MoMM Conference 2024: Multilingualism in Individuals, Education, and Society

21–22 March

Multilingualism on My Mind Research Group
Department of Foreign Languages
University of Bergen
Norway

UNIVERSITETET
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Multilingualism
on my mind

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Welcome to the Multilingualism on My Mind (MoMM) Conference

It is a pleasure to have you all join us for this exciting event.

Once every three years, we gather online, each comfortably seated in our own space yet united in purpose. Our collective goal is to foster knowledge exchange, interdisciplinary collaboration, and discussions around a rich diversity of topics linked to multilingualism.

As we come together for this two-day event, let us engage in meaningful discussions, establish new connections, and inspire one another to push the boundaries of what is possible in the field.

Thank you for being a part of this shared experience. We hope that you have a rewarding and enjoyable experience at the MoMM online conference, and we look forward to seeing the contributions that each of you will bring to the conference.

For changes and updates to the program, please see our website:
https://shorturl.at/fnDJV

MoMM Organising Committee,
Åsta Haukås, Mona Hosseini, Marco Gargiulo, Karen Forbes

MoMM 2024 program
Thursday 21.03.2024

9:00- 9:15   Opening and Introduction with Prof. Åsta Haukås (head of MoMM), Prof. Margareth Hagen (Rector at the University of Bergen), Ass. prof. Martin Paulsen (Head of Department of Foreign Languages)

9:15- 10:00   Plenary speaker
Dr. Sabine Little, University of Sheffield, England

10:00- 11:00   Parallel sessions 1-5

11:00- 11:30   Coffee Break

11:30- 13:00   Parallel sessions 1-5

13:00- 14:00   Lunch Break

14:00- 15:30   Parallel sessions 1-5

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16:00- 17:00   Plenary speakers
Professor Michel DeGraff, Department of Linguistics and Philosophy, MIT, USA
Djeride Jean-Baptiste, MA in Political Communications, UAB, Barcelona; MA in Bilingual studies, University of Ottawa; Communication Officer, MIT, Haiti

MoMM 2024 program
Friday 22.03.2024

9:00- 9:10   Opening through words and music by Professor Åsta Haukås, head
                       of MoMM

9:10- 10:00   Plenary speaker
                       Professor Silvia Melo-Pfeifer, Universität Hamburg,
                       Germany

10:00- 11:00 Parallel sessions 1-5

11:00- 11:30 Coffee Break

11:30- 13:00 Parallel sessions 1-5

13:00- 14:00 Lunch Break

14:00- 15:30   Parallel sessions 1-5

15:30- 16:00   Coffee Break

16:00- 17:30   Symposium
                       Chair: Professor Joke Dewilde, University of Oslo, Norway

17:30   Closing

KEYNOTES

Thursday 21.03.2024
9:15- 10:00
Plenary Speaker
Main session

Dr. Sabine Little, University of Sheffield, England

Language at Home, Language at School: A Multilingual Balancing Act

Abstract
In this keynote, I will be drawing on a decade of research exploring children's and families' experiences of navigating the world multilingually. Using quotes from participants throughout my research, I will be troubling notions around the monolingual mindset and the full linguistic repertoire, highlighting good work that is taking place, and room for improvement. With the "multilingual turn" all around us, I will explore how this turn has affected children, parents, and teachers - who has lost their balance, and who is enjoying the ride of "multilingual turning"?

Thursday 21.03.2024
16:00- 17:00
Plenary Speakers
Main session

Professor Michel DeGraff, Department of Linguistics and Philosophy, MIT, USA

Djeride Jean-Baptiste, MA in Political Communications, UAB, Barcelona; MA in Bilingual studies, University of Ottawa; Communication Officer, MIT, Haiti

MIT-Ayiti as one basis for mother-tongue-based multilingual education in Haiti / MIT-Ayiti kòm fondasyon pou edikasyon miltileng ki baze sou lang manman ann Ayiti
(the presentation will be given in two languages)

Abstract
French is the dominant language of instruction (LOI) in Haiti, despite the fact that most students and teachers are not fluent in this language. Meanwhile, Haitian Creole (Kreyòl) is the sole language that's spoken by all Haitians—our sole national language, as recognized in Article 5 of Haiti's Constitution. After some 45 years of efforts toward a national reform for education based on the mother tongue, Kreyòl is, at long last, gaining ground as an indispensable LOI at all academic levels. In this context, the MIT-Haiti Initiative combines research, practice, teacher training, production of materials and advocacy in order to support quality education based on interactive pedagogy where the use of Kreyòl as LOI is paramount. Its online platform (http://mit-ayiti.net/) shares crowdsourced educational resources in Kreyòl that are reviewed, edited and curated by experts.
This presentation shows how the MIT-Haiti Platform contributes to the sort of multilingual education where the mother tongue is valorized as an essential asset. Children's books, some of them written by young learners themselves, build on mother-tongue literacy, and extend to second languages like French, English and Spanish. A Spanish lesson plan for high-school students reinforces understanding by drawing constructive comparisons to Kreyòl phonology and vocabulary. These and other examples demonstrate how education based on the mother-tongue opens up the minds of Haitians students to the world, rather than "isolating" them as misguided critics contend without considering scientific fundamentals in linguistics and education.

Abstract

Fransè se lang ki domine edikasyon ann Ayiti malgre se yon lang pifò aprenan ak anseyan pa metrize. An reyalite, kreyòl « se sèl lang ki simante tout Ayisyen ansanm »— egal, kreyòl se sèl lang nasyonal peyi a (Atik 5, Konstitisyon Repiblik d Ayiti). Aprè anviwon 45 lane depi gen jefò k ap fèt pou n reyalize yon refòm nasyonal kote edikasyon an baze sou lang manman kòm lang ansèyman (L.An.), se sèlman jodi a kreyòl kòmanse ap jwenn rekonesans li kòm L.An. ki nesesè nan tout nivo ansèyman. Se nan kontèks sa a Inisyativ MIT-Ayiti ap kontribye nan rechèch, pratik, fòmasyon anseyan, pwodiksyon materyèl ansanm ak revandikasyon an favè yon sistèm lekòl ki baze sou pedagoji entèraktif kote lang manman aprenan yo se poto mitan nan pwosesis aprantisaj la. Platfòm MIT-Ayiti (https://mit-ayiti.net/) se yon espas nimerik ki ofri yon pil ak yon pakèt resous yon ekip ekspè prepare epi revize avèk swen kòm sa dwa.

Prezantasyon sa a se pou n montre ki jan MIT-Ayiti ap kontribye nan edikasyon miltileng ki jwenn fondasyon li sou yon aprantisaj ki fèt nan lang manman aprenan yo. Platfòm MIT-Ayiti ofri resous nimerik nan lang manman ti moun yo epi gen plizyè nan resous sa yo ki entegre dezyèm lang tankou fransè, anglè ak espanyòl. Pa egzanp, gen yon resous pou ansèyman espanyòl nan nivo segondè kote plan leson an ranfòse konpreyansyon chapant lang espanyòl sou baz konparezon ak fonoloji kreyòl la. Resous sa yo montre ki jan ansèyman nan lang manman ka ouvri lespri aprenan ayisyen yo sou rès monn lan. Metòd sa yo pa soufri danje « izolasyon » ki nan pawòl twòp plim e ank k ap kritike san yo pa konprann fondasyon syantifik nan lengwistik ak edikasyon.

Friday 22.03.2024
9:00- 10:00
Plenary Speaker
Main session

Professor Silvia Melo-Pfeifer, Universität Hamburg, Germany

Researching individual multilingualism in language teacher education using visual methods: Lessons learnt and ways forward

Abstract

In this presentation, I will review the lessons I learnt about collecting and analysing visual data, especially drawings conceived as visual narratives, and publishing the results. I will focus particularly on the singularities of collecting data with children and future language teachers, reflecting on issues related to the materialities involved in the task, the role of the collection context, and the formulation of the instruction for the drawing task. After summarising these learnings, I will give an account of how I see the evolution of the use of visual data in studies on individual and societal plurilingualism. I will focus on the participation of the research subjects in the analysis, on questions of dissemination of results and linguistic activism, and on the combination with other artistic methods.

PARALLEL SESSIONS

Thursday 21.03.2024
Parallel session 1
10:00- 10:30

Australian Early Childhood Pre-service Teachers: Swimming with or against the multilingual waves?

Authors
Alice Chik
Luyao Liang
Philip Li

Keywords
Early childhood education, pre-service teachers, societal multilingualism, individual multilingualism

Abstract
The 2021 Australian Census shows that 48.4 % of preschoolers in major cities came from a language background other than English. Language diversity is rapidly shifting from European to South and East Asian languages and Arabic. Understanding how Early Childhood (EC) educators understand multilingualism is then important. However, we know very little about the diversity of the early childhood workforce (Wong et al., 2022).

This presentation discusses survey data and language portraits collected between 2018 and 2022 from 460 EC pre-service teachers in Sydney. The survey explored respondents' multilingualism awareness, beliefs, and attitudes. Using latent profile analysis, the survey results indicated that students who migrated from non-English speaking countries tended to have significantly higher scores in multilingualism awareness, beliefs, attitudes, and literacy than those from English-speaking countries. Participants born in Australia and with English as their first language are inclined to have a 'monolingual mindset' (Clyne 2005). However, the analysis of language portraits, however, shows a more complex picture of attitudes towards individual multilingualism. We propose that in addition to multilingual awareness, pre-service teachers should understand the dynamics of multilingualism as a social, individual, and educational phenomenon as their pedagogical knowledge for super-diverse contemporary urban classrooms.

Thursday 21.03.2024
Parallel session 2
10:00- 10:30

An exploration of multilingual identity construction in academic writing among multilingual higher education students

Authors
Qianyu Yang

Keywords
Multilingual identity, multilingualism, academic writing

Abstract
The surge in multilingualism has sparked interest in multilingual identity research (Fang et al., 2023). However, there appears to be a scarcity of literature on the role of multilingual identity in the academic writing process. My research seeks to fill this gap by investigating how multilingual students utilize their linguistic repertoires in the academic writing process and how this process shapes their multilingual identity.

I approached the research questions by first conducting a preliminary study for landscaping purposes. Drawing on the 3E model—experience, evaluation, and emotion (Fisher et al., 2020)—this study adopted a mixed-methods case-study design. The participants were multilingual postgraduate students studying in the UK. The data collection methods included an online survey, interviews, and multilingual writing practice collection. I employed thematic analysis and content analysis to illustrate the language patterns and map out the multilingual identity construction.

Three academic writing practices were identified: Translanguaging, English-centric writing, and Monolingual practices in non-English languages. The findings illustrate how multilinguals embrace multilingual identity to adapt to life abroad, foster a deeper sense of self. While many confidently embrace their multilingual identity in academic writing, some reject it, expressing negative sentiments toward this aspect of their multilingual identity construction.

Thursday 21.03.2024
Parallel session 4
10:00- 10:30

Affective Design in Day In The Life Videos of Students in Mandarin, Mother Tongue Classes in Singapore

Authors
Sammanie Kandambi
Danielle H. Heinrichs

Keywords
Design, Mother tongue language, Mandarin, Singapore, Day in the life videos

Abstract
Students in Singapore with a Chinese ethnic background based on their father's ethnicity (Lee & Phua, 2022) must study English as a First language and Mandarin as a Mother Tongue Language (MTL) (Ng & Leong, 2014). Recently, Singapore has seen more Chinese students from primarily English-speaking families resulting in a diminishing emphasis on teaching Mandarin, influenced by the political power and social prestige of English (Lee & Phua, 2022). As such, the teaching and learning of Mandarin MTL education in Singapore has fostered feelings of disconnect from the language rather than belonging and source of identity (Starr & Hashimoto, 2018). Drawing on the concepts of affective design (Ash, 2012), we aim to understand the affective entanglements of Singaporean students studying Mandarin MTL to envision potential responses for pedagogy and practice. This research draws on data from 39 1-minute, adapted Day in the Life videos. Through reflexive thematic analysis (Braun & Clarke, 2019), we highlight examples of: relationality (Dao and Qi), mundanity and (un)learning (Murris, 2021), and consider how students design their videos to elicit affective responses which disrupt common binaries connected to MTL education. This research attempts to contribute to the sustainability of Mandarin MTL education and multilingualism in Singapore.

Thursday 21.03.2024
Parallel session 5
10:00- 10:30

Teaching materials as mediators of a language teacher collaboration on writing pedagogy

Authors
Justyna Legutko

Keywords
Teacher collaboration, writing pedagogy, discourses of writing, design research

Abstract
Even though teachers of the language of schooling (LoS) and of foreign languages (FL) all teach writing in their respective language classrooms, few cross-curricular connections are made in their teaching practices. The present research project attends to this gap, aiming at (1) gaining a deeper understanding of how teachers of different languages teach writing, and (2) exploring the extent to which the same teachers can align their writing pedagogies through collaboration with each other and a researcher. The project took place in German (LoS), English, French and Spanish (FLs) classes at secondary schools in Berlin, Germany. Theoretically, the project uses the Discourses of Writing (Ivanič, 2004) to describe and align current writing pedagogies. Methodologically, it combines ethnography and design research: after ten weeks of observations in all language classrooms, the project culminated in the design and use of new teaching materials that mediated a multilingual pedagogical approach to writing. The observations revealed that teaching practices had foregrounded the Genre Discourse in German class and the Skills Discourse in FL classes. The newly designed materials expanded toward the Social Practice Discourse by introducing discussions on the communicative purpose of writing tasks and herewith aligning teaching practices across the language subjects.

Thursday 21.03.2024
Parallel session 1
10:30- 11:00

Teacher's beliefs about multilingual pedagogical approaches to language education: a case study at Vytautas Magnus University

Authors
Aurelija Daukšaitė-Kolpakovienė
Jurgita Cvilikaitė-Mačiulskienė

Keywords
EFL teachers, higher education, translanguaging

Abstract
The study of this presentation intended to learn English teachers' attitude towards and experience of the use of other languages in their EFL classes while teaching Ukrainian students at a liberal arts university in Lithuania. Nineteen teachers participated in the study by filling in an anonymous online questionnaire in the spring semester of 2023. The findings revealed that these EFL teachers, most of whom were Lithuanian, had experience teaching both monocultural and multicultural student groups and were themselves multilingual. When English was not sufficient, the majority of them employed their own and their students' linguistic repertoires (since they were seen as a useful asset) for teaching purposes. In fact, in EFL classes, a number of translanguaging practices were identified as quite common: teacher or student-initiated peer collaboration in Russian, Lithuanian, Polish, German, French, Italian and Ukrainian, the use of multilingual applications, teacher-led use of said languages to translate unknown vocabulary, explain grammatical constructions, provide examples and other purposes. The teachers also agreed they should know which languages (other than English) their students could speak/ understand when they teach English to them. Many advantages of translanguaging were identified by the study participants, but some disadvantages were pointed out as well.

Thursday 21.03.2024
Parallel session 2
10:30- 11:00

Extramural use of languages learnt in Norwegian schools

Authors
Hildegunn Dirdal
Stine Hulleberg Johansen

Keywords
Extramural language learning, cross-language comparisons, upper-secondary students

Abstract

Research on extramural language learning has largely focused on English. Less is known about other languages and the relationship between the languages that an individual learns. In a project focusing on interactions between languages that children learn in Norwegian schools, we asked upper-secondary students about their extramural use of Norwegian, English and French/German/Spanish.

Our presentation addresses the following questions:
1. How do extramural activities compare across Norwegian, English and the foreign languages?
2. Are certain activities dominated by English rather than Norwegian?
3. Are there differences in the extramural use of Norwegian and English depending on what language the students list as their dominant language?

The students report approximately the same number of hours of reading in English and Norwegian. However, they listen to more English through music/films/series, whereas they write/speak more Norwegian. Foreign languages are seldom used, although students sometimes listen to music and watch films/series. Little difference is found between the foreign languages, except that students listen to Spanish/French songs slightly more often than German ones.
Students with Norwegian as their dominant language use English less frequently than students with other dominant languages. This pattern is reversed for music/films/series, but the two groups read Norwegian equally frequently.

Thursday 21.03.2024
Parallel session 3
10:30- 11:00

Translanguaging in Chinese-Australian bilingual infant-educator interactions

Authors
Zhijun Zheng
Sheila Degotardi

Keywords
Bilingual infants, language environment, early childhood education, translanguaging, infant-educator interactions

Abstract
Many bilingual infants attend early childhood education centres (ECEC) with their monolingual peers. However, recent evidence reveals that bilingual infants vocalise significantly less than monolingual infants in ECEC settings (Zheng et al., 2023), suggesting that educators may need to provide language tailored strategies to support bilingual infants' language learning. This study examines how educators support Mandarin-English bilingual infants' learning and development through a range of translanguaging practices in Australian ECEC contexts. We identified three functions of fluid translanguaging pedagogies: 1) make meaning and acknowledge children' bilingual repertoire; 2) introduce the connection between two languages; 3) provide emotional support or regulate behaviour. We also identified educators' language-supporting strategies such as repetition, expanding own/child's utterances, and questioning etc. This study is the first to investigate the translanguaging interactions between early childhood educators and Mandarin-English bilingual infants. Findings highlight the values of translanguaging for promoting bilingual infants' knowledge construction, fostering their bilingual identities and supporting their wellbeing.

Everyday Conversations in a Ukrainian Family in Finland: Balancing between Ukrainian and Russian

Authors
Anna Verschik
Maria Frick
Olga Gerassimenko
Yan Kapranov

Keywords
Ukrainian, family language policy, multilingual communication

Abstract
The full-scale Russian attack on Ukraine has led to the displacement of millions of people. The language situation in Ukraine is more complex than just Russian and Ukrainian. During the Soviet era, many ethnic Ukrainians shifted to Russian due to a variety of reasons, yet preserving ethnic self-identification as Ukrainians. Varieties of Russian and Ukrainian used in the country are not clear-cut, and a number of transitional varieties (Surzhyk) exists. After 2014, the reversal language shift (from Russian to Ukrainian) is taking place. The study presents a multimodal conversation analysis, showing how family language policies are realised in mundane interactions of a family of four adults, two of whom have lived in Finland for years and two have moved recently. The data consists of 14 hours of recordings made in the family home, and interviews. We analyse the declared family language policies and the real-life behaviour. Each family member demonstrates a personal style, presenting a cline from Ukrainian through Surzhyk to a regional variety of Russian. Three family members stick to their personal variety, and one family member switches depending on the addressees.

Thursday 21.03.2024
Parallel session 5
10:30- 11:00

Teachers' beliefs about collaboration across language subjects in school

Authors
Eli-Marie D. Drange
Åsta Haukås

Keywords
Teacher collaboration, language subjects, professional development

Abstract
Limited research has explored teacher collaboration across language subjects from a multilingualism perspective, even though using a cross-curricular approach could be effective in developing students' multilingual awareness and identity. In this study we try to address this knowledge gap, focusing on the Norwegian upper secondary school context, where students are learning Norwegian (Bokmål and Nynorsk), English, and a second foreign language (Spanish, German, or French).

In our study, we explored teachers' beliefs about cross-linguistic collaboration in four upper secondary schools through focus group interviews, emphasizing perceived benefits and challenges. Our findings indicate genuine interest among teachers in enhancing collaboration across language subjects, believing it holds significant potential for fostering students' multilingual awareness and promoting their own professional development.

However, teachers identify several barriers to effective collaboration in their daily teaching practices, including a lack of facilitating infrastructure and dedicated time for planning and collaboration. Despite these challenges, the study underscores the importance of fostering cross-curricular collaboration in the school's language subjects, suggesting that overcoming these obstacles could lead to substantial benefits for both students and teachers.

Thursday 21.03.2024
Parallel session 1
11:30-12:00

Multilingualism in the Basque Country: a study on pre-service teachers' views on language learning in 'ideal schools'

Authors
Nerea Villabona
Mikel Gartziarena

Keywords
Ideal school, pre-service teachers, beliefs, multilingualism

Abstract
The beliefs of future educators can offer valuable information, among others, to see how they understand the profession, analyze how their teacher identity develops, or explore the decisions they would take in the teaching-learning process with regard to aspects such as multilingualism. In this study, we analyze the responses given by a group of 56 pre-service teachers in the multilingual context of the Basque Country when designing their 'ideal school'. More specifically, we focus on their ideas about the languages to be included in the curriculum, including students' home languages, and the language policies they would establish in their ideal schools. This was a qualitative study in which thematic analysis was used to analyze the data. The findings show that these future teachers would ideally design Basque immersion schools, with an increase in English-medium class hours, and would include mainly hegemonic majority languages such as German and French as optional foreign language subjects. These future educators show multicultural awareness and would include students' home languages in their schools, although the ways to do so are rather superficial. Participants show divergent views on the use of L1 vs. the exclusive use of the target language in their ideal schools.

Pinning down the positive effects of translanguaging-based pedagogies on students' metalinguistic abilities

Authors

Acopo Torregrossa
Valentina Carbonara

Keywords

Translanguaging pedagogies, metalinguistic abilities, language-learning aptitude, language proficiency, causal mediation analysis

Abstract

Studies have shown that the implementation of translanguaging pedagogies (TPs) benefits students' metalinguistic abilities (MAs; Cenoz & Gorter, 2021). However, it is unclear why this happens. This study fills this gap considering the effect of language proficiency and language-learning aptitude on students' MAs in the school-language (Roehr-Brackin, 2018).

Sixty-seven students from a secondary school in Italy (M-age:13;7) participated. The target group (n=32) was exposed to TPs for a school-year, while the control group (n=37) to monoglossic pedagogies (classroom activities only in Italian). Before the intervention, the participants were tested for literacy-skills in Italian (INVALSI-test), which did not reveal any difference between the groups. After the intervention, we tested participants' MAs (Pinto et al., 2003) and vocabulary proficiency in Italian (Rubini & Rossi, 1982) and language aptitude (Rogers et al., 2023).

The results showed that TPs enhanced students' MAs. The mechanisms underlying the development of MAs were different across the two groups. In the target, TPs enhanced language-learning aptitude, which in turn boosted MAs. TPs seem to enhance students' learning outcomes in the school-language over and above the improvement of their vocabulary. In the control group, development of MAs was more related to the development of vocabulary.

Thursday 21.03.2024
Parallel session 3
11:30-12:00

Navigating Multilingual Landscapes in the Hungarian K-pop Fandom: A Digital Ethnographic Perspective

Authors
Csilla Bartha
Nemesi, Zsófia

Keywords

Transnational K-pop fandom, Hungary, multilingual practices in digital spaces, informal learning, identity

Abstract

In this presentation, we examine the multilingual practices in digital spaces among Hungarian K-pop fans using participatory sociolinguistic methods, focussing on the role of fluid multilingual repertoires in informal learning and in constructing and representing online identities. Our study is set within the transnational context of the Korean Wave (""Hallyu""), which has blended Western and Asian elements, extending Korea's global cultural influence (Nam 2013; Oh and Park 2012; Lee 2018).

Our methodology includes digital ethnography and narrative interviews, targeting multilingual linguistic practices and their underlying ideologies. We aim to uncover individual motivations in Hungary, where, despite historically low foreign language proficiency and the recent rise of English, Korean language learning has gained unprecedented popularity.

We explore how fans navigate multilingual digital spaces, drawing parallels with other transnational fandom communities, examining how engagement with K-pop and Korean media in Hungary serves as a tool for informal language and cultural learning.

By comparing Hungarian K-pop fans with their international counterparts, we aim to reveal distinctive and shared aspects of multilingual youth practices in CMC (Cutler and Røyneland 2018), thereby deepening insight into the interplay of language, culture, and technology in transnational online communities, underscoring Hallyu's influence on globally changing multilingual practices.

Thursday 21.03.2024
Parallel session 4
11:30-12:00

Exploring the Emotional Landscape of Multilingual Parenting and Family Language Policy

Authors
Mona Hosseini
Åsta Haukås

Keywords
Multilingual families, family language policy, emotions

Abstract
This qualitative study focuses on the role and influence of different types of emotions involved in multilingual parenting or caregiving. While studies in psychology of language learning have primarily focused on emotions among teachers or students in the contexts of classroom, this study shifts the spotlight onto the emotions felt by individuals within multilingual families. Our aim is to gain a deeper understanding of how emotions manifest themselves in the lived experiences of multilingual individuals, both in shaping family language policies and as a result of these policies. This research is part of a larger investigation into the impact of family language policy on the development of multilingual identities among teenagers in Norwegian families. The data were collected through semi-structured interviews with parents and teenagers in one polish and another Norwegian-Danish family and were analyzed using thematic analysis (Braun & Clarke 2006).
The study concludes that parental decisions in multilingual childrearing, commonly impacted by sociolinguistic and socioeconomic forces, can give rise to conflicting emotions. While children take pride in their ability to speak multiple languages, often surpassing their peers, parents, particularly mothers, may experience a sense of emotional disconnection due to the dominance of societal languages over heritage languages.

Thursday 21.03.2024
Parallel session 5
11:30-12:00

Language use in the English and French classroom

Authors
Sarah M.Ø. Eiene
Estelle Fohr-Prigent

Keywords
Pedagogical approaches to multilingualism, language use, language instruction, comparative use of languages, English, French

Abstract
It was long believed that a monolingual approach was ideal in language teaching, directing both teachers and students to only use the target language. Nowadays, official guidelines in many countries such as France, England, and Norway encourage teachers to use the full multilingual repertoire of the students.

The LANGUAGES project video-recorded 96 English lessons and 96 French lessons in lower secondary schools in France, England, and Norway. In these countries, English and French are both L1, L2 and L3. The study therefore reports and compares not only from different contexts but also from contexts where the languages have different status. All speaking time in the recorded lessons was coded using timestamping to capture teachers' and students' language practices in the English and French lessons.

We will present similarities and differences in language use between the three countries and show that there are more similarities across countries than within countries.

These findings provide new knowledge about comparative language practices in the English and French classrooms in England, France, and Norway. Furthermore, they contribute with empirical support in bridging the gap between what researchers and policy makers identify as effective practices and how much teachers and students actually use languages.

Exploring the material culture of multilingualism through Dominant Language Constellations in teacher education

Authors
Nayr Ibrahim

Keywords
Dominant language constellations, material culture, multilingualism, teacher education

Abstract
This paper reports on a study of teachers' engagement with own multilingualism in a pre-service teacher education program in Norway. Despite increased linguistic diversity in society and schools, teachers rarely identify as multilingual due to monolingualizing processes that have structured education systems and ideologies.

This study used the concept of Dominant Language Constellations (Aronin, 2021) as a material tool for exploring pre-service teachers' subjective, experiential engagement with their languages. The data included twenty-seven DLC artefacts created by three groups of future teachers of English in Grades 1-10, supported by written narratives. The DLC artefacts were analysed for their material affordances, including shapes, colours, and positionings, constituting a metaphorical, biographical and relational object of multilingualism.

A deliberate focus on the materialities of language offered another possible response to need for unsilencing multilingual voices. This subjective and material approach raised the critical awareness amongst teachers of their own multilingual backgrounds, their language trajectories and their attitudes towards multilingual pedagogical practices in their future classes.

Thursday 21.03.2024
Parallel session 2
12:00- 12:30

How Multilingual Students Use their Linguistic Repertoire to Study in English-medium Classrooms: A Case Study

Authors
Kamran Akhtar Siddiqui

Keywords
Multilingual Students, Linguistic Repertoire, English-medium Classrooms

Abstract
Pakistan is a multilingual country where around 72 languages are spoken. In such a linguistically diverse society, English is usually the third or fourth language for a child. Since English is also the medium of instruction in the higher education, it is essential for undergraduates to be proficient in English. Using translanguaging as a lens, this qualitative case study aims to explore how multilingual students use their linguistic repertoire to study in English-medium classrooms. Four undergraduates were purposively sampled; English was the third or fourth language for all of them. Thematic analysis of the semi-structured interviews revealed that participants widely and frequently used translation to study courses in English-medium classes. They translated texts from English to L1 or L2 using bilingual dictionaries and peer help for overall comprehension of the texts. Additionally, participants used digital tools such as YouTube, Google Lens and Google Translate for comprehension purposes. Participants also reported using prior knowledge of English and contextual clues to navigate through texts. Although they seldom used simultaneous code-switching in speaking and writing due to class and institution policies, they did mental translations for producing texts and delivering presentations. The study will have implications for teachers in the higher education context.

Thursday 21.03.2024
Parallel session 3
12:00- 12:30

Harnessing and strengthening multilingual competences in the Vocational Education & Training classroom

Authors
Eline van Batenburg
Liz Dale

Keywords
Vocational Education and Training, Design study, Co-design, Developing multilingual language awareness, Training multilingual language strategies

Abstract
In the Netherlands, 40% of learners enrol in Vocational Education & Training (VET) after completing secondary education. VET prepares students for a specific occupation, which they eventually carry out in environments where others may speak no or limited Dutch. However, VET teachers are uncertain how to harness students' multilingual competences to support learning and communication in multilingual work environments (Authors, XXXX). Despite varied experiences of multilingual encounters, VET students tend to have limited awareness of existing multilingual competences, a limited set of interaction- and mediation strategies and frequently experience problems in code switching and language retrieval (Authors, XXXX).
To address this, in a design study VET teachers (N=9) and teacher educators (N=4) of Dutch and English co-designed a series of four lessons for eight different vocational contexts. The designs were evaluated through class observations, student interviews, teacher logs and analysis of learner products. Results show that the designs were successful in raising awareness of multilingual competences and in training multilingual language strategies suited to the workplace. The analysis also yielded a set of design principles that are applicable across vocational training contexts.

Thursday 21.03.2024
Parallel session 4
12:00- 12:30

Exploring Perceptions of Multilingualism: Italian Speakers in Norway and the Impact of Linguistic History on Attitudes towards Norwegian Dialects

Authors
Gaia Belardinelli

Keywords
Perception of Multilingualism, Language Attitudes, Language Policy, Norwegian Dialects, Italian Linguistic History

Abstract

This contribution investigates the perception of Norwegian multilingualism among native Italian speakers in Norway. Notwithstanding the recent practices to safeguard dialects, Italian linguistic history had been controversial towards the dialects causing an ongoing stigmatization of dialect speakers. On the contrary, Norwegian dialects have maintained a more neutral status. The aim of the paper is two-fold. Firstly, it explores the history of linguistic policies and the situation of dialects in Italy. Second, it reflects on how Italian linguistic history influences Italian speakers' attitudes towards Norwegian dialects.

In the first part, I will trace the historical oscillation between promoting the Italian language and preserving dialects over the past centuries starting from the Report on the State of Italian Education (1865). Despite the extensive scholarship on the history of the Italian school system, the report remains understudied. In the second part, I propose a survey carried out on a sample of Italian L1 speakers living in Norway who study Norwegian as L2.

Through a combination of historical document analysis and sociolinguistic surveys, the study will offer an innovative perspective on the intricate relationship between language policies, attitudes, and the challenges posed by linguistic diversity in both national and international contexts.

Thursday 21.03.2024
Parallel session 5
12:00- 12:30

Language teaching in multilingual contexts: working on academic language through pedagogical translanguaging

Authors
Artzai Gaspar

Keywords
Academic language, translanguaging, language teaching, secondary education

Abstract
Recent research has shown that academic language is a key element in ensuring the linguistic, metalinguistic and curricular development in secondary education. At the same time, studies have demonstrated the effectiveness of pedagogical translanguaging in encouraging language acquisition. Among others advantages, they highlight the possibility of exploiting the entire linguistic repertoire or using the most developed languages as a scaffolding for the acquisition of additional languages. In this study, a pedagogical intervention was designed that promotes the development of seven specific cognitive skills related to academic language (Uccelli et al., 2016) through strategies based on pedagogical translanguaging (Cenoz & Gorter, 2021). This intervention was conducted for pupils in the first year of secondary education in the Basque Country (N=60). Additionally, it was implemented for one month, integrating the three curricular languages: Basque, Spanish and English. The aim of this presentation is to discuss the pedagogical details of the intervention, as well as to present different pedagogical reflections on language teaching that were extracted through direct observations in the classroom and focus groups with the participants. In this way, a new way of teaching languages is discussed, encouraging a more optimal use of the linguistic repertoire in multilingual contexts.

Thursday 21.03.2024
Parallel session 1
12:30- 13:00

Teacher cognitions about promoting cross-linguistic awareness

Authors
Christine Möller-Omrani
Monika Bader

Keywords
Teacher cognitions; cross-linguistic awareness; plurilingual education

Abstract
Cross-linguistic awareness enables learners to exploit all available prior language resources and thus plays an important role in strengthening and further developing learners' plurilingual competence (e.g. Beacco et al. 2016). To what extent and how effectively the use of other languages is promoted in the classroom is influenced by teachers' cognitions and pedagogical expertise (Borg, 2019). The present study therefore examined primary school teachers' views and pedagogical practices related to cross-linguistic comparisons and the use of learners' linguistic repertoires in the language classroom. The results presented come from qualitative interviews conducted, in Norway, with four teachers of English and four teachers of Norwegian. Both groups of teachers were generally positive about the value of cross-linguistic awareness, even though they differed in the extent to which they drew on language comparison in their subject. We will discuss the more nuanced aspects of this overall positive attitude as well as barriers towards including other languages, as identified in the interviews. We will end with some implications for teachers' professional development.

Thursday 21.03.2024
Parallel session 2
12:30- 13:00

Student conceptualisations of multilingualism: evidence from secondary schools in England

Authors
Karen Forbes
Linda Fisher

Keywords
Conceptualisations, multilingualism, adolescents, schools

Abstract
When considering multilingualism in schools policy makers and school leaders often think primarily of those students who speak a language at home which is distinct from the language of schooling. This label is often narrowly defined, commonly misinterpreted and is typically ascribed to students by others, reducing their own sense of agency to identify (or not) as multilingual. Indeed, little is known about students' own conceptualisations of what it means to be multilingual, particularly in predominantly Anglophone contexts where the global status of English can influence perceptions of other languages. In this presentation we therefore wish to address this gap by exploring conceptualisations of multilingualism among 12-15-year-olds in four secondary schools in England. Data were collected via 1733 questionnaires (incorporating visual analogue scales alongside open-ended questions) and 45 interviews. Findings indicate that the varied ways in which students conceptualise multilingualism are underpinned by a complex range of factors related to their experiences, environment (both physical and social), competence and heritage. The findings foreground the importance of adopting a more holistic notion of multilingualism in schools to understand the full impact of 'being multilingual'. This, in turn, may have broader implications for promoting engagement with language learning and social inclusion.

Thursday 21.03.2024
Parallel session 3
10:00- 10:30

Empowering Educators- A Workshop on Using School Data to Raise Awareness for Multilingual Learners in International Schools

Authors
Anja Cwidak

Keywords
Multilingual learners, Planning for subject knowledge with language outcomes in mind, Teacher awareness

Abstract
In today's globalized world, international schools serve as melting pots of diverse cultures and languages. These schools attract students from different linguistic backgrounds, creating a unique learning environment that requires specialized approaches to ensure inclusive education for all.
As Multilingualism lends itself as a cognitive gateway to deeper learning experiences, teacher awareness and collaborative planning formats which includes explicit language outcomes in addition to subject knowledge are crucial to student success. The proposed workshop seeks to unfurl strategies revolving around the development and implementation of a unit planner, considering the multilingual composition of class groups and their distinct language needs.

Thursday 21.03.2024
Parallel session 4
12:30- 13:00

Heritage language anxiety in adolescents: Attitudes, language ideologies and identity

Authors
Annika Schimpff

Keywords
Heritage language anxiety, language attitudes, language ideologies

Abstract
Language anxiety (LA) describes the apprehension or fear experienced when a language user is expected to perform in a target language (Sevinç, 2016). Most research on LA has focused on the foreign language classroom context, while studies on exploring LA in an im/migrant context are limited (Jee, 2022; Sevinç & Backus 2017; Sevinç 2018). This paper focuses on heritage language anxiety (HLA) experienced by adolescent French and German heritage speakers. Based on data collected in Australia and Denmark, this paper will focus on the relationship between HLA, attitudes towards multilingual language practices, language ideologies and identity. Data was collected through means of a questionnaire, including language anxiety scales. The language anxiety scores will be correlated with the mentioned factors and preliminary results will be presented. Data collected in Denmark will be compared with data collected in Australia to explore potential differences in HLA nuances between an English-dominant context and a context where English is not the majority language.
The paper will contribute to further deepen our understanding of heritage language anxiety and which factors play a role with specific focus on how adolescents experience HLA in German and French.

The acquisition of vocabulary in multilingual environments and the role of L2 in the acquisition of L3. A survey of German teachers' perceptions in Greece

Authors
Ioannis Alexandros Papaioannou
Stamatia Michalopoulou

Keywords
L3 acquisition, multilingualism, vocabulary

Abstract
This paper investigates vocabulary acquisition in multilingual environments. Specifically, the acquisition of vocabulary in German as a second foreign language (L3) in multilingual classrooms is studied with an emphasis on the influence of English as a first foreign language (L2). In order to examine the relationship between L2 and L3 and to investigate how and to what extent the multilingual environment and the knowledge of other languages beyond L1 can facilitate or hinder the acquisition of a further language (Lx) (see Hufeisen 2003, Neuner 2009) we conducted a quantitative survey using a questionnaire, involving German language teachers in Greece. The research records the teachers' experience regarding the role that L2 seems to play in the acquisition of specific areas of L3 vocabulary. Of particular interest are the perceptions, attitudes and experiences of teachers who work with multilingual classes, where students with an immigrant background and a rich language repertoire study, for whom Greek is not the first language (see De Angelis 2011, Haukås 2016). In research, emphasis is placed on whether teachers utilize the full linguistic potential of their students or whether in practice they favor the use of some languages over others (see Mattheoudakis, Chatzidaki & Maligkoudi 2017).

Am I multilingual? Investigating the relationships between pre-service teachers' multilingual identities, language experiences and beliefs about multilingualism

Authors
Nicola Morea
Linda Fisher

Keywords
multilingualism, multilingual identity, teacher beliefs, teacher education

Abstract
Despite an increase in observational and experimental research on language learners' multilingual identities (MId), the construct of teachers' multilingual identities as a gateway to linguistically inclusive teaching remains under-researched. By drawing on the empirical findings of a mixed-methods study on pre-service teachers in England, this talk will explore two factors that may influence teachers' MId, namely language experience and beliefs about multilingualism. Specifically, 117 pre-service teachers spanning subject specialisms completed a questionnaire designed to capture their perceived MId and language experience; additionally, a subsample of 51 participants completed a Q-sorting activity aimed at eliciting their conceptualisations of multilingualism. A series of statistical analyses (i.e., Spearman's rank-order correlations, by-person factor analysis and Kruskal-Wallis H tests) revealed that perceived language fluency had the strongest association with MId, and that those pre-service teachers who held a prescriptive view of languages and who perceived multilingualism as the exception in schools and society were also more inclined to express a monolingual identity. The talk will conclude with a discussion of the theoretical and practical implications of the study findings, with recommendations for future research on multilingual identity and for teacher education.

Thursday 21.03.2024
Parallel session 2
14:00-14:30

Self-efficacy in L1 and L2 reading

Authors

Mareen Patzelt
Judi Rose
Leena Maria Heikkola

Keywords
Self-efficacy, reading, L1, L2, multilingual learners

Abstract
Self-efficacy refers to individuals' judgments of their ability to achieve performance goals. Self-efficacy beliefs impact students' academic performance and influence their choices, as well as their effort, perseverance and resilience while engaging in an activity. Self-efficacy also plays a role in L1, as well as L2 reading, while motivation and engagement are crucial for proficiency. Engaging actively with texts, e.g. by using reading strategies, may support proficiency. Previous research on reading strategies has mostly focused on one or two languages simultaneously, most often English and another language.
We investigate multilingual high school students' self-efficacy in reading in their L1 (Finnish or Swedish) and three L2s (Swedish or Finnish, English and German), tapping into their multilingual repertoires. The students participate in a quasi-experimental reading test which prompts active engagement with the text. In addition, the students fill in a task-related self-efficacy questionnaire. To gain a holistic understanding of the students' reading performance and related self-efficacy, the responses are analysed quantitatively and qualitatively with comparisons of performance and self-efficacy in the students' different languages.
Our contribution combines multilingualism and Psychology of Language Learning and Teaching, by investigating self-efficacy in reading in four languages, thus providing new perspectives on multilingual readers' psychologies.

Thursday 21.03.2024
Parallel session 3
14:00-14:30

Multilingualism in the Workplace: Pedagogical Aspects of Translanguaging Practices

Authors
Alicja Fajfer
Olesya Chayka

Keywords
Translanguaging, language policy, integration

Abstract
This paper is an overview of pedagogical translanguaging practices for education as a workplace. Research has been completed as part of the Erasmus+ LangWork partnership (grant agreement 2021-1-FI01-KA220-ADU-000027045). The aim of our study is to analyse practices that have been used to successfully enhance and sustain communication between people with mismatched linguistic repertoires – a setting which is becoming ever more common in European workplaces. The tools have been collected with mixed methods in four case studies. The objective was to find tools with pedagogical potential that support the language learner's functioning in the community and that challenge linguistic prejudice. In other words, we were on the lookout for tools that increase language aware communication and help build a culture of respect for multilingual participants. We analysed the practices, based on the level of implementation, their specific purpose, the use of computer technology, cost of implementation and their potential to challenge nativespeakerism.

Thursday 21.03.2024
Parallel session 4
14:00-14:30

Unveiling Linguistic Complexities: The Danish Minority in Flensburg's Landscape

Authors
Alessandro Cremonesi

Keywords
Linguistic Landscape, Presumed Readers, Language Policies, Linguistic Minorities

Abstract

The study of Linguistic Landscape proves vital in addressing countless minority linguistic issues, offering insights into language policies and power dynamics among languages in multilingual settings. It shows the complexity of language diversity within urban environments as "it is hard, if not impossible, to find a substantial sample of signage from any given shopping street around the world that contains only one language" (Gorter & Cenoz, 2023). Moreover, the absence or selective presence of linguistic representation can signify intricate power dynamics among coexisting speech communities within a territory.

The Danish minority in Germany serves as a compelling case study where Danish language representation on public and private signage isn't consistently directed at the local Danish population. This presentation seeks to delve into the historical and geographical context of the Danish minority, examining the neighboring German minority in Denmark and the Frisian minority. By doing so, it aims to clarify the nuanced internal language policies of the Danish Minority Organisation and their impact on Flensburg's Linguistic Landscape.

Understanding these complexities is crucial to deciphering how historical and geographic factors shape the Danish minority's own language policies, offering important insights into the intricate dynamics that shape the linguistic landscape of Flensburg.

Thursday 21.03.2024
Parallel session 1
14:30-15:00

Multilingual teachers' beliefs and language learning experiences as conditioning factors when learning and using languages: insights from the Basque Country

Authors
Mikel Gartziarena
Nerea Villabona

Keywords
Multilingualism, multilingual education, pre-service teachers' beliefs, FLT, minority languages

Abstract
Academic literature investigating teachers' beliefs, attitudes and the effect on teachers' roles and pedagogical actions are on the increase (Lundberg, 2019; Tartarean et al., 2023; Turner, et al., 2022). This investigation examines pre-service teachers' multilingualism and experience as language learners in the South of the Basque Country, where a minoritized language (Basque), a majority language (Spanish), a first foreign language (English) and a second foreign language (French) share the curriculum. This investigation aims to fulfill two main aims. One, to build knowledge on pre-service teachers' own comprehension of multilingualism and multilingual language learners. Two, to analyze the catalytic effect of pre-service teachers' past language learning experiences and the emotional components involved in.

The investigation integrates quantitative and qualitative approaches, using a specifically designed questionnaire to gather pre-service teachers' beliefs on language learning and use with the combination of language biographies. Findings denote the crucial role of pre-service teachers' emotions and experiences as enabling or hampering factors when learning and using languages. Moreover, the positive or negative emotions attached to these experiences, which are evaluations and judgements on their learning processes, have an impact on future language learning processes and language use, as these reinforce their language viewpoints.

Narrating 'oneness': the sole-speaker in the plurilingual classroom communityKeywords

Authors
Nell Foster

Keywords

Translanguaging, sole-speakers, plurilingualism, Functional Multilingual Learning Positioning

Abstract
Mainstream classroom teachers are increasingly being called on to affirm pupils' linguistic identity and to use plurilingual repertoires as didactic resources for learning (Sierens & Van Avermaet, 2014; García & Kleyn, 2016). Multilingual pedagogical approaches often point to the value of enabling pupils to use their home language in group work and discussions, yet little research has explored the perspectives of pupils who are the only speakers of their language in a class. This paper explores how such pupils participate and interact when their teachers begin to implement 'Functional Multilingual Learning' in their highly linguistically-diverse primary school in a socio-economically deprived area of Brussels, Belgium. Drawing on classroom video and pupil interviews collected over 9 months, it shows how sole-speaker pupils employed overt and covert acts of self and interpersonal positioning in order to narrate and navigate their linguistic competence in a classroom community that could not understand them. Multilingual practice sometimes reinforced a sense of solitude, particularly when pupils struggled to convert symbolic capital into meaningful linguistic and didactic capital. Yet their position could be could nonetheless be harnessed to support productive learning outcomes and to enable sole-speaker pupils to enact "being multilingual" in school (Auer, 1984).

Thursday 21.03.2024
Parallel session 3
14:30-15:00

Gathering permissions' from translanguaging artworks. The use of art-making in co-researching language learning in multilingual contexts with primary school pupils in Scotland

Authors
Dobrochna Futro

Keywords
Arts-based research, co-researching, primary, art-making

Abstract
This presentation will discuss the use of artworks and art-making in the series of Polish language teaching workshops I designed and delivered in two Scottish primary schools in 2019 and 2020 as part of my doctoral work. I will briefly introduce the Scottish education system and linguistic landscape of Scotland with 154 languages spoken by pupils, discuss the method of 'gathering permissions' from artworks (Lucero 2011, 2022) and how I used it to support the creation of a translanguaging space in which young learners creatively and critically engaged in multi(trans)lingual art-making and reflected on multilingualism and language learning both through art-making and verbally. I will consider the affordances of art-based methods to 'contest[…] hierarchies in research, increas[e] multivocality, and develop[…] new and more transparent forms of participatory research' (Seppälä, Sarantou and Miettinen, 2021, p. 2) and discuss the process of co-researching though art-making with primary school children. Finally, I will present the findings from this study which suggest that the inclusion of art-based activities enabled children to contest established views, (re)claim their place on the multilingual continuum, and make space for alternative experiences and knowledges brought to schools by all children, including multilingual children with experiences, or heritage, of migration.

Thursday 21.03.2024
Parallel session 4
14:30-15:00

Issues of Anxiety and Cultural Awareness Related to Learning Norwegian as a Third or Fourth Foreign Language at University Level. A Romanian context.

Authors
Raluca Pop
Ioana-Andreea Muresan

Keywords
Foreign language learning, anxiety, cultural awareness, Norwegian, bachelor level

Abstract
The current study intends to focus on issues of anxiety related plurilingualism and cultural awareness within the context of learning Norwegian as a third or a fourth foreign language. Literature discussing the effect of language anxiety on academic achievement is numerous. More recently, empirical evidence suggests that anxiety decreases if students learn more foreign languages. We intend to bring into discussion the relevance of cultural awareness on students' level of anxiety. We adapt in this paper a sociolinguistic view and we move away from unrealistic constructs such as native like proficiency or error free production. The participants in this study completed the Foreign Language Classroom Anxiety Scale (FLCAS). In addition, a questionnaire and a focus group provided additional data on understanding their level of cultural awareness. The pedagogical value of such a research casts light on the profile of students who learn third and fourth languages and discusses the didactic challenges that arise in a plurilingual learning context.

Plurilingualism in early childhood settings: exploring links between educators' linguistic identities and their own practices and beliefs

Authors
Francesca La Morgia
Licia Masoni

Keywords
Plurilingual education; attitudes and beliefs; bilingualism myths; early childhood education

Abstract
Studies of in-service teachers and early childhood educators point to particular experiences that can shape attitudes towards bilingualism. Educators have been found hold positive views of bilingualism when they speak more than one language (Chang-Bacon, 2020), when they live in a linguistically diverse area and when the attitudes of communities and the political climate are favourable (Deroo and Ponzio 2019).

As research shows, parents and teachers can implement language policies formally or informally in the home and in the education setting through theird day-to-day decisions (Godley, Reaser, & Moore, 2015).

This paper presents data from 600 early childhood educators working with children aged 1 to 5 in the Italian region of Emilia Romagna. The educators filled out a survey aimed at finding out their knowledge and attitudes. The results overall show that educators hold extremely positive attitudes towards plurilingualism and they do not believe in common myths. Our more in depth analysis of individual variables shows a range of correlations between the results and some of the educators' lived experiences, including their use of Italian dialects and their linguistic identity. We discuss the implications of these findings for professional development and policy making in the Italian context."

Why do students who use multiple languages not always identify as multilingual?

Authors
Ed Griffiths
Heike Neumann
Sandra Zappa-Hollman
Saskia Van Viegen

Keywords
Multilingual identity, Definitions of multilingualism, International students

Abstract
While one prevailing view of multilingualism conceives all learners engaged in additional language learning as multilinguals, research shows these learners may not always self-identify as such (cf. Fisher et al., 2018; Haukås, 2022). In this presentation, we extend the examination of this issue by focusing on post-secondary students in the Canadian context, and by contributing a longitudinal perspective.

The findings shared here come from a larger project that uses a multi-site mixed-method approach to understand the experience of international students across three Canadian universities. This chapter brings focus to the small subset of students who did not identify as bi/multilingual in the initial questionnaire (n=12, or 6.5% of 185 participants) or who didn't know if they were (n=21, or 11% of participants), despite their participation in the project presupposing advanced competence in more than one language as an international student at an English-medium university. This presentation will report on follow-up interviews with these students to explore whether certain characteristics are associated with a reluctance to self-identify as multilingual, and to examine potential changes in multilingual identity over time (i.e., after one year of university study).

Multilingual Pedagogy in the Clasroom: An Integrative Multiliteracies Framework for Advancing Intercultural Competence

Authors
Lorena García-Barroso

Keywords
Multilingualism, Multiliteracies, Intercultural Competence, Linguistic Diversity, Spanish-speaking Immigrants

Abstract
Intercultural competence is undergoing a transformative evolution within the multilingual language classroom. This study, conducted at Hostos Community College in the Bronx, NY, contends that the cultural and linguistic complexities experienced by Spanish-speaking immigrants in New York City can be better addressed by a multiliteracies framework that takes advantage of the immense variety of new texts that emerged from the increased availability of new media, cultural production, new information technologies, and recognizes students' cultural and linguistic experiences as central pedagogical resources for learning. We argue that negative linguistic and cultural stereotypes can be challenged in the classroom by incorporating Spanish content in an English medium classroom for teaching adult immigrant learners. We conducted a qualitative study using a Spanish TV show during the whole semester with Latinx first generation and heritage speakers. We developed pedagogical interventions that encouraged cultural and linguistic pride to mitigate pervasive negative stereotypes around Latinx persons in the US. The findings show that our pedagogical interventions mitigate negative linguistic and cultural stereotypes. We conclude that inclusive language policies must be developed to engage the linguistic and cultural complexities experienced by Spanish-speaking people in local communities within global cities.

Language Anxiety of International Students in Norway: Ideology and Identity Construction

Authors
Guowen Shang
Run Tian

Keywords
Language anxiety, identity, ideology, international students

Abstract
Language anxiety has long been a focus of attention for second language acquisition scholars and language teachers due to its profound negative effects on language learners' motivations, academic success, willingness to communicate, and psychological/mental well-being (Onwuegbuzie, Bailey & Daley, 1999; Horwitz, 2001; Macintyre, 2017). In Norway, the English speaking anxiety of Norwegian children in EFL classrooms has drawn much scholarship (e.g., Gjerde, 2020; Nyback, 2021; Myhre & Fiskum, 2021; Fylling, 2023), yet the language anxiety faced by immigrant communities has yet to be examined. Taking Chinese international students as research subjects, this study examines the language anxiety experienced and perceived by them as ethnic, cultural and linguistic minorities. A mixed-method approach that integrates quantitative and qualitative data is adopted to find out the causes and impacts of language anxiety, and the strategies to alleviate the anxiety by Chinese students   It is shown that the Norwegian language anxiety is closely related to the linguistic/cultural capital (Bourdieu 1977) of the language recognized by individuals and their self-identification in the society. The findings can be helpful for us to understand the language ideologies and language identity constructions of the international students to develop multilingual competence in non-English speaking contexts.

Friday 22.03.2024
Parallel session 1
10:00-10:30

Implementing a plurilingual approach in primary schools: approaches, experiences and aspirations of teachers in Ireland

Authors

Francesca La Morgia

Keywords

Plurilingualism; plurilingual education; primary education; educators' attitudes and practices

Abstract

Irish classrooms are becoming increasingly multilingual, and the Primary Language Curriculum actively encourages teachers to work on children's competencies in all of their languages.

This paper presents the findings from an investigation into the implementation of plurilingual activities by primary school teachers in Ireland and by the actual and predicted use of these activities by trainee teachers. All teachers used the Language Explorers activity book, a published resource developed for primary school teachers to actively discuss linguistic diversity through linguistic exercises, language portraits, linguistic landscape activities and multilingual lexical tasks. The paper reports on the experiences of 10 teachers in service and 90 trainee teachers in the implementation of these tasks and on their perceived impact on their pupils.

The data was gathered through the use of a questionnaire and the examination of a lesson plan independently created and implemented by each teacher on the basis of the Language Explorers book.

The results show a very wide range of interpretations of the purpose of the activities and also highlight interesting similarities and differences in how teachers develop lesson plans around plurilingual tasks. These results shed light on teachers' ideologies and their perceptions of the impact these activities have on the pupils, and they indicate the need for more support for teachers who want to use these activities.

Friday 22.03.2024
Parallel session 2
10:00-10:30

Plurilingual Education and Students' Language Awareness– A Conceptualization across Educational Levels

Authors
Petra Daryai-Hansen
Natascha Drachmann
Line Krogager Andersen

Keywords
Plurilingual education, language awareness, conceptualization, students

Abstract
Based on findings from the project Plurilingual Education – Minority and Majority Students' Language Awareness across Educational Levels (PE-LAL, Author A, Author B, & Author C, 2022), the paper presents a theoretically and empirically embedded conceptualization of learners' language awareness (LA) across educational levels in the context of plurilingual education, developed through an abductive approach (Timmermans & Tavory, 2012) in the PE-LAL project. The conceptualization defines plurilingual education consisting of three pluralistic approaches to languages (Candelier et al., 2010) and a transversal dimension focusing on learners' language resources including first languages beyond the language(s) of schooling and language awareness as practical language awareness (PLA), metalinguistic awareness (MLA) and critical language awareness (CLA) (van Lier, 2004) that can be directed towards nine language levels.
The conceptualization is concretized through classroom student data covering transitions from primary to upper secondary education. The PE-LAL findings indicate that PLA, MLA and CLA can be manifested by students across educational levels and that the students' LA with age reflects a complexification manifested through the LA articulation and LA language levels framed by the students' cognitive development and experiences. In conclusion, the paper discusses potentials and limitations of the conceptualization."

Introducing Multilingual Pedagogy: Project Experiences and Challenges

Authors
Ravinarayan Chakrakodi

Abstract
Multilingual pedagogy is a growing area of interest in education as societies become increasingly diverse, and the importance of multilingualism becomes evident in the global context. This paper focuses on the experiences and outcomes of a 'Multilingual Curriculum and Materials Development' project undertaken by the Regional Institute of English, South India (RIESI). The project aims to investigate how multilingual pedagogy can be integrated into teacher training programmes and English language classrooms.

In this paper, the presenter reports the findings of a series of workshops as well as online meetings conducted with the project team and the insights into the participants' understanding of multilingualism before joining the project, the impact of their involvement on their perceptions and the experiences of training teachers to introduce multilingual approach in their classrooms.

The project has had a transformative impact on teachers' understanding of multilingualism and their classroom practices. It emphasizes the value of the multilingual approach in enhancing language learning, cultural awareness, and student engagement.

Friday 22.03.2024
Parallel session 4
10:00-10:30

Reconstructing the role of the chairperson in multilingual university council meetings

Authors
Madison Steele
Jan D. ten Thije

Keywords
Inclusive multilingualism, receptive multilingualism, chairperson, discourse

Abstract
One possible solution to political concerns regarding language policy at Dutch universities is receptive multilingualism/lingua receptiva (Backus et al., 2013; Rehbein, ten Thije, & Verschik, 2012): Dutch-language users and English-language users understand each other while speaking their preferred respective language. This presentation concerns the first research cycle of a PhD project on multilingual meetings, as part of an interdisciplinary project that investigates how receptive language skills can contribute to effective communication in university participatory bodies. A functional-pragmatic discourse analysis (Ehlich & Rehbein, 1986) is used to reconstruct the multilingual speech action patterns of a chairperson during university council meetings. The use of Dutch or English at different pattern positions illustrates that the chairperson not only maintains the meeting structure but also manages cross-linguistic understanding. This dual function is particularly visible when the chairperson checks whether council members are satisfied with board members' answers to their questions. This "checkpoint" could be a valuable tool for receptive multilingual meetings, as it enables an active bystander (Bührig & ten Thije, 2023) to verbalize a hearer's thought process when receiving input in a language that they understand receptively.

Friday 22.03.2024
Parallel session 5
10:00-10:30

Investigating the foundations of multilingualism: how to assess metalinguistic awareness

Authors
Kaja Haugen
Christine Möller-Omrani
Cecilie Hamnes Carlsen
Monika Bader

Abstract
The present study is part of the research project Education for plurilingualism Metalinguistic awareness in early instructed language learning (MetaLearn; https://www.hvl.no/en/research/prosjekt/metalearn/).
MetaLearn centres on the investigation of metalinguistic awareness (MLA) in the context of Norwegian elementary school. MLA is considered a crucial part of multilingual competence (e.g. Jessner, 2006; Bialystok, 1988), and it is argued that MLA is a key element in the promotion of multilingualism (cf. Beacco et al., 2016; Candelier et al., 2012). MetaLearn therefore aims to investigate MLA and its development among young language learners. For this purpose, we developed the MetaLearn MLA-test. The test targets both phonological, lexical/semantic, grammatic, and cross-linguistic MLA. To the best of our knowledge, it is the first MLA test developed by systematically drawing on principles from measurement theory and language testing.
We will first discuss our conceptualisation of MLA (drawing on Bialystok, 2001) and its operationalisation for the test. We then present the MetaLearn MLA-test and a brief overview of the test development steps. Finally, we will discuss some of the results obtained when administering the test in more detail."

Friday 22.03.2024
Parallel session 1
10:30-11:00

Working in multilingual classrooms across countries

Authors
Tony Burner

Keywords
Multilingualism; English as a second language; English as a foreign language

Abstract
This presentation will report from a review study on English teachers' perspectives and practices concerning multilingualism. The presentation will share insights based on a systematic review of 54 articles from the past 10 years focusing specifically on English teachers' beliefs and practices concerning multilingualism. The reviewed studies are from Europe, the Americas, Asia, and Oceania. Three search methods were used: database search (ERIC, Scopus, Web of Science), manual search in six relevant journals, and citation search. I will discuss problematize what kind of studies we find from which areas, whose voice is heard and investigated, and how hard it actually is to review this field when the scholars have such varying use of terms and concepts regarding "multilingualism". The reviewed studies underline the importance of supporting teachers and student teachers in their work with multilingualism in the English classroom, and acknowledging students' language backgrounds in second language, third language, and English as an additional language learning.

Friday 22.03.2024
Parallel session 2
10:30-11:00

Udele: Exploring multilingualism as a resource for English learning in linguistically diverse middle schools in Austria

Authors

Elizabeth Erling
Miriam Weidl

Keywords

Urban middle schools, inequity, English as L3, pedagogical approaches

Abstract

Urban middle schools in Austria, often situated in socially disadvantaged areas, host students with diverse backgrounds and learning needs, including those with migration backgrounds and interrupted schooling experiences. English language learning outcomes in these schools are disproportionately below national averages. Our project aims to comprehensively explore students' multilingualism, leveraging it as a valuable resource for additional language learning. This presentation outlines the ethnographic data collection approach developed in the Udele project, which involves classroom observations and interviews with teachers, students, and parents. Due to the vulnerability of the researched population, this methodology necessitates extensive rapport building and ethical considerations. We share findings that illuminate the spectrum of multilingual resources among students and perspectives on mobilizing these for enhanced English learning. Additionally, we showcase emerging pedagogical practices and materials designed to support language learning in this challenging context. Our work contributes to the broader discourse on multilingualism and (English) language learning, particularly in socioeconomically disadvantaged urban settings.

Multilingualism and plurilingualism in beginner textbooks in foreign language subjects

Authors
Camilla Skalle
Liv Eide
Anje Müller Gjesdal

Abstract
Multilingualism and plurilingualism are emphasized in the curriculum for foreign languages (Udir, 2019). However, previous studies (Hegna & Speitz 2020; Drachmann, Haukås & Lundberg 2023) suggest that teachers do not necessarily know what plurilingualism and multilingualism is or how they can make use of the multilingual situation that already exists in the classroom. Myklevold and Speitz (2021) also point out that students can be hesitant to show off their language competences. The textbook can therefore play an important role, both in conveying models of linguistic diversity and by encouraging students to use their own pre-existing language competences as a resource in language learning.
The French, Italian, Spanish and Portuguese language areas are rich in linguistic variation in the form of language varieties across countries and regions. How is this linguistic diversity thematized in textbooks for beginners in these language subjects? And to what extent do the textbooks encourage students to make use of their pre-existing plurilingual competence?
In this talk, we present a study of the representation of mulitilingualism and plurilingualism in beginner textbooks in French, Portuguese, Spanish, and Italian. The analysis is based on textbook texts, illustrations and assignments and shows considerable variation between the textbooks."

Friday 22.03.2024
Parallel session 4
10:30-11:00

Attitudes to multilingualism and multilingual practices among Russian-speaking university students in London

Authors
Alexandra Rappoport

Keywords
Higher education, linguistic ethnography, linguistic ideologies, attitudes, practices

Abstract
Universities in the UK are culturally and linguistically diverse spaces, but a monolingual orientation to teaching and learning prevails (Preece, 2011). My linguistic ethnographic research (Copland et al., 2015) examines the linguistic ideologies and multilingual practices of Russian-speaking students at a London university studying if and how multilingualism is used as a learning resource. Drawing on data from interviews, focus groups, observations, and artefacts, I provide a detailed understanding of students' multilingual realities in the university from their emic perspectives. I illustrate how students have various attitudes to multilingualism perceiving it both as an academic advantage and as a difficulty. Personal factors such as educational and migration experiences and learning in the English-speaking environment influence students' use of linguistic repertoires for studies. Students use multilingualism at different stages of their learning to work with information, improve the quality of their works, overcome educational challenges, and in more creative ways. Multilingual practices helped students to become self-efficient and responsible for their own learning, develop into confident users of their linguistic repertoires, consciously mobilizing their skills to support their studies. My study contributes to knowledge demonstrating multilingual strategies that can be implemented by learners and supported by educators in universities.

Friday 22.03.2024
Parallel session 5
10:30-11:00

Teacher Beliefs and Practices of Multilingual Assessment: a comparative study

Authors
Dina Tsagari
Lucilla Lopriore
Kirstin Reed

Keywords
Teacher beliefs, teacher practices, multilingual assessment

Abstract
Given the increasing numbers of multilingual students round Europe, efforts have been made to aid inclusive education practices that can accommodate student diverse language needs. However, research highlights that teachers need to increase their competence to meet the needs of their multilingual classes and to make a paradigm shift towards multilingualism.
ELF (English as a Lingua Franca), as a multilingual means of communication, plays a key role in this effort. ELF education has challenged English language teaching and learning and has recently impacted teacher education as well as teacher beliefs and practices. Nevertheless, there are very few studies exploring teachers' beliefs and practices towards ELF-aware teaching and assessment.
Within the framework of an online ERASMUS+ course, the current study investigated the perceptions of English language teachers towards assessment within two multilingual contexts, Norway and Italy. The findings showed that most teachers were in agreement with balancing ELF-aware teaching and assessment but struggled to address formative and summative assessment mandates in their multilingual contexts. The evolving classroom context that characterizes multilingual settings demands teachers to develop flexibility and innovation as part of their language assessment literacy trajectories. This study has several implications for language teachers, teacher trainers, and future researchers.

Resistance via Language: Ukrainian volunteer instructors' beliefs about multilingualism

Authors
Natalia Kudriavtseva

Keywords
Volunteer language initiatives, language ideologies, translanguaging, Ukraine

Abstract
The beginning of Russian aggression in 2014, as well as the full-scale war unleashed in Ukraine eight years later, encountered various forms of resistance on the ground. One of the forms has been "linguistic resistance" – a major shift from Russian into Ukrainian (Kulyk 2023) among Ukraine's L1 Russian speakers and the rise of grassroots Ukrainian language revitalisation (Kudriavtseva 2023). This process has been largely shaped by volunteer language initiatives which unite Ukrainian language instructors in networks of language courses and clubs. This presentation draws on interviews with 12 volunteer instructors and 3 founders of the two nationwide Ukrainian language initiatives – 'Free Ukrainian Language Courses' and 'United' – and a local initiative 'Let's speak Ukrainian' launched in the frontline Ukrainian city of Kryvyi Rih. The volunteer instructors' beliefs about multilingualism are analysed within the framework of monoglot and heteroglot ideologies of language. Monoglot ideologies, which see bi-/multilingual speakers as relying on two or more autonomous language systems, emphasize language 'separateness' and the link to identity, a heightened concern in the time of war. Heteroglot ideologies, also known as translanguaging (Garcia and Wei 2014), are sanctioned by the instructors as facilitating language learning and meaning-making in their pedagogical approach.

Friday 22.03.2024
Parallel session 2
11:30-12:00

Claiming legitimacy through embodied and linguistic means. Turning the focus on (posthuman) children in a multilingual setting

Authors
Venla Rantanen

Keywords
Posthuman child, legitimate knowledge, children education

Abstract
In this presentation, I demonstrate how seven 8-years-old multilingual children mobilise their diverse linguistic and other resources to become legitimate speakers in a linguistically and culturally diverse Finnish comprehensive school. I derive the definition of legitimate knowledge from legitimate language (Bourdieu, 1991): knowledge needs to be presented by the right person, in the right way, to the right audience in the right situation to be considered legitimate.
I follow the philosophical standpoint of posthuman child (Murris, 2016), meaning that I consider children's knowledge and ways of knowing as legitimate, not only as something to compare to adults' knowledge. I analyse one classroom moment and its transcribed recording in which the children present findings of research projects conducted by them. I zoom in in moments in which unusual knowledge or people "who know" seem to appear. I use other ethnographic data such as fieldnotes and photographs to compliment the transcription. The study is part of a wider ethnographic research.

Friday 22.03.2024
Parallel session
11:30-12:00

Developing an ecological, multilingual approach to language learning with reunited refugee families in Scotland

Authors
Sarah Cox

Keywords
Ecological approach, Decolonising methodology, Multilingual pedagogy, Refugee integration, Translanguaging

Abstract
The benefits of multilingual, decolonial approaches to refugee integration and language learning are well evidenced in policy and academic literature. Despite these recommendations, most language classes for refugees in Scotland are based on traditional models of language separation for teaching and learning and are delivered using monolingual, English only pedagogy.
This presentation addresses the gap between policy, practice, and academic literature within language learning for refugees in Scotland by presenting findings from a five-month teaching study working with refugee families who had recently arrived in Glasgow through the British Red Cross Family Reunion Integration Service. Using Critical Participatory Action Research and underpinned by decolonising methodology, the study explored the development of an ecological, multilingual approach to language learning by drawing on principles of translanguaging pedagogy and linguistic hospitality. The research illustrates how teachers can move beyond the monolingual norm in English language teaching to embed multilingual approaches which improve learner/teacher power imbalances and valorise the full linguistic repertoire. The findings evidence the powerful impact of reducing the status of English and placing the participants' languages on a more equal footing, an approach which the participants felt increased their confidence and 'empowered' them to learn.

Friday 22.03.2024
Parallel session 4
11:30-12:00

Multilingual parents' perspectives on their children's early literacies – the value of creating translanguaging space

Authors
Ester Ehiyazaryan-White

Keywords
Multilingualism, translanguaging space, early literacies, early childhood

Abstract
The concepts of translanguaging begins from a post-monolingual ontological position which sees language as practice (Demuro and Gurney, 2020) – from this perspective multilingual users do not acquire language but actively engage in reshaping, remixing and in the process creating new understanding. In the related concept of translanguaging space (Li, 2018) multilingual users find opportunities to use their full linguistic repertoire, developing meaning through a variety of semiotic resources and modalities. This research reports on initial findings from a small-scale study with multilingual parents in the North of England. Parents were invited to engage in a discussion about their children's early literacies. Phenomena of interest were the children's transitions from multilingual home environments to predominantly monolingual early years settings. Through an artifactual literacies approach (Pahl and Roswell, 2010) – the parents engaged in an open discussion about literacy practices with their children. The presentation argues that the artifactual literacies 'interview' created a form of translanguaging space within which the parents engaged in a variety of multimodal and multilingual forms of articulation. These practices are indicative of the ways in which young multilingual children's literacies develop and of the opportunities and implications for creating translanguaging space in early years settings.

Friday 22.03.2024
Parallel session 5
11:30-12:00

Bridging linguistic responsiveness and formative assessment in primary education: a scoping review and introducing a multilingual formative reading assessment framework

Authors
Charlie Robinson-Jones
Joana Duarte
Alice Chik
Hua-Chen Wang

Keywords
Multilingual assessment; formative assessment; linguistic responsiveness; primary education; educational equity

Abstract
Linguistically responsive assessment practices are key in addressing growing issues such as educational inequity. There is, however, limited understanding of how linguistic accommodations can be used in formative assessment, with most research having focused on summative assessment. To contribute to the development of more equitable and valid assessment approaches for multilingual pupils, we will present the main findings from a scoping review of peer-reviewed empirical research on linguistically responsive formative assessment in primary education. The findings reveal the advantages of these assessment practices in understanding multilingual pupils' academic development. Pupils themselves also perceive these practices as beneficial, but raise concerns about potential issues of unfairness. Drawing on the scoping review and further research, we will introduce our plans to develop and test a framework for formative reading assessment that incorporates pedagogical translanguaging strategies to gain insights into multilingual pupils' reading skills, environment, and preferences. This will be implemented as a participatory design research project with in-service teachers in the Netherlands and Australia. We ultimately aim to provide pre- and in-service teachers and teacher educators with a theory- and evidence-based framework that can meet multilingual pupils' diverse needs, which contributes to improving academic outcomes and making education more equitable and inclusive.

Friday 22.03.2024
Parallel session 2
12:00-12:30

The co-construction of translanguaging spaces within an online language learning setting

Authors
Lina Adinolfi
Caroline Tagg

Keywords
Instructed language learning, online learning, translanguaging space, MOOCs, interactional analysis

Abstract
The value of translanguaging is increasingly being recognised as an effective means of enhancing learner engagement in a range of educational environments.
To date, initiatives in which learner translanguaging has been advocated and researched have predominantly involved carefully planned interventions within in-person settings, the majority focusing on CLIL contexts, with instructed language learning per se largely continuing to discourage this communicative practice.
In this study we explore the translanguaging spaces (Li 2011, 2018) that emerge spontaneously through learner interactions in an online language course delivered by The Open University, UK. More specifically, we adopt an interactional analytic approach to examine how such spaces are co-constructed through learners' strategic use of their available multilingual resources in their written contributions to the online forums on a post-beginners German MOOC.
Our findings reveal how, within the distinct socio-educational context of the MOOC, learners find opportunities to engage in translanguaging in ways that facilitate connections with others and enable collaborative explorations of language. Our study thus points to the benefits of incorporating scope for meaningful participant-led multilingual interpersonal communication into instructed language learning environments, whether on or offline, thus creating spaces in which this unprompted practice can naturally emerge.

Friday 22.03.2024
Parallel session 3
12:00-12:30

Exploring spaces for multilingual pedagogy in linguistically rich language classes: A teacher-researcher collaboration

Authors
Therese Tishakov
Kristina Bennich Grønkjær

Keywords
Multilingual pedagogy, spaces, multilingualism as a resource, teacher-researcher collaboration

Abstract
While generally positive towards multilingualism, teachers struggle to incorporate multilingual pedagogical practices in schools. Still, a recent study by Tishakov & Haukås (in review) highlights how six schoolteachers in Norway describe and use spaces for enacting multilingualism as a resource in teaching. The spaces presented in their work were inspiration for a teacher-researcher collaboration that considers how theoretical ideas about multilingual pedagogy can be used in planning for pedagogical activities in English language classes in a linguistically rich context. Inspired by design-based research, the project looks at how theoretical knowledge can be applied to a specific educational context to inspire change through teacher-researcher collaboration. The project aims to explore how a teacher and researcher may learn from each other, and how their understandings of multilingualism and multilingual pedagogy can inform each other. In the presentation, perspectives from theory and practice will be put forth through a joint presentation with a researcher, who presents theoretical ideas about spaces for enacting multilingualism as a resource, and a teacher, who describes how these ideas have been applied to enhance multilingual pedagogical practices in her 7th grade class. The presenters will provide their reflections on the collaboration and application of theory in practice.

Friday 22.03.2024
Parallel session 4
12:00-12:30

Versatile multilingualism: Snapshots of Afghan refugee students' language ideologies in Pakistan

Authors
Liaquat Channa

Keywords
Versatile multilingualism, Language orientations, Language ideologies, Refugee students, Pakistan

Abstract
Being a refugee student equals with dealing with several problems. One of the main challenges that a refugee student faces is to study in the host country's education system and excel. In this backdrop, the purpose of this study was to understand how Afghan refugee students—whose first languages were Pashto and/or Dari—lived and studied in Pakistan and thought about its main languages, i.e., Urdu and English. Fifteen semi-structured interviews were conducted with 15 Afghan refugee students in Quetta, the capital of the Balochistan province of Pakistan. All the students, sampled conveniently, were enrolled in a crash course in a university, which was meant to prepare them for their higher education. The data, analyzed thematically and through the 'language orientations' theoretical lens (Ruiz, 1984; Hult & Horberger, 2016), revealed that being multilingual held critical importance in the refugee students' daily-life including their communities and classes. The study offers pertinent implications.

Friday 22.03.2024
Parallel session 1
12:30-13:00

Challenges in creating multilingual classrooms in Hungary

Authors
Kata Csizér
Ágnes Albert
Gabriella Perge

Keywords
Multilingual classroom, learning German, language-related challenges, individual difference variables

Abstract
Hungarian public education has been criticized for often not providing quality education in modern foreign languages, which results in Hungarians lagging behind in foreign language knowledge in the European Union. Our study aims to provide a space for teachers' discussing what they see as challenges of creating multilingual classrooms that can foster learning languages other than English and can develop intercultural communication skills. In order to achieve this aim, we developed a focus-group interview guide and carried out three focus-group interviews with teachers of German (N=10). When classifying the emerging challenges, four distinct groups emerged: Challenges pertaining to 1) the German language; 2) individual differences of students; 3) learning processes within the classroom; and 4) language use outside the classroom. When it comes to language-related challenges, the role of the L1 and English was considered. Individual difference variables were mentioned in connection with students' lack of motivation and their time management difficulties and patience. Classroom challenges are related to multilingualism, differentiation, course books and teaching methods/tasks. Language use outside the classroom poses difficulties due to media use, homework and the role of teachers. Based on our results, we will offer pedagogical implications for teacher training in various contexts.

Friday 22.03.2024
Parallel session 3
12:30-13:00

Building communication bridges through an interdisciplinary project: A creative approach to increase students participation and engagement in the Berlin Welcome Class

Authors
Olesya Chayka
Maryna Markova

Keywords
Communication barrier, creative school project, inclusive learning environment, welcome class

Abstract
This presentation explores a practical case study carried out in the Welcome class in Berlin, where students from different cultural and linguistic backgrounds participated in a series of creative workshops as part of a school project. Both teachers and project leaders encountered communication barriers. During the series of meetings, the project leaders tried to overcome these barriers by adding a personal touch to the the project through the students' biographical stories.
In this innovative interdisciplinary project, the children were encouraged to share their experiences and thoughts using art techniques and a variety of their family languages. The session will explore the strategies used to overcome language barriers, promote cultural understanding and empower students to engage in activities and express themselves through a creative collaborative project, paving the way for inclusive and enriching learning environments.

Friday 22.03.2024
Parallel session 4
12:30-13:00

My body is Chinese, but also British": using language portraits to explore emotions and identities of Chinese families with adolescent heritage language learners in England

Authors
 Ke Li

Keywords
Language portraits; heritage language; multilingualism; adolescent identity; Chinese immigrant family

Abstract
With the increase of global migration, 35.7% of school pupils in England belong to minority ethnic groups, while 20.2% are raised in homes where a language known or believed to be other than English is spoken. This phenomenon reflects the importance of understanding the emotions, identities, and family relationships of adolescent heritage language learners in England. Heritage language learners in this study are students aged 12 to 16, learning Chinese while they have a heritage relevance with Chinese. Using language portraits – a participant-driven drawing activity, this study visualises multilingualism in 10 Chinese immigrant families in England. Follow this visual research method, semi-structured interviews are conducted to interpret the dynamics among language, emotions, and identities of both parents and children. Through qualitative thematic analysis, the research reveals the patterns in colour choices and the spatial arrangement of languages in the portraits. The study also provides insights into the intergenerational relationship regarding heritage language maintenance, advocating for educational and cultural reforms in England, in order to meet more immigrant families' needs for multilingualism and multicultural competence. Moreover, this study also discusses the contributions of visual research methods such as language portraits to identity research with immigrant families.

Assessing the multilingual proficiency of pupils in a dual curriculum and language education in Maroua, Cameroon

Authors

Herbert Rostand Ngouo
Dieudonné Benjamin Guidang

Abstract

Multilingualism is the norm rather than the exception in most African countries (Chumbow 2012) where education is mainly provided in the languages of the ex-colonial masters. However, children of the primary schools do not always have the balanced level of proficiency in the home language and in the language of instruction. This study assesses the multilingual proficiency of primary school pupils in the town of Maroua in Cameroon. They are enrolled in a Dual Curriculum and Language Education in English and French, while they live in a region where Fulfulde is the lingua franca. The study aimed at determining in which language the students are more proficient. As research design, the study used a narrative test. The method consisted in showing a short video of a cartoon to the pupils and then asking them to orally describe what they had seen in four different languages, French, English, Fulfulde, and ethnic (parents) language. Their productions were taped and analysed. The results show that the Pupils are were more proficient in French than in other languages. They were also found more proficient in Fulfulde than in English, and less proficient in their ethnic (parents) languages.

Friday 22.03.2024
Parallel session 1
14:00-14:30

Navigating digital and linguistic diversities: Insights from preservice and junior language teachers

Authors
Alba Paz-López
Liudmila Shafirova
Boris Vazquez-Calvo

Keywords
Digital literacies, language teacher identity, language teacher training, linguistic diversity technology use

Abstract
Given the increasing demand for linguistically diverse and digitally proficient language teachers, we embarked on a study that covers the role of digital technologies in shaping language education perceptions and practices of preservice and junior language teachers. We conducted semi-structured interviews with 15 such teachers, totaling over 13 hours, to discuss topics such as their use of technology and attitudes towards language diversity. Our findings reveal a certain correlation between a teacher's engagement with technology and their openness to language diversity in FL classrooms. Teachers with sophisticated technology use tend to embrace language diversity, aligning with English as a Lingua Franca and plurilingual principles. Conversely, those more hesitant about incorporating technology often lean towards a monolingual, form-focused teaching approach. These results underscore the importance of integrating technology in language teacher training in a critical and pedagogically sound manner. Effective technology use can facilitate exploration of linguistic varieties and translingual approaches, thus enriching pedagogic practices. We suggest incorporating activities that analyze informal online linguistic expressions (such as language-intensive practices found in fandom and online communities, such as the use of memes) (Thorne & Reinhardt, 2013) to bridge vernacular and academic practices and enhance linguistic awareness among both language teachers and learners.

Friday 22.03.2024
Parallel session 2
14:00-14:30

The affordances of translanguaging space: an analysis of year-9 students' group interactions to complete a word wall in the English classroom

Authors

Tina Gunnarsson

Keywords

Multilingualism, translanguaging, sociocultural theory, exploratory talk, classroom research

Abstract

Multilingual students' communicative practices through translanguaging has held researchers' interest for years (see Leung & Valdés 2019 for overview). Although translanguaging is endorsed through the Swedish National Board of Education, there has been little research on student interactions in the classroom when translanguaging space is offered. In the Swedish context, the heterogeneity of the student population makes it difficult for teachers to know when and how to implement all the named languages. Following a sociocultural approach to teaching and learning, this study addresses the research gap by focusing on multilingual students' interactions in the English classroom. Building on Rajendram (2019), social discourse analysis was used to see what affordances become available as translanguaging space is offered. Mercer's (2004) typology of talk and thinking was used to see whether translanguaging led students towards disputational, cumulative or exploratory talk, the last type being the most cohesive to learning outcomes. Results show students naturally translanguaging to complete the task. The audio recordings from the four student groups reveal that off-task talk was only present to the extent of 0.4 to 7.6% of the entire lesson. The talk will end with a discussion of the pedagogical implications of these findings.

Friday 22.03.2024
Parallel session 3
14:00-14:30

Facing Failure: Unveiling Challenges in Implementing Plurilingual Pedagogy through Action Research

Authors
Pierre-Luc Paquet
Nina Woll

Keywords
Plurilingual pedagogy, Action research, Professional development

Abstract
In the context of Quebec, language instruction remains constrained by a prevailing monolingual ideology (Cummins, 2007), a matter of enduring sensitivity (Maatouk & Payant, 2022). Despite the evident presence of plurilingual pedagogy in the academic milieu (Galante, 2019; Horst et al., 2010; among others), its practical establishment proves to be a formidable undertaking. To address this challenge, an action research initiative was undertaken involving five German and three French additional language instructors. In pursuit of adopting plurilingual pedagogy to enhance professional practices via iterative cycles of planning, executing, observing, and reflecting (Morissette, 2013), this action research encompassed two workshops structured for the introduction of plurilingualism and form-focused instruction concepts, concomitant with the initiation to an innovative plurilingual teaching method. The project included material adaptation facilitated by the research team and subsequent implementation in classroom settings. However, the process revealed substantial complexities prompting a multifaceted examination, particularly in areas such as aligning implementation with objectives and the potential absence of tangible tools or material following the two workshops. This presentation aims to scrutinize the encountered challenges, affording a nuanced comprehension of the situation, and to deliberate on enhanced methodologies for future iterations of action research.

Friday 22.03.2024
Parallel session 4
14:00-14:30

Territorialization of language in students' multilingual identity constructions: An uneven terrain

Authors

Ingrid Rodrick Beiler

Johanna Ennser-Kananen

Keywords

Decoloniality, territorialization, power relations, multilingualism, identity

Abstract

The notion of territory has been addressed in decolonial orientations to language in at least two ways. On one hand, delinking English from territory may challenge native speaker ownership of a language imposed through colonization (Canagarajah, 2013). On the other hand, territory plays a key role in minoritized language rights, and land has recently been emphasized in Indigenous language learning (Engman & Hermes, 2021). The current paper considers how multilingual students in Finland and Norway conceptualized territory and belonging in negotiating their multilingual identities. Both cases used ethnographic methods, including field notes, classroom recordings, student texts, interviews, and reflexive artifacts such as language portraits to surface emic notions of multilingualism. We found that connections between land and Sámi languages, as well as minoritized heritage languages, both evoked rootedness and danger of language loss. Nordic national languages similarly indexed territorial belonging, yet without fears of attrition, while European foreign languages indexed aspirational cosmopolitan selves. In contrast, English was less territorially bound, partly projected abroad (e.g., in the USA) but also locally accessible. We will discuss territorialization as a lens on power relations within multilingual identity development, in which land and borders shed light on possibilities for sustainable multilingualism.

Teachers' identities and beliefs about multilingualism in Argentina

Authors
Camilla Spaliviero

Abstract
Given the increasing linguistic and cultural diversity in today's classrooms, language teacher education should promote the multilingual turn in teacher professionalization. Several investigations have examined teachers' identities and beliefs about multilingualism, as well as the impact of teacher training regarding plurilingual education on teacher cognition. However, this field is scarcely investigated for the teaching of Italian abroad. This study explores the perceived impact of a professional development course regarding plurilingual education by 17 in-service teachers of Italian from various Dante Alighieri Societies in Argentina. The aim is to understand the changes in teachers' identity and beliefs about multilingualism. Data were collected at the beginning, during, and at the end of the course through pre- and post-training questionnaires, teachers' diaries, and the research journal. Results show that, despite some persisting monolingual views, teachers' multilingual identity has developed, and their beliefs about multilingualism have positively evolved.

Friday 22.03.2024
Parallel session 1
14:30-15:00

Teacher perspectives on emergent multilingual children's peer interactions in early childhood education and care in the Netherlands

Authors
Anne-Mieke Thieme
Sible Andringa
Josje Verhagen
Folkert Kuiken

Keywords
Multilingual children; ECEC; peer interactions; teacher perspectives; social inclusion

Abstract
Many children in early childhood education and care (ECEC) nowadays are emergent multilinguals. There are indications that these children might not always experience rich peer interactions in ECEC, while these are important for their language, social, and cognitive development (Coplan & Arbeau, 2009; Washington-Nortey et al., 2020). To gain more insight into this issue, we investigated teacher perspectives on the relationship between children's peer interactions, their language background, and proficiency in the ECEC language. We took a mixed-methods approach: teachers in the Netherlands who had experience working with multilingual children (0-4 years old) completed a survey (n = 216) and participated in interviews (n = 13). A post-hoc latent class analysis showed two teacher profiles: teachers with more experience with multilingual children were more likely to have concerns about the quantity and quality of their peer interactions than less-experienced teachers. For example, they were more likely to think (probability of 0.59 vs 0.21) that emergent multilinguals experience more difficulty connecting with peers, and to indicate (probability of 0.59 vs 0.24) that emergent multilinguals engage in simpler play. These concerns expressed by teachers call for more research into emergent multilingual children's peer interactions in ECEC.

Friday 22.03.2024
Parallel session 2
14:30-15:00

Translanguaging Practices with Multilingual Students in a Cross-border school in Brazil

Authors
Thayse Guimarães

Keywords
Translanguaging; Bi/Multilingualism; Cross-border schools

Abstract
This communication presents data from an university extension conducted in a public school in Brazil, in the state of Mato Grosso do Sul, a region bordering Paraguay .This work explores the theoretical and pedagogical potential of translanguaging in complex sociolinguistic educational contexts, such as cross-border schools. To guide our discussion, we draw upon preliminary data from the university extension "Towards a Multilingual Ecology in Cross-border schools", whose objective is to establish safe spaces where students can fully leverage their multilingual repertoires for learning, with the goal of enhancing the educational outcomes of these students. The article highlights moments of the actions developed in the project, which are grounded in translanguaging as a practical theory of language in line with the propositions of Li Wei, Ofelia Garcia, and Suresh Canagarajah. The scenes discussed illustrate how translanguaging can serve as an effective didactic and pedagogical resource within multilingual educational contexts.

This is a COVER and not a TRANSLATION!": Intertextuality, affect, and contestation in interlingual K-pop covers

Authors
Ian Schneider

Keywords
K-pop, interlingual cover songs, popular music translation, affect, intertextuality

Abstract
Music carries the capacity to be shared across cultures and contexts while undergoing changes in form, content, and uptake (Greenall et al., 2021). While scholarly interest in the translation of music has slowly gained traction (Mateo, 2012), no study to date has analyzed song translation within K-pop, a genre characterized by linguistic hybridity (Lee, 2005) and the rapid global circulation of texts and fan discourse in digital media spaces (Yoon, 2018; 2021). This study therefore employs discourse analytic methods (Wortham & Reyes, 2015) and translation strategies (Low, 2003; 2005) to examine fan-produced interlingual cover songs (Susam-Saraeva, 2018) on YouTube. This study spans 7 original music videos and 40 interlingual covers representing 13 languages of the internationally successful girl group Itzy. By triangulating source lyrics, cover lyrics, video descriptions, pinned comments, fan comments, and replies, findings show a complex mix of fan discourses between creators and fans including ideologies of linguistic purism (Chun, 2017) and outpourings of affect due to expanded linguistic points of entry (Takacs, 2014). However, other intercultural interactions within the comments show that interlingual song covers are not mere acts of localization, but rather parallel intertextual multilingual imagined communities among K-pop fans (Pavlenko & Norton, 2007).

Friday 22.03.2024
Parallel session 4
14:30-15:00

Voices of Immigration: Latinx and Caribbean Emergent Multilingual Mothers Navigating U.S. Schooling

Authors
Michelle Angelo-Rocha

Keywords
Parental engagement, immigration; digital literacy divide; microaggression; multilingual families

Abstract
Anti-immigrant sentiment and "English-only" ideologies have a significant impact on educational policies, practices, and processes. This affects parental engagement, the opportunities for emergent multilingual immigrant children, and the well-being of their families. This study aims to explore how Latinx and Caribbean mothers in Florida from various immigration statuses (including undocumented, asylum seekers, refugees, and mixed migration status) navigate the U.S. educational system with their children. The study aims to understand how these mothers experience the K-12 education system and the communication dynamics with schools. Guided by the conceptual framework of Community Cultural Wealth, Critical Language and Race Theory, and Borderlands Theory, this qualitative study employs a community-based digital approach and artwork (painting, photography, poetry, collage). The study revealed two key findings: Firstly, mothers encounter interactions with school personnel and curriculum practices that perpetuate exclusion and microaggressions against linguistically and ethnically diverse immigrant families. Secondly, inconsistent and superficial communication from school personnel affected mothers' engagement, mobility, and school selection. This study concludes by discussing implications for mental health policies focused on emergent multilingual children and families, educators' professional development, and the importance of inclusive technology in improving school communication and parental engagement of emergent multilingual families.

Friday 22.03.2024
Parallel session 4
15:00-15:30

An Ethnography of Language Policy: Investigating Discourses about Intercultural Bilingual Education and Language Varieties in México

Authors
Rosalba Ortiz Sáenz

Abstract
In seeking to address recent calls for multidisciplinary approaches to triangulating ethnographic data collection with discursive analyses of language policy texts and discourses, the present study positions itself at the intersection of the Ethnography of Language Policy and Critical Discourse Analysis (CDA). The overarching aim was to explore how parents use language in semi-structured interviews to appropriate and enact dominant language ideologies and discourses that may enhance or exacerbate the implementation of intercultural bilingual education (IBE) and the value and uses of languages. Specifically, this study explores parental views on the rationale, objectives and advantages of IBE and the functions of language varieties at school, at home, and in the community.

The data (5 semi-structured interviews with mothers) for this study comes from a larger study. The CDA's Discourse Historical Approach was drawn on to analyse the data seeking to identify intertextual and interdiscursive links between present and past discourses, taking into consideration participants' sociological variables, the socio-political history of language use and policy in México, and official documents. The findings shed light on the influence of the community's socioeconomic factors and school-related features that have contributed to the foregrounding of neoliberal discourses and the backgrounding of others." Yes England-Mexico

Friday 22.03.2024
Parallel session 5
15:00-15:30

Current issues and perspectives in multilingual assessment

Authors
Tugba Elif
Toprak-Yildiz

Keywords
Multilingualism and assessment, multilingual language assessment, language testing

Abstract
Abstract Multilingualism has become a reality and norm in various contexts all around the world. Consequently, there have been recurrent calls in the field of language testing and assessment to adopt multilingual approaches to better address the multi-layered nature of the construct of multilingualism across diverse assessment contexts and purposes. These calls have primarily been motivated by i) problems associated with defining the construct at hand in assessment contexts, ii) a lack of empirical studies conducted on multilingual assessments, and iii) drawbacks which result from heavy reliance on monolingual standards and models in multilingual assessments. Considering the complexity of the construct and challenges that are faced even while defining it, existing frameworks, methods and procedures utilised for other language assessment purposes or monolingual groups would not be adequate to capture the multi-faceted nature of the construct of multilingualism. As such, this paper aims to review current issues and perspectives in multilingual assessment—particularly with a focus on construct definition and operationalisation, frameworks, and models used in multilingual assessments. The paper also presents various practical considerations for multilingual assessment practices.

SYMPOSIUM

Friday 22.03.2024
16:00-17:30
Symposium
Main session

Multilingual teaching materials across contexts and student groups

Chair

Professor Joke Dewilde, University of Oslo, Norway

Abstract

The combination of a multilingual turn in language education and a call for more socially just education has foregrounded multilingualism, rather than monolingualism, as the norm for teaching and learning (May, 2014). However, many teaching materials remain grounded in monolingual ideologies, based on conceptions of language as bounded and unitary and often related to notions such as 'native speaker' and 'mother tongue'. This symposium brings together papers from three different national contexts where multilingual materials and tools have been developed and tested: iSayensi Yethu in South Africa, Hugin and Munin in Norway, and localized websites of Global Storybooks project for Nambia, Norway, and Zambia. We ask:
• What set of circumstances led to the development of each tool?
• Why were they made and for whom?
• What shaped their forms and languages/languaging?
• What purpose does each fulfil in the wider goal of multilingual education?"

When multilingual materials travel– from South African schools to teacher education in Denmark

Authors

Robyn Tyler
Line Møller Daugaard

Abstract
This paper reports on a study in which multilingual learning materials developed in South Africa as part of a decolonial agenda to raise the status of African languages in education were introduced to pre-service teachers in Denmark. In South Africa, despite a national policy which is enabling of multilingual education and promising signs of change in the current administration, African language speaking children continue to labour under the provision of education beyond the early years in English. Multilingual learning materials are almost absent from the education system. In contrast, iSayensi Yethu (Our Science, bua-lit collective 2022) is written in English and isiXhosa, including using both fixed and fluid translanguaging. The booklet was created in order to shift colonial language ideologies and provide epistemic access to science for African language speaking children.

In a small-scale teaching experiment, iSayensi Yethu was introduced to student teachers in Denmark specializing in either English or Science. Preliminary results point to possibilities for professional learning for teachers when they engage with multilingualism in a different context. Furthermore, the experiment offered potential towards decolonizing multilingualism (Ndlovu & Makalela, 2021; Phipps, 2019) and positioning multilingual knowledge developed in the South as authoritative in Northern contexts.

Friday 22.03.2024
16:00-17:30
Symposium
Main session

Minoritized multilingual students' uses of and experiences with the multilingual digital tool Hugin and Munin

Authors
Joke Dewilde
Victoria Roland

Keywords
Translanguaging, ubuntu philosophy, strategic grouping, critical multilingual language awareness, minoritized knowledge

Abstract
Each year, immigrant students from diverse backgrounds enter Norwegian schools to learn a new language and subject matter at the same time (Dewilde & Kulbrandstad, 2016). However, adequate teaching materials to meet the needs of these students are lacking (Monsen & Pájaro, 2021). In response, the social entrepreneur Magisk Kunnskap has developed the multilingual digital tool "Hugin and Munin". We investigated how a class of minoritized multilingual students in upper secondary school used and experienced Hugin and Munin. Theoretically, we draw on translanguaging (García & Li Wei, 2014), different ways of knowing and understanding (Kerfoot & Bello-Nonjengele, 2022), and ubuntu philosophy (Makalela, 2016). We collected data as part of a focused ethnography (Knoblauch, 2005), including participant observation, student interviews and language portraits. Our findings indicate that Hugin and Munin is largely adapted to students' needs, but some students encountered barriers when not finding translations into their preferred language (variety). They appreciated working in both homogenous language groups and groups across languages. The tool also allowed students to share minoritized experiences and learn from each other. We argue for the need to focus on critical multilingual language awareness when introducing multilingual learning tools to multilingual students.

Friday 22.03.2024
16:00-17:30
Symposium
Main session

Digital multilingual storybooks in early literacy and language learning – principles, development, and implementation

Authors
Anne Marit Vesteraas Danbolt
Espen Stranger-Johannessen

Keywords
Translanguaging, ubuntu philosophy, strategic grouping, critical multilingual language awareness, minoritized knowledge

Abstract
Storybooks Namibia, Storybooks Zambia, and Barnebøker for Norge – localized websites of Global Storybooks project – are free, digital multilingual resources to promote literacy and language learning. The websites are developed in collaboration with partners in Namibia and Zambia and make text and audio available in many languages and formats. These features allow for translanguaging and other versatile use, thus effectuating the principle of language as a resource (Ruiz, 1984). We present how these multilingual digital stories have been repurposed and reframed from their source, www.africanstorybook.org, to develop a website interface that offers stories with images, text, and audio recordings of languages spoken in Zambia, Namibia and Norway. We further discuss the design of these websites to support language development in and out of the classroom, as well as experiences with translation, current and prospective use of the stories in these countries. We conclude by discussing challenges and opportunities of translation and implementation in Zambia and Namibia based on early-stage experiences.