

Keynotes

Thursday, 21 September, 10.45-11.45

Multilingualism in education: Myths and facts

Åsta Haukås

University of Bergen

Multilingualism concerns all students and all language teachers. Nevertheless, it is often pupils and teachers with immigrant backgrounds who are referred to as multilingual. In this presentation, I examine some common perceptions about multilingualism. I will then provide suggestions for how all students can benefit from their multilingualism, and all language teachers can include multilingual approaches in their teaching.

Åsta Haukås is Professor of German as a Foreign Language and Foreign Language Didactics at the University of Bergen. She is particularly interested in the conscious learning and teaching of new languages and how one's previous experiences can influence the learning and teaching process both positively and negatively. She leads the research project Ungspråk, which examines multilingualism among teenagers in Norway. She is also a partner in two international projects, LANGUAGES and MULTIWRITE (2021-2025).

Friday, 22 September, 9.00-10.00

The interplay between teacher behaviour and learner emotions in the Foreign language class

Jean-Marc Dewaele

Birkbeck, University of London

I will talk about an emerging area of research in the field of foreign language learning, which was triggered by the introduction of Positive Psychology (Dewaele et al., 2019). It has focused on the role of emotions in foreign language learning and their effect on performance, beyond the traditional focus on foreign language anxiety and includes new concepts such as foreign language enjoyment and flow (Botes et al., 2022; Dewaele & MacIntyre, 2014, 2022). Recent studies showed that teacher emotions and behaviour in the FL class shape learners' enjoyment, anxiety and motivation (Dewaele, Saito & Halimi, 2022).

Jean-Marc Dewaele is emeritus Professor of Applied Linguistics and Multilingualism. He has published widely on individual differences in classroom emotions. He is former president of the International Association of Multilingualism and the European Second Language Association, and current president of the International Association for the Psychology of Language Learning. He is General Editor of Journal of Multilingual and Multicultural Development. He won the Equality and Diversity Research Award from the British Association for Counselling and Psychotherapy (2013), the Robert Gardner Award for Excellence in Second Language and Bilingualism Research (2016) from the International Association of Language and Social Psychology and the EUROSLA Distinguished Scholar Award (2022).

Friday, 22 September, 12.30-13.30

How communicative is communicative foreign language teaching in Denmark today?

Susana S. Fernández
University of Aarhus

Based on several recent studies carried out in Denmark regarding various aspects of foreign language learning and teaching, I will present an overview of the Danish foreign language landscape, particularly in upper secondary school. I will focus on aspects such as functional grammar teaching, differentiation, intercultural learning and the interplay with other school subjects and other languages. The main purpose is to highlight how far we have come in terms of implementing the communicative and interculturally oriented language teaching that the Danish curricula aim for and how many challenges still need to be addressed.

Susana S. Fernández is professor of foreign language pedagogy at the Department of Communication and Culture, Aarhus University. She is the head of study board at the Pedagogical Education for upper secondary school teachers in Denmark and the coordinator of the Foreign Language Acquisition and Pedagogy Research Unit at Aarhus University. Her research areas include foreign language pedagogy, intercultural pragmatics, and Spanish linguistics.

Friday, 22 September, 17.00-18.00

Lærers rolle og andre mysterier i elevenes motivasjon for tilfredshet med spansk

Debora Carrai
Universitetet i Oslo

Dette innlegget tar utgangspunkt i forskningsresultater fra en storskala-undersøkelse for å drøfte lærers rolle for elevenes motivasjon og tilfredshet med spansk (og fremmedspråk generelt), og består av to deler. I den første delen skal diverse motivasjonsteorier drøftes med spesielt fokus på lærers rolle og ansvar. I den andre delen skal denne rollen konkretiseres ytterligere gjennom mulige grep som kan bidra til å legge til rette for elevenes deltakelse i egen språklæringsprosess, samt fremme læringsfølelse og tilfredshet med språket.

Debora Carrai er førsteamanuensis i fremmedspråkdidaktikk og spanskdidaktikk ved Institutt for Lærerutdanning og skoleforskning på Universitetet i Oslo. Hun er ansvarlig for fremmedspråkdidaktikk og spanskdidaktikk på PPU (Praktisk Pedagogisk Utdanning) heltid, og Lektorprogrammet og underviser også i spanskdidaktikk også på PPU deltid. Hun samarbeider med masterprogrammet i spanskdidaktikk på ILOS (Institutt for litteratur, områdestudier og europeiske språk). I de siste årene har hun også vært involvert i tverrfaglig undervisning på PPU. Hun har tidligere erfaring som lektor i spansk og spanskdidaktikk fra Høgskolen i Østfold, og fra undervisning på ungdoms- og videregående skole. Hennes forskningsinteresser er for tiden motivasjon for fremmedspråklæring, bruk av lek i språklæring samt koeherens i lærerutdanning.

Individual papers

Thursday, 21 September

Multilingual identities and political engagement in Hong Kong

Jette G. Hansen Edwards

The Chinese University of Hong Kong

The talk explores the development of multilingual identities in Hong Kong through an exploration of attitudes to the three languages of Hong Kong – English, Cantonese, and Mandarin Chinese. Of interest is the emergence of English, and bilingualism in English and Cantonese, as a local Hong Kong identity marker, particularly given the status of English as a ‘foreign’ (in Chinese medium of instruction schools) or ‘second’ (in English as a medium of instruction schools) language in the local Hong Kong school system. The talk draws on a data set consisting of over 2000 surveys and 60 interviews conducted since the eve of the Umbrella Movement in 2014 and through the political unrest in 2019 and 2020. Several theories frame the study, including Gal and Woolard’s (2008) Linguistic Authority and Brewer’s (1991) Optimal Distinctiveness Theory. Findings suggest English has emerged from being viewed as a taught language, an educational tool for occupational success, to a global and local marker of a local Hong Kong identity.

References:

- Brewer, M. (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin* 17(5), 475-482.
- Gal, S., & Woolard, K. (2001). *Languages and Publics: The Making of Authority*. Abingdon, UK: Routledge.
- Hansen Edwards, J. G. (2020). Borders and bridges: The politics of language and identity in Hong Kong. *Journal of Asian Pacific Communication Special 30th Anniversary Edition* 30(1/2), 115-138.
- Hansen Edwards, J. G. (2021). ‘I have to save this language, it’s on the edge like an endangered animal’: Perceptions of language threat and linguistic mainlandisation in Hong Kong. *Journal of Multilingual and Multicultural Development* 42(4), 307-326.

Multilingual and intercultural realities of study abroad

Ana Kanareva-Dimitrovska

Ann Carroll-Bøgh

Aarhus University

Multilingual and intercultural competences are important for all students in their future and professional lives as well as personal growth (Jackson, 2020: 452). This paper addresses the need to improve language and intercultural education in the context of studying abroad. It examines multilingual and intercultural aspects of incoming and outgoing student mobility over a four-year period at a Danish university and analyses students’ discourses, motivations, beliefs and reflections related to their individual intercultural encounters. The objective is to identify and gain insight into the challenges, concerns and obstacles which students experience before, during and after studying abroad.

Development and implementation of an online platform for intercultural training will enable future exchange students to prepare and engage actively in all three phases of this journey. It is expected that active and voluntary participation and engagement in such training will help to promote their multilingual and intercultural competences as well as triggering personal and professional growth. This has the potential to be a win-win experience not just for the individual student but also for their subsequent career journey when navigating a knowledge-based global economy.

Jackson, J. (2020). The language and intercultural dimension of education abroad. In ed. J. Jackson. *The Routledge Handbook of Language and Intercultural Communication*. Abingdon: Routledge. Routledge Handbooks Online, pp. 442-456.

Exploring Spaces for Pedagogical Translanguaging in Norwegian Classrooms

Elena Tkachenko

Mona Evelyn Flognfeldt

OsloMet – storbyuniversitetet

Young learners come to school with different home languages and cultural resources. The Core Curriculum for Norwegian schools states that “all pupils shall experience that being proficient in a number of languages is a resource, both in school and society at large” (Ministry of Education and Research, 2017). However, linguistic diversity in the classroom is exploited pedagogically only to a small degree (Flognfeldt, 2018; Ipsos, 2015).

Translanguaging has been successfully adopted as pedagogical practice in various mainstream multilingual classrooms (Cummins, 2019; Duarte, 2020) to maximise learning opportunities as well as acknowledging and validating students’ language competencies (García et al., 2017; García & Wei, 2014).

The aim of this study is to investigate how multiple languages are used in Norwegian classrooms and spaces teachers perceive for applying pedagogical translanguaging and other multilingual teaching strategies (Li Wei, 2018). Data collected through an electronic survey with reports from classroom practice written by in-service student teachers of Norwegian and English are analysed. Our results will be presented and discussed in light of theories of pedagogical translanguaging, to enhance our knowledge about how languages are used in Norwegian classrooms and opportunities that are afforded for using students’ linguistic repertoires as valuable resources for learning.

References:

- Cummins, J. (2019). The emergence of translanguaging pedagogy: A dialogue between theory and practice. *Journal of Multilingual Education Research*, 9(13), 19-36.
- Duarte, J. (2020). Translanguaging in the context of mainstream multilingual education. *International Journal of Multilingualism*, 17(2), 232-247.
- Flognfeldt, M. E. (2018). Teaching and learning English in multilingual early primary classrooms. In K. Palm & E. Michaelsen (Eds.). *Den viktige begynneropplæringen. En forskningsbasert tilnærming* (pp. 229–248). Gyldendal Akademisk.
- García, O., Johnson, S. I., Seltzer, K., & Valdés, G. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon.

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Evidence-based support for effective classroom interaction and language use in foreign language teaching

Maria Nilsson

Stockholms universitet

Teachers' use of the target language (TL) is a paramount aspect of instructed language learning, aiming to foster confidence, motivation, multilingual identities, and oral engagement among learners with limited TL proficiency. Since language learning is a cognitive, but also a social and emotional endeavor, teachers' language choices need to be considered beyond the linguistic and cognitive dimensions of language input. In the Scandinavian context, the amounts of TL use have been found to differ dramatically across classrooms (Cadierno et al., 2020; Krulatz et al., 2016). Apparently, teacher education has failed to prepare teachers with pragmatic approaches to language choice, and the professional discourse has lacked an evidence-based model of effective language use. However, the Teaching through Interactions framework (Hamre et al., 2013), building on substantial theoretical and empirical evidence across school subjects, illustrates three qualitative dimensions of primary classroom interaction: the socioemotional, the organizational, and the instructional. This presentation argues that the framework is applicable to foreign language instruction and can facilitate our understanding of the close connection between quality and language use. The framework may therefore be useful to identify, systematize, and share deliberations about language choice, and help advance the professional discourse at all levels of education.

References:

- Cadierno, T., et al. (2020). Does younger mean better? Age of onset, learning rate and shortterm L2 proficiency in young Danish learners of English. *Vigo International Journal of Applied Linguistics*, 17, 57–86.
<https://doi.org/10.35869/vial.v0i17.1465>
- Hamre, B. K., et al. (2013). Teaching through interactions: Testing a developmental framework of teacher effectiveness in over 4,000 classrooms. *The Elementary School Journal*, 113(4), 461–487.
<https://doi.org/10.1086/669616>
- Krulatz, A., Neokleous, G., & Henningsen, F. V. (2016). Towards an understanding of target language use in the EFL classroom: A report from Norway. *International Journal for 21st Century Education*, 3, 137–152.
<https://doi.org/10.21071/ij21ce.v3iSpecial.5713>

English as an LX- Multilingualism, transfer and interactions with background profile

Bjørn H. Handeland

Universitetet i Agder

Multilingualism is associated with potential learning benefits, however in Norwegian classrooms 1st or 2nd generation immigrants have tended to receive lower marks than majority language speakers. Previous research on young learners and multilingualism in Norway has focused either on learners' attitudes, experiences or language practices, and little research has considered how background factors influence actual linguistic performance. This project combines extensive background data with measures of proficiency in English morphosyntax to consider interactions between linguistic background and performance in young learners.

Two data collection tools were created; firstly, a questionnaire to collect data on language background and proficiency as well as language use and attitudes to language. Secondly, a test battery comprising sentence completion tasks, free production tasks and error spotting designed to detect patterns of transfer errors between different groups of learners.

Data from 580 pupils in lower secondary school (mean age 12 years) was collected. 383 were speakers of Norwegian as the only home language and 197 were speakers of a wide variety of other home languages.

Performance data from the sentence completion task and error spotting task will be presented with a focus on differences between pupils in the two language groups and the most salient background factors affecting performance.

Metalinguistic awareness and multilingualism: a case study of young learners

Dianna Walla

NTNU Institutt for Lærerutdanning

Dr. Eliane Lorenz

Justus Liebig University Giessen

This study examines metalinguistic awareness among twelve grade 6 students in Norway (half of whom have only Norwegian as a home language, and half of whom have other home languages). Using three tasks targeting different areas of metalinguistic awareness along with a think-aloud protocol, we examine what kinds of metalinguistic awareness these young learners display, as well as whether there are any apparent differences depending on students' backgrounds as either monolingual or multilingual learners. Participants worked in pairs on the three tasks: one targeting phonemic segmentation, one targeting grammatical awareness, and one targeting knowledge of cognates. A think-aloud protocol was used alongside the tasks and the sessions were audio recorded. We are currently analyzing the recording transcripts and our paper will discuss our findings about the types of metalinguistic knowledge the students display, and whether the students' multilingualism seems to play a role.

The role of art-making in developing inclusive multilingual approaches to language teaching in multilingual contexts. Teachers' and researchers' perspectives

Lavinia Hirsu
Dobrochna Futro
University of Glasgow
Karen Faulds
SCILT

UNESCO recognises that 'The increasing mobility of human beings across the world, whether through choice or forced displacement, has created new pedagogical realities that bring the cultural and racial diversity of the world directly into classrooms and educational settings. Teachers are working in new environments with students who have diverse educational histories, languages and cultures' (UNESCO 2022). Our research and teaching practice engages with a paradigmatic shift from monolingual to multi(trans)lingual approaches in language teaching and shows that creativity and art practice are underexplored but promising resources to support teachers and students experiencing this shift. In our presentation, we will discuss the collaborative Career-long Professional Learning (CLPL) project Multilingualism through Art we developed in partnership with primary and complementary school teachers in Scotland. We will discuss what the exploration of the art-based and creative methods of language teaching both online and in teachers' local contexts revealed, share the teaching resources we used, the online toolkit and the handbooks we collaboratively produced in this and previous projects. We will share teachers' feedback, outputs created by their pupils, and discuss the affordances and limitations of the project.

An investigation into Norwegian in-service and pre-service teachers' attitudes on foreign language during continuing education

Catrine Bang Nilsen
NTNU/University of Caen

In this paper, we aim to present data on how Norwegian in-service and pre-service language teachers perceive their foreign language during a continuing education course at OsloMet. We look into what motivated teachers to resume studies whilst still working more or less full time. Secondly, we consider the notion of foreign language teaching anxiety. Whereas students' feelings of anxiety with regards to the foreign language has received massive attention (Teimouri et al. 2018), little is known about the manner with which in-service or pre-service teachers experience this (Oztas Tum, 2015).

Norwegian teachers' attitudes towards their foreign language were explored by examining data from 11 students attending French, German or Spanish teaching courses at OsloMet in 2022/2023. Empirical data was collected through a foreign language teaching anxiety scale and analysis of group interview transcriptions. The results indicate mostly positive attitudes towards their foreign language combined with low anxiety scores. These results will be discussed with regards to benefits from continuing education.

References:

- Oztas Tum, D. (2015). Foreign Language Anxiety's Forgotten Study: The Case of the Anxious Preservice Teacher. In *TESOL Quarterly*, vol. 49, n° 4, 627-658.
- Teimouri, Y., Goetze, J. et Plonsky, L. (2018). Second language anxiety and achievement: a meta-analysis. In *Studies in Second Language Acquisition*, 1–25.

Interculturality, language learning and professional development through in-service courses for L3 teachers in Norway

Sissil Lea Heggernes

Oslo Metropolitan University

Knut Øystein Høvik

Inland Norway University of Applied Sciences

Eli-Marie D. Drange

University of Agder

Based on the need for qualified French, German and Spanish teachers, a further-education programme for foreign language teachers was developed by six universities in Norway, France, Spain, and Germany. The hybrid course design includes weekly online sessions, one physical seminar in Norway and one study week abroad per semester.

This paper discusses how 19 in-service teachers' perceptions of intercultural awareness, language learning and professional development evolve through the programme. Interviews with the participants are subject to a content analysis (Cohen, Manion, Morrison, & Bell, 2017), and discussed through the lens of intercultural theory (Byram, 1997, 2021; Deardorff, 2006) and literature on further-education courses (e.g. Coburn & Borg, 2022).

Findings indicate that success factors for the participants' development include: (1) Motivation; (2) Intercultural awareness; (3) Linguistic development; and (4) Professional development. Further, the hybrid course design facilitates the combination of work and studies, and the development of relations. Meeting the same instructors online and on site increases the participants' sense of security and a community of practice develops. The study week abroad is particularly salient to the teachers' intercultural, linguistic, and professional development. The study addresses the gap of knowledge of the impact of further-education courses for in-service teachers in Norway (Coburn & Borg, 2022, p. 2) and internationally (Ming, 2019).

References:

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Workshop sessions

Thursday, 21 September

Fostering the students' plurilingual competence through translation tasks

Monika Bader

Christine Möller-Omrani

HVL

Sandra Louise Halverson

University of Agder

In the last few decades, there has been a renewed focus on the role of translation in language teaching in both theoretical and empirical studies (e.g. Cook, 2010; González-Davies & Ortínez, 2021; Pym et al., 2013). In this work, translation is reconceptualized as a typical form of language mediation and as one of the many plurilingual tasks that language users engage in. In the context of this renewed interest, this workshop will focus on showing how translation tasks can be used to promote and further develop the use of the learners' linguistic repertoires, going beyond the languages taught in school. The presentation is based on the conceptual and empirical work conducted as part of the MetaLearn project (<https://www.hvl.no/forsking/prosjekt/metalearn/>), where such tasks were used with young Norwegian learners (8-10 years old). The presentation will involve a hands-on experience with one of the tasks developed by the project team. We will also share some of the insights garnered through the implementation of the task in the classroom.

References:

- Cook, G. (2010). *Translation in language teaching : an argument for reassessment*. Oxford University Press.
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Tema Framtiden - en workshop om engagerande temaarbete

Angela Marx Åberg

Tiden som vi lever i är i grunden annorlunda än bara för 5 år sen. Hur framtiden kommer att se ut vet ingen. Att lära sig att leva tillsammans på något sätt verkar vara centralt för den uppväxande generationen men hur lär man sig det och hur är det kopplat till språkundervisning?

I workshopen presenteras ett undervisningsförslag på temat framtid med utgångspunkt i sångerna *Ein bisschen Frieden* (1982) och *Zukunft pink* (2022). Sångerna aktualiserar tankar om framtiden både ur ett tillbakablickande och ur ett nutidsperspektiv och undervisningsupplägget syftar till att sammanföra dem med elevernas egna tankar om framtiden. Aktiviteterna genomförs i grupp, för att möjliggöra interaktion och stötta elevernas språkkunskaper. Workshopen är ett förslag på integrering av demokrati och medborgarskap i språkundervisning.

Workshopen kan genomföras på tyska eller på svenska, dock utgår den från ett tyskspråkigt material.

References:

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ChatGPT in language teaching and learning

Evelina Miščin

The use of artificial intelligence in language teaching and learning has been rapidly growing. Thus, ChatGPT is a promising technology for enhancing language proficiency.

Though today most teachers are afraid of the use of AI programmes in classrooms, the aim of this talk is to show some use of ChatGPT. It can be used as a language practice partner, enabling students to engage in conversation with an adaptive language model. In this way, students can additionally practice and improve their speaking and writing skills and receive the immediate feedback.

It can also be used as a language tutor, providing personalised language instructions to students, identifying areas for improvement.

Chat GPT can also be used as a language resource tool providing learners with a vast array of language-related information, including vocabulary lists, grammar explanations, and cultural information.

This talk will deal with the theory of the use of AI in language classroom and then, it will provide some useful ideas for using ChatGPT in classroom.

Individual papers

Friday, 22 September

Flerspråklighet og språklig variasjon i læreverk for fremmedspråk

Camilla Skalle

Universitetet i Bergen

Anje Müller Gjesdal

Høgskolen i Østfold

Liv Eide

Universitetet i Bergen

Flerspråklighet og språklig mangfold fremheves i læreplan for fremmedspråk (Udir, 2019) i kjerneelementene “Interkulturell kompetanse” og “Språklæring og flerspråklighet”. Tidligere studier (Hegna & Speitz 2020; Drachmann, Haukås & Lundberg 2023) tyder imidlertid på at lærere ikke nødvendigvis vet hva flerspråklighet er eller hvordan de skal benytte seg av flerspråkligheten som finnes i klasserommet. Myklevold og Speitz (2021) peker også på at elever kan være nølende til å vise fram sin flerspråklighet. Læreboken kan derfor få en viktig rolle, både i å formidle språklig mangfold og ved å oppfordre elevene til å bruke sin flerspråklighet som ressurs i språklæringen.

De franske, italienske, spanske og portugisiske språkområdene er rike på språklig variasjon i form av språkvarieteter på tvers av land og regioner. Hvordan tematiseres dette språklige mangfoldet i begynnerverk for disse språkfagene? Og i hvilken grad legger læreverkene til rette for at elevene kan bruke egen flerspråklighet som støtte?

I dette innlegget presenterer vi hvordan språklig variasjon, flerspråklighet som tema og flerspråklighet som ressurs presenteres i lærebøker i fransk (Salut), portugisisk (Viva!) og spansk (Gente 8) for ungdomstrinnet og italiensk (Italiensk på en, to, tre. Italiano 1) for videregående opplæring. Analysen vil basere seg på læreboktekster, illustrasjoner og oppgaver.

Referanser:

- Burdese, I., Rysst, C., & Sabbatini, S. (2019). Italiensk på én, to, tre : læreverk i italiensk : Italiano (uno) 1. Tell forlag.
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Challenges and possibilities with ConBaT+: Perspectives from a teacher educator and student teachers

Minjeong Son

UiT

In this presentation, I highlight, based on my own observation as a teacher educator and student teachers' perspectives, some possibilities and challenges in employing ConBaT+ in preparing student teachers for plurilingual pedagogy. ConBaT+ (Bernaus, et al., 2012) is an approach that combines content-based teaching (CLT) and plurilingual pedagogy, which aspires to promote interdisciplinary teaching, deep learning and multilingualism as a resource by exploring content from different linguistic and cultural perspectives. ConBaT+ is an innovative approach in the sense that it moves away from the monolingual ideology that CLT strives for and has predominated English classrooms in Norway. As part of the master courses in English, I have implemented this approach for the last few years to prepare my students for teaching a multilingual classroom. I shed light on the challenges and possibilities in employing this approach both in a university English course and in a multilingual classroom at school in which groups of students were to implement it during their teaching practice. I further argue that one of the challenges in engaging students in plurilingual pedagogy may require rethinking of how future English teachers should be prepared in order to support a multilingual classroom for the benefit of language development.

Reference:

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Elevers respons på bruk av bildebøker i flerspråklige kontekster

Anne Kathrine Hundal

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This paper reports from a project exploring the potential of pedagogical translanguaging (Cenoz & Gorter, 2017) through the use of a picture book. Research indicates that this multimodal format is well suited for engaging learners in authentic conversations and for supporting pupils' language and identity development (e.g. Lee, 2021; Saskia & Ludwig, 2018). We ask: How can a shared reading of a picture book allow for inclusive practices in a multilingual context?

Based on the picture book *No* (Altes, 2012), we conducted literary conversations with groups of 3-5 pupils in grades 1-5. The conversations were filmed, transcribed and analysed with emphasis on how the pupils utilised their linguistic resources. The analysis also included

a multimodal approach to the pupils' meaning making through gestures, mimicry etc. (Bezemer, 2008; Flewitt, 2006).

The results show that the pupils in grades 1 and 2 participate with the greatest commitment, manifested both through verbal language and active use of embodied resources. The younger minority language pupils make extensive use of their mother tongue and position themselves as "language experts", while the older pupils primarily use English and Norwegian. The project shows that using picture books may allow for pupils participation regardless of language background.

Multilingualism and motivation in the secondary school languages classroom

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University of Lincoln, UK

Schools act as sites of multilingual development for young people, giving many students in England their first exposure to languages other than English. Many other students have multilingual lives outside of school, which may impact on their views of language learning. Against a backdrop of declining uptake of Modern Foreign Languages beyond the age of 14, we are interested in how students' multilingual lives affect their motivation to learn a language. In this paper we report on a study using Haukås et al's Ungspråk questionnaire (Haukås, Å., Storto, A. & Tiurikova, I. (2021). The Ungspråk project: Researching multilingualism and multilingual identity in lower secondary schools. *Globe*, 12) to explore students' multilingual lives, and instruments from self-determination theory to measure students' motivation in their language lessons. The study involved around 1000 participants from schools in Lincolnshire (a largely monolingual area) and South Yorkshire (a more multilingual area) aged 11-16 who were studying a language in school. Initial analyses suggest that students' beliefs about multilingualism, perceived future multilingual selves and their linguistic experiences affected their motivation, with more multilingually-orientated students having higher autonomous motivation. We conclude by proposing ways in which this link can be explored and developed in the language classroom.

Shadowing, language learning, the teacher's behaviour and the student's emotions

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Porsgrunn Videregående Skole

The aim of this presentation is to describe how different practices of shadowing can improve language learning and why the teacher's behaviour and the student's emotions play a crucial role in the learning outcome.

First, I will describe how shadowing has been applied and studied by Hamada to improve foreign language pronunciation and listening skills in Japan.

Second, I will show how shadowing as a preparatory technique for simultaneous interpreting not only improves listening and oral skills, but also leads to deep learning by

saving language dependent discourse, syntax, phraseology, and vocabulary in the long-term memory.

Finally, I will reflect on how the teacher's behaviour impacts the student's emotions in shadowing, based on John Hattie's *Visible learning the Sequel* (2023). According to Hattie "Learning occurs best when teachers see learning through the eyes of the students and students see themselves as their own teachers". Emotions; perseverance and confidence; student personality; emotional intelligence and well-being; and cognitive dispositions, are the four categories of dispositions in the student's will to learn. In addition to the will, students are characterized by their skills and the thrill to learn.

Promoting cross-linguistic awareness in Norwegian primary schools: language teachers' views and reported practices

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Monika Bader

Simon Borg

HVL

Cross-linguistic awareness, 'the learner's tacit and explicit awareness of the links between their language systems' (Cenoz & Jessner 2009, 127) enables the learners to exploit all available prior language resources and thus plays an important role in strengthening and further developing the learners' plurilingual competence (Beacco et al. 2016). The significance of cross-linguistic awareness is also acknowledged in the national curricula in Norway, especially in the English subject curriculum. 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). This 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 classrooms. The results presented come from qualitative interviews conducted with four teachers of English and four teachers of Norwegian from four different schools. Overall, the findings reveal that although the teachers were generally positive about the value of cross-linguistic awareness, language comparison and drawing on other languages were predominantly relegated to the English subject, and first and foremost to establishing connections between English (L2) and Norwegian (L1). Various factors combined to limit the extent to which the teachers encouraged and supported the learners in drawing on their full linguistic repertoires.

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Flerspråklighet i et nettbasert tilbud i fremmedspråk for grunnskolelærerutdanningen

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Flerspråklighet løftes frem som et sentralt element i fremmedspråkundervisningen både i nyere forskning og styringsdokumenter som Læreplan i fremmedspråk og Det felles europeiske rammeverket for språk (Drachmann, Haukås & Lundberg, 2023; Utdanningsdirektoratet, 2019; Council of Europe, 2020). Tidligere forskning viser imidlertid at både lærere og lærerstudenter kan være usikre på hvordan man konkret kan jobbe med flerspråklighet i klasserommet (Hegna & Speitz, 2020; Myklevold & Speitz, 2021; Dahl & Krulatz, 2016; Myklevold, 2022; Paquet-Gauthier & Beaulieu, 2016) og det er derfor god grunn til å rette søkelyset på flerspråklighetens rolle i lærerutdanningene.

Dette innlegget presenterer det nettbaserte tilbudet i fransk, spansk og tysk i Grunnskolelærerutdanning for 5-10 ved Høgskolen i Østfold og gir eksempler på hvordan vi legger til rette for å jobbe med flerspråklighet i undervisningen. Deretter diskuterer vi utdanningens didaktiske potensial til kunnskap og holdninger som setter studentene i stand til å jobbe med flerspråklighet i klasserommet (Galante A. et al., 2023; Daryai-Hansen, 2018). Vi argumenterer for at undervisningstilbudet må inneholde to aspekter for å lykkes; på den ene siden målspråkspesifikk opplæring hvor studentene kan utnytte og reflektere over sine flerspråklige ressurser, og på den andre siden en felles komponent i fremmedspråkdidaktikk fundert i nyere forskning om flerspråklighet. Ved å stimulere studentenes læring gjennom både praktisk erfaring med egen og andres flerspråklighet og en teoretisk refleksjon over flerspråklighetens bidrag til språklæring rustes studentene til å ta kunnskapen i bruk i klasserommet. Det er spesielt viktig å ruste framtidige fremmedspråklærere for å ta sine kunnskaper om flerspråklighet i bruk i klasserommet på ungdomstrinnet hvor det kan være mindre fagfellesskap å støtte seg på.

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En flerspråklig tilnærming til grammatikk for lærerstudenter i norsk

Kristin Hagemann

Åshild Søfteland

Høgskolen i Østfold

I vårt innlegg ønsker vi å presentere arbeidet vårt med emnet Fleirspråkleghet, et masterkurs i norsk i grunnskolelærerutdanninga, våren 2023. Emnet tar opp tematikk knyttet til norsk om andrespråk, norsk sammenliknet med andre språk i verden og ulike typer flerspråklige praksiser.

Studentene har levert et arbeidskrav om leddstilling og typologi på tvers av språk. Vi planlegger for å kunne bruke oppgavesvarene som datamateriale i dette pågående forsknings- og utviklingsarbeidet. I tillegg vil vi presentere resultatene av et spørreskjema som studentene får etter eksamen, der vi undersøker om undervisninga og arbeidskravet har hatt tiltenkt effekt.

Vi arbeider innafor en bred tolkning av flerspråklighet i tråd med Haukås (2014), som vi også utvider til å innbefatte ulike dialekter og sosiolekter. I forlengelsen av dette perspektivet tenker vi at norskfaget er en viktig arena for arbeid med flerspråklig grammatikk. Arbeidet er en del av en større satsning på språk og flerspråklighet i opplæringa ved Høgskolen i Østfold gjennom forskningsprogrammet ELLA og utdanningsatsinga STAS.

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Hvordan holde læringstrykket oppe i digital undervisning?

Helene Norbeck

NTNU

En viktig faktor i innlæringen av et fremmedspråk er å bruke språket i samspill med andre på jevnlig basis. Om man tar fremmedspråket på skole eller universitet, kan underviser legge til rette for interaksjon og ferdighetstrening mellom innlærere, og innlærerne kan også på eget initiativ møtes fysisk utenom undervisningen for å praktisere språket, løse oppgaver sammen og ikke minst ha de uformelle fagsamtalene. Denne jevnlig kontakten med medstudenter kan ofte være vanskeligere å få til når man tar nettstudier og sitter på hver sin kant av landet. Temaet for denne presentasjonen er hvordan man som underviser kan legge til rette for å holde læringstrykket oppe på nettbasert undervisning. Eksempelene i presentasjonen vil være fra videreutdanningstilbudet Spansk 1, 8.-13. trinn ved NTNU, et studium som er rettet mot lærere i ungdomsskolen og den videregående skole. I innlegget vil jeg vise hvordan studentene har møttes digitalt - uavhengig av underviser, og dele erfaringer og refleksjoner knyttet til denne ordningen.

Explorations in the complex dynamics of student written feedback engagement: what triggers engagement and disengagement in the Lx classroom?

Elin Maria Berg

University of Agder

One of the most extensively researched topics in second language writing research is teacher written feedback. While looking for positive feedback effects and feedback efficacy, previous research did not sufficiently provide explanations for when or why student uptake fails, or why some students ignore the feedback altogether. Trying to better understand such individual differences, current written feedback research has taken a turn towards learner internal processes. Scholars suggest that learner engagement, cognitive, affective, and behavioral, is a prerequisite for successful uptake. As student engagement and disengagement is affected by a range of internal and external factors, this points to a need for studies that investigate what it is that triggers student response.

The present study takes a mixed methods approach, collecting data from upper secondary students. The presentation will provide an overview of the overall research design as well as preliminary results from the piloted focus group interviews and stimulated recall sessions. The pilots have provided opportunities for trying out different ways of collecting data and the benefits and disadvantages of the methods will be discussed. As a work in progress, questions, ideas, and input is most welcome.

A typology of metalinguistic written corrective feedback

Mari Wærner Wesenberg
University of Oslo

In research investigating the effectiveness of different types of written corrective feedback (WCF), metalinguistic WCF (MLWCF) is treated as one uniform category (e.g. Sheen, 2007; Shintani & Ellis, 2013). Moreover, there are no studies comparing feedback across language subjects in Norwegian schools. This study therefore seeks to compare the use of MLWCF in the Spanish and English subjects and suggest a fine-grained typology of this type of feedback. The data, consisting of feedback on texts written by Norwegian upper secondary students, is analyzed qualitatively. Preliminary results confirm that MLWCF is considerably more complex and varied than suggested, as shown in this contrastive example, translated from Norwegian:

- 1) Conjugate the verb in the plural
- 2) *Concord: Mis notas (plural) son (verb in the plural) un poco malas (adjective in the plural)*

The resulting typology shows the range of tools teachers can add and combine to adapt feedback to students' individual needs, as well as the different levels of *metalinguage* teachers use. The hope is that the typology can form a basis for further research on MLWCF, as well as function as a "tool kit" that can help raise teachers' awareness around their feedback practices in the language subjects.

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The role of teacher feedback in writing development across languages

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Students in general education programs in upper secondary schools in Norway study three language subjects: Norwegian language arts, L2 English, and an L3 (usually French, German or Spanish). The abilities to write different types of texts and use relevant writing strategies are included as competence aims in the curricula of all these subjects. Despite considerable similarities across the different curricula, there seems to be limited collaboration between L1, L2 and L3 teachers, and it is unclear to what extent students draw on their plurilingual repertoire and on learning experiences from other languages when writing in the L1, the L2 or the L3.

In this talk, I will present findings from a study that compared teacher feedback on student texts written in different languages. The data consists of texts written in the course of one

school year, in the subjects Norwegian language arts, L2 English, and L3 French. The teachers' written feedback was analysed in terms of type (direct, indirect, metalinguistic) and the linguistic or content domain it targeted. The aim was to see to what extent there were similarities and differences between feedback given in different subjects, and to investigate whether the feedback altogether was of a kind that could foster plurilingualism and writing development across languages.

Elever og studenters erfaringer med litteratur i spanskfaget

Inger Olsbu
Universitetet i Agder
Berit Grønn
Høgskolen i Østfold

I dette innlegget vil vi dele resultatene fra en pilotundersøkelse av nye studenters erfaringer og forventninger til litteratur i spansk som fremmedspråk (SSF). Bakgrunnen for undersøkelsen er utviklingen i skolefaget SSF de siste tiårene der litteratur, både i Kunnskapsløftet Lk06 og i fagfornyelsen Lk20, har fått en stadig mer perifer posisjon. Samtidig har litteratur fortsatt en sterk posisjon i andre språkfag i skolen, slik som i engelsk og norsk. Litteratur er dessuten fremdeles et sentralt element i de aller fleste SSF-studier på universitets- og høgskolenivå. Med denne bakgrunnen i mente, ønsket vi å a) å kartlegge nye studenters tidligere erfaringer med litteratur i ulike språkfag og b) øke vår kunnskap om nye studenters forventninger (positive og negative) mht. til deres første litteraturkurs i SSF på universitet/høgskole-nivå. Pilotundersøkelsen er basert på et detaljert spørreskjema besvart av nye SSF-studenter ved to ulike institusjoner i Norge. I presentasjonen vil vi diskutere resultatene fra denne undersøkelsen. Vi vil også sette søkelys hvordan det å jobbe med litteratur i skolen og i høyere utdanning kan bidra til å styrke elevene og studentenes kommunikative ferdigheter, hvordan dette har konsekvenser for vårt syn på dannelse innenfor SSF og for hvordan vi forbereder studenter på en profesjonell utvikling som fremtidige fremmedspråklærere.

Flerspråklighet som en ressurs i spanskundervisningen: en studie om spansk læreres holdninger og praksis etter innføringen av LK20

Hilde Dorthea Øverlid

What beliefs do Spanish teachers in Norwegian schools have of multilingualism, and how do they put this into practice in the classroom after the implementation of the new national curriculum (LK20)? This was the question I asked in my master's thesis, where I examined the beliefs and practices of Spanish foreign language teachers in Norwegian schools regarding multilingualism in the classroom after the implementation of LK20. In this presentation, I will discuss my findings, which reveal that a majority of the teachers consider students' prior language skills to be advantageous when learning a new language, and they place increased emphasis on multilingualism after the implementation of LK20. This suggests that the new curriculum has positively influenced their approach to multilingual practices in the classroom.

Furthermore, contrary to previous research, the teachers in this study find that the newly published Spanish textbooks facilitate the utilization of students' previous language skills. However, many teachers face challenges in using the entire linguistic competence of their students, particularly in languages where the teachers themselves lack proficiency. Therefore, I also provide a guide with proposals on how to use multilingualism in foreign language teaching, which I think could be highly valuable for other foreign language teachers attending the conference.

Clause types in early L3 writing

Hildegunn Dirdal

Stine Johansen

University of Oslo

Philip Durrant

University of Exeter

To become proficient, learners have to master “the range of linguistic resources offered by the given grammar” (Ortega 2015: 82), including different kinds of subordinate clauses. Although there are several studies of clause types in the L2 English of Norwegian learners (e.g. Drew 2003, Drew 2010, Raaen & Guldal 2012, Dirdal 2022), we do not know how L2 English compares with L3 development. Using authentic data from the first year of upper secondary school, this study aims to answer the following research questions:

- 1) What range of clause types are used in the early L3 production by Norwegian learners?
- 2) How does this compare with what we know about L2 English use?
- 3) Are there differences between L3 French, German and Spanish?

Preliminary results indicate that the students use mainly finite adverbial clauses in adverbial functions, infinitive clauses and that-clauses in nominal function and finite relative clauses in adnominal function, just like they do in English at lower levels. They hardly use participle clauses at all, mirroring the late acquisition of -ing clauses in English. Interestingly, the German texts contain fewer relative clauses than the others. There is also a difference pertaining to the relative dominance of infinitives and that-clauses in the three languages.

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A crosslinguistic pedagogical approach to German L3 teaching

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Approaching L3 teaching by explicit references to linguistic features of both L1s and L2s could be seen as L3 teachers' professional response to the call for a better understanding of crosslinguistic influences (Jarvis & Pavlenko, 2007). Because of a belief that the L1 is the most likely source of transfer, other background languages tend to be neglected in SLA research (Rast, 2010).

However, previous research on crosslinguistic influence in multilinguals' language learning has shown that both L1 and L2 can be used as instrumental languages in L3 learning situations (Lindqvist, 2009). This implies that there might be advantages to adapting a crosslinguistic pedagogical approach (Ballinger et al., 2020) in L3 teaching in classrooms where there is a clear presence of a common background L2. In a Swedish context, as elsewhere in Europe, this mutual L2 is doubtlessly English.

In this presentation, I will report on a classroom study with four lower-secondary teachers of German L3 in Sweden. The study investigates the teachers' beliefs, attitudes and actual instructional practices when it comes to making explicit contrastive references to English word order when teaching German syntax to young beginners.

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