold</b> Transnational students' experience of participation in Swedish higher education	<b>Dobrochna Futro</b> Language portraits, Chagallian idioms and multilingual comics: Visualisations of primary school pupils' perceptions of multilingualism, language learning and (trans)languaging in a language classroom	<b>Petra Daryai-Hansen, Natascha Drachmann and Line Krogager Andersen</b> Plurilingual education: Language awareness across educational levels	<b>Anna Lia Proietti and Hande Ersoz Demirdag</b> The relation between wellbeing, stress, multilingualism, and foreign language enjoyment
<b>11:40</b>	<b>Syed Manan, Liaquat Channa and Sham Haider</b> Opening ideological and implementational spaces for multilingual pedagogies: An insight into the monoglossic ideologies in the universities of Pakistan	<b>Georgios Neokleous</b> "A motivating force": Student and in-service teacher attitudes towards translanguaging in increasingly multilingual EAL classrooms in Cyprus	<b>Kaja Haugen and Christine Möller-Omrani</b> Plurilingualism and assessment: Constructing an assessment tool for metalinguistic awareness	<b>Alastair Henry, Cecilia Thorsen and Peter MacIntyre</b> Willingness to Communicate and multilingualism: Findings from a time-serial study
<b>12:15</b>	<b>Inge Iqbal</b> Multilingualism in higher education in Pakistan	<b>Aysel Kart</b> „Translanguaging as a path to educational success?": Self-regulated multilingual learning strategies of students in Austrian secondary schools	<b>Nina Schjetne</b> Internationally-adopted children: A heterogeneous group of latent multilinguals	<b>Lilla Horváth</b> Motivational effects of multilingual awareness-raising in third language teaching
<b>12:30</b>		<b>Inayatullah Tareen and Liaquat Channa</b> To translanguage or not to translanguage? Pakistani private English language teachers' perspectives		
<b>12:45</b>	<i>Lunch Break/Breakout Rooms</i>			

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	<b>Room 1B. Multilingualism in higher education</b> Chair: Syed Manan	<b>Room 2B. Multilingualism and translanguaging</b> Chairs: Irina Tiurikova / André Storto	<b>Room 3B. Multilingualism and language awareness</b> Chair: Georgios Neokleous
<b>13:45</b>	<b>Sabine Grasz and Anta Kursiša</b> Multilingualism in foreign language study programs: What, why, how	<b>Anila Panezai and Liaquat A. Channa</b> Translanguaging and multilingualism: Multilingual teachers' perspectives about translanguaging in Pakistani multilingual higher education context	<b>Christine Möller-Omrani and Marianne Bakken</b> The development of metalinguistic awareness in young learners of English
<b>14:20</b>	<b>Christoph Hülsmann</b> Promoting multilingualism in higher education: On the potentials (and limitations) of intercomprehension courses	<b>Lina Adinolfi</b> Fostering translanguaging opportunities within higher education modern languages provision	<b>Sviatlana Karpava</b> Future EFL teachers in Cyprus and their beliefs about multilingualism
<b>14:35</b>	<b>Eleni Meletiadou</b> Adopting a multilingual approach towards comprehension in assessment in higher education institutions in the UK amidst the Covid-19 pandemic		
<b>14:55</b>	<b>Eva Seidl</b> Academic language teaching and learning: The multilingual classroom as a learning space for students and teachers as co-participants	<b>Tan Arda Gedik and Halide İslamoğlu</b> English K-12 teachers' perceptions of translingual pedagogies in Turkey: A host country to 6 million displaced people	<b>Yuchen Zong and Karen Forbes</b> Exploring the transfer of effects of English writing strategy instruction in the linguistically distant L1 context: A multiple-case study of Chinese EFL writers
<b>15:25</b>	<i>Break</i>		
<b>15:30</b>	<b>Plenary 4. Prof. Bassey Antia</b> (University of the Western Cape, South Africa) - Multilingual assessment: Conceptualizations and pathways Chair: Raees Calafato		
<b>16:20</b>	<i>Closing Remarks</i>		