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Alla Iarmolenko

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List of abbreviations

AHS ..... Allgemeinbildende höhere Schule (General Secondary School)
EFL ..... English as a foreign language
ELF ..... English as a lingua franca
L1 ..... First language
L2 ..... Second language
L3 ..... Third language
NMS ..... Neue Mittelschule (New Middle School)
NNS ..... Non-native speaker
NS ..... Native speaker

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1. Introduction

"In this turbulent political climate, ways of speaking can be used
to single out the other, to discriminate, and make others feel insecure
about their identity and their safety.
Language is at once a means to unite and to divide,
to empower and to disempower, to express compassion and to sow hatred…".
Darvin (2017: 289)

For decades, the idea of putting borders between countries and languages persisted in our society. The clear-cut division between languages also determined the teaching process where "one subject - one language" rule was prevalent. However, in the light of the global changes, the freedom of movement and the new patterns of migration (Fritz & Schweiger 2021), merging boundaries and diversity in many spheres of life do not seem unusual anymore. These demographic movements continue to influence Austria's society nowadays and result in a rather heterogeneous superdiverse population of the Republic. The research indicates that despite being closely related to Austria as their current country of residence and often a wish to assimilate here, the connection to their languages and culture is of paramount importance to a great number of Austria's immigrants, including those of school age (Statistics Austria 2019: 99). At the same time, despite the fact that many families struggle to instil the importance of their home language literacy in their children and while some schoolchildren avail their linguistic repertoire (Taylor et al. 2008: 278), plenty of learners still fail to see the value in their plurilingual identities and their "growing ability to think and communicate in multiple languages" (Celic & Seltzer 2013: 69). This 'failure' can be explained by certain socio-political developments in the country and the status of the different languages in the society (Jessner 2008; Dalton-Puffer et al. 2011; Herzog-Punzenberger & Schnell 2012), but the deeply entrenched monolingual tradition of teaching languages also plays a crucial role here. Despite the understanding that "the process of learning something new naturally involves relating it to something familiar" and that allowing learners' own languages in class should not be considered as unnatural anymore (Widdowson & Seidlhofer 2008), very few changes have taken place in the actual reconceptualization of language teaching (Widdowson 2003: 152). Considering that, researchers continue to stress that the home languages that plurilingual students bring along with them to their multilingual schools "should not remain in the background of other languages" (Boeckmann 2016a: 56-57) but rather should be regarded as valuable resources in the educational process (ÖSZ Kiesel 1 2012: 12). In fact, Austrian schools have started incorporating their learners' first languages in the teaching/learning process, thus becoming more open to multilingualism, a phenomenon which can be characterized as "[…] a bridge between home and school, between languages and between cultures. A bridge from the home language, the mother tongue, to the regional language and to the national language as well as world languages like English" (Mohanty 2009: 6). The latter is of particular interest for this thesis

because, on the one hand, English plays a major role in the Austrian curriculum, to say nothing of the fact that it undeniably remains the most popular foreign language used by schoolchildren of different ages in their everyday life (Language education policy profile 2008: 8[1]; Hoffmann 2002: 8). On the other hand, despite the European Union's promotion of multilingualism, "European citizens and institutions increasingly converg[e] towards one lingua franca" (Seidlhofer 2011a: 137); it is English that fulfils this lingua franca function and is expected to "ensure a sense of community" among the speakers of different languages (Seidlhofer, Breiteneder & Pitzl 2006: 24). At this point it is necessary to highlight that most of the literature on multilingualism in the German-speaking countries is concentrated on making use of learners' languages in subjects such as the German language, biology, history, or mathematics (e.g. Schader 2012; Boeckmann 2012, 2016a, 2016b) whilst the possibility of bringing the English language teaching and learners' plurilingualism together is rarely studied directly. Therefore, a legitimate question to ask is why not treat the subject of English in the same way as the other subjects and allow for English to also be a bridge that would "open ways for multilingual learning" (Delanoy 2014: 66)? This is indeed possible only if we talk about English as a lingua franca (henceforth ELF) because it "prompts a reappraisal of established, taken for granted ways of thinking about language, especially English" (Widdowson 2020: 170), some of them being the role of native speakers, their ownership of English, as well as Standard English as a desirable way of using this language. Thus, in chapter 2. of the current thesis the main ideas of multilingualism as well as the key characteristics of ELF will be explained, it will be shown that these two notions share a number of common features. Both phenomena will be analysed in relation to the linguistic situation in Austria, and it will be investigated how multilingualism and ELF, these two sides of the European linguistic reality, coexist side by side.

From the mentioned above it becomes clear that in such a diverse and multilingual context like the Austrian one "it is to be expected that individuals use a wide range of linguistic resources to connect and communicate, and, in this sense, superdiversity and translanguaging are potentially compatible constructs, driven by some of the shared demographic and conceptual forces" (King & Bigelow 2018: 467). These "constructs" comply with the key ideas of ELF thinking, accordingly, chapter 3. will discuss one of the multilingualism models that could be used in Austrian schools, translanguaging, and the aspects related to it as well as to ELF. However, what should be borne in mind is that the idea of using all of the learners' linguistic resources, i.e. translanguaging, is not completely new in teaching. For instance, Cook, G. (2010: 5) mentions that already in the 19th century, the time of strict monolingual teaching and grammatical accuracy, translation was unavoidable, and it was advocated for by some educators. Even when used "unofficially" in language classes (Cook,

[1] Shortened from Language education policy profile, Austria introduced by Language Policy Division, Strasbourg, together with Ministry of Education, the Arts and Culture and Ministry of Science and Research of Austria.

G. 2010: 3), translation, "intrinsic to the very learning process itself" (Widdowson 2020: 212), was one of the first possibilities of learners' own languages inclusion. Apart from that, Widdowson (2003: xiii, 149) in his earlier papers already talked about the fact that teaching a language, especially English, is "bound to be bilingual" implying the need to allow "language contact in the individual". Therefore, the idea of translanguaging entails the earlier views of exploiting learners' linguistic experiences, and the multilingualism of Austrian classes provides favourable conditions for translanguaging to put learners in the centre of instruction.

Going back to the words of Darvin at the beginning of this chapter, it is possible to see the relation between this quote and the potential of translanguaging in an educational setting: translanguaging should be seen as a means to unite learners on the basis of their plurilingualism instead of dividing them because of their different linguistic backgrounds; as a means to develop a positive sense of learners' plurilingualism (Celic & Seltzer 2013: 69) by acknowledging their linguistic resources (Jonsson 2017: 26), and by allowing learners to benefit from them instead of limiting their use (Boeckmann et al. 2011: 23); as a means to focus on the diversity of students' language practices instead of simply promoting and teaching one or more standard languages (García, Sylvan & Witt 2011: 386), as a means to consider several languages and cultures as a single unity in a plurilingual speaker instead of creating boundaries between them (Creese & Blackledge 2015).

This chapter will address another point which is intrinsically connected to translanguaging and which focuses on language per se, that is language awareness. Widdowson (2020: 40-41) postulates that the main objective of teaching should not be developing "competence in a particular language", but rather fostering "an active understanding of the nature of language in general" as well as "the capability for languaging"; the latter is related to getting learners to think about "what they are doing" with language (Seidlhofer 2015: 27). The translanguaging process is constantly accompanied by language awareness moments that should equip learners with "a knowledge of the language which will provide them with a capability for further learning" (Widdowson 2003: 115) and which are also expected to develop learners' tolerance towards the speakers of the other languages (James & Garrett 1992: 7). Apart from this issue, the chapter will bring up two more important phenomena associated with translanguaging, identity and culture, by reminding us that "language is not only a linguistic system of words and sentences, but it is also a social practice in which identities and desires are negotiated in the context of complex and often unequal social relationships" (Norton 2016: 476). In order to make some of the features of cultures and identities visible, it is necessary to "contrast or compare them with those of other identities and cultures: it is through a knowledge of others and their otherness […] that a full awareness is acquired of the different facets of one's own identity" (Cavalli et al. 2009: 11). Importantly, by means of translanguaging strategies teachers can help their learners draw those comparisons without 'othering' each other, but rather by focusing on students'

personalities and their backgrounds with interest and curiosity instead of judgement. Such an approach makes the process of language acquisition and also identity development more engaging for learners (ÖSZ Kiesel 2 2012: 39). These points will be discussed in the current thesis in addition to such issues as the challenges arising from the implementation of translanguaging-oriented activities, including the absence of multilingualism sensitivity in the available teaching/learning materials. With this in mind, chapter 4. will single out particular criteria for textbook analysis and investigate what the existing textbooks of English in Austria already tackle as far as the previously listed socio-linguistic phenomena are concerned. The textbooks chosen for the analysis will represent different levels of Austrian school system, namely primary, lower, and higher secondary levels. What will follow in chapter 5. are the practical recommendations as to how certain transformations in the textbook activities might help in re-orienting the teaching/learning materials in the direction of multilingualism and it will be demonstrated using an example of the selected textbooks how these transformations can work for learners of different ages. It will be frequently shown that the introduced theoretical notions are strongly interrelated in practice and, despite being placed into separate sections, they seem to always resonate with each other in the suggested activities. With that being said, an attempt will be made to answer the following research questions in this thesis:

1) How can translanguaging-oriented activities be possibly integrated into Austrian English textbooks of the primary and secondary levels of schooling?
2) What are the ways of making students ELF-aware with the help of teaching materials?
3) How can general language awareness be raised in an English language class through adaptations in the existing textbooks?
4) What resources should be included in the process of English language instruction in order to sensitise learners to cultural diversity and issues of identity?

Addressing these questions is expected to show the potential of Austrian English language textbooks for the primary, lower, and higher secondary levels and should provide some ideas of how teachers might approach other teaching materials while bearing translanguaging and the related aspects in mind.

2. Linguistic diversity in Europe: the case of Austria

In order to better understand why translanguaging and the other concepts related to the multilingual education are significant for the Austrian educational context, it is important to know the demographics of the country and its linguistic situation. The chapter at hand will include the information about Austria's globalism, the languages spoken in the Republic, as well as the roles of different languages (English in particular) in Austrian schools.

2.1. Austria and its globalism

Austria has a long immigration history dating back to the times of the Habsburg Empire (Münz 2011: 184). Several migration waves between 1945 and 2000 have reshaped the composition of Austria's population because the country gave shelter to about two million people from the neighbouring countries as well as more distant ones (Münz 2011: 185-186). Admittedly, the emergence of the European Union stipulated a higher mobility between the European countries among students and workers; at the same time Austria opened its borders for the non-EU asylum seekers (Münz 2011: 190). According to Fritz and Schweiger (2021), the migration patterns have drastically changed in the recent years giving way to the circular migration (e.g. from A to B to C to A instead of a straightforward route from A to B) bringing even more representatives of different home states into the Republic. The chart below (Statistics Austria 2019: 29, own translation) demonstrates the foreign nationalities (in thousands) which predominantly constitute the Austrian population:

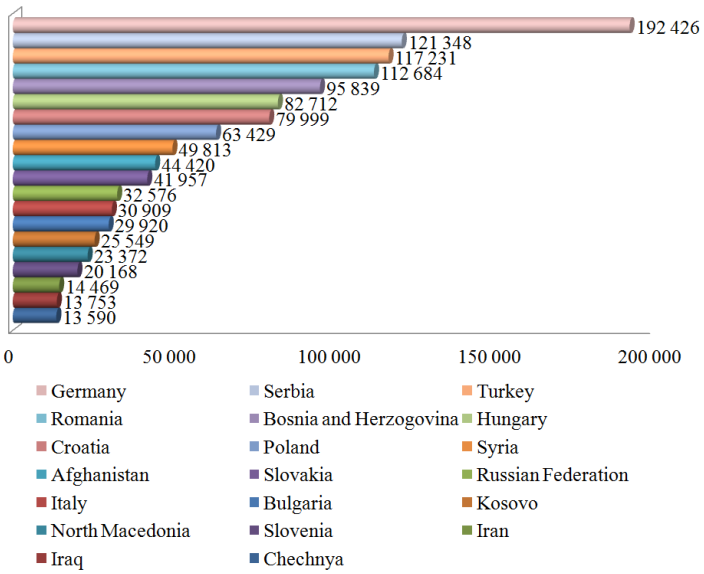


Figure 1. Foreign residents in Austria - top 20 nationalities (from 01. 01. 2019).

What becomes clear from the given data is that a considerable number of the representatives of completely different linguistic and cultural backgrounds live side-by-side in Austria. This coexistence, as well as a mutual influence of different backgrounds on each other, various languages, legal statuses, the ways of affiliation in one environment and within different communities is referred to as superdiversity (Fritz et. al 2020: 12-13; Fritz & Schweiger 2021). Superdiversity relates to the change in a society's nature, it is "about *qualitative* change in people's lives, identities and meaning- and place-making practices" [original emphasis] (Varis 2016: 27), and this definition insists that the phenomena like identity have to be looked at from a different angle and should be reconceptualized (Fritz & Schweiger 2021) (more on this topic will follow in subsection 3.4.2.). Conceivably, superdiversity poses certain challenges for the general well-being of the country, as well as for its educational system. The latter is in constant search of the relevant methods and policies which would

ensure "educational equity for all students" (King & Bigelow 2018: 467) who are speakers of different languages with a different political and social status. Therefore, it is meaningful to briefly investigate the languages of Austria and how they are related to the notion of multilingualism.

2.2. Languages in Austria: where two facets of linguistic reality come together

German is recognized as the state language[2] of Austria spoken by the majority of its population; additionally, a large number of the Austrian citizens use German dialects in their everyday communication (Dalton-Puffer et al. 2019: 201). Apart from that, a few minority languages[3] are present in Austria's linguistic environment including the seven official language minorities of the recognized ethnic groups: Hungarian, Slovene, Croatian, Czech, Slovakian, and Romani, as well as the Austrian Sign Language (Dalton-Puffer et al. 2019: 201; Herzog-Punzenberger & Schnell 2012: 229). For instance, there exist bilingual enclaves in Carinthia (where both Slovene and German are spoken) and in Burgenland (Hungarian and Croatian are used along with German)[4] (Jessner 2008: 27). It is expected that the official minority languages receive certain support from the authorities who guarantee their use in diverse social contexts (Language education policy profile 2008: 33). Nevertheless, the most commonly used minority languages in Austria are reported to be commonly impeded in their use at the different social institutions and are rarely part of the formal Austrian education system (Herzog-Punzenberger & Schnell 2012: 233; Dalton-Puffer et al. 2011: 183). With regard to the non-official immigrant languages[5], similar to being ignored or excluded in the most European Union countries (King & Bigelow 2018: 467), in Austria they are also forced to accept the absence of any linguistic rights (Herzog-Punzenberger & Schnell 2012: 230) which automatically implies their absence in the official school program. In fact, the most common foreign languages offered in the Austrian school curriculum are English, French, Italian, Russian, and Spanish (Dalton-Puffer et al. 2011: 183). These languages are prioritized due to their prestige, and naturally many of the languages spoken in Austria face the issue of superiority of a certain language over the other ones, as illustrated by Jessner (2008: 28):

> For instance, whereas a Croatian family now living in Austria will most probably meet problems with the maintenance of Croatian in the family, a French family might find it much easier to maintain the family language in the same context. Whereas French is still considered by many people to be part of elite multilingualism in Austria, Croatian certainly is not so, meaning that the younger generation will opt for language shift in the Croatian family.

[2] State language, or dominant language, which "refers to a variety that has a legal or social status superior to that of other varieties in a given geographical area" (Council of Europe 2007: 55).
[3] "[…] minority language (or language of a minority) refers to linguistic varieties used (as first or second language) by groups who identify themselves as different because of their territory, religion, way of life or any other characteristic, and claim or manage their difference within a larger community" (Council of Europe 2007: 55).
[4] See Mavrommatis et al. (2019: 13-15) for the historic overview of the minority languages in Austria.
[5] Languages of immigrant communities (Council of Europe 2007: 56).

Considering this example, it can be inferred that the social prestige the different languages have in Austria will make it easy/difficult to a different extent for their speakers to preserve these languages at the family level, to say nothing of these languages entering the official school system. The figure below depicts the percentage of the school children with the first language[6] (henceforth, L1) other than German in the Austrian federal states (Austrian Integration Fund: Migration and school 2018: 4, own translation):

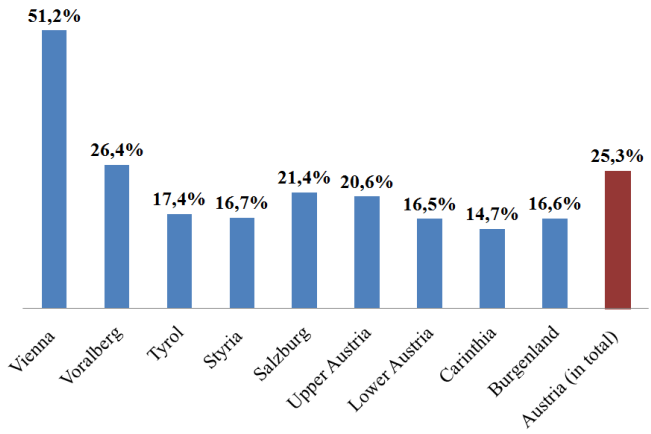


Figure 2. Schoolchildren with the first language other than German (school year 2016/2017).

This figure gives a clear overview of what an average classroom in the different Austrian federal states might look like, and this diversity of languages[7] found in many Austrian schools rightfully allows to regard them as multilingual (Herzog-Punzenberger & Schnell 2012: 238). This thesis is particularly interested in the extent to which all the languages spoken in the Republic are accepted and integrated into the educational process, and the following subsection will start dealing with this question in more detail.

2.2.1. Facet one: multilingualism and multilingual education

The previous section has clearly shown how heterogeneous the Austrian society is and how strongly the population trends determine the changes in the country's educational system. On the one hand, it might seem impossible to include all the students' languages into the school curriculum, on the other hand, Reich and Krumm (2013: 11) emphasize that while certain languages represented in Austria are not officially taught in schools, they are still an integral part of students' biographies and are therefore crucial for the individuals' development. That is why it is pertinent to examine the

[6] In this thesis I will interchangeably apply the terms *learners' first language/L1/home/mother/family/own la*nguage to denote "the linguistic variety(ies) acquired in early childhood, up to the age of two or three" and the language through which a child further explores the outer world (Council of Europe 2007: 51). Despite the emotional associations and certain imprecision inherent in the terms *mother tongue* or *family language* (Cook, G. 2010: xxii), these terms will nevertheless be included in this paper.

[7] At least in Vienna, for instance, around 110 different languages were spoken in the families of schoolchildren in 2009 (Brizic & Hufnagl 2011: 27).

importance of allowing learners' L1s in the language instruction, as well as the notions of multilingualism and plurilingualism and their benefits in a language class.

Decades of research in foreign language teaching were associated with a firm belief that monolingual teaching is the norm whereas mixing of several languages was thought of as deviant and unacceptable (Jonsson 2017: 27). It was argued that resorting to learners' home languages in a foreign language class makes the process of the target language acquisition impossible (Butzmann 2003: 36), it confuses learners (Jessner 2008: 39) whilst for teachers the employment of learners' L1s was perceived as a "pedagogical and linguistic weakness" (Tsagari & Giannikas 2018: 26), accompanied with "the feeling of guilt" (Butzkamm 2003[8]). Undeniably, the situation has changed drastically in the recent years and besides the understanding that the use of one's own language is natural, scholars are unanimous about the positive impact, both emotional and cognitive, that learners' L1s exercise on the language acquisition process. Below are some examples:

1) Linguistic self-doubt frequently leads to silence in classrooms and, more importantly, to "the lack of confidence and increased anxiety" (García 2009: 152). That is why by resorting to their own language students manage to better express themselves and get motivated to participate in the classroom activities (Stille & Cummins 2013: 633-634). Schwarzl (2020: 138) stresses that learners display positive emotions and enjoyment when their family languages are integrated into the teaching/learning process.

2) Resorting to students' home languages makes them feel "more comfortable and, more importantly, allows them to be themselves" (Tsagari & Giannikas 2018: 19-20), which is in line with Rabbidge's (2019: 20) point of view that "the prohibition of L1 use in the language classroom is the equivalent of banning a learner's particular identity" (this aspect will be also addressed in sections 3.2. and subsection 2.2.3.).

3) Pupils' L1s are an excellent foundation and a natural aid for the acquisition of new languages (Cook, V. 2001: 339, 332; Cummins 2007; Tsagari & Giannikas 2018: 27). Importantly, high proficiency in L1 and learners' pride in it, as well as their positive attitude to its learning and use, result in a good command of additional languages, and the second language (L2)[9] in particular (Brizic 2006: 355). Learners draw on their previous knowledge in their family languages and establish connections between structures, vocabulary, and communicative functions in the languages they learn (Cenoz 2013: 72). Clearly, speakers of multiple languages benefit differently from their linguistic repertoires which is stipulated by the process of a language transfer[10]. Taking explicit insights into

[8] Ganuza and Hedman (2017: 218) also tackle the reasons for seeing learners' L1s as disadvantages in language instruction.

[9] I will refer to the other languages acquired after learners' L1 as their L2, L3 etc., i.e. chronologically in their life.

[10] Space does not permit to address the process of language transfer in more detail here, therefore see Rothman, González and Puig-Mayenco (2019); Jarvis and Pavlenko (2008) on linguistic transfer, its kinds and the factors which condition it.

the linguistic patterns across languages does not only "underl[ie] successful learning of a foreign language" (Hawkins, E. 1984: 138; Cenoz 2013: 74), but also generates language awareness discussions (more information on this topic will be provided in section 3.3.).

4) Lessons/schools, where the use of home languages is encouraged can sometimes be the only possibility to be exposed to the use of their L1s, especially in a written form, for the learners from underprivileged families or families with a low socio-economic status (Schwarzl 2020: 17; King & Bigelow 2018: 468).

These are the key advantages of integrating learners' own languages into a foreign language class. The research undertaken in the recent years has demonstrated that the viewpoint of bilingualism/multilingualism hindering school success is no longer liable, instead they are perceived as essential skills for the general development as well as the linguistic one (Makalela 2015: 203; Herzog-Punzenberger & Schnell 2012: 232, 234). Multilingualism is understood as "the co-existence of different languages in a given society" (Council of Europe 2001: 4). Multilingualism needs to be distinguished from plurilingualism which is defined as the "[…] capacity of all speakers to use and learn, alone or through teaching, more than one language" (Council of Europe 2007: 17). Austrian schoolchildren's plurilingualism is encouraged by the fact that they are expected to acquire competences in the following languages, within and beyond the school program: the national language, their family language, and a supra-national lingua franca (Herzog-Punzenberger & Schnell 2012: 233) which is English in most cases in Austria. However, one should not disregard the fact that all speakers of every language are "fundamentally plurilingual, albeit unconsciously so because of the varieties and dialects their languages possess" (Piccardo 2013: 606; cf. Jørgensen 2008: 174 on polylingual behavior).

Multilingualism provides educators with new methods of teaching (Reich & Krumm 2013: 12) since it re-examines a number of deeply entrenched beliefs in education which are related to the use of learners' linguistic repertoire and their cultural background, the role of native speakers, and other important issues. There are a few multilingual education models[11], one of them being translanguaging, and the benefits of multilingual education will be explained using translanguaging example in chapter 3. For the moment, it is worthwhile mentioning that in Austria apart from sporadic multilingual moments in adult education and in schools, there exist multilingualism-oriented programs which aim at a more systematic implementation of multilingualism in schools, e.g. the

[11] The length limit precludes a thorough examination of multilingual education models in this thesis, therefore further information can be found in Fritz et al. (2020) who present an overview of metrolingualism and polylanguaging; in Madiba (2018: 515) and Vasilopoulou (2019: 150) who compare translation and translanguaging; information about code-switching vs. translanguaging is provided by Nikula and Moore (2019: 239) as well as Li Wei (2018: 14, 25, 27). Blackledge and Creese (2014: 4, 11, 13) present evidence of the relation between heteroglossia and translanguaging.

programs designed by Reich and Krumm (2013). The authors discuss the possibility of having a separate multilingualism-oriented lesson which would help learners of different ages to work through all the multilingual encounters they face in school and beyond (Reich & Krumm 2013: 19). Alternatively, additional options of integrating multilingualism into the existing lessons are discussed, for instance making cross-curricular multilingual content connections; dedicating a separate language subject to multilingualism at the different school levels (e.g. combining English and multilingualism at the primary level, French and multilingualism at the secondary level, etc.) (Reich & Krumm 2013: 20). This approach of allowing multilingualism in an English as a foreign language (EFL) class is of significant interest for this thesis, and it will be used as a starting point for the revisions of the chosen English textbooks (see chapter 4.) that will be made with the help of the activities which combine multilingualism and English. The role and functions of English in Austria and Austrian schools in particular will be the focus of the next two subsections.

2.2.2. English in Austrian multilingual schools

It was previously indicated that the constellations of languages encountered in Austrian schools are quite diverse. However, there is one language which is used for "an increasing number of communicative purposes" in the Austrian society and occupies one of the dominant positions in language instruction of the country, namely English (Hoffmann 2002: 8). The "intensive presence" of English in the young Austrians' lives reflects how important this language is in fulfilling diverse communicative functions in their routines, especially its pervasiveness on the Internet and in the Social Media the exposure to which allows to assume that English might be learnt by young people outside of school rather than in school (Smit & Schwarz 2020: 309; Language education policy profile 2008: 8). Of course, this fact does not prevent English from being part of the curriculum, moreover in Austria, as in the majority of the other European states, it is the teaching of English that is sometimes synonymous with foreign language instruction (Language education policy profile 2008: 8). This is explained by the fact that English remains the first foreign language studied from the early stages of schooling (and sometimes from kindergarten) due to its demand, usefulness as well as it being the "basic unavoidable skill" which "prepares learners for participation in the global community […]" (Cavalli et al. 2009: 12; Nikula & Moore 2019: 238). Interestingly, even the youngest school learners in Austria, regardless of their L1, demonstrate a strong interest in learning English because of its "coolness factor" (Buchholz 2012: 64-65). Apart from being the dominant foreign language learnt as a separate subject in the majority of Austrian schools, English is employed in such programs as immersion classes (Griessler 2001: 52; Benson 2009: 69) and content-and-language-integrated learning (CLIL) (Boeckmann 2016b: 6-7; Dalton-Puffer et al. 2011: 183; Buchholz 2012: 47;

Seidlhofer 2011a: 135). Therefore, English confidently constitutes an integral part of the Austrian schooling.

Section 2.2. has already discussed the languages learners are expected to acquire during their school years in Austria, and for some of them English is chronologically the third language (L3)[12] they are expected to master, regardless of whether their L1 is a part of the school program or not. Understandably, learning English as a third language might be challenging for some learners, especially the young ones who are already overwhelmed with learning German and sometimes their mother tongue (Belke 2012: 30-32, cited in Delanoy 2014: 65). What adds to the complexity of the situation is that the monolingual approach to teaching the English language still persists in most Austrian schools, and only in rare cases English teachers resort to German for assisting their learners, not to mention the avoidance of the other languages represented in classroom which leaves learners without the necessary L1 support (Thaler 2016: 189; Hall & Cook, G. 2012: 273, also the information obtained from my personal correspondence with the teachers of the Viennese schools).

There is another important fact related to the role of English in Europe and Austria which undermines the function of English as a "bridge language" in a multilingual classroom (Delanoy 2014: 66): "individual plurilingualism can never match societal multilingualism" (Seidlhofer 2011a: 134), i.e. no matter how many languages a person speaks, all these languages will never suffice to ensure unimpeded communication between the speakers of all the languages available in the world. On the one hand, Austria, as any other country in the European Union, strongly promotes and supports the diversity of languages and cultures (Finkbeiner & White 2017: 9). On the other hand, English is the one language which enables an unconstrained communication between the citizens of different countries, and which at the same time is seen as a threat to European multilingualism (Seidlhofer, Breiteneder & Pitzl 2006: 24). Thus, English is regarded as "a tool for oppression" of the other languages due to its popularity (Darvin 2017: 289) and is sometimes called "a killer language" which "thrive[s] at the cost of other languages" (Mohanty 2009: 5). Nonetheless, Seidlhofer (2011a: 143) reassures that if English is taught with the assistance of other languages and if it is not perceived of as native speakers' property, it can enhance diversity, both in the social and the educational domains. The scholar talks about English in its lingua franca role, and this phenomenon will be explored in the next section of this chapter.

[12] The review of research on the third language acquisition (e.g. the main characteristics of teaching/learning English as a third language, the differences between L3 and L2 acquisition, as well as studies related to the third language instruction in different European countries) can be found in Safont Jordà (2005), De Angelis (2007) as well as Cenoz and Jessner (2000).

2.2.3. Facet two: ELF thinking

This subsection accentuates the "particular use" of English, ELF (Baker, W. 2015: 100) which "could and should function as a kind of ice-breaker" between languages (Jessner 2008: 39). ELF will be referred to again in chapter 4., where it will serve to create one of the textbook analysis criteria, as well as in section 5.2., where possible ELF thinking promotion activities will be suggested for the available textbooks.

ELF, as Seidlhofer (2011a: 17-18) reports, "is spreading in various and varied manifestations and adapted to the needs of intercultural communication […]. The main objective here is to make use of the (only) language shared by all interactants, the lingua franca, in order to achieve the fullest communication possible". It is therefore plausible to assume that ELF ensures unimpeded communication between the representatives of diverse languages and cultures, and such aspects as linguistic background, shared knowledge, assumptions, beliefs, relationships between the interlocutors, etc. influence how ELF functions in a particular society and in a certain setting (Pölzl & Seidlhofer 2006: 172). It should be noted that ELF "has acquired the life of its own" (Seidlhofer 2011a: 7) with its founding principles which will be briefly tackled below.

Importantly, ELF is a shift from the native speaker (NS) norms. NS as an idealized reference in the teaching of English is a deep-seated assumption in the European education (Cenoz & Gorter 2013: 593; also see Hall & Cook, G. 2012: 273). Savignon (2008:13) and Kramsch (1997: 359-360) maintain that plurilinguals should adjust their target language according to their "linguistic and cultural identity instead of emulating the idealized monolingual native speaker"[13]; they "should be able to remain themselves when conversing interculturally" (Pölzl & Seildhofer 2006: 172). Furthermore, native speakers demonstrate "regional, occupational, generational, class-related ways of talking" instead of adhering to the language rules and standards (Kramsch 1997: 359-360).

Another crucial issue for ELF thinking is that Standard English should not be the primary goal for ELF speakers. "This idealized version of language which is fixed in grammars and dictionaries" only provides a partial account of how some linguistic phenomena can be used (Widdowson 2015a: 3). Apart from that, Standard English is common for a relatively small number of NSs whose identity, conventions and values are expressed by it (Seidlhofer & Widdowson 2018: 29-32; Widdowson 2003: 39). Plurilingual learners of English do not strive for the ownership of English in its standard form, they rather adjust ELF according to their communicative needs which means that they transform "the original EFL standards" "into ELF standards" (Pölzl & Seidlhofer 2006: 158). Such transformations and withdrawal from the NS orientation can take place in the English language classroom despite the challenges that might be initially encountered by teachers, namely the fact that ELF "cannot be

[13] Further points on native speakerism can be found in Widdowson (2015b: 228) and Hoffmann (2002: 20).

described in terms of distinctive linguistic forms, it provides nothing definite which can be put in a textbook, and taught, and tested" (Seidlhofer 2015: 25).

Therefore, what follows is a list of possible ideas which help to transform an EFL class into an ELF-informed one (Kemaloglu-Er and Bayyurt (2018: 166, 169-170):

1) Exposing learners to "the authentic ELF usage in English language instruction" (Kemaloglu-Er & Bayyurt 2018: 166). Textbooks and other traditional English language teaching materials commonly use audio/video recordings of native English speakers (which can be seen from the analysed textbooks in this thesis). However, students are more likely to participate in ELF interactions with the speakers of the other languages, that is why the recordings of non-native speakers (NNSs) can familiarize them with the potential difficulties they might encounter in real communication, and certain strategies to overcome them might be discussed (McKay 2012: 81). Therefore, the word *authentic* will be used further on in this paper to mark instances of ELF interaction between NSs and NNSs or just between NNSs of English, rather than solely relating to NS-centred communication. This also means that learners should be introduced to "a wide range of varieties of English in a multilingual, comparative approach…." demonstrating what the English language varieties sound like, function, and where they are used (Seidlhofer 2004: 227; McKay 2012: 80; Sifakis et al. 2018: 163). This will "prepare learners to the diversity of uses of English in the world" (Llurda & Mocanu 2018: 180-181).
2) Informing students about the importance of intelligibility. "There has to be a shift from 'correctness' to 'appropriateness' and 'intelligibility' including all speakers of English, not exclusively native ones" (Seidlhofer 2011a: 143), which means that English language learners' priority is not, as already argued above, Standard English, but rather the language which helps them to express themselves, i.e. ELF speakers use English which might be "defective in form, but effective in function" (Widdowson 2015a: 8[14]). This is where translanguaging strategies come into play because speakers naturally involve their whole linguistic repertoire to get their message across and be understood.
3) Sanctioning space for learners' L1s. ELF-sensitive instruction encourages the use of other languages which, as mentioned before, are both linguistically and emotionally beneficial for the learners and which, as claimed by Kemaloglu-Er and Bayyurt (2018: 166), are a "resource to help to learn and improve English". At the same time, ELF-oriented English instruction presupposes "a holistic language education policy inclusive of English", which should "create an openness to linguistic diversity" (Breidbach 2003: 20; Jessner 2008: 42)

[14] Also see Seidlhofer and Widdowson (2018: 26, 28) for the further discussion of the topic.

which again reminds us of the reasoning behind integrating multilingualism elements into the English language instruction. Seidlhofer (2015: 26) also talks about the general knowledge "about the language" that learners acquire by "relating the English they are learning to the experience of their own language" (the topic of language awareness will be further dwelled on in section 3.3., where its relation to translanguaging will be investigated).

4) Incorporating students' own culture. Frequently it is expected that English language coursebooks include "social and cultural contexts which are comprehensible and recognizable to learners in terms of location, social mores, age group, etc." (Cunningsworth 1998: 90). Yet, what English language learners at all school levels frequently face is the Anglophone culture, which may be alien to them since "[…] when learning and speaking English as a lingua franca, its users are not required to adopt the culture(s) associated with English as a native language" (Pölzl & Seidlhofer 2006: 153). Importantly, speakers who participate in intercultural communication through ELF "embrac[e] being 'in-between' cultures and adop[t] the role of mediators" (Baker, W. 2015: 132). Section 5.4. will present some examples of how work with different cultures might be incorporated into an English lesson.
5) Reminding learners of their non-native speaker identity. As indicated in this section earlier, English language learners make English 'their own' by appropriating it according to their "communicative needs"; Sifakis et al. (2018: 158-159) point out that it is important for the English language learners "to develop their own unique identity as users of English". The question of identity is of considerable significance for multilingual education, particularly for translanguaging strategies, and this topic requires a more thorough consideration, which will be attempted in subsection 3.4.2.

The aforementioned approaches of turning English language instruction into ELF-oriented English language instruction[15] coincide with the central ideas of multilingual education and, as will be shown in chapter 3., with the key principles of translanguaging. Sifakis et al. (2018: 158-159) point to the necessity "to implement the true potential of ELF communication through code-switching, translanguaging or code-meshing, and help learners to consciously and strategically re-enter the global milieu of communication using English". That said, it is now necessary to substantiate the theoretical significance and the practical application of translanguaging, the central notion of this thesis.

[15] ELF-sensitive instruction will be meant when referring to English language instruction later in this thesis.

3. Translanguaging & co – what does it take to translanguage?

In the previous chapters of this thesis, it was argued that Austria is a superdiverse country, where various languages and cultures co-function in everyday social interactions and in the educational domain. In the opinion of García (2009: 151), "it is impossible to […] communicate among multilinguals without translanguaging". The latter deserves a thorough analysis, so the following sections are devoted to the clarification of this term, the examination of its role in (English) language instruction and the scrutiny of aspects accompanying translanguaging, such as culture, identity, and language awareness.

3.1. Translanguaging – investigating the term

In the first chapter of this thesis, it was argued that the idea of using learners' L1s in the teaching/learning process appeared before the existence of the term *translanguaging*. This notion was originally used in the Welsh context in the 1980s during the time of a strong ideological separation of Welsh and English both in society and education (Lewis, Jones & Baker, C. 2012: 641). Initially the word *translanguaging* was exclusively applied in teaching for referring to "the pedagogical practice which deliberately switches the language mode of input and output in bilingual classrooms" (Lewis, Jones & Baker, C. 2012: 643). Translanguaging was later extended to encompass not only the teaching practices which encourage students' accessing their full linguistic repertoire, but also the theory of cognitive language processing, as well as the societal use of more than one language (Ballinger et al. 2017: 35-36). While it is the pedagogical translanguaging that is the focus in this thesis, at this stage it is necessary to consider translanguaging independently from the educational setting for a better understanding of its essence.

García and Li Wei (2014: 22) define translanguaging as "the speaker's *construction and use of original and complex interrelated discursive practices*[16] that cannot be easily assigned to one or another *traditional definition of a language*, but that make up the speakers' complete language *repertoire*" [my emphasis]. Let us take a closer look at the italicized parts of the quotation for clarification.

To begin, "the speaker's construction and use of original and complex interrelated discursive practices" has to do with learners' creative potential, which is based on an individual's ability to use several languages (or language varieties) instead of being restricted to one language only (Conteh 2018: 478). According to Li Wei (2011: 1233), plurilingual ELF speakers are creative in their multilingual practices because "they question the linguistic conventions and challenge the norm, they

[16] Under discursive practice one understands "the linguistic and socio-cultural characteristics of recurring episodes of face-to-face interaction; episodes that have social and cultural significance to a community of speakers" (Young & Ortega 2009), i.e. communication with certain linguistic and socio-cultural features.

are flexible in their linguistic decisions", which results in the creation of new, original and mutually intelligible community forms. Apart from that, discursive practices are related to the language as a social phenomenon, where culture and identity play an important role.

Another point is that the "traditional definition of a language" is no longer applicable in the modern multilingual world, therefore translanguaging "perceives languages without taking into consideration socially and politically defined language names and labels" (Li Wei 2018: 19). It is stressed that "on no account are the language users unaware of these idealized boundaries between languages and language varieties, but translanguaging invites them to think beyond those margins including the cultural implications that come along with languages" (ibid.). This awareness of language borders is crucial for identity, where language is usually an indicator of belonging to a particular community (Baker, W. 2015; more information on this topic will follow in subsection 3.4.2.), but in the case of translanguaging speakers' flexibility in the use of those languages is seen as central in communicating their message. What is more, translanguaging, in the understanding of Otheguy, García and Reid (2015: 283) "helps to disrupt the socially constructed language hierarchies that are responsible for the suppression of the languages of many minoritized peoples", an aspect that is crucial in multilingual countries like Austria.

Lastly, the idea of erased borders between languages is compatible with Pennycook's belief that "people do not use 'one', 'two' or 'more' languages; rather, they language when they communicate, using their full repertoires" (Pennycook 2010, cited in Conteh 2018: 476) which allows us to compare languages to definite fluid phenomena without clear-cut boundaries. Otheguy, García and Reid (2015: 286) define an individual's repertoire as "sets of lexical and structural features" characteristic of specific language users, whereas Busch (2017: 344) explains this notion as the speakers' use of "heteroglossic resources to construct meaning making". She goes on to cite Gumperz, who maintains that "the repertoire is understood as a whole, comprising those languages, dialects, styles, codes, and routines that characterize interaction in everyday life" (1964: 138, cited in Busch 2017: 344). Busch (2017: 346, 350) places emphasis on the paramount importance of speaker's attitudes towards the languages which constitute their linguistic repertoire, and she refers to it as "the lived experience of language", or Spracherleben. Therefore, by addressing the whole linguistic repertoire of their learners and emphasizing its uniqueness, teachers might create a positive attitude towards it (see section 5.1. for some examples of activities in this regard).

Now that the definition of translanguaging has been introduced and elaborated on, it is possible to briefly discuss the term itself to better understand the concept under consideration. The two constituent parts, *trans*- and *languaging* will be looked at separately. The prefix *trans*-, as suggested by Hawkins, M. and Mori (2018: 1), stands for "the movement across nations and cultures, spaces and places, modes and semiotic resources, and autonomous named languages". This definition

accentuates the flexible nature of translanguaging practice not only linguistically, but also socially. In a similar vein, Li Wei and Zhu Hua (2013: 519-520) link the prefix *trans-* with plurilingual language users' flexibility in "going between and beyond (linguistic) systems and structures, including different modalities (e.g. speaking, writing, signing), their 'linguistic, cognitive, and social skills, their knowledge and experience of the social world', as well as attitudes and beliefs, which create "a new identity for the multilingual speaker" (ibid.). What becomes clear from this viewpoint is that translanguaging has to do with various socio-linguistic activities of multilingual speakers who easily move between different modalities and languages and whose identities are appreciated.

The second part of the word, *languaging*[17], also contains an important meaning. Maturana and Varela (1980: 34, cited in Li Wei 2018: 16) maintain that "there is no such thing as language, only continual languaging, an activity of human beings in the world". Let us look at the meaning of this concept. Seidlhofer (2011b: 98) invites us to regard languaging in ELF settings as the process of speakers' exploiting the potential of the language, being completely involved in the interaction "whether for work or for play", and placing the focus on the interactional and transactional purposes of the talk rather than on the linguistic code itself. This implies that languaging is the activity speakers get involved in on a daily basis in order to achieve their communicative goals. Seidlhofer (2015: 25) connects the notion of languaging with the ability of learners to "put their linguistic resources, including those of their own language, to strategic use" without needing to measure "up to native speaker competence". Concurring ideas can be found in Thibault (2017: 76), who mentions that "languaging activity is orchestrated in real-time through the integration of a variability of distinctive cultural and biological systems and resources" and it "involves the integration of processes on many different time-scales, including neural, bodily, situational, social, and cultural processes and events" which clearly shows that languaging is a multifaceted process. Li Wei (2016: 5) ascribes "problem-solving, knowledge construction and mobilization, and learning dimensions" to languaging; he also claims that this psycholinguistic notion "refers to the process of using language to gain knowledge, to make sense, to articulate one's thought and to communicate about using language" (Li Wei 2011: 1223). The second part of this quote is linked to Swain's idea about languaging. She looks at it from learners' perspective where languaging is "a part of what constitutes learning", i.e. the process of active talking about linguistic data (in a dialogue or in a private speech persons talking to oneself) and understanding the material (Swain 2006: 98; Swain 2013: 202). This kind of languaging involves the use of metalanguage[18] (Svalberg 2007: 291) which is integral to language awareness (to be

[17] Lankiewicz (2014) provides an overview of how languaging is interpreted in linguistic literature on sociocultural and cognitive studies. The interpretations of the works by Vygotsky, Halliday, Swain, Maturana and Varena are presented by the author.

[18] *Metalanguage* is used in the meaning of "language for talking about language" (James & Garrett 1992: 17-20).

investigated in section 3.3.). Thus, it seems plausible to consider languaging from both speakers' and learners' standpoint as indicated above, because the focal point is their proactivity in language use as well as in language learning.

To conclude, translanguaging stands for the communication process which involves multiple languages and their varieties and allows a speaker a certain freedom in moving between those linguistic resources. Since translanguaging might be considered solely from cognitive or social angles as "a naturally occurring phenomenon for multilingual students" or "the creative improvisation according to the needs of the context and local situation" Canagarajah (2011b: 4-5), there might be a misleading impression that translanguaging does not have to be taught (Canagarajah 2011a: 402; Jonsson 2017: 22). However, crucial for this thesis is the role of translanguaging in the educational dimension, therefore, the section that follows will look into the characteristic features of pedagogical translanguaging.

3.2. Pedagogical implications of translanguaging

As discussed in the previous chapter, translanguaging is one of several multilingual education models. The current section will focus on pedagogical translanguaging, its definition, and its benefits for the processes of language instruction and acquisition. The further two sections in chapter 3. will deal with other important phenomena which are intrinsically connected to translanguaging, namely, language awareness and cultural aspects and issues of identity. Importantly, availability of references to translanguaging and a recognition of learners' home languages in the chosen textbooks as well as in the related teaching materials will be one of the textbook analysis criteria presented in chapter 4.

Pedagogical translanguaging is defined as a tool for teachers' inclusion of the "students' linguistic repertoires in order to achieve a deeper shared understanding of the content and a co-construction of knowledge" towards enhancing "the teaching/learning process in the plurilingualism direction" (Ganuza & Hedman 2017: 210; Caruso 2018: 75; Vasilopoulou 2019: 148). What can be inferred from this definition is the fact that translanguaging strategies support language learners by allowing them to access all their linguistic resources and by cognitively involving them into a learning process in which linguistic diversity is appreciated. The last chapter of this thesis will describe in detail possible ways of implementing translanguaging techniques in an English classroom, but at this point some examples of translanguaging-oriented activities proposed by Caruso (2018: 75) and other scholars will be introduced, and the advantages these activities have for the teaching/learning process and its participants will be presented.

Some examples of activities are reading a text in one language (e.g. English) and discussing it in another language (e.g. home language); taking notes in a home language after listening to/reading a text in English; providing learners with additional readings in their home languages about the topic

they are expected to read about in English (Celic & Seltzer 2013: 82); engaging family members or volunteers in creating written/audio versions of English texts in the languages represented in class (Celic & Seltzer 2013: 89). These kinds of activities primarily allow for several advantages for students (as also explained in subsection 2.2.1.): firstly, processing the content in several languages results in a better understanding of concepts, because these languages "bolster each other in students' acquisition of language and knowledge" (Lewis, Jones & Baker, C. 2012: 645-646; Makalela 2015: 206; García, Sylvan & Witt 2011: 386-387); secondly, Lewis, Jones & Baker, C. (2012: 645-646) state that the possibility to accomplish certain challenging tasks with the help of the prevalent language (which is frequently learners' L1) allows improvements in the learners' weaker language (possibly English); finally, alternation of the home languages and English empowers less confident students (Makalela 2015: 206) and has beneficial effects on the pupils' self-efficacy beliefs and motivation (Schwarzl & Vetter 2019: 246; Schwarzl 2020: 128). As a result, translanguaging not only has cognitive advantages, but also supports a "greater equity in the classroom" and "a deeper inclusion of all participants" which is achieved by "giving voice to students for meaning negotiation at different levels", by "acknowledging their input" as well as by recognizing, appreciating, and validating not only the learners' home languages, but also their identities (Caruso 2018: 87; Wang Danping 2019: 146; Gkaintartzi & Tsokalidou 2019: 195). This aspect is not to be underestimated in the Austrian educational setting, where children encounter difficulties in integrating into the learning process because of their insufficient knowledge of German.

Furthermore, translanguaging strategies ensure explicit metalinguistic reflection on terms across different languages, and teachers should draw their students' attention to the overlaps between languages in cognates, similar grammatical structures, shared roots, etc. and encourage the learners' own metalinguistic commentary (Palmer et al. 2014: 763). This approach is especially relevant for an ELF-oriented classroom, where the existence of English words in other languages or the influence of other languages on English can and should be drawn on as a resource (examples 20, 23 and 30 in section 5.2. show how this could work in practice). Nevertheless, it is not only the English language that might have connections with the other languages: there exist similarities between numerous languages, and a multilingual classroom is a suitable space for noticing and analysing them (section 5.1. introduces a number of activities which help to compare different languages). Teaching learners to look at languages at a metalinguistic level is strongly related to building language awareness, which is the focus of the next section. The explicit reference to the other languages ensures "awakening" of the students to the language diversity, building "the linguistic tolerance the world needs" and making learners linguistically flexible for learning additional languages later in their lives (Gkaintartzi & Tsokalidou 2019: 195; Celic & Seltzer 2013: 5). Accepting the linguistic multiplicity around them also helps students to develop a tolerant behaviour towards cultural diversity they encounter in

everyday life (also see section 5.1.). Additionally, translanguaging activities "reinforce students' sense of plural selves" (Makalela 2015: 209), which means raising learners' awareness about the linguistic repertoire they have at their command and, as a result, encouraging learners to think about their identity.

And lastly, translanguaging invites reciprocal linguistic assistance in written and oral production between students, which results in "support of struggling students, challenging advanced students, as well as forming friendships across cultural and linguistic lines" (García, Sylvan & Witt 2011: 395). The collaboration between learners is especially important for the newcomers to Austria since resorting to German only might not suffice for them in order to participate in the learning process (Schwarzl 2020: 127[19]). Furthermore, translanguaging might secure "home-school links and co-operation" by encouraging learners to discuss the school content with parents in the other language but the target one" (Lewis, Jones & Baker, C. 2012: 645-646).

To summarize, there is a number of advantages learners might benefit from when being involved in a translanguaging-oriented pedagogy. Naturally, definite aspects should be borne in mind when integrating translanguaging strategies into the teaching process and chapter 5. will concentrate on that in more detail. Meanwhile, it is worth mentioning that in Austria translanguaging practices are encouraged in some schools in subjects such as biology, history, and music, allowing for the use of German and other languages represented in a class (Schwarzl 2020), leaving English as a subject and the English language itself aside. According to Schwarzl (2020: 23), in Austria not enough research work has been conducted in connection to translanguaging and English, and this thesis is a reminder of the possibility to incorporate translanguaging activities into an English language class just as it can be done with any other subject of the Austrian curriculum. Otherwise, if not "elicited by teachers through conscious pedagogical strategies", translanguaging will be done "surreptitiously behind the backs of the teachers" (Canagarajah 2011b: 8) triggering learners' exclusion from the lesson both linguistically and emotionally. Moreover, learners would miss the opportunity to look at their language use from a general perspective and develop the awareness that would assist them in learning additional languages, namely language awareness, which will be explored in the next section.

3.3. Language awareness

Language awareness was already briefly referred to in this paper in relation to metalinguistic discussions learners might be involved in; I will return to this notion in chapters 4. and 5., where it will serve as a criterion of the textbook analysis and as one of the aspects in activity transformations

[19] Cook, G. (2010: 44) also talks about the learners' translating and interpreting for their fellow pupils in the context of London schools.

respectively. For the moment, it is necessary to investigate more closely the essence of this phenomenon and its role in a foreign language class with translanguaging elements.

As a rule, foreign language classes set achieving a certain level in a target language as an ultimate goal, thereby neglecting the fact that language per se deserves to be an "object of study in its own right" (Tinkel 1988, cited in Donmall 1992: 116). Seidlhofer, Breiteneder and Pitzl (2006: 23) also talk about the necessity to look at language as such and to devote a separate subject to language awareness that would "foster an understanding in learners of how language in general operates in similar or different ways across communities with different languages". This implies looking at language mechanisms and the use of English in its lingua franca function in a multilingual setting which stresses the importance of language awareness for both ELF thinking and translanguaging pedagogies. What is even more important for this thesis, is the possibility to use the multiplicity of languages represented in a class/at school for raising language awareness, as indicated by Helot (2017: 252):

> One of the advantages of [language awareness] activities in multilingual classrooms resides in the inclusive nature of the selection of languages used: it becomes possible to include all the languages or varieties of languages spoken by learners in a class. In other words, all languages can be used as example of linguistic phenomena to be studied, and minority languages become part of the language ecology of the classroom. […] the aims of [language awareness] activities are to make learners aware that people speak different languages and this diversity is a source of knowledge to understand the world we live in. In this sense [language awareness] is meant to transform teachers and learners' representations of individual and societal multilingualism.

Thus, this quote refers to the previous section, which mentions that linguistic comparison by learners during translanguaging-sensitive activities is encouraged. This multilingual comparison is important for balancing the use of languages with different statuses and prestige. Hence, translanguaging is said to go "hand in hand with creating and stimulating opportunities to develop students' language awareness" (Ramaut et al. 2013, cited in Gorp & Verheyen 2018: 239). Before investigating the possibilities of fostering language awareness in class, let us briefly look at its meaning. Language awareness is defined by Donmall (1992: 108) as "a person's sensitivity to and conscious perception of the nature of language and its role in human life". Another definition of language awareness is provided by James (1999: 102), who describes it as "having or gaining explicit knowledge about and skill in reflecting on and talking about one's own language(s), over which one hitherto has had a degree of control and about which one has also a related set of intuitions". Thus, it can be inferred from both definitions that language awareness is the knowledge of how language functions in general and in each particular case of every individual, i.e. their own evaluation of their language success. The sensitivity to the way language functions in general serves as a "valuable basis for the learning

of individual languages" (Donmall 1992: 109[20]). At the same time, language classes provide space for the foundations of this linguistic knowledge to be laid (Kiesel 1 2012: 12).

So what are the actual possibilities of creating language awareness instances during language instruction? Raising language awareness may start "through paying motivated attention to language in use", especially by letting learners compare different language and the "aspects of languages that [they] might find remarkable or special" (Ballinger et al. 2017: 49; Gorp & Verheyen 2018: 248) (which is also, as shown above, one of the goals of a translanguaging-oriented classroom). Apart from that, there is a substantial number of language awareness-oriented issues which can be discussed in an English class, e.g. the specificity of the human language as compared to animal or machine languages (James & Garrett 1992: 12); the differences between spoken and written language, as well as different writing systems (Hawkins, E. 1984: 4; Helot 2017: 252); the (English) language varieties (including the discussion of such terms as dialect, slang, jargon, etc.) and reasons for and examples of language change (Hawkins, E. 1984: 4, 172); introducing the learners to such notions as L1, official language, languages used in school or community (James & Garrett 1992: 12); the existence of language rules and the possible cases of breaking them; the (un)importance of native-speaker performance as a role model in language learning (Donmall 1992: 119); involving learners in active discussions about linguistic terminology (Svalberg 2007: 291) which presupposes user-friendly metalanguage (James & Garrett 1992: 17-20) or languaging; drawing students' attention to the importance of being able to assess and describe their own speech and writing, understanding what one still does not know in order to be able to identify what is to be learnt, reminding learners of the "self-evaluation is the key to self-improvement" principle (James & Garrett 1992: 7,17-20) all of which has to do with encouraging learners' independence in the learning process (Svalberg 2007: 291). It is therefore clear that language awareness targets multiple aspects which are not exhaustively listed here, and section 5.3. will introduce some examples of how to build/start building language awareness during English lessons. It must be noted that "spontaneous language awareness moments" might be created or can "arise out of regular learning tasks and daily classroom activities" (Gorp & Verheyen 2018: 240), and these occasional references to language awareness should not be omitted.

It can be concluded that language awareness, as summarized by Svalberg (2007: 292), is an explorative process by language learners which involves their active investigation of language processes, reflection on and engagement with the language per se, and their achievements in learning it. Moreover, "in the language awareness classroom, social, cultural and linguistic awareness and language learning are often treated as overlapping and mutually facilitating" (Svalberg 2007: 301),

[20] Hawkins, E. (1984: 4) as well as Svalberg (2007: 290) also discuss this issue.

hence the sections to come will concentrate on cultural awareness and the preservation and fostering of learners' identity.

3.4. The social side of translanguaging: culture and identity in focus

Language is undeniably a social phenomenon, it is something that happens between people (Jørgensen 2008: 163), and how people use language is ultimately linked to identity and culture (Conteh 2018: 484, 476). Therefore, it is of paramount importance for teachers to have "specialized knowledge about the social, political, and economic struggles that surround the languages and that surround the speakers too" (García 2008: 389). This idea is in line with Norton's (2013: 179) belief that:

> It is only by understanding the histories and lived experiences of language learners, that the language teacher can create conditions that will facilitate social interaction both in the classroom and in the wider community, and help learners claim the right to speak.

Thus, instead of solely concentrating on teaching grammar and vocabulary, teachers are expected to demonstrate interest in each pupil's personality and their cultural backgrounds. Translanguaging pedagogies "open up spaces for students to engage in sensitive and important topics (e.g. immigration, identity)" (Palmer et al. 2014: 769). That is why the following subsections attempt to clarify how cultural backgrounds and identity issues might be integrated into the classes with translanguaging elements. Taking into consideration the complexity of these two concepts, I will not go into detail about their essence, but will rather mention the main ideas which are relevant for this paper.

3.4.1. Culture

Subsection 2.2.3. has addressed the point of teaching English as a lingua franca for the use in different national and international communicative settings, therefore the involvement of cultural knowledge in this process seems to be logical. The latter promotes students' communication with people from other cultural backgrounds and ensures their being "competent and successful communicators in a global world" (Bayyurt 2006: 233, 241). Moreover, cultural understanding is accompanied by such abilities as tolerance (Griessler 2001: 59) and acceptance of cultural differences, which is of great importance in superdiverse societies like the Austrian one. The strong link between teaching a language and simultaneously discussing the cultural aspects associated with this language might lead some educators to believe that they automatically teach culture or even intercultural competence when they simply teach a language, which is an erroneous belief (Valdiviezo & Nieto 2015: 94; Byram & Wagner 2018: 142). With this in mind, teachers are supposed to enhance "culturally responsive pedagogy in the classroom" (Valdiviezo & Nieto 2015: 105) by making conscious decisions and choices of what should be addressed during lessons as far as culture is involved.

This paper refers to Nieto's (2010: 78) definition of culture[21], as "the ever-changing values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and religion". Culture is interpreted as "dynamic, multifaceted, embedded in context, influenced by social, economic, and political factors, created and socially constructed, learned, and dialectical" (ibid.). In other words, culture is a complex multidimensional phenomenon which unites certain groups of people around particular similarities. The concept of culture has been explained with the help of an iceberg metaphor: there are culture-related issues which can be observed from the surface, e.g. food, music, celebrations, visual arts, religion, language, manners, clothes, etc. (The cultural iceberg 2018[22]). This tip of the iceberg represents a culture in a somewhat simplified manner similar to what teaching about culture in school is usually restricted to (Kiesel 1 2012: 15). However, this knowledge is not sufficient for a deeper understanding of a culture, therefore the invisible layers underwater of the iceberg have to be taken into consideration: beliefs (how a particular culture views history, education, science, politics, etc.), ideals (accepted understanding of what is good for an individual and the society as a whole), norms (behaviours and actions, which are typical for a society), roles (which are fulfilled by individuals and which are a part of their identity), concepts (ideas of how people think about things in general), values (e.g. evaluation of courage, honesty, humility, etc.), desires (material and non-material wishes), assumptions (expectations about the other cultures and people), and attitudes (how people treat the world around them) (The cultural iceberg 2018). It requires time, thought-provoking conversations, and viewpoint exchanges to comprehend this complex multi-layered nature of culture.

It is school's responsibility to raise learners' interest in and curiosity towards the essence of culture and cultural diversity, but also to enhance a thorough understanding of cultural values existing within and outside their community (Kiesel 1 2012: 15). Problems might arise when deciding on which culture to include in a language class: that of the target language[23] "for a full understanding of the language forms that are presented to learners" (Bayyurt 2006: 235) or, as maintained by McKay (2003: 145), adjusting the teaching content according to the local culture, i.e. the Austrian one? It was previously argued in subsection 2.2.3. that an ELF-sensitive class is not tied to the Anglophone cultures, instead it should awake learners' interest in all the cultures represented in a class. Therefore, Austria's multiculturalism requires not only looking into the local culture, but that of every individual, regardless whether their culture is perceived as prestigious or not.

[21] See Baker, W. (2015) for a thorough analysis of different conceptions of culture and its theories.
[22] Cultural iceberg: https://www.youtube.com/watch?v=a9Z83I_g4Hw (27 May 2021). Despite being non-academic, this resource was included because it offers an appropriate metaphor for the explanation of culture and its dimensions.
[23] See more on the inclusion of target language culture in Byram and Fleming (1998, cited in Bayyurt 2006).

Naturally, "learning a culture" might be a difficult endeavour for students, especially for those with an immigration background[24], since along with the difficulty of learning a new language they also have to "adjust to a new culture" (Valdiviezo & Nieto 2015: 105), i.e. the culture of the country they live in. This might be the reason why teachers hardly make any references to learners' cultures in the English language classes in Viennese schools (information obtained from my personal correspondence with teachers). However, explicit discussions of the cultural backgrounds represented might have a positive effect on all the learners by 'equalizing' them. Section 4.5. will demonstrate how this can be achieved despite the absence of any prescribed activities in the existing textbooks. Crucially, "[k]nowing and understanding other people and societies involves the knowledge and understanding of oneself and one's own society" (Byram & Wagner 2018: 144), which means that understanding the cultures of others leads to a better understanding of one's own culture and, as a result, one's identity, which is another challenging topic to be dealt with in the following subsection.

3.4.2. Identity

This subsection sets out to clarify the concept of identity and make assumptions about the identities of the plurilingual learners of English with diverse cultural backgrounds that are the focus of this thesis.

The analysis of literature on multilingual education and ELF has demonstrated that the topic of addressing student's identity in class is inevitable and desired in modern education (Boeckmann 2016a: 56-57). What is identity then? Norton (2016: 476), e.g. views identity as "the way a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future". Therefore, the author stresses the connection between individuals and their environment which allows to assume that the latter might have a significant influence on the former. Identity construction takes place within the existing social structures which imposes constraints on the choices available to individuals (Baker, W. 2015: 131), and the school has an important role in removing those constraints and assisting the identity establishment, because it "helps to construct the identities of those it teaches and educates" thus contributing to learners' personal development (Cavalli et al. 2009: 7). Another meaning of identity is provided by Joseph (2016: 25), who claims that "identity relates classically to who individuals are, understood in terms of the groups to which they belong, including nationality, ethnicity, religion, gender, generation, sexual orientation, social class and an unlimited number of other possibilities", which implies that individuals have different social roles they fulfil in various contexts. However, what both definitions are missing is an aspect central for this paper, namely the linguistic one.

[24] Immigration background is the notion which applies to individuals whose parents were born abroad (Herzog-Punzenberger & Schnell 2012: 246).

Language performs a crucial role in identity construction due to the fact that individuals express themselves through language and may develop as individuals through language (Baker, W. 2015: 105; Donmall 1992: 117). Moreover, it is language education that helps to shape students' identities under the influence of "their existing languages and associated experiences" (Byram & Wagner 2018: 144). That is why it is understandable that different identities were referred to previously in this thesis: the unique identity that learners develop in their own use of English as ELF (Sifakis et al. 2018: 158-159), or a NNS identity as opposed to a NS one (Kemaloglu-Er & Bayyurt 2018: 169); the identity connected to the students' use of their family language which is a symbol of a separate communal identity (Seidlhofer 2011a: 137-138); learners' plurilingual identities as speakers of several languages (Makalela 2015: 213). A logical question arising at this point is: which of these identities are central for an individual, or is it even possible to look at them separately? Just as an individual is capable of performing different social roles and of moving between them depending on the context, it might also be spoken of various identities which learners apply in a relevant setting. In the contemporary superdiverse European societies like the Austrian one identity cannot be monolithic and unchanging (Cavalli et al. 2009: 7), implying that identity is something fluid and flexible, something that can adjust and develop. It is therefore possible to talk about the "multiple, fragmented and hybrid nature of identity in multilingual, multicultural and multiracial settings" (Baker, W. 2015: 111) and all of the previously listed identities might be seen as parts of a whole identity, they coexist and influence each other. Some of these identity parts, as suggested by Baker, W. (2015: 107), determine one's whole identity; every person might identify with the different parts of their identity to a different extent.

Importantly, identifying with a particular nationality, ethnicity, religion and therefore culture, as well as with a particular language or a number of languages, might not be as straightforward as it seems in today's cosmopolitan and international world, and it can cause some issues in the teaching process (see the next section). It is therefore teachers' task to get informed about their learners' backgrounds and attitudes towards the languages and cultures they associate with before proceeding with the identity-oriented discussions or starting work with culturally relevant texts (Sharma & Christ 2017: 301) (consult examples 32 and 53, or appendix 8.4.). A class with translanguaging elements should allow some space for discourse where the students' multifaceted identities are appreciated and accepted. Section 4.5. will provide examples of how the issue of identity might be addressed in a class.

The two subsections on culture and identity have demonstrated that these aspects are of great significance in superdiverse societies like the Austrian one. Both culture and identity will serve as criteria for the textbook analysis in chapter 4. and will be employed in section 5.4., where examples of activities related to culture and identity are presented. At the same time, addressing these

phenomena during English language teaching/learning might have a negative impact on learners. The following section touches upon the challenges that might arise in a class where translanguaging techniques are applied. Before proceeding to this information, it is important to mention that sections 3.2., .3.3., and 3.4. have highlighted the common grounds between translanguaging techniques and ELF-oriented pedagogy: the naturalness of engaging plurilingual speakers' whole linguistic repertoire in the learning process, the benefits of language awareness moments in English language instruction, as well as the social issues such as culture and identity which are not to be disregarded in a foreign language classroom. These similarities between the two phenomena allow us to consider them as compatible in achieving a single goal – to help plurilingual learners of English to become successful ELF users and equal members of superdiverse societies.

3.5. Translanguaging in class – challenge accepted?

The previous sections identified the advantages of the multilingual education, translanguaging particularly, for the learners' general and linguistic development. Pedagogical translanguaging generates certain controversial issues which will be addressed in the following subsections, namely the challenges encountered by learners and teachers, as well as the impediments associated with the teaching materials.

3.5.1. Challenges: learners' perspective

Foreign language acquisition is a process which intrinsically poses certain problems for learners. The situation may be complicated by additional factors related to the linguistic and cultural diversity of most European classrooms. Translanguaging, which is expected to provide solutions to some of these challenges, might itself become an aggravating factor in the course of teaching/learning.

First of all, the challenge lies in learners' language proficiencies which are expected to be integrated into the English language instruction through translanguaging activities. Conceivably, learners should be able to demonstrate high levels of proficiency in the target language(s) while simultaneously using all of their available linguistic resources, and such a situation might be stressful for them (King & Bigelow 2018: 468). Learners' use of their home language frequently does not expand further than everyday life, because most immigrant students acquire their L1s exclusively from their family context, and do not receive any formal instruction in this language, developing no written skills and only a limited vocabulary (Kiesel 1 2012: 22; Edele, Kempert & Schotte 2018: 233). Therefore, being encouraged to translanguage and failing to do it might result in learners' embarrassment in front of their classmates (ibid.). This idea is supported by Schwarzl (2020: 138), whose research shows that children tend to get frustrated or aggressive if they, as compared to the others, do not speak many languages, or if their L1s are of a low level. Moreover, learners admit that

they are afraid to make errors in their home language, which is another emotional obstacle that only some learners can overcome (ibid.). On top of that, in class/at school there is a strong discouragement to use students' family languages initiated by teachers, who insist on German as the official language of Austria, therefore of the school (ibid.). With this in mind, teachers have to be cautious when incorporating translanguaging in their instruction, ensuring that the planned activities do not overstrain their learners, who, as examined in subsection 2.2.1., are frequently overburdened by the situation they are in.

Secondly, learners' identifying with specific countries, cultures, languages, etc., i.e. their identities, might pose some difficulties for teachers, because recognizing these identities might not be as straightforward as expected, since every immigration case in Austria is unique, and Austrian pupils have different attitudes to their L1s and their cultures (Schwarzl 2020). On the one hand, as mentioned before, the Austrian citizens with an immigration background frequently preserve strong links to their countries of origin and introduce their children to their countries' language and culture, etc. (Statistics Austria 2019: 99). This is especially true for the younger generations whose parents introduce them to the language and culture of their home countries (ibid.). Therefore, despite having been born in Austria, many children learn the languages of their parents and grandparents (Schader 2012: 248) both in the private/home communication, as well as in independent educational institutions in Austria[25]. On the other hand, some speakers of the other languages than German will be under "the pressure from the surrounding community, and the wish to facilitate integration in the host country" will lead to the avoidance of their L1s (Council of Europe 2007: 56) which might result in L1 attrition and the loss of identity by succeeding generations (Jessner 2008: 31; Council of Europe 2007: 56). That is why for many of the immigrant children Austria is already their homeland, many of them were born here, therefore their knowledge about the country of their or their parents' origin is quite limited, and the connection to it is weak (Kiesel 1 2012: 22). Moreover, some Austrian citizens with an immigration background desire not to draw borders and feel offended when being asked about where they come from (Fritz & Schweiger 2021). As a result, teachers' attempts to ascribe multiple identities to their learners that students do not associate with might have undesirable consequences for the educational process (ibid.). That is why it is the teachers' task to learn as much as possible about their learners by communicating with learners directly or with their parents in order to avoid undesirable conflicts or misunderstandings as already referred to in subsection 3.4.2. (examples of get-to-know-you activities are presented in section 5.1.).

[25] The example of such institution is Saturday Ukrainian School in Vienna which provides Ukrainian classes for children who attend Austrian schools on a regular basis and supports the preservation of Ukrainian language, culture and traditions.

Thirdly, granted that the situation with languages and cultures present in a class has been clarified, another problematic issue which might arise from the point discussed above is othering[26]. For instance, when the teacher wants to explain some grammatical phenomena and compare them across the available languages, the act of asking individual students about the representation of this particular phenomenon in their languages might be treated as othering them (this is one of Austrian teachers' objections against the use of learners' L1s in class, as discovered via my personal correspondence). Othering is triggered by, as described in section 2.2., different status languages have in certain societies and by attitudes towards these languages; such external factors are crucial in how learners value the linguistic repertoires of their classmates and eventually, those of their own (Schwarzl & Vetter 2019: 242). The same applies to students' cultures, i.e. cultural othering might set in (Alter 2016: 52). And yet, in a translanguaging-sensitive class where different cultural backgrounds are not ignored but are made visible, learners should be explicitly informed about the purposes of language comparisons, and it has to be stressed that each language and culture matters. The responsibility for doing that lies on teachers, who are the focus of the next subsection.

3.5.2. Challenges: the teachers' perspective

Due to the increase of diversity in European schools, teachers face considerable challenges related to different linguistic and cultural backgrounds of their students (Conteh 2018: 482). It is pointed out that "teachers are not empowered, either through *policy* or their own *professional knowledge*, to construct the kinds of pedagogies in their classrooms in which translanguaging might find its place" [my emphasis] (Conteh 2018: 473) and the changes teachers face only seem to "undermine teachers' sense of security" (Seidlhofer 2015: 25). Therefore, on the one hand, there exists the unchanged content of the courses based on the powerful old approach to English teaching, which is deeply entrenched in the system (Seidlhofer 2011b: 13; Wen Qiufang 2012: 372). This so-called conservatism in language instruction does not allow teachers much freedom in their pedagogical choices, which forces them to avoid such modern teaching approaches like translanguaging. On the other hand, of course, it is teachers who are authorized to make didactic decisions in class and it might be their lack of knowledge about multilingual education and other aspects that leads them to consider these innovative ideas to be irrelevant for their teaching practices (Herzog-Punzenberger & Schnell 2012: 240), (This is especially applicable to the teachers with a lot of (traditional) teaching experience, according to my personal correspondence). This implies gaps in the unchanged teacher education system in Austria, like in any multilingual society, and scholars are unanimous about the

[26] Baker, W. (2015: 114) stresses that the process of othering occurs at different levels and consists in building a "superior positive image" of 'us' versus an inferior 'other', "construction of a line or barrier between cultural groups in which the characteristics of the members of one cultural group make them different and distinct from the members of another cultural group" (ibid.). There are further aspects which might lead to othering definite individuals, e.g. sexual orientation, religion, etc. (Alter 2016: 52).

necessity to adapt this system to the "linguistic heterogeneity" present in the classroom instead of teaching all students as if they were speakers of one and the same language (Dalton-Puffer et al. 2019; García 2008: 393). As Byram and Wagner (2018: 148) put it, "[l]anguage educators need to critically examine their own professional identity and views of language and culture. They also need to reexamine their view of language education and its goals". Such a view definitely requires additional efforts on behalf of teachers, but these seem to be unavoidable considering the social changes influencing the modern educational system now and, most probably, in future. The information obtained from my personal correspondence with the teachers of the Viennese schools revealed that indeed nowadays student teacher programs are starting to introduce teacher trainees to multilingualism and its advantages in the teaching/learning process.

Another controversial topic is the need to incorporate learners' L1s and, at the same time, teachers' inability to speak the languages of their students. Naturally, it is improbable for teachers to be proficient in all the languages present in their class. In addition, the idea of allowing learners to use any language they want for accomplishing their tasks might seem obstructive, because teachers would not be able to control what their learners talk about during a lesson. Notwithstanding, learners are expected to present their final task product in the target language, and keeping that in mind must motivate them to remain focused on the topic. Apart from that, there exists a number of technologies which allow teachers to translate expressions from various languages ad hoc and stay informed about the particular grammatical phenomena across numerous languages (appendix 8.1. lists some websites which might assist teachers in a translanguaging-oriented class). Furthermore, according to Jessner (2008: 45) and Schwarzl (2020: 208), in future teachers will have to be offered adequate education and training programs which will ensure that language teachers are experts on multilingualism and that they develop skills in multilingual didactics, even if they teach only one language (also see Valdiviezo & Nieto 2015: 105; Boeckmann et al. 2011: 38). Such teacher education is expected to prepare teachers for encounters with numerous languages, meanwhile independent research of different languages and their characteristic features might be sufficient for individual teachers in every educational settings.

Currently, another issue which tends to prevent teachers from incorporating translanguaging strategies into their language instruction is the lack of appropriate teaching/learning materials; these are looked into in the following subsection.

3.5.3. Challenges: teaching/learning materials

In their critical review of the changes in research on language teaching and learning in Austria Dalton-Puffer et al. (2019: 221) highlight the fact that textbooks and teaching materials have not received due attention in the literature, and the effectiveness of the commonly used textbooks has not been

tested yet. There is similarly no empirical evidence of how teachers use other materials, e.g. online resources, etc. (ibid.), which is of particular importance in this thesis, since the use of the available textbooks does not always suffice in a multilingual setting and additional materials are required.

In terms of multilingual education, it is impossible to think of a single educational program which would suit the curricula in all of the multilingual classes across Europe or even in Austria alone (Cenoz & Gorter 2015: 478), because every educational setting is unique and is in need of individual adjustments. The same applies to teaching/learning materials. As a rule, the textbooks for English language instruction frequently demonstrate "a strong nativespeakerist orientation" (Sifakis et al. 2018: 159) and comply with the monolingual norm because of the difficulties in making choices between the multiple languages that are involved, or certain funding issues (Slotte & Ahlholm 2017: 172). As a result, teachers are expected to critically evaluate the coursebooks they work with keeping in mind the main ideas of pedagogical translanguaging in an ELF-oriented class.

Another unfortunate fact in multilingual education is the shortage of culturally relevant texts and a complete absence of texts in the rare languages spoken in highly diverse classes (Fránquiz 2012: 37; Sharma & Christ 2017: 298). Ebe (2010: 197) defines culturally relevant texts as the texts which demonstrate a connection to particular aspects of culture in terms of "the ethnicity of the characters, the setting, the year in which the story takes place, the age and gender of the characters, the language or dialect used in the story, the genre and exposure to this type of text, and the reader's background experiences". The absence or scarce availability of such texts might lead to learner frustration and other negative emotions (Schwarzl & Vetter 2019: 246), and the previously mentioned feeling of being othered might set in. However, any text can be made culturally relevant; teachers can use the existing textbook texts to make them culturally responsive by posing certain questions relevant for a teaching/learning situation (Sharma & Christ 2017: 295[27]). With this in mind, it is pertinent for teachers to seek a balance between the materials available in certain languages, and to make decisions that will not exclude those unique languages from the educational process, thus preventing the situation where these languages might be regarded as those with a low prestige (Schwarzl & Vetter 2019: 244).

Due to the fact that the existing teaching materials cannot initially meet "the needs of different plurilingual students" (Bell & Gower 1998: 118), adaptations to these textbooks can and should be based on what is regarded as relevant in particular contexts. On this point, Boeckmann's (2012: 271) observation seems particularly relevant, that "although nobody can change the system on her/his own, everybody can contribute her/his share to the change, a paradigm shift in majority language education

[27] The articles by Sharma and Christ (2017) as well as by Kibler and Chapman (2019) provide recommendations and criteria for selecting culturally relevant texts and their implementation in the teaching process. Additionally, the authors list several sources where different culturally relevant texts can be found (Sharma & Christ 2017: 300, 302).

that is urgently needed". The chapters that follow will focus on adaptations and additions to the existing textbooks which can be made according to the key concepts discussed so far.

4. Austrian textbooks of English: what they already have …

As mentioned in chapter 1., the main purpose of this thesis is to investigate the possibilities of making some existing textbooks of English more translanguaging-oriented, to sensitise learners to such concepts as ELF, culture, identity, as well as to increase their general language awareness. The following sections will provide an analysis of the textbooks selected and will present an overview of which of the aspects discussed in the previous chapters have been already tackled in these textbooks.

"The role of the coursebook is to be at the service of teachers and learners but not to be their master" (Cunningsworth 1998: 7) which suggests that teachers are not bound to textbook materials and can adapt and modify them in order to satisfy all learners' needs and requirements. A concurrent idea can be found in Seidlhofer (2015: 26), who talks about ELF and textbooks, but whose main point can also be connected to the issues dealt with in this paper, i.e. it is "not what textbooks teachers can be provided with, but how an understanding of ELF might inform the way they might use their existing textbooks".

> The first point to be made is that a textbook is indeed a text, and like any text is open to variable interpretation. It follows that a textbook can serve purposes that may be very different from those intended by its author. So teachers, using the textbook as a **prompt** rather than a **script** [original emphasis], can, as indeed effective teachers have always done, find ways of localizing its content. A particular prescribed task, for example, can be reformulated so that it allows learners to achieve outcomes by using whatever strategies work for them, drawing on the resources of their own language where this seems a natural thing to do, without constraining this to linguistic accuracy. Doing so could raise the learners' conscious awareness of how English can be used as a communicative resource like their L1, and so of the communicative process itself. To use tasks in this way would be to encourage learners to develop a capability for exploring linguistic resources to communicative effect, i.e. for languaging, rather than getting them to conform to a prescribed competence.

This quotation from Seidlhofer (2015: 26) shows the importance of modifying the textbooks and stresses the fact that it is a teacher's responsibility, and at the same time their prerogative, to demonstrate flexibility and to adjust the available teaching materials "according to the language-learning context and students' needs and background", this way making them useful, relevant and effective for different learners (Ballinger et al. 2017: 37). Yet, before making adaptations to any existing textbooks it is pertinent to investigate first what they already include. For reasons of space, this chapter will not deal with the general criteria of textbook evaluation and selection[28], instead, it will scrutinize the selected textbooks with the following specific criteria in mind, the rationale for

[28] See Cunningsworth (1998) or/and Littlejohn (1998) for a more detailed guideline of textbook analysis.

which was discussed in chapters 2. and 3. (adapted from Vettorel & Lopriore 2013: 491; Bell & Gower 1998: 122-124):

a) The presence of references to such notions as translanguaging, ELF, culture, identity and language awareness;
b) The availability of activities which encourage the use of learners' L1s, involve translanguaging practices and bring to the fore the importance of multilingualism/plurilingualism;
c) The promotion of learners' roles as ELF users and the availability of authentic texts (in the meaning introduced in subsection 2.2.3., i.e. texts illustrating ELF communication) which demonstrate language use in the global context;
d) Engaging content, which addresses students personally and involves their cultural backgrounds and personal issues/identities;
e) The availability of activities which foster students' language awareness.

The coursebooks *Lasso English 3*, *More 3! General course* and *Make Your Way 7* are used at the primary (third grade), lower secondary (third grade) and upper secondary (eleventh grade) school levels respectively, and were specifically chosen to represent the different school levels where activities related to the theoretical aspects addressed in chapters 2. and 3. can potentially be implemented. The subsubsections that follow will start with a brief description of these textbooks and will attempt to evaluate them according to the criteria listed above. Additionally, an outline of the units constituting the coursebooks and the grammatical aspects covered in them will be provided in order to give a better idea of learners' expected proficiency levels of English.

4.1. *Lasso 3* – early steps in learning English … and in multilingual education?

Lasso English 3 is used in the third grade of the Austrian primary school level. Among the teaching/learning materials supplementing this textbook are picture cards, word cards, photocopy templates, as well as audio texts.

According to the above-mentioned criterion a) an examination of *Lasso English 3* did not yield any explicit references to multilingualism/ translanguaging, ELF, cultural and identity aspects, or language awareness either in the textbook itself, in the teacher's book, or on the website[29] of this textbook. What is more, b) the textbook does not contain any activities which encourage translanguaging, the use of learners' L1s or at least any mention of it. The only exception in this case is the *Language passport* section of the teacher's book, where children are asked to list the languages they speak at home, learn at school, or have encountered elsewhere (see appendix 8.2. for an example

[29] Österreichischer Bundesverlag Schulbuch. *Lasso English*. 2021. https://www.oebv.at/lasso-englisch (8 June 2021).

of the Language passport tasks). c) References to ELF were not found in this textbook, neither were any instances of authentic ELF use illustrated. Instead, the textbook authors paid explicit attention to the integration of traditionally authentic (here, in the meaning of NS-centred) English songs, poems and stories (Bartnitzky, Bunk & Tinnenfeld 2014a: 3). d) No identity issues are included in this textbook. Culturally related topics often have to do with the Austrian culture, leaving out any other cultures. One can learn only about the Austrian food (Bartnitzky, Bunk & Tinnenfeld 2014b: 33) or holidays in Austria and Great Britain even though the teacher's book stresses the importance of intercultural learning as one of its main principles (Bartnitzky, Bunk & Tinnenfeld 2014a: 3). Mostly, however, the textbook as a whole is expected to promote the culture of the English-speaking countries, specifically of Great Britain, which could be noticed in the course of analysis of the coursebook itself, as well as after consulting the teacher's book (Bartnitzky, Bunk & Tinnenfeld 2014a). Importantly, the latter encourages teachers to make the teaching process culturally oriented, highlighting the importance of tolerance, empathy and appreciation of other cultures (Bartnitzky, Bunk & Tinnenfeld 2014a: 3) when in fact only a comparison between the Austrian and the British cultures is foregrounded. e) Language awareness moments, explicit or implicit, are predominantly absent from both the given textbook and the teacher's book. The only exception is the teacher's book is the food package activity (see example 33) which highlights the existence of different writing systems (Bartnitzky, Bunk & Tinnenfeld 2014a: 33). It is also mentioned that teachers are expected to provide opportunities for the developing learners' independence and their ability to learn how to learn (Bartnitzky, Bunk & Tinnenfeld 2014a: 4). It was observed that *Lasso English 3* has a number of activities (discussed in section 4.1.) where the involvement of learners' L1s and their cultures would be suitable, however these possibilities are not made use of. In general, the analysed textbook seems to have no connection with the ideas of encouraging the use of learners' L1s, addressing their cultural background, or initiating (implicit at this stage) discussions about language awareness. Instead, *Lasso English 3* promotes the traditional approach of teaching English with Anglophone cultures and NS-orientation being put to the fore.

Lasso English 3 (Bartnitzky, Bunk & Tinnenfeld 2014b) encompasses 9 units, each addressing topics of interest for young learners. The first unit, *Let's go to school*, addresses the topic of school supplies and playthings. The key expressions to be worked with in this unit are: *What have you got in your…?, I have got…, What colour is …?.* The cultural aspect targeted in this unit is school in Great Britain (this information is mentioned in the teacher's book (Bartnitzky, Bunk & Tinnenfeld 2014a: 12), whereas there is no explicit reference to this topic in the coursebook itself.

The second unit, *Let's play*, concentrates on leisure activities, namely the names of toys children use, as well as their hobbies, things they like or dislike, etc. The new vocabulary is represented by

such expressions, as: *What do you like?, I like…, What don't you like?, I don't like…* (Bartnitzky, Bunk & Tinnenfeld 2014a: 12).

In the third unit, *The circle of the year*, the focus is placed on the seasons of the year, the months of the year, the days of the week, and the weather vocabulary. Children are expected to learn about the activities typical of a particular time of the year, and have to practise the use of such phrases as *What is your favourite season?, My favourite season is…, I like best…, I can…, When is your birthday?, My birthday is…* (Bartnitzky, Bunk & Tinnenfeld 2014a: 12).

Unit 4, *Shopping*, is dedicated to the acquisition of the vocabulary for body parts, shopping for clothes, and weather conditions. *I am wearing..., Tom has got…, Put on your…* are the expressions young learners are expected to practise in this unit (Bartnitzky, Bunk & Tinnenfeld 2014a: 12).

Unit 5, *At home*, is supposed to introduce young learners to the domestic culture of Great Britain, as stated in the teacher's book (Bartnitzky, Bunk & Tinnenfeld 2014a: 12). Learners are familiarized with the prepositions of place, kinds of furniture in English, and sentence structures like: *The … is on/in/under/behind the…, I have got a…, I am in the…* (Bartnitzky, Bunk & Tinnenfeld 2014a: 12).

At the restaurant, unit 6, is focused on such topics as food and drinks, breakfast in Great Britain, ordering food in a restaurant, the typical British cuisine, money (which is exemplified exclusively by British currency), and numbers. *What would you like to eat/drink? I would like… My favourite food/drink is…, Here you are., Thank you., I am hungry., I am thirsty.* are to be worked on in this unit (Bartnitzky, Bunk & Tinnenfeld 2014a: 12).

Unit 7, *At the newsagent's*, engages learners with the information about shopping possibilities in Great Britain and again concentrates on the British currency, numbers till 100, as well as sales discourse like: *What would you like?, Which one would you like?, I'd like…, How much is…?, It's …* (Bartnitzky, Bunk & Tinnenfeld 2014a: 13).

Pets in Great Britain as well as the pupils' favourite pets, domestic and farm animals are the main topics for discussion in unit 8, *At the vet*. Young learners are introduced to such expressions as: *I'd like a…, I don't like…, My favourite pet is…* (Bartnitzky, Bunk & Tinnenfeld 2014a: 13).

In the final unit 9, *Let's celebrate*, learners are presented with holiday customs and traditions in English-speaking countries, namely Halloween, Christmas, Easter, and Birthdays. This unit is devoted to the review of the material studied, but it also presents some new expressions for learning, e.g. *Trick or treat., Merry Christmas!, A happy New Year!, Happy Easter!, My birthday is in…* (Bartnitzky, Bunk & Tinnenfeld 2014a: 13).

4.2. *More 3!*... of English and intercultural tolerance?

The textbook *More 3! General course* is a teaching/learning material for the third grade of the General Secondary School, AHS (allgemeinbildende höhere Schule) and the New Middle School, NMS (neue Mittelschule) in Austria.

The analysis of the textbook, the teacher's book, as well as the textbook website[30] according to the criteria outlined in chapter 4. has revealed a) the absence of any references to such notions as translanguaging and multilingualism, ELF, language awareness, culture, and identity. The only exception is the mentioning of language awareness on the website[31] in relation to the educational videos as an innovative learning approach for a better understanding of the grammar and memorizing the grammatical structures introduced in the textbook. These videos present the grammar material in a form of cartoons or short video clips, however they do not explicitly raise the issue of language awareness itself or involve any metalinguistic comments or considerations. Besides this, b) no activities that promote translanguaging or learners' use of their home languages were identified. Moreover, the teacher's book clearly indicates that the use of learners' L1s is only allowed as the last resort in cases when teacher's explanations do not succeed in English (Gerngross et al. 2018b: 49). In addition, c) the textbook does not include any ELF-sensitive activities despite the fact that such topics as travelling or music could be used to promote the importance of English as a global language, whereas the units mentioning London (unit 6), California (units 2,10, 11), and Canada (units 2, 3, 9, 14) could serve as a starting point of discussing NS vs. NNS norms. d) In terms of addressing students' cultures and identities, it is indicated in the teacher's book that in order to address the given age group of learners it is important, inter alia, to talk and think about people from other countries and their cultures (Gerngross et al. 2018b: 5). Therefore *More 3! General course* includes a number of activities where students are familiarized with non-English-speaking countries/cultures, e.g. the charity concert for Bangladesh in Vienna (unit 1); information about an American who learns French and about an English travellers' visits to France, Ceylon, Brazil, Italy, and the African continent (unit 2); the dangerous animals of Asia and Africa (unit 4); superstitions from Argentina, Russia and Korea (unit 6); a text about Nikola Tesla (unit 8); an interview with a girl from South Africa who speaks the Zulu language; a story about a boy from Mexico and the issues of crossing borders (unit 9); information about the famous women from Kenya and from other countries (unit 10); a text about volcanoes in Sri Lanka (unit 12); tasks related to the topic of travelling to the heart of the wilderness, e.g. Botswana (unit 14). The diversity of the introduced countries seems to be a positive move towards familiarizing

[30] Helbling languages. *More!* n.d. https://www.helblinglanguages.at/?pagename=more (7 Sep. 2021).
[31] Helbling languages. *More 3! General course*. n.d. https://www.helblinglanguages.at /?pagename=product&product=399045740 (8 June 2021).

learners with the cultural diversity existing in the world, nevertheless there are no explicit indications of the importance of learners' countries. It also seems reasonable that when mentioning all of these countries in the textbook learners should be made aware of the fact that when visiting them English is likely to be their lingua franca, their main means of communication, but this opportunity to promote ELF thinking is not used. I could observe that photos of the people representing the various ethnicities and cultures included in the textbook might add to the acceptance of different cultures. e) *You learn* and *You can* rubrics which are to be found at the beginning of each unit (Gerngross et al. 2018a) and are expected to bring learners' attention to the progress they make in their learning process. Other than that, no further activities geared towards raising students' language awareness could be found in the coursebook. All in all, *More 3! General course* (despite it being more inclusive of linguistic and cultural diversity as compared to *Lasso 3*) does not promote any of the ideas my thesis focuses on, that is the use of learners' own languages is never encouraged or at least referred to as a valuable resource, the importance of English as a global lingua franca and the differences between English varieties are never raised (even though some topics allow such discussions), neither are the cultural and identity aspects addressed, despite the abundance of textbook tasks where this could be possible and relevant.

More 3! General course (Gerngross et al. 2018a) consists of 13 units. Each unit includes written and audio texts, it also creates possibilities for speaking activities. Additional audio texts with a set of accompanying exercises are found at the end of every unit. Apart from that, each unit ends with the rubric *Essential English,* where new vocabulary is introduced by means of listening and speaking activities. Almost every unit has a special section on pronunciation.

Unit 1, *Music makes a difference*, concentrates on such topics as music styles and the history of benefit concerts; it also provides opportunities to talk about one's own music preferences. The language focus is on the use of the Present and Past Simple Tenses.

In unit 2, *What a coincidence!*, such topics as incredible coincidences that happen in life and emotions people express in some life situation are foregrounded. The grammar focus is on the use of the Past Continuous Tense.

Unit 3, *Going on a journey*, is devoted to travellers of the past, the kinds of holidays, and the grammatical expressions one might use to talk about time, e.g. *when, before, after, while, during, until, by the time*. In this unit references are made to the English people who travelled the world.

In unit 4, *Dangerous animals*, students get to learn about some dangerous animals and the ways of describing them. The language focus is on such expressions as *much* and *nearly*, as well as on the revision of comparatives and superlatives.

The fifth unit, *London calling*, is dedicated to learning about the British capital, its sights, and history. The grammatical focus is on the rules of the relative pronouns use.

Unit 6, *What will happen if*, is a great opportunity to talk about superstitions in various countries. Apart from that, learners are expected to practise the use of conditional sentences.

Unit 7, *You've got a friend*, examines friendships and relationships, types of friends, and ways of talking about being friends with someone. The language focus is on the use of the Present Perfect Tense with such prepositions as *for* and *since*.

In Unit 8, *Inventions*, students are introduced to inventors from different countries and to their inventions. Comparison of the Past Simple and the Present Perfect Tenses is the grammar point of this unit.

Unit 9, *Young people today*, encompasses such topics as teenagers around the world, their activities, as well as rules different families have. In this unit students get to read texts about teenagers from South Africa and Canada. Furthermore, learners get to practise the expressions *to be allowed to* and *to let*.

In unit 10, *Stand up for your rights*, learners are offered information about the possible ways of talking about their rights, they get to learn about famous women from different parts of the world who stood up for their rights. The importance of being green is also raised. As far as the grammatical focus is concerned, students get to talk about past abilities and permission with the assistance of such expressions as *could, was/were able to* and *was/were allowed to*.

Unit 11, *California dreaming*, is about the places, sights, and social life in California. Learners are taught how to discuss their holidays and how to write postcards. The use of the Present Perfect Continuous Tense is concentrated on in this unit.

Unit 12, *Survival*, has to do with natural disasters in the different parts of the world and the plan of actions in case of an earthquake or fire. Students are encouraged to write about earthquake survivors. The Passive Voice in the Present and Past Tenses are worked on from the grammar perspective.

Unit 13, *Dilemmas*, shows to students how to speak about dilemmas, how to give advice to others, and how to write poems. The formation and use of the Second Conditional are referred to in this unit.

Extra unit 14, *Into the heart of the wilderness*, is devoted to the description of some exciting wild African corners and animals typical of those regions. Apart from that, the revision of the phrase *to be going to* is the grammatical focus in this unit.

4.3. *Make your way 7…* towards linguistic and cultural diversity?

The textbook is a standard Austrian textbook for English in the upper secondary level of the AHS which prepares learners for the for the standardized school-leaving examination (Matura), as indicated on the textbook website[32].

The study of *Make your way 7* (Davis et al. 2012a) along with the teacher's book (Davis et al. 2012b) and the information found on the official website of the textbook has resulted in the following findings: a) no references to such concepts as translanguaging/multilingualism, language awareness, or ELF have been yielded in the analysed resources. Only in several instances there are references to culture and identity: by means of the Canadian and the Austrian example unit 3 explicitly tackles the question of identity and how culture influences its formation. The same unit also uses the word *multiculturalism* and invites learners to express their views about it (page 57). b) None of the tasks available in the textbook addressed plurilingualism or encouraged the use of learners' L1 despite the numerous possibilities provided by the wide range of topics in the textbook. c) Texts which promote the importance of English and its global use in the role of ELF were not found in *Make your way 7* either. However, unit 3 introduces a task where learners are expected to write an article about the USA or India within the topic *English around the globe*. This task has a potential of being used for further discussions about the role of English in the world, but no explicit indications of it were observed. Similar to *More 3!* where a number of countries are included into the textbook, *Make your way 7* does not make any connection between the countries (see the next point) and ELF as the main means of communication for NNSs of English. d) Despite the predominant references to the English-speaking countries and their citizens, occasional remarks about Austria as well as the other countries, their speakers and cultures are made in *Make your way 7*, e.g. the texts about controversial hats in Singapore, Egypt, Germany, Saudi Arabia, Turkey and Demark (compact unit 2), stories about women from Iran, England, India, Poland, Austria and Argentina (unit 1), visitors to Canada from France, Germany and the UK (unit 3), a Dutch art dealer (unit 4), a Chinese poet (unit..), stories about people from such countries as the Philippines and South Korea (unit 5). In unit 5, the teacher's handbook delivers ideas for discussion about cultures and religion, namely how different cultures and religions deal with the topic of death, life after death, euthanasia, etc. (Davis et al. 2012b: 24). Importantly, the textbook includes photos of people from different ethnicities which highlights and familiarizes learners with cultural diversity. Apart from this input, the teacher's handbook (Davis et al. 2012b) provides sample texts, additional information for teachers about completing the tasks from the textbook, and also gives solutions to the tasks, but it does not include any further information on

[32]Österreichischer Bundesverlag Schulbuch. *Make your way*. 2021. https://www.oebv.at/lehrwerke/make-your-way/konzeption (8 June 2021).

any of the topics central for this thesis. e) The textbook under scrutiny does not contain any language awareness-oriented activities notwithstanding the fact that there are several possibilities to do that (see subsection 5.3.3. for the examples of such activities). The few instances of the tasks which raise the topic of learning a language per se are some activities where learners are expected to talk about the reasons for learning foreign languages, the role of motivation in this process, the ways of learning foreign languages (unit 3). The textbook also frequently gives tips to learners about how to better complete the written tasks or how to prepare for presenting the information in class (Davis et al. 2012a). To sum up, *Make your way 7*, despite being the textbook for older and therefore more advanced learners of English, does not encourage its readers to cope with their learning tasks with the help of their whole linguistic repertoire, nor does it ask learners to make cross-references between the modes of life in different countries and cultures. As has been shown, the coursebook has a number of tasks which approach important issues related to e.g., language awareness or identity, but these topics are never further developed or discussed in depth.

Make your way 7 comprises 6 extensive units and 6 compact ones the content of which is expected to correspond with students' interests (Davis et al. 2012b: 3). Each unit encompasses listening, speaking, writing, and reading activities and ends with a *Vocabulary station*, where the key words from the unit are listed. At the end of each unit the textbook contains specific tasks for preparing students for the standardized school-leaving examination (these sections are excluded from the analysis in the thesis because they are not relevant for the current investigation).

Unit 1, *Herstory*, concentrates on such aspects as famous females, their roles in history, sexism, and the differences between genders. The language focus is on the use of the reflexive pronouns.

Unit 2, *Violence*, addresses such topics as manifestations of violence, theories about violence, reasons for personal anger. Conditional sentences are the grammatical focus of this unit.

Unit 3 is where *Canada*, its youth, the sense of Canadian cultural identity and famous Canadians are in focus. The grammar of this unit is devoted to the use of the Past Simple Tense for expressing present and future events and actions.

In the fourth unit, *Art attack*, learners are expected to learn to speak about art, to analyse pictures, and to understand the value of art. The grammar aspect brought up in this unit is the negative inversion.

Life and death, unit 5, presents such questions for discussion as life after death, the ways of dealing with death, poems about death, and grave humour. Giving advice and making suggestions are the language focus here.

Unit 6, *Dreams*, is devoted to sleeping habits, the essence and meaning of dreams, their interpretations, typical dreams that people have, and explanations of dreams from the psychological perspective. The grammar focus is on collocations.

Compact unit 1, *Stories stories tell*, concentrates on various stories both in written and audio forms; it foregrounds the discussions about the features which make a story special for a reader and presents the relevant vocabulary.

In compact unit 2, *Headgear*, various types of headgears from different cultures are presented, idioms with the word *hat* are introduced, and the expressions for showing agreement/disagreement when discussing this topic are listed for learners' use.

Compact unit 3, *Advertising*, uncovers such topics as the principles of advertising, advertising techniques, and the use of sex in advertising. In this unit students are encouraged to create their own advertisements.

Compact unit 4, *Documentaries*, covers such topics as characteristics of a good documentary, rules for documentary film making, and reality TV. Learners are also introduced to the words for describing documentaries.

In compact unit 5, *What do you do for a living*, students are familiarized with the world of jobs, career choices, job market, job skills and job interviews. They are invited to think about their plans for the future in terms of choosing a profession.

Compact unit 6, *Science*, is about the role of science in all the spheres of our lives, the branches of science, its future. The unit also focuses on such questions as making money by means of animal testing, as well as predicting the future with the help of science.

The analysis of the three English textbooks has demonstrated that they include or disregard to a different extent the notions examined in chapters 2. and 3. as well as the criteria listed in chapter 4. In most cases, the absence of references to translanguaging (which implies disregarding learners' rich linguistic repertoires as valuable resources in the learning process) or the other accompanying phenomena was observed, and some reasons for that stem from the problematic issues found in section 3.5.: teachers' insecurities and unwillingness to abandon the comfort of monolingual teaching, learners' confusion about their identity/culture issues as well as the different proficiency levels in their L1s; parents' desire to make their children sound like NSs of English due to the Standard English prestige. These and some other factors influence the creation of the teaching/learning materials' where the traditional approach prevails instead of shifting to the plurilingual and multicultural readers' needs. Nevertheless, the main aim of this thesis is to present the adaptations which can be made to the coursebooks and this is what will be done further on.

5. New activities for Austrian textbooks: what they could have…

This chapter introduces the activities[33] for which the suggested modifications seemed most relevant and feasible. The ideas for the activities that will follow were derived from a number of sources on the relevant topics and were adjusted accordingly. There are some activities which might be used independently from the textbooks, e.g. between, before or after the textbook tasks. The activities are organized in four major groups, each devoted to the previously discussed phenomena: multilingualism/translanguaging, ELF, language awareness, and culture/identity. The textbooks will be introduced sequentially, starting from the primary level and continuing with the lower and higher secondary levels. It is important to note is that the suggestions of activities made in the following sections are not exhaustive and only represent how textbooks of English might be approached with translanguaging and other aspects in mind. It should also be understood that the suggested activities serve as examples and can therefore be applicable for other coursebooks of English. Moreover, some of the activities implemented at the primary level might function well at the secondary level of schooling and vice versa, if adapted to the age characteristics of the learners.

5.1. Translanguaging-centred activities

Translanguaging strategies require linguistic flexibility from both learners and teachers, and the intensity of translanguaging activities is determined by a number of factors such as learners' age, languages in class, proficiency levels, etc. Caruso (2018: 86) speaks about the "language-comfort approach", i.e. "the balance of languages" which should provide guidance regarding the extent to which a certain language is used in class (Ballinger et al. 2017: 46-47). Asking oneself such questions as *Do my students feel comfortable with using their L1s?,* and *What is the L1 proficiency level of the plurilingual students?* (Boeckmann et al. 2011: 49) will help teachers to have a general idea of how to organize the teaching process. Therefore, having learners complete their language portfolios can shed some light on learners' linguistic background and their attitudes towards their linguistic repertoires. The language portfolio is a collection of learners' materials for documenting their linguistic achievements and cultural experience. The language portfolios might consist of different rubrics, one of them being a language passport, where learners can write down the languages they know/speak in school/at home, etc. (see appendix 8.2.). At this stage a language portrait (see example

[33] A distinction must be made between activities, exercises and tasks. Widdowson (1990: 119) refers to exercises and tasks as activities, i.e. activity can be seen as a general term. Exercises are the activities which are "designed to facilitate the internalization of units of meaning so that they are put in store, so to speak, ready for use when required", "for the provision of practice"; in this case the focus is on learners' receptivity (ibid.). Tasks are the activities for problem-solving, when accomplishing tasks "[t]he learners will be engaged in activities designed to achieve purposeful outcomes by means of language" (ibid.). In this thesis I will predominantly use the term activities in order to refer to the open tasks which "create conditions for negotiation" (ibid.) and allow several outcomes. Accuracy does not necessarily play an important role in activities, however learners' creativity and ability to use language according to the situational requirements is what counts.

32 and appendix 8.3.) might be helpful. Another possibility to get to know learners' linguistic repertoires and their attitudes towards different languages is a language flower (to be found in appendix 8.4.). Celic and Seltzer (2013: 24) suggest updating each component of the portfolio at the conclusion of each semester. It is also reasonable to introduce the different portfolio rubrics sequentially in order not to overwhelm learners (the other parts of the portfolio will be exemplified later in this chapter).

5.1.1. Lasso English 3 + translanguaging

(Primary school level, third grade)

According to Buchholz (2012: 110), at the early stages of schooling children already have to be made aware of their language(s), with the motivation to learn other languages deserving special attention. In a similar manner, Reich and Krumm (2013) stress that at the early stages of multilingual education young learners are invited to recapitulate their previous encounters with different languages and to broaden these experiences. Therefore, the main idea behind the introduction of translanguaging and related aspects to young schoolchildren is that raising awareness about these phenomena at the early stages of schooling lays the foundation for further work in the multilingual and multicultural direction at the higher levels of schooling.

Example 1

At the beginning of the first unit, *Let's go to school* (pages 4-5), schoolchildren are introduced to a number of words related to school life. Learners are expected to get familiar with the new vocabulary by looking at the pictures and listening to the accompanying audio recordings. After that, they are asked to answer several questions about the information they have listened to and have seen in the picture.

Proposal: in primary school teachers might invite their learners' family members (if there are multiple L1s available in a class, a family member to represent one language) to label the things in the

classroom in their L1 (Celic & Seltzer 2013[34]: 22). This activity, as explained by Celic and Seltzer (2013: 22), allows family members to teach young learners what the newly introduced words are in their L1s, this way playing a unique role in children's multiliteracy development (Taylor et al. 2008: 289). Apart from that, teachers can bring their learner' attention to what the labeled objects are called in English (adding the flip cards with words in English). Alternatively, it is possible to invite the parents and ask them to introduce some words in their respective languages to the whole class (Celic & Seltzer 2013: 42). This experience helps to "build home-school connections" as it is important for learners to feel that their languages are appreciated and valued by their classmates (ibid.), and it also raises "learners' awareness of notions of equivalence in different languages" and develops literacy in both languages (Anderson 2017).

Example 2

The next activity, 4, on page 19, from unit 3, *The circle of the year*, demonstrates the possible ways of describing various weather conditions and teaches young learners to talk about the weather.

Proposal: children are encouraged to compare some words related to the weather topic to the same words in their own languages, e.g. the word *the sun* (adapted from Haberleitner & Wojnesitz 2016: 6). The teacher draws the sun on the board and every pupil is asked to write down the corresponding word in their language on the sun rays (see appendix 8.5.) (ibid.). Alternatively, every child is asked to draw the sun in their copybook and write down the translations of the word *the sun* in the languages they speak. It is only possible to introduce this activity if the learners are literate in their home languages, otherwise they might be asked to say these words instead of writing them down (ibid.). Both variants of this activity are followed by a whole class discussion which enhances children's understanding and acceptance of the linguistic diversity around them and awakens curiosity towards learning other languages (as referenced in subsection 2.2.1. and section 3.2. by Kemaloglu-Er &

[34] Further on in this chapter I will frequently refer to this resource by adapting its ideas according to the needs of the textbooks in focus. It is necessary to mention that Celic and Seltzer (2013) work with the USA context, where in many cases English is learnt as a second language rather than as ELF. Moreover, the authors discuss using translanguaging in different subjects, whereas in this paper English language instruction is central.

Bayyurt 2018, Schwarzl 2020; Gkaintartzi & Tsokalidou 2019: 195; Celic & Seltzer 2013: 5). At this point a language awareness moment might be added by discussing the grammatical gender and bringing children's attention to the fact that it might differ across the languages. Additionally, it is worth mentioning that in some countries when people want to give someone a compliment, they might compare them to the sun, whereas in some other cultures it is the moon that is considered more pleasant/appropriate and is therefore used for this purpose (from my personal correspondence).

Example 3

One of the topics in unit 4, *Shopping*, concentrates on the introduction of the vocabulary pertaining to body parts.

Proposal 1: the multilingual version of the famous children's song "*Head and shoulders, knees and toes: versions around the world*"[35] can set the promotion of multilingualism as a goal. Learners might be asked to repeat the words in each of the introduced languages, or at least to watch videos of the other children around the world performing this song in their languages. Learners would possibly be able to spot some differences or similarities in the languages they speak, and to hear familiar words in the languages they do not speak. It is also possible to encourage young learners to sing this song in their languages and have everyone in class repeat it.

Proposal 2: Laimer and Wurzenrainer (2014: 39) recommend the international morning gymnastics as a tool of making multilingualism visible and of preparing children for multilingual encounters outside school. As a first step, the teacher gives directions in English, e.g. *Shake your hands!, Touch your knee!, Turn around your head!,* etc., while simultaneously showing the moves (ibid.). After that, one of the pupils takes the teacher's place and continues with the same gymnastic moves giving instructions in another language, and the others follow these instructions (4-5 repetitions); they might also try to repeat what the pupil says in the languages new to them. This activity can be repeated several times with different L1s and different learners (ibid.). At a more advanced level, a comparison of the imperative constructions across languages would be appropriate (that is adding a language awareness orientation).

Example 4

The given activity where the learners interview each other about their favourite foods is taken from unit 6, *At the restaurant* (exercise 7, page 38). This task can serve as a basis for the follow-up activity, which foregrounds learners' plurilingualism.

[35] "*Head, shoulders, knees and toes: versions around the world*": https://www.mamalisa.com/?t=e_family&c=88 (27 May 2021).

Proposal 1: certain food and drink words look or sound similar across many languages, e.g. English *salad*, German *Salat*, Turkish *salata*, Russian *салат*, Polish *Sałatka* (Thaler 2016: 188). In the course of the following activity young learners will be pointed to the diversity of the languages present in their class, and at the same time their attention will be drawn to the similarities which exist between the different languages (ibid.). Students look at the pictures of the words, similar in form across the languages, and fill out a table with the corresponding words in their L1/dialect in writing (see appendix 8.6. for more examples) or do orally (if necessary) (ibid.). Children can be subsequently asked to write one or two sentences under the table in both English and their L1, e.g. when practicing the use of such phrases as *I would like…*, *My favourite food/drink is...*, because the transfer of ideas into a coherent sentence is crucial at this point (Velasco & García 2014: 15), and it once again can show the learners how various syntactic structures function in different languages, even if it is done implicitly.

Proposal 2: the following activity introduced by Celic and Seltzer (2013: 59) can be accomplished with the advanced learners, who are literate in their L1s. Children are given a list of key phrases they might need for writing a mini-review of the local restaurant(s); the teacher explains in English how to do it (ibid.). Additionally, teachers encourage their students to write another review in their home language in order to target the other customers of those restaurants (ibid.). It should be stressed that they do not have to translate their English versions but are expected to follow the same steps as when writing the English reviews and to produce a new text (ibid.). Therefore, by needing to use their languages, the learners discover what linguistic potential they possess, making them proud of "who they are as multilingual beings" (Palmer et al. 2014: 760).

Example 5

Unit 8, *At the vet*, offers a number of activities related to the information about animals, their characteristics, body parts, and habitats.

Proposal 1: apart from doing the chants from the textbook, it is possible to introduce the learners to some children's songs about animals, e.g. "*Old Mac Donald Had a Farm"*[36], in multiple languages (including the songs in the low incidence languages) (Schader 2012: 353). Importantly, such multilingual versions of the songs can be integrated into instruction during different parts of the lesson, e.g. as a transition from one activity to another, during a morning routine, to make connections to a content topic, at the end of the day, etc. (Celic & Seltzer 2013: 20). Just as in the previously described activities, such work with multilingual songs and teachers' comments develop a tolerant attitude towards the different languages in school, and, as a consequence, in the society.

Proposal 2: this activity can be done as a follow-up to the previous one, or it can be introduced separately. Pupils will learn what sounds different animals make in various languages by preparing a poster (Schader 2012: 351) (see an example of dog onomatopoeias in different languages in appendix 8.7.). It is possible to let learners work in small groups (based on the same L1s), because the support that learners can get from each other in the process of collaboration allows them to switch "from a more passive to a more active role" (Celic & Seltzer 2013: 63) depending on their language proficiency level. As a matter of fact, this activity can also be the starting point of a language awareness moment which raises the issue of the animal language, a complex system with its own rules and characteristics.

Regardless of the topic, there are several activities which can be integrated at any time during the teaching/learning process, e.g. when there is a birthday child in the class. Laimer and Wurzenrainer (2014: 24) suggest singing the "*Happy birthday"* song in English and German at first. Learners can then volunteer to sing this song in their languages (ibid.). However, not all of the learners might be eager to sing in front of the class; some children might need teacher's support in this case, that is why any kind of pressure should be avoided (Laimer & Wurzenrainer 2014: 25). Additionally, learners can be asked to sign a greeting card for the birthday child in their languages (Laimer & Wurzenrainer 2014: 24). It is also possible to have a poster with birthday wishes in the learners' languages displayed where everyone can see it, so that every time it is another students' birthday, children could consult the poster and congratulate him/her in his/her L1 (ibid.).

[36] "*Old Mac Donald Had a Farm":* https://www.youtube.com/watch?v=_6HzoUcx3eo (27 July 2021).

Another activity, "The little books"[37], aimed at accessing learners' "multimodal and heteroglossic means" (Busch 2014: 27) is implemented in multigrade classes in Vienna[38] and might be suitable for young learners at any point of the teaching/learning process (ibid.). Young learners are asked to make up short stories in any language they prefer or to use the mix of languages they know (ibid.). Children sometimes write several versions of their texts by translating their original writing into German (ibid.). The topics for writing might be suggested by the teacher or chosen by learners, with the most common ones being travelling, autobiographic episodes, fairy tales, computer games, personal fears, fantasies (Busch 2014:32). The German/English translations of children's stories might be included by teachers as a subtext (Busch 2014:35). Apart from writing the text, learners should illustrate their stories (ibid.). Importantly, these books might be produced in pairs or small groups where the tasks might be divided between the participants "one author being responsible for the text, another for the visuals", or the whole outcome can be a result of negotiation between the different authors (Busch 2014: 31). In summary, such multimodal multilingual texts allow for creative use of learners' linguistic repertoire, bring in their languages, cultures and topics of interest, and also realize learners' potential in writing skills (Busch 2014). The books produced by learners might be collected into a class library and exchanged for reading with the other schoolchildren (ibid.).

As it could be concluded from the introduced activities, translanguaging in primary school involves making young learners' plurilingualism visible and building their awareness of the linguistic diversity around them, both in the classroom and beyond it. At the same time, the use of learners' L1s supports pupils in the process of vocabulary acquisition and ensures learners' confidence and security (Stille & Cummins 2013: 634). Naturally, children will hear each other's languages which will make them curious about and respectful to the other languages (Boeckmann et al. 2011: 51-52), and this attitude should also be promoted at the sequent levels of schooling.

5.1.2. More 3! General course + translanguaging

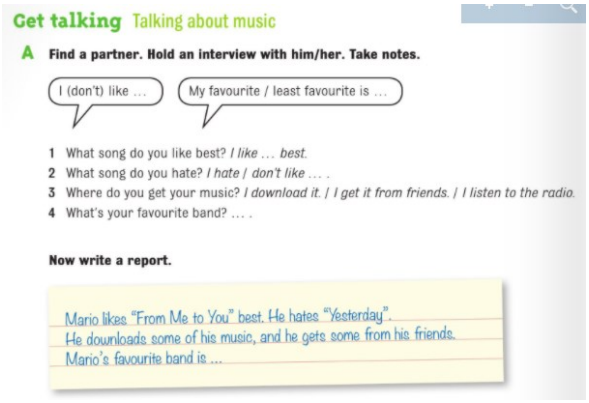
(Lower secondary school level, third grade)

Example 6

Task A on page 12, (unit 1, *Music makes a difference*), encourages students to interview their classmates about the songs they like/dislike, their favourite bands and their favourite music media of listening to music. Eventually learners are expected to write a report based on the obtained information.

[37] See examples of the little books and their authors on the project website: http://ortnergasse.webonaut.com/m2/kb/index.html (7 Sep. 2021).

[38] A multigrade class is a classroom where "learners of different grades, ages, abilities, levels of attainment and linguistic backgrounds work together in a vertical grouping (Busch 2014: 25). More information about this project the main focus of which is the linguistic diversity (teachers speak German, English, Turkish, and Kurdish in this class) can be found on the website of the multigrade class: http://ortnergasse.webonaut.com/m2/index.html (22 June 2021).



Get talking Talking about music

A **Find a partner. Hold an interview with him/her. Take notes.**

I (don't) like ... | My favourite / least favourite is ...

1 What song do you like best? *I like ... best.*
2 What song do you hate? *I hate / don't like ... .*
3 Where do you get your music? *I download it. / I get it from friends. / I listen to the radio.*
4 What's your favourite band? ... .

Now write a report.

Mario likes "From Me to You" best. He hates "Yesterday".
He downloads some of his music, and he gets some from his friends.
Mario's favourite band is ...

Proposal 1: this activity can be slightly modified by allowing students to brainstorm together in their L1s or any other preferred language, whereas writing the report has to be accomplished in English. García and Wei (2014: 110) point out that grouping students in homogeneous home language groups is crucial for making meaning of the lesson and for a deeper understanding of the content (see section 3.2., García, Sylvan & Witt 2011: 395 on the reciprocal assistance as an important part of translanguaging activities). Celic and Seltzer (2013: 62), as well as García, Sylvan & Witt (2011: 394) stress that in a group learners with a greater English proficiency can support the less proficient learners when deciding how they would express in English the ideas they shared in their home language.

Proposal 2: another task suitable for this unit is to let learners listen to the songs in different languages and have them guess what those languages are (Laimer & Wurzenrainer 2014: 32). Here learners' linguistic repertoires assist them in the problem-solving activity; the cultural aspects are also involved (ibid.). This activity can be accomplished in groups with different L1s (ibid.). Depending on the songs chosen for this task, it is also possible to make connections between the music and the musical instruments, the places of origin of these songs, their typicality for a particular culture, etc. (ibid.). This activity might be conducted in a game form, so that for every correct guess the group receives points, and in the end the winners are rewarded with a "Language experts" honour or something of that kind to motivate them (ibid.).

Example 7

Worth considering is the text in unit 2, *What a coincidence!* on pages 22-23, which is followed by a true/false task in the end.

Talking to Belinda

It was a beautiful day. The sun was shining; some children were playing on the beach. Rick walked into the restaurant.

"I'm sorry, sir," the waiter said when Rick entered the restaurant. "We're completely booked for tonight. There's not a single table free. But maybe … just a minute, please, sir!"

The young woman was sitting at a table near the window, but she didn't notice the beautiful sea in front of the window. She didn't see that there were lots of people lying on the beach enjoying the beautiful September sun. She didn't see the young people on their surfboards, riding the waves and having fun. She was reading with such interest that at first she didn't even notice that the waiter was talking to her. "I'm sorry?" she said to the waiter. She didn't seem very happy that he was interrupting her reading. "Could the young man over there sit at your table?" the waiter asked. "No way!" she thought. "Of course he can," she said.

When Rick Cooper sat down at the young woman's table, he saw the book she was reading – *Stories and Poems* by Edgar Allan Poe. He knew the book well. But he didn't want to interrupt the young woman because she was reading so intensely. When the young woman's meal arrived, she put her book down on the table. "It's a great read, isn't it?" Rick said. "Yes, it is." Belinda answered. Five minutes later they were having a conversation. They were talking about the people on the beach in front of the restaurant and they were watching the surfers and the waves. It was OK now for Belinda that Rick ("What a nice voice he has," Belinda thought) was sitting at her table. And it was more than OK for her that Rick asked her for her phone number when she was leaving. She took a piece of paper and a pen from her handbag. With a big smile she wrote her number on the paper and next to it she wrote in big letters: *CALL ME SOON! :) Belinda.*

Rick was so happy. "What a wonderful, wonderful girl," he thought. When he was on the subway, he took out the piece of paper. He looked at Belinda's note and he looked at the :) next to her phone number. "I'll call you. I'll call you sooner than you think," he thought. "I'll ring you up tonight. Maybe we can go to the movies tomorrow!" But Rick didn't phone Belinda that night. He didn't phone her the next night. And he didn't phone her two nights later. He couldn't phone Belinda because he had lost her phone number on the subway on his way home. He was very sad and he went back to the restaurant to ask the waiter about Belinda.

"I'm sorry, sir," the waiter said. "That was the only time I've seen her here! But I'm sure she'll come back. And then I'll let you know!"

Rick phoned the restaurant every evening for more than two months. But Belinda never came back to the restaurant. Rick also went to all the bookshops he could think of. He was looking for a young woman who had an interest in books by Edgar Allan Poe. But Rick never found her. "How can I find her?" he thought. "There are 14 million people in Los Angeles. There's no chance of seeing her again!"

A year later, Rick Cooper went to Europe for a year.

He wanted to learn languages and he wanted to visit other countries. His first stay was in Paris. Rick loved the city. He loved the language and he loved the people. He took a course at one of the language schools and he learnt French quite fast. Whenever he had time, he walked through the streets of Paris. He was happy there. He had lots of friends and there were so many great places to go! One of his favourites was a café near the river Seine. He loved to sit there for hours, watching the people walk by. Another place he liked were the bookstalls along the Seine. He often went there to look at the second-hand books.

"I know this book!" Rick Cooper thought. And when his hand touched the copy of *Stories and Poems* on the table in front of the bookshop, he remembered the young woman from the restaurant. He thought of the lost piece of paper with the phone number on it and felt sad. He picked up the book and opened it. He couldn't believe what he saw. There was a sticker in it with her name, Belinda Gray, and an L.A. address! "Belinda Gray! How did this book get from L.A. to Paris?" Rick thought.

Rick bought the book and went home. He found a phone number for the address. His fingers were trembling* when he dialled the phone number. A woman answered the phone.

"Belinda?" he said. "I'm sorry," the woman answered. "This isn't Belinda. Who's speaking?"

"This is Rick Cooper. I'm a friend of Belinda's. Can I talk to her, please?" Rick asked.

"I'm sorry, no. She moved out two months ago. But I can give you her new phone number!"

Rick wrote the number down: 0033 1 47 09 85 72.

"But that's a strange number. It's not an L.A. number!" he said. "It's not even a number in the US."

"That's right," the woman said. "Belinda moved to Paris two months ago!"

Proposal: an alternative approach of using the given text is to work with it in several stages, as explained by Celic and Seltzer (2013: 100): 1) Previewing the text in students' L1s. Teachers will hardly be able to find the same text in many other languages, so one of the options is to increase background knowledge about a new text by using the translation services available on the Internet, (e.g. Google Translate) to summarize the information in the required languages (Celic & Seltzer 2013: 99). Importantly, learners' family members can also be involved in the preview stage by creating home language versions of the English text (Celic & Seltzer 2013: 83). The translation into the learners' home languages can be done either in a written form (side-by-side texts) or in an audio one (by recording the versions in the other languages which is especially sensible for the learners, who are not literate in their L1s) (ibid.). Not only does this translanguaging approach involve learners' families, but it plays a key role in familiarizing learners with the content which might be challenging for them. For a variety of other texts about famous people/phenomena (e.g. unit 8, *Inventions*, the text about Nikola Tesla), teachers might provide their students with similar texts in their languages which are different from the text available in the textbook; such alternative texts in learners' L1 would prepare learners for the content of the text in English (Celic & Seltzer 2013: 100). The preview stage can be done as a homework and learners might be asked to answer some questions about what they know about the introduced topic and what they would like to know about it (Celic & Seltzer 2013: 101). 2) Reading of the English text and making connections to the L1 preview (Celic & Seltzer 2013: 102). 3) Reviewing what has been learned/read in both texts and discussing the possible inconsistencies (optionally) (Celic & Seltzer 2013: 103). Learners can compare the texts individually or in groups formed based on their L1s/dialects. When working with a text in such a way, learners become aware of the advantages of being plurilingual and being able to get information from multiple resources in several languages.

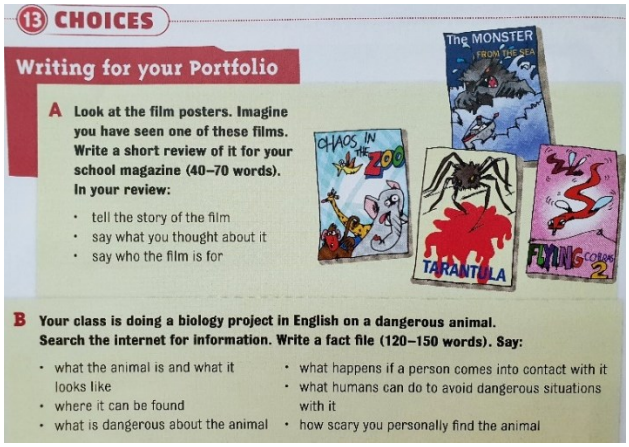
Example 8

Unit 3, *Going on a journey*, makes room for a number of linguistically and culturally oriented discussions (see more activities on this topic in section 5.4.).

Proposal: teachers might involve their learners in playing the well-known but slightly modified game of city-country-river. Learners are urged to write down the specific notions typical of their countries in their language of preference and to explain these words in English (Kiesel 2 2012: 45). It is possible to add more categories, e.g. means of transport, animals, cuisine, famous people, etc. This game has a twofold goal: it supports multilingualism of the class and broadens the learners' cultural horizons.

Example 9

In unit 4, *Dangerous animals*, learners have to either write a film review or a fact file about a dangerous animal of their choice (activity 13, page 48).



13 CHOICES

Writing for your Portfolio

A Look at the film posters. Imagine you have seen one of these films. Write a short review of it for your school magazine (40–70 words). In your review:

- tell the story of the film
- say what you thought about it
- say who the film is for

B Your class is doing a biology project in English on a dangerous animal. Search the internet for information. Write a fact file (120–150 words). Say:

- what the animal is and what it looks like
- where it can be found
- what is dangerous about the animal
- what happens if a person comes into contact with it
- what humans can do to avoid dangerous situations with it
- how scary you personally find the animal

Proposal: students have to make individual preparatory notes in their L1s and write their reviews/fact files in English. Using translanguaging at all the stages of accomplishing this task (planning, editing, and writing) is a natural process of plurilingual speakers, and it scaffolds the writing process in different ways, as "in the use of glosses or the use of the other language for word retrieval" (Coelho 2012: 212; Velasco & García 2014: 20). Celic and Seltzer (2013: 70) emphasize the importance of explaining to learners how they can use their languages when completing this and the other tasks and how translanguaging assists them in doing that.

Example 10

Task 11, page 57 (unit 5, *London calling*) asks learners to talk about their hometowns and cities when practising the places around town vocabulary.

Proposal: in addition to the activity suggested in the textbook, students might be asked to bring in some pictures of the places they like or find interesting in their hometowns/cities. Learners have to do a small research at home by asking their families about those places (the connection with family, the importance of which was previously addressed in examples 1 and 7) or by surfing the Internet. These preparations can be done in learners' home languages; learners should be able to think critically about the topic and to manage to discuss it with their peers which improves their ability to use the home language for academic purposes (Celic & Seltzer 2013: 64). The presentation on the topic to the class should be in English.

Example 11

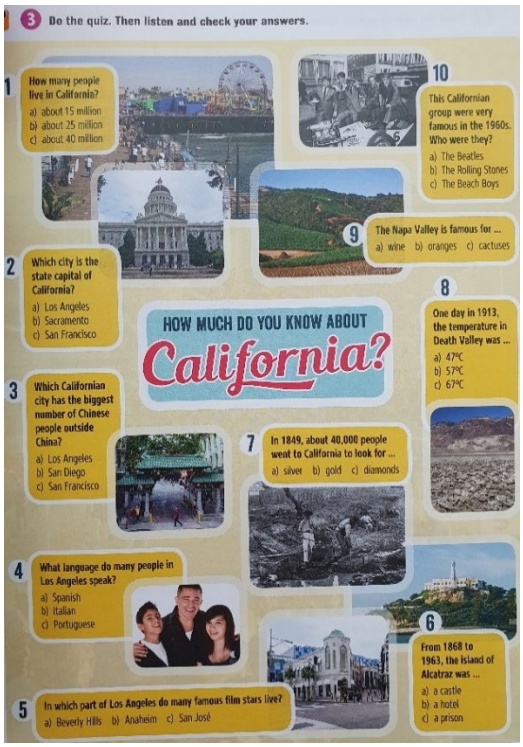
In Unit 8, *Inventions*, students get to discuss the different inventions without which the world cannot be conceived of anymore.

Proposal: when dealing with the most important inventions of all times, students are likely to mention the Internet as one of them. The teacher might build onto this topic and start a discussion about the social media and their role in learners' lives. Anderson (2017) suggests grouping students in pairs (according to their L1s; German can also be used as their lingua franca) and asking them to write down the names of the two or three friends, who are active on social media (e.g. Facebook, Instagram, etc.). Learners have to make several predictions in their L1s about what their friends have been doing recently (ibid.). Learners will then check their social media accounts and report back to their partner if their predictions were correct (ibid.). This report has to be made in English and the

phrases learners use for their predictions have to be paraphrased in the Present Perfect Tense form (ibid.) (the Present Perfect Tense is the grammatical focus of this unit; the other tense forms can also be practised with the help of this activity). Eventually, students might compare the grammar and the syntactic structures they used for the predictions in both languages (ibid.). Importantly, this activity addresses learners' everyday lives and might be of high interest for them (ibid.).

Example 12

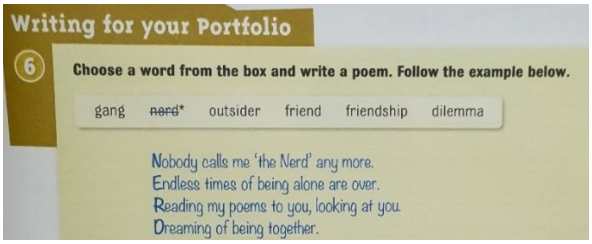
In Unit 11, *California dreaming*, activity 3 on page 115 invites students to listen to a recording about the California sights and to take a quiz about its history and attractions.



Proposal: a follow up activity to the previous task might be as follows: in pairs learners are expected to write five sentences on the topic of California in their shared language (Anderson 2017). After that, learners introduce these sentences to another pair of students (ibid.). The next time students have an English lesson the task is repeated, but this time in English and the teacher might need to support the learners if necessary (ibid.). During the third lesson, the teacher checks if learners remember their five sentences without consulting their notes, using as much English as possible, but with the L1 support if necessary (ibid.).

Example 13

Unit 13, *Dilemmas*, encourages learners to attempt writing a poem by choosing the words from the box and following the example provided on page 137.



Proposal 1: since translanguaging and creativity go hand in hand (Li Wei 2011: 23), it might be beneficial to let students be creative with languages and ask them to translanguage in the process of writing a poem, i.e. to encourage them to use the words from as many languages as they can. The teacher might bring in some examples of the poems written in a translanguaging way. Before embarking on the task, it might be useful to remind learners of the basics of writing poems, namely the rhyming patterns (e.g. a-a-b-b; a-b-a-b etc.), and meter (every line has the same number of stressed syllables) (Schader 2012: 200). Schader (2012: 201) also emphasizes the importance of the following points to be discussed before learners start their writing process: what the poem should be about, what is expected to be produced, what form the poem should have, how the poem will be shared (presenting, making an audio, posters, etc.). Poems might be written with a translanguaging technique, but the discussion might take place in English. It is important to not only discuss the content of the poem, but also to make listeners aware of the languages used in the poem (Schader 2012: 201), which, again, draws on the linguistic diversity of the class and of the individual learners.

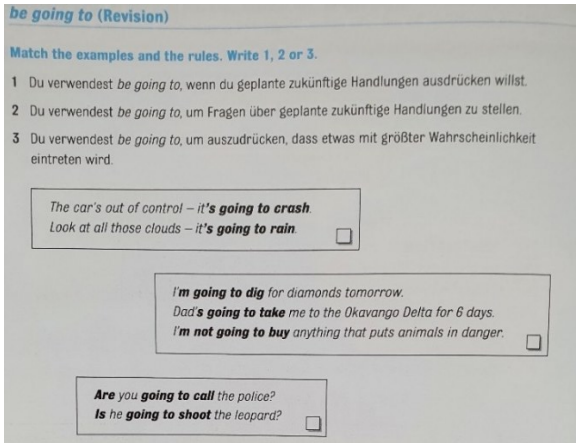
Proposal 2: another activity connected with poem writing is a poem tandem. Children with different L1s form tandems and teach each other a poem in their language (an emphasis should be put on the pronunciation, correct stress in words, etc.) (Schader 2012: 246-247). An alternative activity would be to have learners do it again with different partners so that after some time each child would know some verses in all the languages of their classmates (ibid.). Eventually, learners can try to compose a poem which includes all the languages of the class (ibid.). With the help of this activity learners are pointed to the difficulties which might arise when learning a new language and the importance of being understandable to the others, also in the context of learning English (see subsection 2.2.3. on this aspect).

Proposal 3: Schader (2012: 152-153) offers several games which can teach learners to rhyme by involving their whole linguistic repertoires. The class can be divided into groups; each group will have to write down rhyming words to the provided ones, e.g. *happy* (English) - *deti* (Russian: children) – *confettis* (French: confetti). Students are asked to use all the languages they know and might be required to explain those words to their classmates. To make the task more challenging learners are asked to rhyme only the words which belong to the same part of speech or the words belonging to the same topic. More tasks of this kind will allow to spot the similarities between the

sounds which usually rhyme in different languages; these observations can be further discussed during the lesson (the language awareness aspect in this task).

Example 14

In unit 14, *Into the heart of the wilderness*, the grammatical focus is on the expression *to be going to* used to refer to future planned actions and activities on page 146.



***be going to* (Revision)**

Match the examples and the rules. Write 1, 2 or 3.

1 Du verwendest *be going to*, wenn du geplante zukünftige Handlungen ausdrücken willst.

2 Du verwendest *be going to*, um Fragen über geplante zukünftige Handlungen zu stellen.

3 Du verwendest *be going to*, um auszudrücken, dass etwas mit größter Wahrscheinlichkeit eintreten wird.

The car's out of control – it ***'s going to crash****.*
Look at all those clouds – it ***'s going to rain****.* ☐

I ***'m going to dig*** *for diamonds tomorrow.*
Dad ***'s going to take*** *me to the Okavango Delta for 6 days.*
I ***'m not going to buy*** *anything that puts animals in danger.* ☐

Are *you* ***going to call*** *the police?*
Is *he* ***going to shoot*** *the leopard?* ☐

Proposal: before the class the teacher writes down a sentence with the expression *to be going to*, prepares the translations of this sentence (with the help of translation services) in all the learners' languages, and puts them in a Google spreadsheet/table in a Word document (Anderson 2017). A large TV, an interactive whiteboard or a data projector will be required to ensure that all the learners can see the sentences (ibid.). The teacher explains to learners that they will see a sentence in all their languages, that the sentence might not be translated perfectly, but they should understand the gist of it (ibid.). Their task is to work together and to create the English version of the sentence (which is hidden) (ibid.). Moreover, learners are asked to correct the mistakes they find in the (sometimes distorted) sentences in their languages and discuss them (ibid.). This activity provides an opportunity for language awareness moments and transfers a significant amount of control from teachers to learners allowing them to be 'language experts' in their first language (ibid.); this boosts their confidence and motivates them to improve their languages as mentioned before (García, Sylvan & Witt 2011: 394; Buchcholz 2012: 21; Celic & Seltzer 2013: 15; Gorp & Verheyen 2018: 259). This activity is also applicable for practising the newly introduced lexical items.

The following activity can be carried out during a break or when trying to get pupils to move during a lesson. The purpose of this game introduced by Laimer and Wurzenrainer (2014: 26) is twofold: to increase the learners' language awareness of the linguistic diversity as well as to introduce the L1s of the classmates and make them visible. For playing this game 3 balls of different sizes and textures will be needed. The teacher chooses a sentence that will have to be restated in different languages, therefore it might be something related to the topic of the lesson. All the pupils stand in a circle while the teacher throws the ball, or the "language comet". Pupil A who catches it has to say the sentence, e.g. *How are you?*, in his/her first language and to throw the ball to the person standing

exactly opposite from him/her. Pupil A then swaps places with the pupil standing on their left and the game continues for two of three more rounds. Afterwards, a second "language comet" enters the game. The pupil who catches this ball says *How are you?* in English and the game continues similar to the first round. After two to three rounds a third "language comet" brings in the German version of the phrase *How are you?* and the game continues as before. The sequence and choice of languages might be different. After the game it is possible to discuss the feelings and emotions the learners experienced when playing it and to try to elicit from them some linguistic similarities/differences between the phrases they heard while playing.

Another activity to be implemented during breaks or between the other activities is the "Language Chaos" game. Schader (2012: 136) states that this game will let the learners hear what the other languages sound like, make them aware of the linguistic diversity around them, and might also serve as an introduction to a bigger discussion on the topic of language diversity. The children's task is to walk around the classroom and discuss the topic introduced by the teacher in their language/dialect. The main idea of this game is the communication not between the speakers of the same language but among the students with different L1s. Eventually, children can be asked about their experience with this game, about what they understand or seem to understand from the information they have heard from their classmates. Schader (2012: 157-158) rationalizes that through the activities of this kind the language barriers become visible and remind learners of the difficulties faced by some of their classmates whose first language is not German. The activity might result in a discussion about the non-verbal communication, the strategies of coping with linguistically difficult situations, and the importance of being tolerant towards the speakers of other languages (ibid.). Moreover, it is expected that the learners, who feel insecure about speaking their L1s at school might gain more confidence.

A possible activity to make a lesson more inclusive for every child is to sometimes encourage learners to greet each other in languages other than English: plurilingual students teach their classmates a greeting in their home language, practising over several days until the class is able to use these multilingual greetings when entering the classroom (Haberleitner & Wojnesitz 2016: 6; Celic & Seltzer 2013: 20).

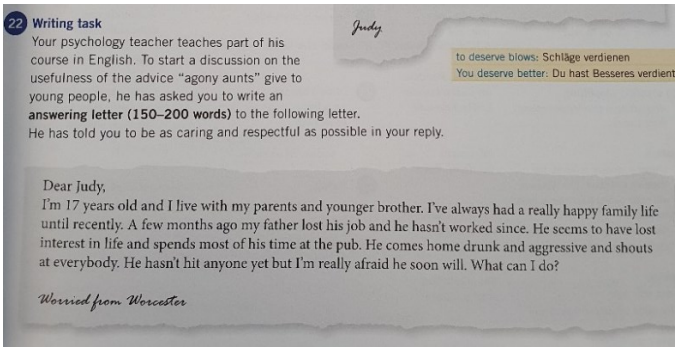
All in all, translanguaging-oriented activities at the lower secondary level do not only make the linguistic diversity more visible in class, but they also engage learners in solving different tasks where their L1s allow to have more freedom, creativity and demonstrate the advantages of being plurilingual in various problem-solving tasks.

5.1.3. Make your way 7 + translanguaging

(Higher secondary school level, eleventh grade)

Example 15

In unit 2, *Violence*, task 22, page 41, learners' task is to write a response to a letter provided in the coursebook.



22 **Writing task**

Your psychology teacher teaches part of his course in English. To start a discussion on the usefulness of the advice "agony aunts" give to young people, he has asked you to write an **answering letter (150–200 words)** to the following letter. He has told you to be as caring and respectful as possible in your reply.

Judy

to deserve blows: Schläge verdienen
You deserve better: Du hast Besseres verdient

Dear Judy,
I'm 17 years old and I live with my parents and younger brother. I've always had a really happy family life until recently. A few months ago my father lost his job and he hasn't worked since. He seems to have lost interest in life and spends most of his time at the pub. He comes home drunk and aggressive and shouts at everybody. He hasn't hit anyone yet but I'm really afraid he soon will. What can I do?

Worried from Worcester

Proposal: after having accomplished the suggested task, learners can be asked to read each other's English writing and discuss it in any preferred language, or in learners' L1/dialect if they are grouped accordingly (Celic & Seltzer 2013: 74). Learners might be asked to pay close attention to the language, grammar, word choice, the content of the writing, or any other aspects depending on the lesson objectives (ibid.). The comments and text editing can involve either English or learners' home languages (ibid.).

Example 16

Unit 3, *Art attack*, invites students to talk about art and to interpret artwork.

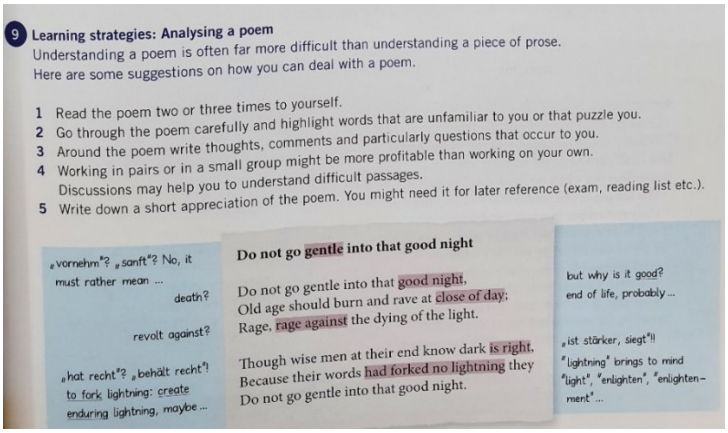
Proposal 1: teachers might ask their learners to do a 10-minute research in class about an international news report (which, in the given case, has to be related to the topic of art) (Anderson 2017). This research excludes any English resources and should be done in groups of the same language speakers (ibid.). The plurilingual speakers, who are not literate in their L1s can still conduct a multilingual research by listening to texts and watching videos about the topic in their mother tongues (Celic & Seltzer 2013: 107). Eventually, students are asked to share their findings in English and to compare the key points with the findings of the other groups (Anderson 2017). Time permitting, the groups can create their own English language version of the article and compare the original English language versions with theirs (ibid.).

Proposal 2: alternatively, the following activity suggested by Boeckmann et al. (2011: 51-52) might be worth implementing in a multilingual classroom where the linguistic diversity is not too high. The teacher brings in newspaper articles on the topic of the lesson, art in this case, in the languages represented in the class. Students work in groups formed on the basis of their L1s. Their task is to read the articles prepared by the teacher and to answer the questions about the content, form,

language usage, etc. in these articles. Learners then discuss the articles as a whole group paying special attention to the similarities and differences in the language style and text form in all the languages. After that, learners are asked to rewrite (not to translate) the available news articles in English. Finally, they discuss the raised issues and evaluate their own texts as a whole class. This activity is expected to "increase confidence, enjoyment and awareness in using various languages and to include student voice […]" (Boeckmann et al. 2011: 52). It also provides a useful basis for the future language awareness-related discussions.

Example 17

Unit 5, *Life and death*, involves learners in analysing poems about death (task 9, page 95). Learners are asked to read through the textbook recommendations about how to analyse poetic texts. They can use this knowledge in accomplishing the activity introduced below.



9 **Learning strategies: Analysing a poem**

Understanding a poem is often far more difficult than understanding a piece of prose. Here are some suggestions on how you can deal with a poem.

1 Read the poem two or three times to yourself.
2 Go through the poem carefully and highlight words that are unfamiliar to you or that puzzle you.
3 Around the poem write thoughts, comments and particularly questions that occur to you.
4 Working in pairs or in a small group might be more profitable than working on your own. Discussions may help you to understand difficult passages.
5 Write down a short appreciation of the poem. You might need it for later reference (exam, reading list etc.).

„vornehm"? „sanft"? No, it must rather mean ...

death?

revolt against?

„hat recht"? „behält recht"! to fork lightning: create enduring lightning, maybe ...

Do not go gentle into that good night

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.

but why is it good? end of life, probably ...

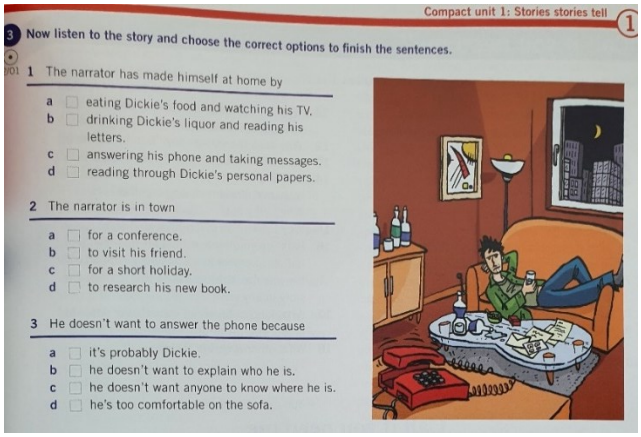
„ist stärker, siegt"!!

"lightning" brings to mind "light", "enlighten", "enlightenment" ...

Proposal: students are asked to choose a poem written in a language other than English and to create a PowerPoint presentation to introduce the imagery of this poem to their classmates (Celic & Seltzer 2013: 61). Learners are expected to explain the imagery of the poem in English and to invite their classmates to discuss the poem (ibid.). Additionally, students can be asked to conduct an analysis of the grammatical and phonetic differences between English and the other languages and of how these differences influence the poetic language (ibid.). This activity, again, aims at positioning learners as the language experts and helping them appreciate their linguistic repertoire.

Example 18

Activity 1 on page 131 (compact Unit 1, *Stories stories tell*) tasks learners with listening to a text and choosing the correct options to complete the sentences from the text.



Compact unit 1: Stories stories tell 1

3 Now listen to the story and choose the correct options to finish the sentences.

1 The narrator has made himself at home by

a ☐ eating Dickie's food and watching his TV.
b ☐ drinking Dickie's liquor and reading his letters.
c ☐ answering his phone and taking messages.
d ☐ reading through Dickie's personal papers.

2 The narrator is in town

a ☐ for a conference.
b ☐ to visit his friend.
c ☐ for a short holiday.
d ☐ to research his new book.

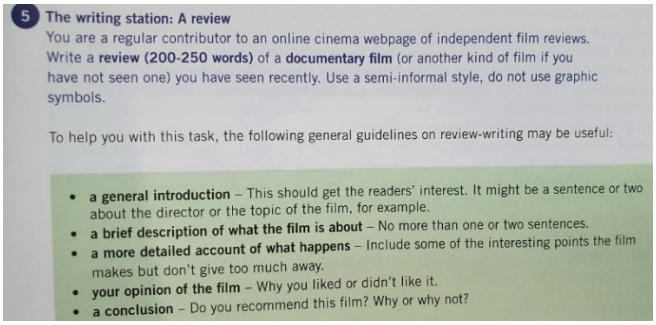
3 He doesn't want to answer the phone because

a ☐ it's probably Dickie.
b ☐ he doesn't want to explain who he is.
c ☐ he doesn't want anyone to know where he is.
d ☐ he's too comfortable on the sofa.

Proposal: according to Celic and Seltzer (2013: 76), the task introduced in the textbook can be approached somewhat differently, e.g. instead of listening to the whole story at once, the audio can be occasionally paused in order to give learners an opportunity to discuss what they understand from the recording. Students can work in groups formed according to their L1s/dialects so that they could discuss the information in their preferred language. Alternatively, teachers might let learners listen to the whole text and ask them to take notes (in any language) simultaneously, so that after listening to the text they could compare what they have written, and decide what additional notes they should write down for accomplishing the final task. As explained by Anderson (2017), notetaking in L1 allows learners to produce more (detailed) notes which are "likely to push them into unfamiliar territory during the speaking stage". The notes in L1s encourage learners to expand on them instead of simply reading them (ibid.). Finally, learners will discuss the story and their answer choices in the preferred language to help them negotiate the meaning of what they have heard (Celic & Seltzer 2013: 63); they might also be asked to do it in English because in the process of speaking learners should be ready to mentally translate words, text chunks, concepts, to notice similarities and differences, and to look for suitable explanations where equivalents do not exist (ibid.).

Example 19

Task 5, page 169 (compact unit 4, *Documentaries*) involves writing a review of a documentary film.



5 **The writing station: A review**

You are a regular contributor to an online cinema webpage of independent film reviews. Write a **review (200-250 words)** of a **documentary film** (or another kind of film if you have not seen one) you have seen recently. Use a semi-informal style, do not use graphic symbols.

To help you with this task, the following general guidelines on review-writing may be useful:

- **a general introduction** – This should get the readers' interest. It might be a sentence or two about the director or the topic of the film, for example.
- **a brief description of what the film is about** – No more than one or two sentences.
- **a more detailed account of what happens** – Include some of the interesting points the film makes but don't give too much away.
- **your opinion of the film** – Why you liked or didn't like it.
- **a conclusion** – Do you recommend this film? Why or why not?

Proposal: learners can be asked to watch a documentary in their family language or one about their country of origin and then make a review about this film in English. Alternatively, as suggested by Celic & Seltzer (2013: 59), students create a short audio recording of themselves in their L1s/dialects

after watching the documentary in English. In this recording they need to explain the key information from the documentary they have watched and can share this recording with their families.

In summary, it was demonstrated that translanguaging can work for different age groups, with different intensity and for all the language modalities (reading, writing, listening, speaking). The introduced activities with translanguaging elements allow to reach every learner and to assist them in the target language acquisition. In the following section the focus will be on the subject itself, English, and it will be demonstrated how to add ELF thinking into an EFL class.

5.2. ELF-sensitive activities

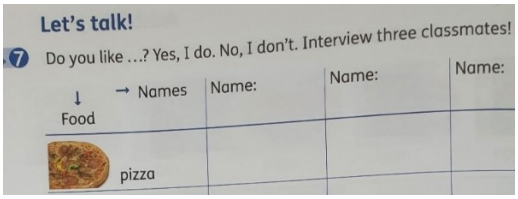
This section will delve into the possibilities of enhancing ELF-awareness in multilingual Austrian classrooms of English. The opinion of Cunningsworth (1998: 90) is that "… the value system of a coursebook can influence the perceptions and attitudes of learners generally and towards learning English in particular". That is why if a textbook does not include any statements about such important aspects as ELF (which was demonstrated by the analysis of the textbooks), teachers should create this system of values and can implicitly or explicitly explain, reflect on and discuss ELF-related topics "at least a couple of times and ideally at a moderate level, to make sure there is some kind of awareness in the class about what is being done with respect to ELF" (Kemaloglu-Er & Bayyurt 2018: 165).

5.2.1. Lasso English 3 + ELF

(Primary school level, third grade)

Example 20

When discussing the vocabulary related to food in the sixth unit of the textbook (page 38), learners might be involved into a discussion about English as a global language which has varieties and particular features depending on the countries where it is spoken.



Proposal: young learners are shown several pictures of pizzas with different toppings, a food item that is found in Austria and which is probably commonly known to all the children in class (Matsuda 2017: 214, contributor Chatwara Suwannamai Duran). Learners are asked if they have eaten pizza in other cities/countries/regions, if it tasted similar to the pizzas they have eaten in Austria, and which pizza they would prefer and why (ibid.). Eventually, learners should think about these questions as if the food were a language, i.e. the teacher might explain to learners that English is as popular as pizza and both can be found in different parts of the world; English, just like pizza, changes under the

influence of the local interpretations and ingredients that shape the way English sounds and which might be different from the standard (ibid.). Just the way learners might prefer pizzas from certain countries/cities, in the same vein there are different English varieties everywhere which learners might find more appealing or vice versa (ibid.). It should be clear to learners that languages are influenced by the local 'flavours', that is why variations appear and are a typical phenomenon, especially in the case of a global language like English (Matsuda 2017: 215). Taking into account the young age of learners it might be reasonable to familiarize them with the notion of language varieties with the help of the given food metaphor, and such an activity might be the first step towards understanding the workings of languages and of ELF thinking in particular.

Example 21

Unit 8, *At the vet*, provides a number of activities to practise the vocabulary pertaining to animals.

Proposal: learners are introduced to a vocabulary activity which focuses on "hyponyms, i.e. more specific words than the general terms that include them" (Chiaruttini 2021: 155). Learners work on word categories by drawing a tree with a superordinate on the trunk (e.g. in this unit the words *animal* or *pet* are suitable), and then add all the possible hyponyms-branches they know (e.g. *cat, elephant*) (ibid.). Chiaruttini (2021: 155) maintains that this activity "boost[s] learners'wordstock, and mak[es] learners reflect on the necessity to be as precise as possible to prevent miscommunication".

Thus, even the youngest school children can be implicitly introduced to the ideas of ELF thinking through the content engaging for primary school learners and this information can be built upon at the higher levels of schooling.

5.2.2. More 3! General course + ELF

(Lower secondary school level, third grade)

The beginning of a school year provides an opportunity to discuss the importance of the English language in the world and to let learners contemplate the reasons for learning English at school. In order to attract learners' interest in learning this language students' task is to estimate the percentage of countries, where English has an official status, or the number of people who speak this language as a second one, or the number of people in the world for whom English is a foreign language (see appendix 8.8. for a full version of the handout about awareness of English in the world) (Matsuda & Duran 2013: 202-203). Eventually, the teacher solicits answers from students and asks them to explain their choices (ibid.). The correct answers can be given along with the explanations of their meaning (ibid.).

Additionally, learners can be familiarized with the main idea of Kachru's circles which provide a visual of English in the world, or World Englishes (the Inner Circle – English is learnt as L1; the

Outer Circle - English is used as L2 and has an historic/official significance; the Expanding Circle - English is used as a foreign language, it has no official role but has some importance (Kachru 2003, cited in Matsuda 2017: 240). The teacher writes the following countries on the board: Ireland, South Africa, Canada, the Philippines, China, Russia, Australia, India, Germany, Pakistan, Hong Kong, Singapore, Nigeria, New Zealand, Spain, Turkey, Kenya, Vietnam, Russia, Brazil, Ghana; learners are to decide in which column to place them (L1, L2 or EFL) (Matsuda 2017: 240). Learners are then encouraged to add 10 more countries to the list, including countries from all three categories; teachers might facilitate the discussion about the number of the countries which use English as L1 and L2 (Matsuda 2017: 241, contributor Paul Tanner). This activity makes students more aware of English use in the world and its importance as an international means of communication.

Example 22

Unit 1 which concentrates on the topic of music involves discussions about learners' favourite music and singers/bands.

Proposal: songs can be used for developing learners' listening and comprehension skills when dealing with non-native varieties of English (Guerra & Cavalheiro 2018: 125). For this activity one can use the songs of some of the world-known singers who are plurilingual and who often use code-switching in their songs (e.g. Shakira, Wyclef Jean, Ricky Martin). Teachers might make their learners cognizant of the fact that these people are also non-native speakers of English, who do not have to strive for perfection but remember to stay understandable (Kemaloglu-Er & Bayyurt 2018: 169; also see subsection 2.2.3. on this issue). Kemaloglu-Er and Bayyurt (2018: 166-167) stress that this kind of activity might be a starting point of explicit introduction of learners to ELF-related issues and of discussing their NNS identity "through reflective dialogues".

Example 23

In unit 3 learners are invited to talk about journeys, therefore some remarks about the role of English as a lingua franca can be made. Moreover, this example can serve as a follow-up to the activity in example 20 that focuses on the English language varieties as opposed to Standard English.

Proposal 1: teachers can explain to learners that English is the language that helps them to communicate with people in different countries; at this point the notion of ELF might be introduced and dwelled upon. When discussing travelling the topic of local cuisines can be raised, therefore students, in groups or individually, are given a worksheet in which a food product is referred to in different ways (to be found in appendix 8.9.). They are asked to indicate which of the names they are familiar with, and if the other terms mean different things to them (ibid.). Naturally, some learners might see these notions for the first time, therefore the main goal of this activity is to demonstrate how speakers of English in various countries use different terms to refer to the same thing (ibid.). This activity can be wrapped up by summarizing students' points of view about how speakers of

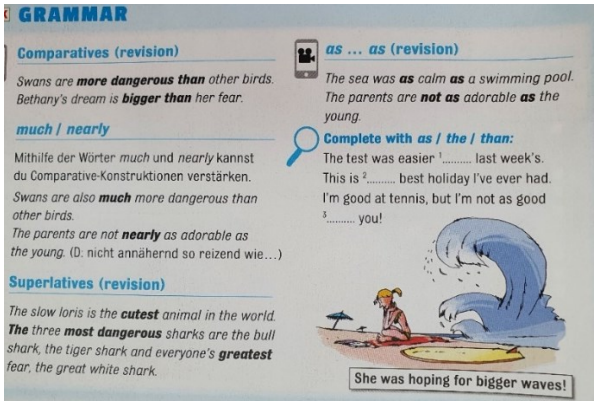
various ‘Englishes’ from different cultures experience the same things differently, and about the fact that people speaking one variety of English may feel differently about the other varieties of English and that “variations in English as a language of people with diverse linguistic and cultural backgrounds are inevitable” (Matsuda & Duran 2013: 215, 214).

Proposal 2: another possible activity in this travelling-related unit can be about the ‘journeys’ of words across languages. Hawkins, E. (1984: 168) introduces an activity which encourages pupils, in groups or individually, to track down the origins of some words like *boutique*, *volcano*, *dock*, *dachshund* (see the full list of words in appendix 8.10.). Here it is possible to remind learners of the fact that English has borrowings from about 50 languages (ibid.). Since a lot of these words are connected to certain cultural objects or animals typical for a particular region, this can also be a topic of discussion and learners are free to make guesses about the origins of the words on the list which again engages their plurilingual competence and cultural awareness in problem solving. This might lead to discussing issues of the language reflecting the life of people and being there to describe the entities typical of a particular culture. It is important to mention that some words remain, some words disappear, since the language changes and some words become obsolete.

Proposal 3: similarly, Laimer and Wurzenrainer (2014: 46) suggest an activity, where learners in groups have to provide a list of internationalisms which are encountered in their own languages, particularly the words from English. Through this activity learners are sensitised to the nature of language change in general and to the inevitability of word borrowing as a common process in language contact; intercultural communication and the international scope of English are made visible (Matsuda & Duran 2013: 210-211).

Example 24

The grammar section of unit 4, *Dangerous animals*, on page 48 revises the different kinds of comparatives using animals as an example.

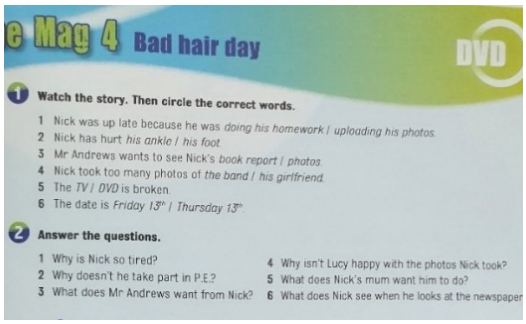


Proposal: in the case of the *as … as* comparatives teachers can familiarize their learners with similes (a kind of comparison; in order to make it easier for learners to understand this figure of speech,

learners can listen to the song *"Everything at Once"* by Lenka[39] which displays a great abundance of similes using animal vocabulary. According to Chiaruttini (2021: 156), "the exploitation of overt metaphors, i.e. similes, can boost learners' creativity and playfulness in the ELF pedagogical space". She suggests assigning learners "to search for similes in their own L1 or in any other language they know, and to compare them with the corresponding English ones" (ibid.). Through this activity learners' "interest in the different realizations of similes in different linguacultures" is awakened (ibid.). After this activity Chiaruttini (2021: 156) recommends asking learners to create their own similes with the help of teachers' cues, e.g. "as unlucky as", "as funny as", or "as envious as". As a next step, it is worthwhile to invite the learners to think of "by and to whom, where and when their creative similes might be addressed and used" which allows learners to "exploit the potential of the language, and to gradually become aware of the contextual uses and of the sociopragmatic dimension of their linguistic choices" (Chiaruttini 2021: 156).

Example 25

Learners are introduced to the phrase *bad hair day* by watching the story on a DVD and completing the tasks available on page 89 (unit 8).


e Mag 4 Bad hair day

DVD

1 Watch the story. Then circle the correct words.

1 Nick was up late because he was *doing his homework / uploading his photos.*
2 Nick has hurt *his ankle / his foot.*
3 Mr Andrews wants to see Nick's *book report / photos.*
4 Nick took too many photos of *the band / his girlfriend.*
5 The *TV / DVD* is broken.
6 The date is *Friday 13th / Thursday 13th.*

2 Answer the questions.

1 Why is Nick so tired?
2 Why doesn't he take part in P.E.?
3 What does Mr Andrews want from Nick?
4 Why isn't Lucy happy with the photos Nick took?
5 What does Nick's mum want him to do?
6 What does Nick see when he looks at the newspaper

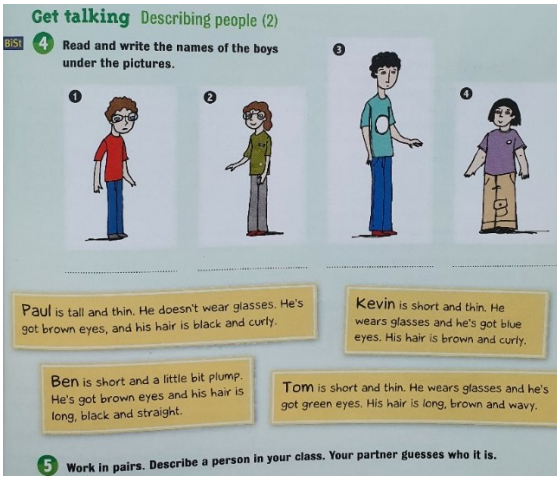
Proposal: a short activity which aims at looking for the corresponding expressions in learners' L1s may be reasonable to integrate at this point. Learners discuss how these expressions differ in their languages and what cultural issues are focused on in each case. According to Makalela (2015: 212), "understanding idioms and proverbs in a new language can be one of the most arduous tasks" in foreign language acquisition. That is why translanguaging "allows students to go beyond grammar to focus on the cultural behaviours of the speakers and can facilitate the acquisition of proverbs and idioms in the target language" (ibid.). However, learners are very likely not to understand the idioms correctly in native-speaker context, moreover "the very attempt to replicate NS idiomatic usage could be taken as […] an outsider's invalid claim to community membership" (Seidlhofer 2011b: 132). Seidlhofer (2011b: 134) stresses that this indulging in NS idiomaticity by ELF speakers can result in their being un-cooperative towards the other "participants of ELF interaction" because some

[39] *"Everything at Once"* by Lenka https://www.youtube.com/watch?v=eE9tV1WGTgE (07 May 2021).

idiomatic expressions are not known or intelligible to the latter[40]. Therefore, suitable at this point is the activity introduced by Chiaruttini (2021: 157), who introduces a possibility to compare some idioms that occur in VOICE[41], which have "plurilingual connections with the conventional ones and to reflect on the impact that a creative use of the language might have in both ELF and NS-NNS interactions". It is maintained that through this activity learners are sensitised to the intercultural dimension of ELF and, when provided with the contextual information about the actual use of the 'VOICE idioms', they become aware of the possible ways to use those idioms[42] in the future in their own communication (ibid.). In a follow-up activity, as suggested by Chiaruttini (2021: 157), learners are given an L1 idiom and are asked to create their own English version of it, and then to incorporate their creative version in a short dialogue (ibid.). Guerra and Cavalheiro (2018: 126) also talk about the possibility of using the VOICE in listening comprehension activities with non-scripted face-to-face ELF interactions among speakers of different first language backgrounds in different speech types.

Example 26

In tasks 4 and 5, page 84 (Unit 7, *Essential English* rubric) learners' task is to read the descriptions of people, to match them with the pictures, and to describe their classmates by means of the given vocabulary.



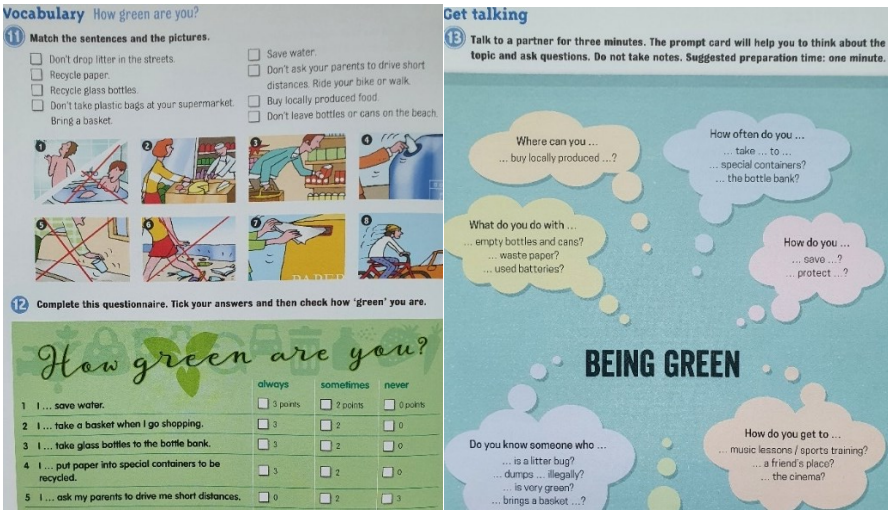
Proposal: before proceeding to the description of their classmates, learners are asked to work with collocations and 'near' collocations (Chiaruttini 2021: 155). Groups/pairs of learners are asked to complete a spider diagram with either a noun or an adjective in the middle and as many suitable lexical items (adjectives or nouns) as possible on the sides (ibid.) (see appendix 8.11. for an example of this activity as it can be accomplished using the word *eyes* which is relevant to the topic of physical

[40] This process is termed as *unilateral idiomaticity* by Seidlhofer and more on this topic can be found in Seidlhofer (2011b: 134-137).
[41] VOICE (Vienna-Oxford International Corpus of English) https://www.univie.ac.at/voice/ (17 June 2021).
[42] This process of idiomatizing (instead of mere learning and reproducing idioms as forms) is described in detail in Pitzl 2018 and Seidlhofer 2009, 2011b.

appearance). After having coped with this task learners are asked to talk about the contexts, where the combinations they have collected are most appropriate, and who might be using such word combinations (ibid.). Apart from completing this task, it is possible to ask learners to think about similar or interesting collocations they know from their languages. This activity, as explained by Chiaruttini (2021: 155), helps learners to "enrich their discourse and be prepared for coping with the variability of ELF", moreover the fact that learners learn to adjust the expressions contextually means that they "authenticate these collocations" and are "sensitized to context-dependent lexical choices" (Widdowson 1978: 80-81, cited in Chiaruttini 2021: 155).

Example 27

Unit 10, *Stand up for your rights*, has several activities on pages 108-109 which are devoted to the importance of environmental protection and the ideas of "being green".

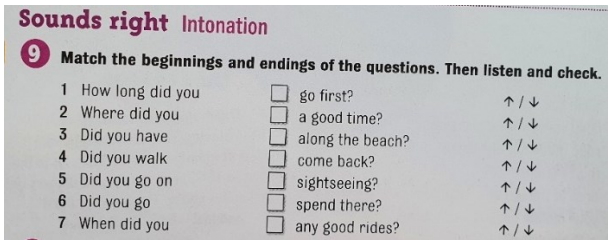


Proposal: in a follow-up activity learners are shown a video about the climate change suggested by Matsuda and Duran (2013: 204-206). This video depicts the United Nations Secretary-General Ban Ki-moon[43]. When watching this video learners should pay their attention not only to the content of the video, but also to its form, i.e. ELF use (ibid.). After discussing the issues introduced by the Secretary-General, learners' attention can be drawn to the fact that the United Nations has six official languages and they can be asked why Ki-moon, in their opinion, chose to use English in this case (ibid.). Apart from that, the issue of intelligibility might be raised, and learners can share their views on how comfortable they feel when listening to someone whose English does not completely adhere to the NS norms (ibid.). Furthermore, such an activity will train students in understanding the different varieties of English and promote the awareness of English as an international language (McKay 2012: 80).

[43] United Nations Secretary-General Ban Ki-moon on global partnership for the planet: https://www.un.org/en/desa/ban-ki-moon-un-secretary-general (23 May 2021). Apart from his speech, there has been a great number of new speeches delivered about environmental protection in recent years and many of them can be found on the YouTube channel of the United Nations https://www.youtube.com/channel/UC5O114-PQNYkurlTg6hekZw/search?query=climate+change+ (29 Aug. 2021). A great number of them is delivered by non-native speakers of English in English.

Example 28

In unit 11, exercise 9 on page 118 there is a pronunciation exercise (every unit has this kind of exercises to practise the different English sounds or intonation; obviously, in this exercise it is expected that learners conform to the 'correct' norms of NS pronunciation).



Sounds right Intonation

9 **Match the beginnings and endings of the questions. Then listen and check.**

1	How long did you	☐ go first?	↑ / ↓
2	Where did you	☐ a good time?	↑ / ↓
3	Did you have	☐ along the beach?	↑ / ↓
4	Did you walk	☐ come back?	↑ / ↓
5	Did you go on	☐ sightseeing?	↑ / ↓
6	Did you go	☐ spend there?	↑ / ↓
7	When did you	☐ any good rides?	↑ / ↓

Proposal: it is important to make learners aware of the changes in word meanings, e.g. depending on the sound length or rounded vs. unrounded sounds. Nonetheless, as discussed in subsection 2.2.3., Llurda and Mocanu (2018: 185) state that teachers should tell their learners that "speaking with a foreign accent does not mean a speaker is not going to be understood, and speaking with no trace of a foreign accent does not necessarily mean that the speech will be totally intelligible and comprehensible"[44]. This is another reminder of the fact that the native-speaker model is of a limited relevance in the case of English, which most learners will mostly use as their lingua franca, and it is important to make learners cognizant of this fact.

All in all, there exists a considerable number of possibilities even at this stage to foster learners' understanding of the role of English in the world, its variations as well the importance of being comprehensible and able to adjust one's speech according to the situation. Such knowledge is crucial for ELF users, the role English language learners need to be introduced to and supported in.

5.2.3. Make your way 7 + ELF

(Higher secondary school level, eleventh grade)

Before proceeding with the possible ELF-oriented activities which can be added to the current textbook, let us look at an ice-breaking activity to be introduced to learners, for instance, at the beginning of a school year. At this advanced stage, students will already have had their own experiences of ELF communication and it seems reasonable to encourage them to "review their attitudes toward a traditional and new view of English and culture in language teaching and identify key principles associated with each of these views" (Matsuda 2017: 223, contributor Gabriela Kleckova). Learners are asked to draw a picture or write a word on a piece of paper that symbolizes the word *English* for them (ibid.). After that, learners look at each other's papers and in groups try to explain to each other their symbol of English and give feedback to their classmates' work (ibid.).

[44] Further information about pronunciation of ELF speakers and teaching the pronunciation of English as a lingua franca can be found in Jenkins (2000) and in Walker (2010).

Having accomplished this task, students are invited to work with opinion worksheets and discuss their answers in groups (see appendix 8.12. for the opinion worksheet which focuses on such aspects as native speakers of English, accented pronunciation, national identity, etc. in the English language teaching) (ibid.). Learners record their opinions and teachers stresses that the discussed statements "are associated with the traditional view of English" as opposed to the new function of English in the world (Matsuda 2017: 224). As a next step, the teacher distributes another worksheet and learners individually answer the questions (see appendix 8.13. where the questions about traditional and current (past and present) approaches to English language instruction are provided) (ibid.). The answers are compared in class and the remaining questions are answered. Finally, learners return to their drawings/notes related to the word *English* and think if they would make any changes to their symbols or their explanations; teachers then facilitate a discussion about it (ibid.).

Example 29

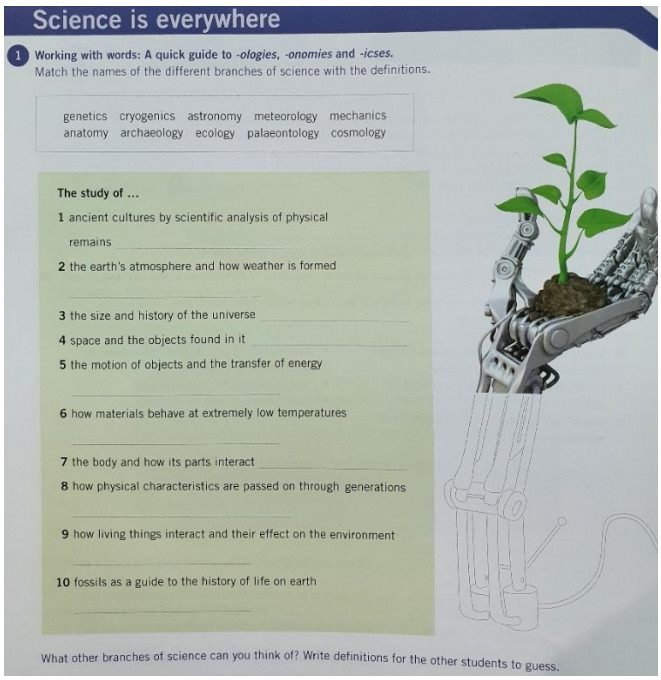
In Unit 1, *Herstory*, learners get to read about famous women from all around the world and their achievements in the different spheres of life (pages 9-10).

Proposal: the topic at hand gives an abundance of opportunities for teachers to promote an awareness of the varieties of English existing in the world (similar to examples 22 and 27). It is possible to find interviews of celebrities like Penelope Cruz, Audrey Tautou, Sofia Vergara, Sara Sampaio, Gisele Bundchen, Natalia Vodianova, Angela Merkel (Guerra & Cavalheiro 2018: 125) and other female famous NNS of English discussing various topics which are also the focus of this unit. Learners can listen to the interviews of non-native female ELF users and are asked to pay attention to the ways they use English for expressing their thoughts. Teachers might ask if learners like the audio/video materials and why, if they find the way the women in the videos speak English intelligible[45], if they seem to be confident NNSs of English (Kemaloglu-Er & Bayyurt 2018: 166-167). By demonstrating how famous people speak English students become aware that sounding like a NS does not have to be their ultimate goal (Guerra & Cavalheiro 2018: 125).

Example 30

When working on task 1 on page 194 (compact unit 6, *Science*) students get to learn about certain sciences listed in the textbook. They are also encouraged to think of the other science branches and of their definitions.

[45] Unfortunately, it is only NNSs of English who are 'expected' to sound unintelligibly, and the question is barely raised about the comprehensibility of NSs. In my own experience of ELF communication, I had difficulties in understanding exactly NSs (this was true for both English and German as lingua francas).



Science is everywhere

1 **Working with words: A quick guide to *-ologies*, *-onomies* and *-icses*.**
Match the names of the different branches of science with the definitions.

genetics cryogenics astronomy meteorology mechanics
anatomy archaeology ecology palaeontology cosmology

The study of ...

1 ancient cultures by scientific analysis of physical remains _____
2 the earth's atmosphere and how weather is formed _____
3 the size and history of the universe _____
4 space and the objects found in it _____
5 the motion of objects and the transfer of energy _____
6 how materials behave at extremely low temperatures _____
7 the body and how its parts interact _____
8 how physical characteristics are passed on through generations _____
9 how living things interact and their effect on the environment _____
10 fossils as a guide to the history of life on earth _____

What other branches of science can you think of? Write definitions for the other students to guess.

Proposal: teachers ask learners to think of the corresponding words of the science branches in their languages. In groups or individually, learners are encouraged to look for the similarities between these words (see appendix 8.14. for the activity on word-borrowings). Worthwhile mentioning is the fact that the majority of the words connected with sciences originate from Latin or are adapted from Ancient Greek. Additionally, students might be given a task to present several contemporary loan words (into English and/or from English into their native language) in the domain of science and to reflect on their etymology (Matsuda & Duran 2013: 210-211). This activity, similarly to the one in example 23, aims at showing learners the "international scope of English" (Matsuda & Duran 2013: 210), and teachers can develop this thought by concentrating on the changing nature of English language users and English itself. Teachers can resort to TED Talks[46], a global set of conferences on numerous subjects including science help to expose learners to ELF spoken in intercultural encounters (Guerra & Cavalheiro 2018: 128).

The following activity introduced by Chiaruttini (2021: 155) might be relevant for any topic available in the textbook and might be used at both lower and higher secondary school levels. Learners are presented with a short segment of a speech (which might be taken from the textbook text) and are invited to paraphrase it using other (and, if possible, more impactful) words (ibid.). Chiaruttini (2021: 155) argues that with the help of this activity learners 'play' and develop their capability for languaging which does not only improve learners' lexical knowledge, but also raises "learners' awareness of the importance of clarity and redundancy in ELF-mediated communication"

Matsuda (2017: 216, contributor Chatwara Suwannamai Duran) presents an activity for comparing "international variations of English grammatical structures that are different from

[46] TED Talks: http://www.ted.com (17 June 2021).

Standard American English and/or British English" in order to make learners aware of the multiplicity of the English linguistic norms depending on such factors as the English users' local languages. Learners are introduced to some English sentences which include grammatical structures that are different from the Standard English (ibid.) (for examples of these sentences and how to work on them see appendix 8.15. *Variations of English grammar*). It should be explained to learners that such grammatical features are common for the speakers of Indian, Singaporean and South African English, and they are influenced by the language contact and/or the local languages of the speakers which does not necessarily make these sentences wrong (Matsuda 2017: 217). Importantly, such words as 'correct' and 'incorrect', 'grammatical' and 'ungrammatical', and 'lacking' or 'missing' should be avoided because they "reinforce the belief that the Englishes different from the traditional British and American English are inferior" (ibid.). According to Matsuda (2017: 216), through this activity learners become more open to the different English variations and this helps them to better understand the essence of ELF thinking. Special attention should be paid to World Englishes (already mentioned at the beginning of subsection 5.2.2.) which are to be differentiated from ELF in a way that World Englishes are tied to a certain geographical location and speech community, they are a "means of expression of a shared social and cultural history", whereas ELF is "a function of the transcultural exploitation of the communicative resources of all three" Kachruvian Circles (Seidlhofer 2011b: 78, 81) meaning that ELF had a broader influence, and the territorial division does not play a role for it.

The following ELF-informed activity aims to "raise students' awareness of varieties of English; enable students to understand their own attitudes toward Englishes; and make connections between language, English and identity" as introduced by Matsuda (2017: 229, contributor Christine Manara). Students are asked to read two poems by John Agard, "*Half-caste*" and "*Flag*" (the texts of the poems are to be found in appendix 8.16.) and to compare the language used in these poems (ibid.) (one poem is read out using Standard English and the other is non-standard; one poem is more formal than the other one; both poems are read out by a NNS - Afro-Guyanese living in in the UK) (Matsuda 2017: 230). Importantly, at first learners do not have to know that the two introduced poems were written by the same poet. The discussion of the poems might be guided by some questions, e.g. by asking learners about their impressions of the poems, what differences they notice between these poems in terms of grammatical structure, vocabulary, and other linguistic features they find, where the author of both poems might be coming from, etc. (Matsuda 2017: 229). After this discussion which can be done in groups, learners listen to the audio recordings[47] of these poems read out by the author (ibid.). The teacher then asks students whether they notice anything special in the two audio

[47] John Agard's "*Half-Caste*" video: https://www.youtube.com/watch?v=zDQf2Wv2L3E (7 May 2021). John Agard's "*Flag*": https://www.youtube.com/watch?v=1tYHpMHtaGE (7 May 2021).

recordings and if the words they hear are intelligible to them (Matsuda 2017: 230). After introducing learners to some biographical facts of the author, "the teacher can lead the discussion to the issue of native speakerism, Standard English and how very often the idealization of native speakerism is based on assumption and ideological motives about a particular language and culture" (ibid.). At the final stage learners are invited to think about their contacts with the other English varieties and how they can describe that experience; how, in their opinion, knowing all that information should influence how English should and can be taught in school (Matsuda 2017: 231).

The activities listed above have shown that even occasional additions to the general textbook might play an important role in developing learners' awareness of ELF and English varieties, in shaping "their own attitudes toward Englishes" and in letting learners see the "connections between language, English and identity" (Matsuda 2017: 229). Learners should keep in mind that ELF (unlike World Englishes) has an overarching functionality, and geographical borders do not prevent ELF speakers from creating their own ELF community. That is why learners are taught to perceive themselves as "legitimate speakers of English" (Darvin 2017: 306), 'lawful' ELF users, who adjust the language according to their communicative needs and should feel comfortable in this position. Importantly, it could be noticed that ELF-oriented activities frequently resonated with such aspects as language awareness and culture/identity which proves the inseparability of these phenomena and the need to include them into the teaching/learning process as one unified complex.

5.3. Language awareness activities

It was previously argued in section 3.3. that teachers should "explicitly draw students' attention to similarities and differences between their languages and reinforce effective learning strategies in a coordinated way across languages" (Cummins 2007: 233). Needless to say, the explicitness of the references to these similarities/differences depends on learners' age and the individual teaching situation, but in any case, certain remarks about the different languages people speak, the sounds and the grammar of various languages, as well as language use of different speakers (Helot 2017: 252; Tinkel 1988:2, cited in Donmall 1992: 116) are an opportunity for learners to discover more about the diversity of languages around them and about themselves. The following subsections provide some examples of what activities might be suitable for raising language awareness.

5.3.1. Lasso English 3 + language awareness

(Primary school level, third grade)

As an introductory activity on language awareness for young learners which might be conducted at the beginning of a school year or between topics is the game "*My languages*" (the English version of the game and further comments to it can be found in appendix 8.17.). When playing this game, children are implicitly introduced to such aspects of language as e.g. literacy, diversity, creativity,

rhythm, awareness, etc., and are involved in completing the tasks which promote linguistic diversity and learners' self-assurance (PUMA[48] 2019). Admittedly, language awareness should be worked on starting from younger age (Ballinger et al. 2017: 49), therefore examples 31-34 will demonstrate possible ways to do that.

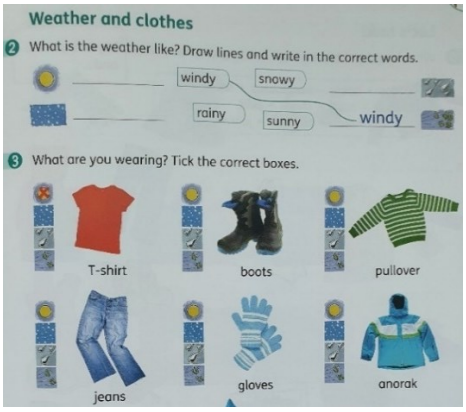
Example 31

Unit 1 is devoted to the topic of school life.

Proposal: certain remarks related to language awareness can be made, e.g. the teacher might ask children to provide the word *school* in their languages (Schader 2012: 365). Young learners are expected to notice that *school* sounds similar in many languages, and this observation could serve as a transition to a brief explanation of the etymology of this word and mentioning the fact that languages are in constant contact with each other, that they borrow words from each other and change continually in the course of time (ibid.).

Example 32

Tasks 2 and 3 in unit 4 (page 25) focus on clothing vocabulary, where students are expected to write down the newly introduced words and practise their use.



Proposal 1: at the early stages of learning a language, learners might be made aware of the importance of the linguistic choices they will face in the future when learning foreign languages, as well as when speaking their L1s in different contexts. Hawkins's, E. (1984: 154-155) metaphor may serve as a starting point of further discussion about the similarities between clothing and language choices:

> When we choose what to wear on any given occasion we are constrained to a large extent by the limitations of our wardrobe. We can't use things we don't possess (words we don't know); nor can we very well wear, say, our shoes without obeying the 'rules' of shoe-wearing ('grammar') – if the laces aren't fastened the shoes will come off when we try to run! Our hat can't be worn as socks because of its shape and material. Our cotton shirt won't keep us dry in the rain. These limitations on our choice come from the nature, shape and material of the items of clothing themselves. But we have other choices that are constrained by the conditions: Are we on holiday or on serious business? Are we going

[48] PUMA stands for Produktiver Umgang mit Mehrsprachigkeit im Alltag von Kindern, that is productive use of children's multilingualism in everyday life. PUMA. 2019. Faltplakat: meine Sprachen [Folding poster: my languages]. Graz: ÖSZ. http://www.oesz.at/OESZNEU/main.php? page=0154&open=13&open2=148 (16 Oct. 2020).

> to climb a mountain or skate on ice? Are spiked shoes allowed on the polished gymnasium floor? Of course the analogy with language choices is not an exact one but it may help to make it clear that the 'intention' of the speaker plays an important part in determining exactly what is said, just as the wearer's 'intention' determines what is worn. And the choices students have to make should be made explicit by teacher.

This comparison with choosing clothes might be helpful for young learners to understand some linguistic aspects (e.g. vocabulary, grammar, speaker intentions).

Proposal 2: since the unit about the weather and clothes has a body parts section, working on a language portrait is a suitable activity (see appendix 8.3. for a language portrait template). Teachers can get learners to work on their language portraits by placing the languages spoken by the students into the language silhouette and by colouring them (Krumm 2010: 17). The language portrait activity presupposes marking learners' languages and dialects on their self-portraits and discussing the results afterwards (Galante 2019: 69). Students might also want to include the languages and cultures they do not know but wish to learn in the future (Galante 2019: 69-72). Buchholz (2012: 105) and Galante (2019: 72) stress the importance of encouraging learners to justify their choices and to describe their feelings associated with the languages they included. If possible, these language portraits can be hung up in the classroom and further complemented with new plurilingual items (Buchholz 2012: 105). Alternatively, language portraits can become a part of the language dossier already referred to in section 5.1. Naturally, depending on the learners' age, it might be appropriate to involve the parents to assist their children in accomplishing this task because the younger the learners are, the more difficult it is for them to name the languages that constitute their linguistic repertoire (Schwarzl 2020: 136). All in all, the given multimodal activity does not only allow the revision of body parts vocabulary, but it also helps learners identify their own linguistic repertoire and that of the others, explore their past, project the future learning, and develop language awareness (Galante 2019: 69-72; Buchholz 2012: 105).

Example 33

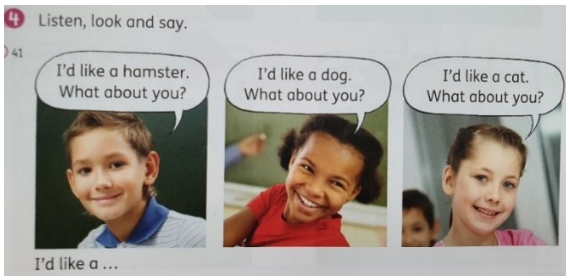
In the teacher's book, one finds a recommendation to supplement the discussions about food products in unit 6 is with a demonstration of packages of the popular and typical English foods (Bartnitzky, Bunk & Tinnenfeld 2014a: 33).

Proposal: instead of following the recommendations of the teacher's book, teachers might want to collect the packages of the available international foods and introduce them to the class. Students should guess where the introduced foods might come from and say whether they have ever tried them. Learners' attention might be drawn to the labels on the packages. Languages' sign systems constitute learners' general language awareness, therefore their comparing and contrasting is of paramount importance at this point (Ballinger et al. 2017: 49). Older learners might also receive similar tasks, where their attention to the sign systems of different languages is drawn and which help them to

experience different symbols, characters, letter of a different type of alphabet, or a different directionality of print (right to left; vertically) (Celic & Seltzer 2013: 42) (see appendix 8.18. for another activity aimed at familiarizing learners with the diversity of writing systems).

Example 34

In unit 8, activities 4 on page 49, young learners are to produce their own sentences about the animals they would like to have as their pets.



Proposal: let students write a simple sentence, e.g. one of those about a pet as suggested in the textbook. A language awareness activity in this case might contain a comparison of the sentences produced by learners with the same sentences in their L1s/dialects. Additionally, teachers may introduce these sentences in negative forms (*I wouldn't like a*…) and demonstrate the negative sentence structures in an unknown language (Ballinger et al. 2017: 49). Learners are asked to compare the examples of the negative sentences and then "infer the rules for negation in the unknown language" (ibid.). It is not necessary to go into details with young learners when conducting this activity; the important goal here is to make learners aware of the existence of diverse ways to express something in different languages, negation in this example. Some of the previous activities showed how separate words can be compared. In this case however, learners come to an understanding that it is not only words, but sentence structures that can function similarly/differently in various languages (Gibson & Hufeisen 2003: 102).

Learners can be encouraged to keep track of their progress in the target language or their L1s (Celic & Seltzer 2013: 25, 28) by working on the language portfolio, this time with a language biography rubric (appendix 8.19. provides examples of the language biography tasks). The teacher's book (Bartnitzky, Bunk & Tinnenfeld 2014a: 101-104) also includes a German version of the portfolio, where the progress in learning the topics of the textbook can be documented by learners (see appendix 8.20.). Paying explicit attention to their learning progress makes children conscious about their success which, as argued in section 3.3., is one of the language awareness constituents.

In brief, developing language awareness of young school learners can be achieved by means of analogies, games and bringing their attention to certain visual aspects related to language. Naturally, family support plays a significant role in talking through these phenomena.

5.3.2. More 3! General course + language awareness

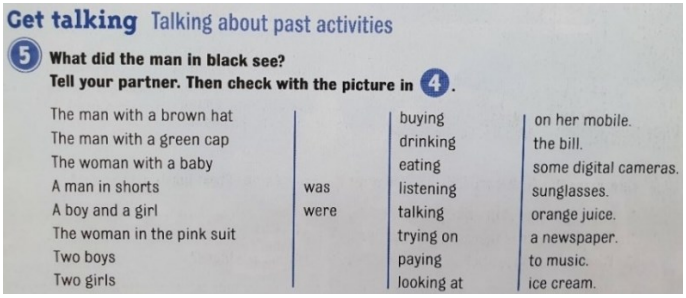
(Lower secondary school level, third grade)

Older English learners may at some point be involved into a discussion about the role languages play in people's lives, and learners might express their thoughts on what life would be like without languages (Gorp & Verheyen 2018: 264). Apart from that, Schader (2012: 270-272) believes that the following questions might interest learners and put them in a researcher's position, e.g. why various languages exist, why people talk, what the most popular/least popular language is, why animals communicate in a different way than humans do, which languages/dialects are similar, why one understands a bit of some language and does not understand anything from the other ones, etc. Naturally, it will not be possible to find conclusive answers to all of the questions, but in any case, such questions might lead to awakening children's interest in linguistic topics and sensitising them to aspects of language awareness (ibid.).

Another possibility to exchange views can be directed at the learning process and how learners feel about it. Schader (2012: 161-164) points to the importance of discussing the following issues with learners in different contexts (at the beginning of learning a new foreign language, when motivational problems appear, in case of failures, when new students with L1 other than German join a class): students' expectations when leaning a new language, their fears in this regard, ideas about what they as learners have to do in order to learn a language, what skills are expected from learners to be able to say that they have mastered a language (rich vocabulary, correct sentence forms, an ability to speak, write, understand or read), potential difficulties of mastering a new language and how to deal with them, etc. (ibid.). Plurilingual learners can also talk about their experience of learning several languages and what helped them in the process (ibid.). At this point, it might be relevant to let learners work with another rubric of the language portfolio which is devoted to the considerations of learning languages (see "*How I learn languages"* appendix 8.21.). Similarly to the other parts of the portfolio, "*How I learn languages"* rubric should also be discussed in class.

Example 35

Exercise 5 on page 19 (unit 2) involves learners' practice of the Past Continuous Tense.



Get talking Talking about past activities

5 **What did the man in black see?**
Tell your partner. Then check with the picture in 4.

The man with a brown hat		buying	on her mobile.
The man with a green cap		drinking	the bill.
The woman with a baby		eating	some digital cameras.
A man in shorts	was	listening	sunglasses.
A boy and a girl	were	talking	orange juice.
The woman in the pink suit		trying on	a newspaper.
Two boys		paying	to music.
Two girls		looking at	ice cream.

Proposal: in this case the teacher might want to do some research and tell students about the formation and existence of this tense form in the other languages/languages represented in the classroom. By

guiding students in comparing and contrasting several languages it is possible to promote students' metalinguistic and crosslinguistic awareness (Ballinger et al. 2017: 48). If learners notice some overlaps between English and their languages in cognates, grammatical structures, shared roots, etc., these findings are not to be left unattended and teachers' metalinguistic commentary is expected (Palmer et al. 2014: 763).

Example 36

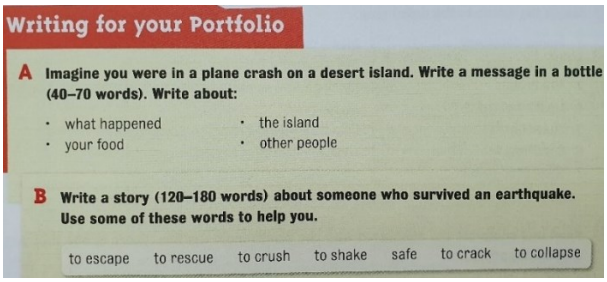
Unit 10 allows learners to be involved into discussions about different life situations, where it is important to stand up for one's rights, be it environmental protection or the rules of using computer rooms.

Proposal: it might be suitable for this unit to work on the abridged and simplified version of the United Nations *Convention on the Rights of the Child* which is available in 24 languages (Boeckmann et al. 2011: 47-49; abridged version of the Convention on the Rights of the Child 2011[49], further referred to as Convention 2011) (a sample text in English along with the additional tasks for the text follows in appendix 8.22.). Learners receive a copy of the Convention in a language they do not speak, and their task is to guess the language they are dealing with (Boeckmann et al. 2011: 47). The cues in the text are expected to help them in guessing the language, e.g. the typical symbols like *ë* in Albanian, *ł* in Polish or *ğ* in Turkish (Convention 2011). Students who speak those languages might make their expert comments on the guesses of their peers (ibid.). Importantly, the goal of the task is not about the correct/incorrect guesses of languages, it is about the associations and the activation of the prior linguistic knowledge of the learners (ibid.). Later, learners are asked to make assumptions about the text genre and the main idea of the text (Boeckmann et al. 2011: 47). Teachers draw their learners' attention to the numbers, cognates, function words and encourage them to use their whole linguistic repertoire for making sense of the text (ibid.). It is possible to talk about the words students believe they understand, and at the same time discuss false assumptions based on the 'false friends' which lead not only to confusion, but also to interesting conclusions about some languages (Convention 2011). As a whole, in the process of accomplishing this activity learners identify and observe linguistic phenomena across languages "that they speak or have partial knowledge of" (Ballinger et al. 2017: 49), "thereby making optimum use of all the languages in their repertoires" (Boeckmann et al. 2011: 48). Plurilingualism recognition and motivation for learning new languages (ibid.) are also achieved in the course of this task.

[49] Kurzfassung der Kinderrechtekonvention [abridged version of the Convention on the Rights of the Child]: https://pubshop.bmbwf.gv.at/index.php?article_id=9&sort=title&search%5Btext%5D=kinderrechte&pub=440 (18 Oct. 2021).

Example 37

The writing task on page 130 (unit 12) presupposes either writing a message in a bottle or writing a story about someone, who survived an earthquake.



Proposal: in case students choose the first option, they can be asked about the language in which they would like to write their message and about the reasons for their choice. Eventually, they might think about the roles each of the languages they speak can play in their writing (Celic & Seltzer 2013: 108). It is possible to stress that students might not be able to write the same text in several languages and instead will have to incorporate all of their linguistic knowledge into one letter.

Example 38

Proposal: the 14th unit about dangerous animals allows some discussion about the animal communication, especially the species which communicate in specific ways, such as dolphins, spiders, bees, chimps, bats (Hawkins, E. 1984: 103). Students are expected to contemplate language as a phenomenon that is inherent in both humans and animals, and after discussing the animal communication, specific features of the animal and human language might be singled out (ibid.).

In sum, it was illustrated that the discussions about language per se, learners' attitudes towards it and their perceptions of it have acquired a more explicit character in this subsection. Learners are now expected to be able to compare certain linguistic phenomena across languages and to give consideration to their own process of language acquisition.

5.3.3. Make your way 7 + language awareness

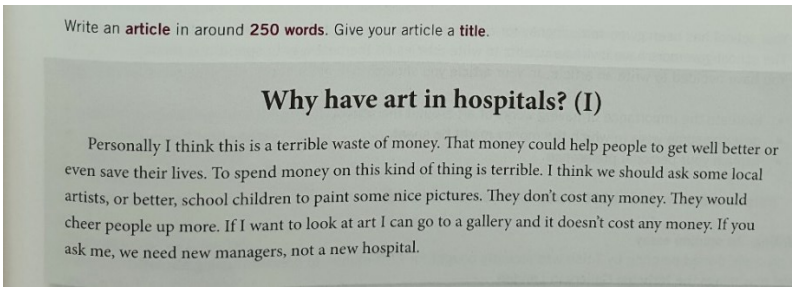
(Higher secondary school level, eleventh grade)

Advanced learners might do the following introductory activity aimed at reflecting the language learning experience, their linguistic repertoires, and their language skills (Laimer & Wurzenrainer 2014: 36). Students are asked to illustrate their language learning process with the help of pictures or/and drawings which tell about what they can do in their L1 and what knowledge is missing in their L2 or/and L3 (ibid.). Some sentence starters might assist learners in making these confessions, e.g. *I speak a lot in…, whereas in … I am silent most of the time*; *I make mistakes in …, but I do not make mistakes in …; when I speak … I am confident, while when speaking … I am …* (ibid.). Eventually, learners might be asked to represent their emotions and experiences with the help of metaphors (which could also be an interesting discussion of why we use metaphors in our life and how they make our

language more emotional and visual; it can be worthwhile comparing metaphors from different cultures) (ibid.). Laimer and Wurzenrainer (2014: 36) suggest animals and plants as possible ways of comparison, e.g. lion vs. rabbit as German vs. English; big tree with a lot of fruit and strong roots as one language vs. small bush with tender leaves as another language. The given activity can be finalized with writing an essay which, if desired, is accompanied by a learners' drawing or a clipping from newspapers (see appendix 8.23. for an example of the linguistic experience represented with metaphors) (ibid.). Teachers should listen to each learners' explanation and try to soften any existing contrasts, e.g. by asking learners about how long they think it might take them to become as strong as a lion in English, or how long it takes for their 'flower' of English to blossom, etc. (ibid.).

Example 39

In unit 4, *Art attack*, task 19, page 85, learners have to write an article about using art in hospitals after having read one of the possible approaches to this topic.



Write an **article** in around **250 words**. Give your article a **title**.

Why have art in hospitals? (I)

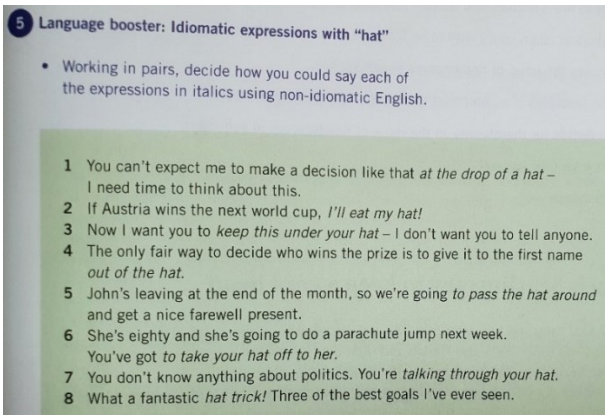
Personally I think this is a terrible waste of money. That money could help people to get well better or even save their lives. To spend money on this kind of thing is terrible. I think we should ask some local artists, or better, school children to paint some nice pictures. They don't cost any money. They would cheer people up more. If I want to look at art I can go to a gallery and it doesn't cost any money. If you ask me, we need new managers, not a new hospital.

Proposal 1: the introduced task can be slightly modified by asking learners to work together on translating one another's writing (from their L1 to English) (Celic & Seltzer 2013: 72). Having students work together to translate pieces of their own writing is a wonderful opportunity for authentic conversations about language (ibid.). Learners first write the article or parts of it in their home language and then draw on their knowledge of English (bilingual dictionaries might be used if needed) to translate it/them (ibid.). The result is the same piece of writing in two languages which can be a starting point for language comparison and analysis in terms of sentence structures across languages and words some of which are cognates while others are completely different (ibid.). This type of learning activity would be beneficial even by translating short texts (individual words and sentences), and slowly building up to longer texts (ibid.).

Proposal 2: alternatively, learners are asked to write a story as a follow up to an audio recording or a set of drawings (provided by teachers) (Swain 2006: 98). After that, the teacher might edit the learners' text by changing the form of their writing, but not the content, "so that it would be acceptable to a fluent user of a target language" (ibid.). Students are then asked to compare their written texts and the edited versions by commenting on the changes they spot, why these changes could have been necessary, that is to say they language about their texts and are eventually asked to rewrite their original texts and incorporate the recommendations they have received (ibid.).

Example 40

Activity 5 on page 143 (compact unit 2, *Headgear*) introduces idiomatic expressions with the word *hat* and students are asked to decide how to substitute those expressions with non-idiomatic English.



5 Language booster: Idiomatic expressions with "hat"

- Working in pairs, decide how you could say each of the expressions in italics using non-idiomatic English.

1 You can't expect me to make a decision like that *at the drop of a hat* – I need time to think about this.
2 If Austria wins the next world cup, *I'll eat my hat!*
3 Now I want you to *keep this under your hat* – I don't want you to tell anyone.
4 The only fair way to decide who wins the prize is to give it to the first name *out of the hat.*
5 John's leaving at the end of the month, so we're going *to pass the hat around* and get a nice farewell present.
6 She's eighty and she's going to do a parachute jump next week. You've got *to take your hat off to her.*
7 You don't know anything about politics. You're *talking through your hat.*
8 What a fantastic *hat trick!* Three of the best goals I've ever seen.

Proposal: learners might be familiarized with the idiomatic expressions with the word *hat* in different languages (e.g. languages spoken in the class) translated into English (appendix 8.24. includes several examples of such idioms). Students would have to guess the meanings of these idioms and provide their assumptions about the original languages where the expressions come from. By drawing learners' attention to such kind of expressions from different cultures language awareness is promoted (Ballinger et al. 2017: 49). It should be highlighted that certain idiomatic expressions have similar/identical forms in some languages whereas in the other languages there are no equivalents for these expressions.

To sum up, the introduced activities for language awareness development allow learners "to compare aspects of the languages that they know while maintaining use of the target language" (Ballinger et al. 2017: 49). As discussed in section 3.3., language awareness activities "foster an interest and probably even respect for the home languages of fellow students and for language learning in general" (Gorp & Verheyen 2018: 250) through acknowledging all the learners' languages in the classroom (Helot 2017: 249) and "learners with varying language skills, proficiency profiles and cultural backgrounds" (Boeckmann et al. 2011: 47). It was demonstrated that language-awareness activities are often connected with discussions about learners' cultural backgrounds, and it is by means of translanguaging techniques that learners get involved into metalinguistic discussions and have the chance to compare linguistic phenomena across different languages.

5.4. Identity- and culture-oriented activities

The preceding sections of this thesis have discussed the importance of school's role in raising learners' interest towards different cultures and sensitising them about the questions of identity. Similar to the other activities provided in this chapter, culture and identity related activities must take into consideration the factors of learners' age, their perceptions of themselves and of their background

as well as certain characteristics of individual teaching/learning settings. Sometimes it might be challenging to raise these issues at all since, on the one hand, it is important to promote learners' linguistic and cultural background and this idea was put forward in this thesis a number of times, on the other hand, however, in superdiverse Austria the borders between cultures and languages disappear and therefore explicit culture and identity related topics tackled in class might be received as othering, as prejudice or racial comments (as maintained in subsection 3.5.1.). In any case, it is legitimate to allow the inclusion of cultural and identity aspects in the process of the English language acquisition since they are closely related to the main ideas of translanguaging and ELF thinking. The following activities will exemplify how this goal might be achieved.

5.4.1. Lasso English 3 + identity and culture

(Primary school level, third grade)

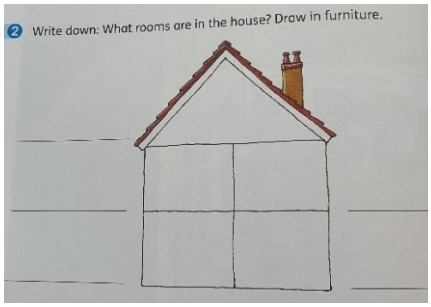
It was previously argued that the concept of culture is complex and multi-layered, and the conversations about national clothes, cuisine, music, etc. only partially cover the issue (see section 3.4.). However, it seems sufficient to delve into such surface aspects of culture when teaching young learners since these conversations will prepare children for further culture- and identity-oriented activities at the higher levels of schooling.

Example 41

Proposal: in the first unit which is dedicated to school and related aspects, a possible opening activity might be the discussion about differences and similarities between schools all over the world, also in the countries of learners' origin (Schader 2012: 364-366). However, Schader (2012: 364-366) warns against teachers' wrong expectations about children's 'expert' knowledge about schools in their countries. This lack of 'expert' knowledge can be found in the other topics as well, therefore in some cases it is advisable to make the questions more personal, i.e. instead of asking about how things are in the countries of their students, teachers might pose questions about the family ways and traditions (Fritz & Schweiger 2021). Schader (2012: 364-366) also recommends consulting parents in advance about such aspects and then, if possible, encourage children to talk about their schools/other topics, or even invite their parents to do it with the whole class.

Example 42

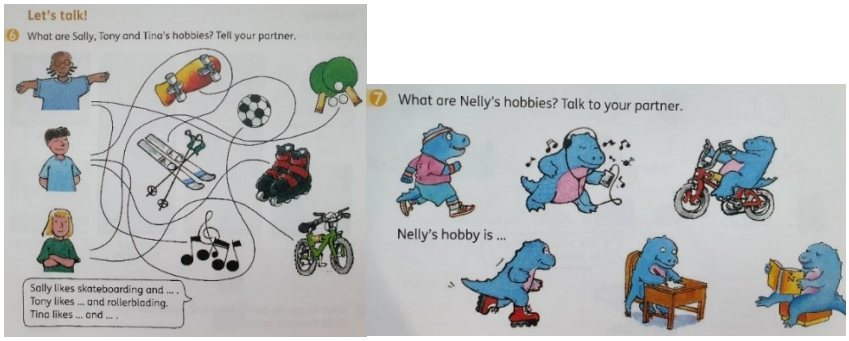
In unit 5 exercise 2 on page 30 asks learners to write down the names of rooms in the house which represents a traditional type of accommodation in Great Britain and other European countries and also draw furniture in this house.



Proposal: at this stage it is possible to introduce children to interesting and non-traditional kinds of accommodations by showing them the pictures of homes from different countries to highlight the cultural diversity in the world. Schader (2013: 347-348) talks about the possibility to demonstrate some pictures of houses typical for villages or urban areas; these pictures/photos can be pinned to the world map to demonstrate where such homes can be found. Apart from that, it is feasible to choose ten important words connected with the topic home, e.g. *house*, *flat*, *live*, *window*, etc. and find their equivalents in other languages (ibid.). This task can be accomplished in the form of a poster where all the languages of a class are used to label various parts of a house (one colour per language) (ibid.) and consequently language awareness discussions as well as remarks about the linguistic diversity present in class might be involved.

Example 43

Task 6 and 7 on page 14 (Unit 2) encourages young learners to talk about their hobbies.



Proposal: as a follow-up activity, young learners might be involved into a culture-share activity (Anderson 2017). Students are asked to bring in to class their favourite toys and certain items of cultural importance (this task has to be explained to both pupils and parents to make sure the aim of the activity is clear) (ibid.). It is expected that children introduce the items they bring in to the whole class, and teachers facilitate the discussion about the reasons for choosing those items and the links they have to their culture (ibid.). This kind of activity, along with the "*I pack my suitcase and I take* …" game (see example 49) is expected to foster children's ability to associate themselves with particular culture(s) and to notice differences/similarities with their classmates in terms of their cultural background (ibid.).

Example 44

In unit 6 learners do not only talk about food names, but they are also introduced to vocabulary related to money. Teacher's handbook (Bartnitzky, Bunk & Tinnenfeld 2014a: 34) encourages teachers to bring in European and British coins (alternatively toy money) to the class in order to familiarize students with these currencies.

Proposal: additionally/alternatively, the teacher can mention the currencies used in the other countries. Laimer and Wurzenrainer (2014: 28) emphasize that it is relevant to show children the currencies from their countries of origin, and let them guess/remember where the introduced currency comes from, allow them to see different writing systems depicted on them (language awareness moment), and compare the banknotes and coins (ibid.). If carried out at higher levels of schooling, this activity might involve asking learners to explain to the class who and what is depicted on the banknotes of their countries, what can be purchased with this money, etc. (ibid.) (they might also be asked to prepare this information in advance, by researching and interviewing their parents).

Example 45

In both Unit 6 and Unit 7 learners get to discuss some food products and use the respective vocabulary. In the teacher's book one finds the recommendation to look at the food packages and think about who likes to eat the food in those packages, e.g. "*Look, this is a box of cornflakes. Children like cornflakes in Austria and in Great Britain"* (Bartnitzky, Bunk & Tinnenfeld 2014a: 33).

Proposal: instead of drawing students' attention exclusively to these two countries, it is pertinent to facilitate the discussion about children from the other countries who are likely to be fond of cornflakes, or vice versa – talk about how diverse the foods children all over the world like eating are. Another point where some comments about similarities/differences in terms of food might be relevant is the dialogue about crazy sweets on page 45. After having listened to the dialogue learners might be asked about their personal experience of tasting strange or atypical sweets stemming from different countries.

Example 46

Unit 8 deals with animals and children's favourite pets.

Proposal: young learners may be involved into an interesting discussion about the typical pet names in various countries (Schader 2012: 351). Possibly, implicit teachers' comments about cultural differences can be suitable at this point. This activity might be combined with the one introduced in example 5 on the sounds that animals make in different languages.

Example 47

Unit 9 concentrates on the topic of celebrations.

Proposal: learners might be involved into the conversation about etiquette. Friedrich (2012: 46) stresses that there is a false expectation of relying on the conventions typical for one culture only, so international experience can be also developed via learning about various etiquette conventions existing in the society. Additionally, learners and their families can be asked to bring in some national cuisines and tell the other children in the class about them; this can be done on any agreed occasion, e.g. to celebrate the end of semester (Kiesel 2 2012: 39).

Another activity to make the cultural aspects visible is the portfolio rubric about intercultural understanding (see appendix 8.25.). By filling out this portfolio part students get a chance to reflect on their experiences with different languages/language varieties and cultures they have encountered (Celic & Seltzer 2013: 26). The questions found in the portfolio coincide with the topics learners work on in *Lasso 3*, therefore this portfolio rubric seems also relevant for a short revision of the learnt materials in the end of the semester/school year. Naturally, young learners might need assistance in filling out such a portfolio whereas older students can be encouraged to do it individually. Additionally, children can be shown some pictures which prepare them for the encounters with someone, who looks different than they do in some way (see appendix 8.26. for the intercultural encounters picture cards). The cards depict persons, who belong to different cultural backgrounds, with different religions, or from various ethnic groups. Byram et al. (2009) mention that by working with international encounters picture cards children get to know about such possible identity markers as clothes, hairstyles, make-up, jewellery, etc., they are taught to respect the otherness, and develop the feeling of empathy.

It can be observed, that even young learners might be involved into the activities which implicitly concentrate on cultural aspects and issues related to identity. By introducing these kinds of tasks to learners, teachers prepare them for further encounters with cultural diversity not only at higher school levels, but also in real live.

5.4.2. More 3! General course + identity and culture

(Lower secondary school level, third grade)

A short multilingual/identity/get-to-know-you activity at the beginning of a school year might be used to encourage learners to research their names and surnames. This task is expected to be exciting for students since, as noted by Donmall (1992: 118), “we are especially interested in ourselves” and learning more about their own names might help learners to think about the issues they have not considered yet. Schader (2012: 290) shows how one should proceed with this activity: first of all, it is possible to look for similarities between the names in the class and to explain to children that some names have different forms across different languages, e.g. Peter, Pierre, Pietro, Piotr, Petro, etc. due to their Greek origin. Secondly, name meanings which come from other languages might also be

looked at, e.g. comparing names in various languages which stem from animal names (Fuchs), colours (Brown), professions (Miller), etc.; looking for the meanings of the names where the meaning is not clear from their form; discussing typical German, Turkish, English, etc. names and surnames; looking up the equivalents of some names in different languages (Schader 2012: 290-291). Older learners might be asked if they know the reasons for being named in a particular way, or who influenced their name choice (Fritz et al. 2020: 183). Depending on learners' age, additional activities based on names might be integrated in the teaching/learning process, e.g. as a home assignment, children might be expected to make a poster/drawing where they write their name and an explanation to it (Schader 2012:292); in this case learners might have to talk to their family members in order to get more information, or to do some research using their L1s.

Example 48

Unit 1 of the given textbook deals with music in learners' life.

Proposal: at this stage students might be asked to create a playlist of songs in any language which represents their lives and interests (Celic & Seltzer 2013: 61). Students should be encouraged to explain in English how particular aspects of the song they have chosen (e.g. words, imagery, melody) represent their life experiences (ibid.). This activity, apart from involving learners' L1s, also allows them to demonstrate their culture to their classmates. Teachers may ask their learners to pay explicit attention to the unique features of each playlist and involve learners into sharing their thoughts about it (ibid.).

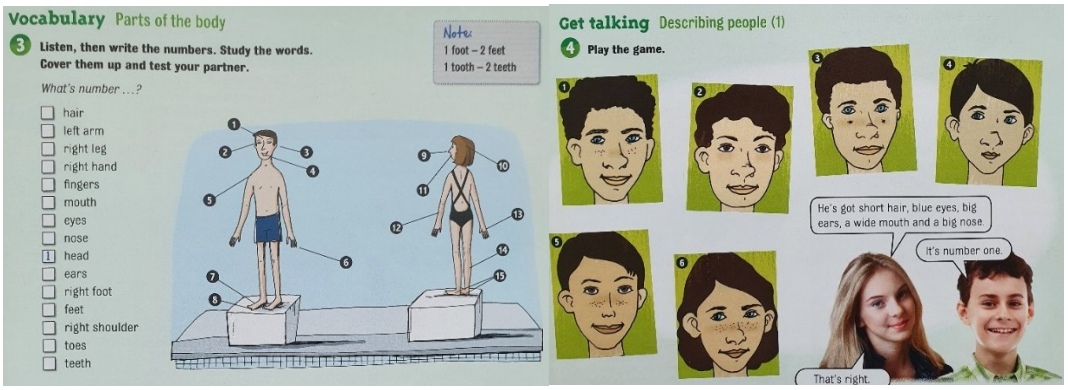
Example 49

Unit 3 is about travelling, therefore the following activity is congruent with the general topic.

Proposal: children are probably familiar with the game "*I pack my suitcase and I take…*" in the course of which every participant names an item they want to 'pack' into their suitcase and the following person has to name their item repeating the items from the previous participants as well. Learners might enjoy to play a new variation of the game, introduced by Haberleitner and Wojnesitz (2016: 11): students are divided into groups (possibly according to their L1s, but not necessarily) and are asked to write down the 'things' which they would pack into their magical suitcase. These items cannot be material, instead they can pack the traditions, holidays, festivals, languages (including dialects) which are linked to their families and cultures. Each group is expected to draw a magic suitcase and discuss its content. Ultimately, each group presents their drawings and explains their choices, whereas the teacher "facilitates the discussion about the similarities of different suitcases' contents and the reasons for choosing particular items". Notably, students have to be pointed to the fact that all of the people in the world always have this magic suitcase with them and it has to do with their identity. If possible, teachers might want to discuss this topic in more detail with explicit introduction of the notions of identity and culture.

Example 50

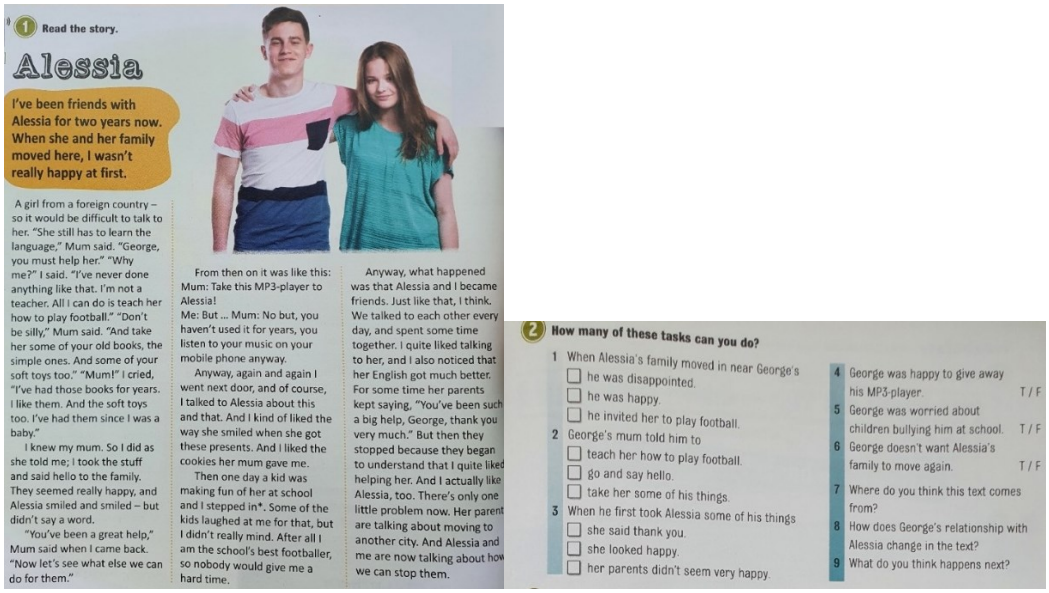
In the rubric Essential English of unit 4 learners are presented with the body parts vocabulary (page 51).



Proposal: Schader (2012:306) considers as reasonable to briefly discuss body language as an important constituent of human communication. This discussion has a language-awareness element in it because learners can also talk about the importance of non-verbal communication and its features. In order to make this activity culturally-oriented, the teacher might ask learners to compare the meanings of some gestures across diverse cultures. In the opinion of Savignon (2008: 10), taking turns, appropriateness of content, nonverbal language, and tone are of great significance in multicultural communication, hence learners should be aware of various social conventions which influence message interpretation and differ from country to country.

Example 51

In Unit 7, activity 1 on page 74, learners are presented with a text about a girl, who moved from a different country and has problems with learning English. One of her classmates decides to help her with learning the language and he also steps in when somebody laughs at her because of her language. The following tasks in the textbook focus on text comprehension and the discussions about what it means to be a real friend.



1 Read the story.

Alessia

I've been friends with Alessia for two years now. When she and her family moved here, I wasn't really happy at first.

A girl from a foreign country – so it would be difficult to talk to her. "She still has to learn the language," Mum said. "George, you must help her." "Why me?" I said. "I've never done anything like that. I'm not a teacher. All I can do is teach her how to play football." "Don't be silly," Mum said. "And take her some of your old books, the simple ones. And some of your soft toys too." "Mum!" I cried, "I've had those books for years. I like them. And the soft toys too. I've had them since I was a baby."

I knew my mum. So I did as she told me; I took the stuff and said hello to the family. They seemed really happy, and Alessia smiled and smiled – but didn't say a word.

"You've been a great help," Mum said when I came back. "Now let's see what else we can do for them."

From then on it was like this: Mum: Take this MP3-player to Alessia!
Me: But ... Mum: No but, you haven't used it for years, you listen to your music on your mobile phone anyway.

Anyway, again and again I went next door, and of course, I talked to Alessia about this and that. And I kind of liked the way she smiled when she got these presents. And I liked the cookies her mum gave me.

Then one day a kid was making fun of her at school and I stepped in*. Some of the kids laughed at me for that, but I didn't really mind. After all I am the school's best footballer, so nobody would give me a hard time.

Anyway, what happened was that Alessia and I became friends. Just like that, I think. We talked to each other every day, and spent some time together. I quite liked talking to her, and I also noticed that her English got much better. For some time her parents kept saying, "You've been such a big help, George, thank you very much." But then they stopped because they began to understand that I quite liked helping her. And I actually like Alessia, too. There's only one little problem now. Her parents are talking about moving to another city. And Alessia and me are now talking about how we can stop them.

2 How many of these tasks can you do?

1 When Alessia's family moved in near George's
- ☐ he was disappointed.
- ☐ he was happy.
- ☐ he invited her to play football.

2 George's mum told him to
- ☐ teach her how to play football.
- ☐ go and say hello.
- ☐ take her some of his things.

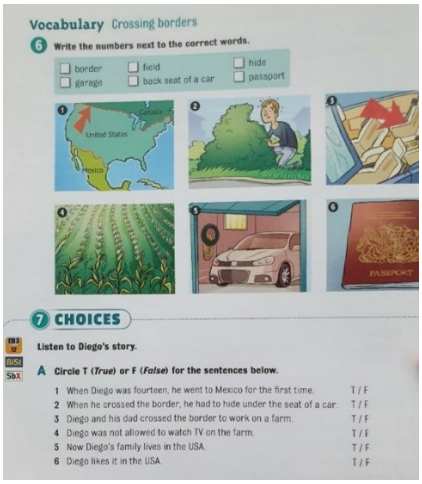
3 When he first took Alessia some of his things
- ☐ she said thank you.
- ☐ she looked happy.
- ☐ her parents didn't seem very happy.

4 George was happy to give away his MP3-player. T / F
5 George was worried about children bullying him at school. T / F
6 George doesn't want Alessia's family to move again. T / F
7 Where do you think this text comes from?
8 How does George's relationship with Alessia change in the text?
9 What do you think happens next?

Proposal: it seems that this text requires a deeper discussion with students since it perfectly depicts the situation which might be familiar to many school children in Austria, who are new to the country and its language. Such a text might be something that many students will be able to relate to, therefore it can be engaging and motivating for them to read it (Ebe 2010: 196). Additionally, learners can be asked to share their ideas on how to help the other people, who are new in a country to integrate and get used to their new life.

Example 52

Unit 9, *Young people today*, (page 94) presents vocabulary on the topic of crossing borders and introduces the audiotext about an immigration case between the USA and Mexico.



Vocabulary Crossing borders

6 Write the numbers next to the correct words.

- ☐ border
- ☐ garage
- ☐ field
- ☐ back seat of a car
- ☐ hide
- ☐ passport

7 CHOICES

Listen to Diego's story.

A Circle T (*True*) or F (*False*) for the sentences below.

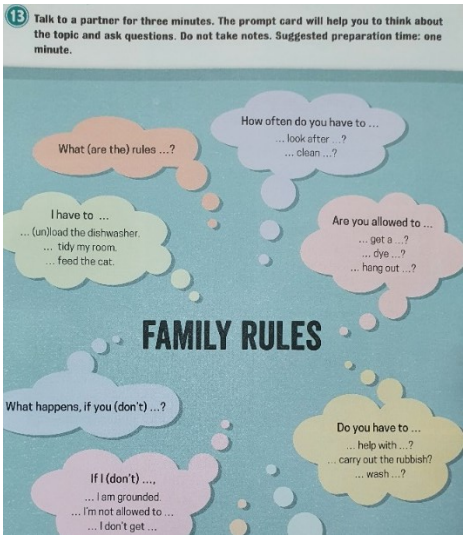
1 When Diego was fourteen, he went to Mexico for the first time. T / F
2 When he crossed the border, he had to hide under the seat of a car. T / F
3 Diego and his dad crossed the border to work on a farm. T / F
4 Diego was not allowed to watch TV on the farm. T / F
5 Now Diego's family lives in the USA. T / F
6 Diego likes it in the USA. T / F

Proposal: before proceeding with the work on the topic introduced above, it is the teacher's responsibility to see if this topic is not too sensitive for some learners due to their complex life situations. Ebe (2010: 194) observed that students have difficulties with texts not only because of their low proficiency levels in this language, but because "they lack background knowledge to understand what they read about", the same holds true for the writing activities. Espinosa, Ascenzi-Moreno and Vogel (2016: 16) stress that it is crucial to engage students in writing activities where

learners can relate to the issues, or where the issues are important to them at the same time. Even if the majority of learners in the class are not familiar with the situation described in the text, its potential in facilitating further discussions should not be ignored: such kinds of texts raise such topics as identity and culture this way increasing learners' awareness of cultural diversity and individual differences (Alter 2016: 56). It should be noted that some texts might promote certain stereotypes connected with particular cultures (Fránquiz 2012: 37), therefore teachers should choose the texts carefully and, as already mentioned, take into considerations individual characteristics of their learners.

Example 53

Tasks 13 (unit 9, page 98) gets learners to talk about their family rules.



Proposal: in addition to the conversation about family rules it might be interesting to discover diversity in learners' own families. Schader (2012: 123-124) recommends drawing a family tree with the focus on languages and countries. This family tree can be drawn in an ordinary way with the addition of the information about L1s of every family member or/and the dialects they speak/spoke. The number of generations and relatives included into the family tree can vary depending on learners' age and their knowledge about their relatives. It is important to explain to learners the reasons for doing this activity, that is to track the history of languages/dialects in a family. Students should be invited to present their family trees and possibly the pictures of their relatives (this allows discussing fashion, haircuts, facial features of different generations). The points to be looked at might be as follows: the number of nations and languages coming together in each generation; the reasons for family diversity, for migration and mobility, as well as the reasons why people decide to leave their motherlands. In the end, students should become cognizant of the fact that migration is something normal.

On the whole, the above listed examples of activities chosen for *More 3!* clearly show that it is possible to involve learners into discussions about their cultural heritage and identity issues during

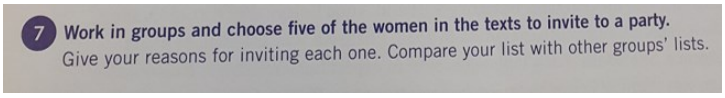
the English language lessons. At the higher secondary levels of schooling these conversations might become of a more explicit character and acquire more systematicity.

5.4.3. Make your way 7 + identity and culture

(Higher secondary school level, eleventh grade)

Example 54

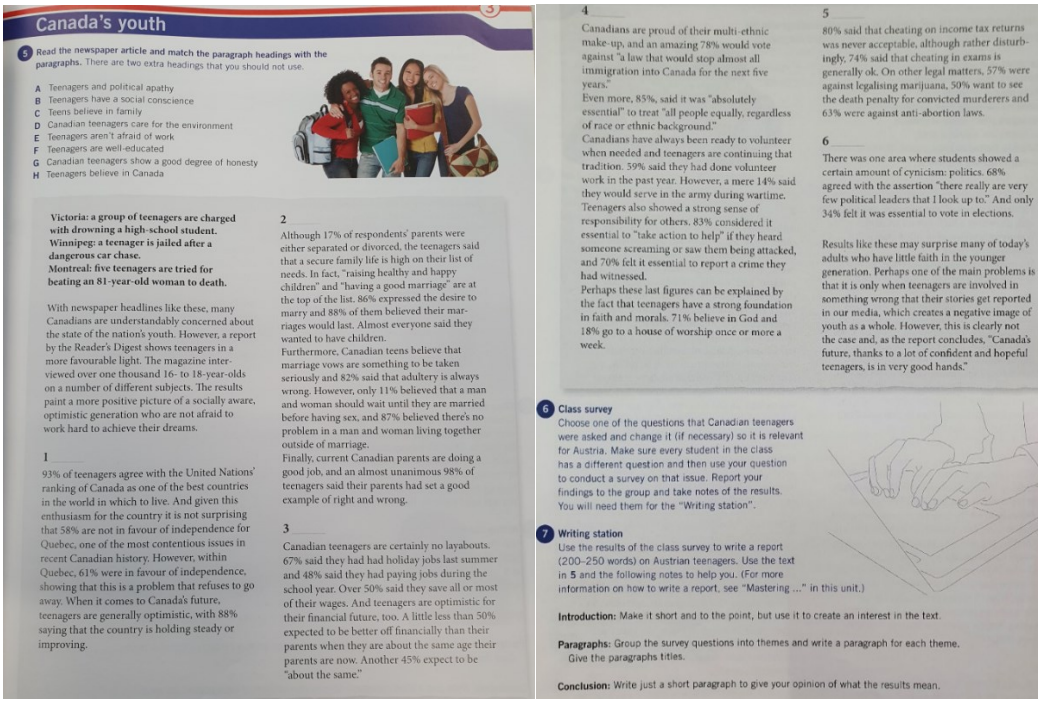
In activity 7 on page 10 (unit 1) students are expected to work in groups and to choose from the texts they have read before five of the women (e.g. Shirin Ebadi, Elisabeth Taylor, Florence Nightingale, Maria Theresa, Marie Curie, Sonia Gandhi, Eva Persson, Queen Elizabeth I), who they would like to invite to a party. Learners have to give their reasons for inviting each woman.


7 **Work in groups and choose five of the women in the texts to invite to a party.**
Give your reasons for inviting each one. Compare your list with other groups' lists.

Proposal: apart from that, learners might be asked to talk about famous women from their countries and provide reasons for their choices by arguing about the important contributions of these women.

Example 55

The text provided on pages 51-52 about Canadian youth (unit 3, *Canada*) raises such important issues as immigration and ethnic backgrounds. Tasks 6 and 7 on page 52 suggest learners writing a report on Austrian youth.


Canada's youth

5 **Read the newspaper article and match the paragraph headings with the paragraphs.** There are two extra headings that you should not use.

A Teenagers and political apathy
B Teenagers have a social conscience
C Teens believe in family
D Canadian teenagers care for the environment
E Teenagers aren't afraid of work
F Teenagers are well-educated
G Canadian teenagers show a good degree of honesty
H Teenagers believe in Canada

Victoria: a group of teenagers are charged with drowning a high-school student.
Winnipeg: a teenager is jailed after a dangerous car chase.
Montreal: five teenagers are tried for beating an 81-year-old woman to death.

With newspaper headlines like these, many Canadians are understandably concerned about the state of the nation's youth. However, a report by the Reader's Digest shows teenagers in a more favourable light. The magazine interviewed over one thousand 16- to 18-year-olds on a number of different subjects. The results paint a more positive picture of a socially aware, optimistic generation who are not afraid to work hard to achieve their dreams.

1
93% of teenagers agree with the United Nations' ranking of Canada as one of the best countries in the world in which to live. And given this enthusiasm for the country it is not surprising that 58% are not in favour of independence for Quebec, one of the most contentious issues in recent Canadian history. However, within Quebec, 61% were in favour of independence, showing that this is a problem that refuses to go away. When it comes to Canada's future, teenagers are generally optimistic, with 88% saying that the country is holding steady or improving.

2
Although 17% of respondents' parents were either separated or divorced, the teenagers said that a secure family life is high on their list of needs. In fact, "raising healthy and happy children" and "having a good marriage" are at the top of the list. 86% expressed the desire to marry and 88% of them believed their marriages would last. Almost everyone said they wanted to have children.
Furthermore, Canadian teens believe that marriage vows are something to be taken seriously and 82% said that adultery is always wrong. However, only 11% believed that a man and woman should wait until they are married before having sex, and 87% believed there's no problem in a man and woman living together outside of marriage.
Finally, current Canadian parents are doing a good job, and an almost unanimous 98% of teenagers said their parents had set a good example of right and wrong.

3
Canadian teenagers are certainly no layabouts. 67% said they had had holiday jobs last summer and 48% said they had paying jobs during the school year. Over 50% said they save all or most of their wages. And teenagers are optimistic for their financial future, too. A little less than 50% expected to be better off financially than their parents when they are about the same age their parents are now. Another 45% expect to be "about the same."

4
Canadians are proud of their multi-ethnic make-up, and an amazing 78% would vote against "a law that would stop almost all immigration into Canada for the next five years."
Even more, 85%, said it was "absolutely essential" to treat "all people equally, regardless of race or ethnic background."
Canadians have always been ready to volunteer when needed and teenagers are continuing that tradition. 59% said they had done volunteer work in the past year. However, a mere 14% said they would serve in the army during wartime.
Teenagers also showed a strong sense of responsibility for others. 83% considered it essential to "take action to help" if they heard someone screaming or saw them being attacked, and 70% felt it essential to report a crime they had witnessed.
Perhaps these last figures can be explained by the fact that teenagers have a strong foundation in faith and morals. 71% believe in God and 18% go to a house of worship once or more a week.

5
80% said that cheating on income tax returns was never acceptable, although rather disturbingly, 74% said that cheating in exams is generally ok. On other legal matters, 57% were against legalising marijuana, 50% want to see the death penalty for convicted murderers and 63% were against anti-abortion laws.

6
There was one area where students showed a certain amount of cynicism: politics. 68% agreed with the assertion "there really are very few political leaders that I look up to." And only 34% felt it was essential to vote in elections.

Results like these may surprise many of today's adults who have little faith in the younger generation. Perhaps one of the main problems is that it is only when teenagers are involved in something wrong that their stories get reported in our media, which creates a negative image of youth as a whole. However, this is clearly not the case and, as the report concludes, "Canada's future, thanks to a lot of confident and hopeful teenagers, is in very good hands."

6 **Class survey**
Choose one of the questions that Canadian teenagers were asked and change it (if necessary) so it is relevant for Austria. Make sure every student in the class has a different question and then use your question to conduct a survey on that issue. Report your findings to the group and take notes of the results. You will need them for the "Writing station".

7 **Writing station**
Use the results of the class survey to write a report (200–250 words) on Austrian teenagers. Use the text in **5** and the following notes to help you. (For more information on how to write a report, see "Mastering ..." in this unit.)

Introduction: Make it short and to the point, but use it to create an interest in the text.

Paragraphs: Group the survey questions into themes and write a paragraph for each theme. Give the paragraphs titles.

Conclusion: Write just a short paragraph to give your opinion of what the results mean.

Proposal 1: the teacher might initiate a discussion about the diversity of young people's backgrounds living in Austria and the importance of their acknowledging their own identities. Suitable in this case is writing "*My plurilingual story"*, the activity which can also be accomplished as a homework since it requires some reflections about the constituents of one's identity and the life events which have

influenced their identity formation. Galante (2019: 72-73) introduces the following steps for this activity: 1) learners write their autobiographies – in English and/or other languages – comprising the languages and cultures that have influenced their linguistic repertoire; 2) learners draw pictures of events that have influenced them to learn those languages/cultures; 3) students create a digital video with the pictures along with a narration (mostly in the target language) of their own autobiography; 4) they share this video with other classmates via links on Youtube; 5) learners write a reflection about their own and others' plurilingual stories. Of course, steps 4 and 5 can be substituted by an in-class presentation of the videos and their discussion.

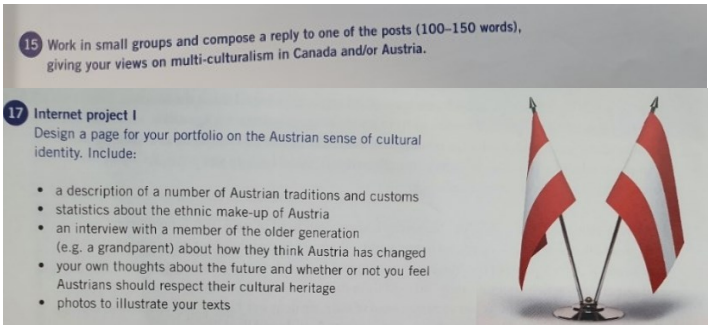
Proposal 2: it might be interesting for teenage learners to watch the video by an Austrian female rapper Nenda[50] (2020) and to discuss the issues of identity and belonging which are described in her song "*Mixed feelings*" (contains strong language). Nenda does not only raise the important topics such as racism and othering, but she also combines English and the Austrian dialect in her song. Apart from that, some culturally relevant items are seen in her music video, e.g. a dirndl. It is important to talk to learners about the fact that aside from race, gender and class, nowadays the world still continues to judge people by their language and accent both of which actually bear the person's identity and individual history (Darvin 2017: 290). Therefore, teachers should stress that their learners' linguistic and cultural backgrounds are something they should be proud of instead of being embarrassed by them.

Proposal 3: similarly to the previous activity, the poem "*Wo kommst du her*" by Yasmin Hafedh[51] can also serve as a starting point for discussion. In her poem the author describes a situation of being constantly asked about her country of origin because people notice her skin colour. She talks about the importance of erasing borders between countries and not focusing on people's origins, but rather accepting their Austrian identity. This video, just as the previous one, raises the important topic of the Austrian citizens, who no longer associate themselves with any other country but Austria (see section 2.2. and subsection 3.5.1. on this point).

Example 56

Of paramount interest are activities 15, page 57, where students are invited to share their views on multi-culturalism in Canada and/or Austria, and activity 17, page 58 which consists of designing a portfolio page about the Austrian sense of cultural identity (unit 3).

[50] "*Mixed feelings*" by Nenda: https://www.youtube.com/watch?v=JhplimRbyPk (24 April 2021).
[51] „*Wo kommst du her*" by Yasmin Hafedh: https://www.youtube.com/watch?v=9Zl3fNQmiCo (24 April 2021).



Proposal: in addition to the task available in the textbook learners might be invited to work with some materials that target self-identification and intercultural experience (see appendix 8.27. for examples of activities related to these topics). Students might be explicitly introduced to such concepts as multilingualism and plurilingualism, invited to talk about their plurilingual identities, and asked to share what languages and cultures have influenced their identity development (Galante 2019: 69). Learners can be asked to reflect on their experiences which made them learn certain languages (school, media, traveling, immigration, language status), and share their thoughts with the class (ibid.). Such reflections might help learners to see that they have many things in common with their classmates. It is important to remember that by creating space for learners' cultures and identities, teachers introduce new concepts to them, and this means that learners expand their knowledge instead of reconceptualizing it (Butzkamm 2003: 31).

Example 57

Compact unit 1, *Stories stories tell*, is on the whole devoted to the analysis of stories and their features.

Proposal 1: working with fairy tales might be interesting even for older learners. Students search for their favourite fairy tales from their cultures and pay attention to their particular characteristics, e.g. storytelling patterns in different folk tales, cultural elements, fairy tale language structures or vocabulary in different languages (Boeckmann et al. 2011: 53-54). As Boeckmann et al. (2011: 53-54) advocate, this activity "develops curiosity not only for foreign languages spoken in the students' environment, but also for foreign literature, art, traditions and ways of life".

Proposal 2: a similar activity is introduced by Schader (2012: 248), who talks about the possibility to compare various literature characters across different cultures. Teachers might make a reference to the common motifs, songs and characters existing in various cultures, e.g. "*Happy birthday"* song, fables of Aesop or Phaedrus. Learners can ask their parents about the possible connections in their cultures and in class they will present the fable titles and summarize the plot. This will be a translanguaging activity since at home they will discuss those texts in their own languages and in class will have to present them in English. Apart from that, such an activity will foster intercultural awareness and at the same time will demonstrate to learners how much different cultures might have in common.

Example 58

The rubric "*Controversial hats"* on page 144, (task 6 and 7, compact unit 2) focuses on the types of headwear of different religions.


Controversial hats

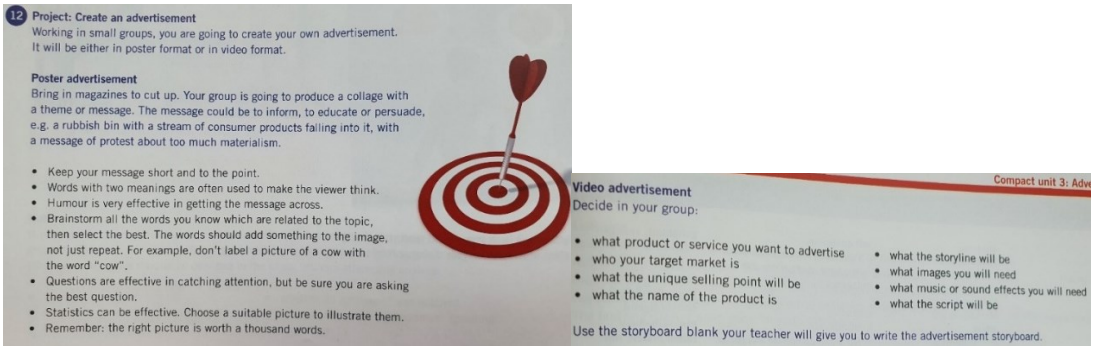
6 Which religions do you associate these different types of headwear with?

What other hats can you think of that have religious significance?

Proposal: these textbook activities might be a possibility for the teacher to stress the importance of accepting different cultural peculiarities regardless where learners are or where they come from. At the same time, discussions about stereotypes connected with different countries and cultures as well as the ways of overcoming them might be also relevant.

Example 59

Task 12 on pages 160-161 (compact unit 3, *Advertising*) invites learners to create their own poster or video advertisement (in groups).


12 Project: Create an advertisement

Working in small groups, you are going to create your own advertisement. It will be either in poster format or in video format.

Poster advertisement

Bring in magazines to cut up. Your group is going to produce a collage with a theme or message. The message could be to inform, to educate or persuade, e.g. a rubbish bin with a stream of consumer products falling into it, with a message of protest about too much materialism.

- Keep your message short and to the point.
- Words with two meanings are often used to make the viewer think.
- Humour is very effective in getting the message across.
- Brainstorm all the words you know which are related to the topic, then select the best. The words should add something to the image, not just repeat. For example, don't label a picture of a cow with the word "cow".
- Questions are effective in catching attention, but be sure you are asking the best question.
- Statistics can be effective. Choose a suitable picture to illustrate them.
- Remember: the right picture is worth a thousand words.

Compact unit 3: Adv

Video advertisement

Decide in your group:

- what product or service you want to advertise
- who your target market is
- what the unique selling point will be
- what the name of the product is
- what the storyline will be
- what images you will need
- what music or sound effects you will need
- what the script will be

Use the storyboard blank your teacher will give you to write the advertisement storyboard.

Proposal 1: before accomplishing the task from the textbook, students might be encouraged to bring in to class all the possible illustrations, videos and catalogues with advertisements from their countries (Schader 2012: 253). These advertisements correspond with the different styles of life in different countries, consumption habits, and forms of everyday culture (ibid.). Schader (2012: 254) points out that teachers might initially specify the scope of advertisements that learners should search: one can talk about the diversity of the products, their differences, the different ways of (linguistically) presenting the same items. It is important that all of the materials (especially those one related to language) that learners produce in the course of the learning process are preserved, that is why teachers might also encourage learners to add the information they find to a language dossier (the latter is a part of the language portfolio and appendix 8.28. shows how the work with such a dossier might be built up).

Proposal 2: learners (individually or in groups) are asked to find and take photos of the advertisements they encounter in the city (in Vienna it is especially probable to find numerous multilingual inscriptions): shops, restaurants and cafes, posters, billboards etc. (Laimer & Wurzenrainer 2014: 33). Learners have to present the collected photos in class and discuss the language diversity in the city where they live. At this point teachers might also mention the 'power' domain and the manipulative aspect of language which students should learn to identify (Helot et al. 2018: 12). Pupils should be made aware of "tacit assumptions, hidden meanings and rhetorical traps" (James & Garrett 1992: 14) which advertisers sometimes use to manipulate their customers.

In conclusion, the activities introduced in this section are meant to promote the intercultural awareness and respect for cultural diversity at both individual and social levels (Galante 2019: 73-74). What was mentioned about the sensitivity of introducing learners' L1s into the teaching/learning process (Boeckmann et al. 2011: 49) also applies to their cultures and identities the connections to which should not be forced. At the same time, it was demonstrated that there exist a number of possibilities to implicitly and explicitly involve learners of different ages in tasks connected with the notions of identity and culture. Generally, it could be noticed that all the activities introduced in this chapter correlate with each other and should be treated holistically, whilst working with these phenomena in isolation would have been counter-productive and would not allow teachers to better explain their learners the essence of these notions. This chapter has shown that teachers have multiple techniques of integrating these themes in the teaching process, but at the same time it depends on (new) approaches to teacher education to prompt educators to do that (as also stressed in subsection 3.5.2.).

6. Conclusion

This thesis has focused on translanguaging techniques that could be integrated into the existing Austrian textbooks of English. The purpose of the paper was twofold. On the one hand, it set out to investigate the current situation in Austria as far as education and languages are concerned; it aimed to theoretically substantiate such notions as multilingualism, ELF, translanguaging, language awareness, culture, and identity. On the other hand, the goal was to discuss the possibilities of enriching the available textbook activities with additional tasks based on the theoretical rationale provided in the thesis.

The second chapter has revealed that the Austrian Republic is a superdiverse country, where multiple languages and cultures coexist on a daily basis. The demographics of the country are reflected in the educational branch, where children from different linguistic backgrounds are expected to learn together and to respect each other's personalities. It has been confirmed that Austria represents a binate European reality, where the struggles between preserving 'own' languages,

traditions, and culture versus the desire to have a common lingua franca across the European Union exist side-by-side (Seidlhofer, Breiteneder & Pitzl 2006; Seidlhofer 2011a). The literature research has shown that multilingualism in Austria is acquiring increasing recognition in schools, however when it comes to teaching English the monolingual approach still persists in most Austrian classes. As a consequence, an important objective of this thesis was to serve as a reminder of English being a means to "bridge several languages, cultures and identities included in the classroom" (Gkaintartzi & Tsokalidou 2019: 182), and this is where the notion of ELF came into focus. The research has addressed ELF, the function of English which in practice does not only stress the need to make use of plurilingual learners' L1s and to involve their cultures, but it also foregrounds different English varieties, as well as dismantles the idea of NSs and Standard English as the ideal ways of using this language. It has been maintained that there exist multiple strategies for transforming an EFL class into an ELF-sensitive class, especially in a multilingual setting, where the English language classes are a neutral ground for the speakers of different languages.

Accordingly, the notion of translanguaging which might be seen as a tool for bringing ELF thinking into classes has been explored and clarified in chapter 3. of the current thesis. It was shown that translanguaging pedagogies and ELF thinking share a number of fundamental ideas, and teaching ELF by means of translanguaging techniques seems to be a logical development of multilingual education in the European context. The main ideas of the scholarly papers related to translanguaging have been synthesized and it has been foregrounded that the practice which mobilizes learners' "linguistic resources to create new social spaces for themselves" (Li Wei & Zhu Hua 2013: 519) can play a key role in maintaining the link between home and school, between learners' L1s and the new languages they acquire, between their home and local cultures. A significant point addressed in this chapter is the advantages connected with integrating translanguaging strategies into an English class since the obtained evidence indicates that learners benefit cognitively and socially from the use of their L1s in the process of the English language acquisition. The project has also sought to understand the nature of language awareness, an intrinsic part of the translanguaging process. Paying explicit attention to language per se, comparison of the classroom languages, and other language awareness moments presuppose the inclusion of all students which is an additional benefit in a multilingual class (Ballinger et al. 2017: 49). Similarly, translanguaging-oriented activities are expected to give way to yielding considerations and discussions related to learners' cultures and identities, therefore the notions of culture and identity have been elaborated on. It was indicated that the two latter aspects are difficult to define, however they cannot be overlooked in the process of teaching English because a language is primarily a social phenomenon and learners' personal stories have a considerable impact on their linguistic success. The research has shown that, when implementing translanguaging in class, difficulties may arise from different reasons, for instance challenges related to learners themselves,

their perceptions of themselves and their linguistic repertoires, their proficiency levels in the languages they speak; challenges related to teachers and their (in)ability to adjust to the requirements of their plurilingual students; some other reasons connected to the production of multilingual materials and textbooks. In any case, it could be concluded that teachers' sensitivity, curiosity about their students, and adhering to the needs of each particular educational setting are of paramount importance when it comes to translanguaging in an English language class.

In the fourth chapter of this thesis three selected primary and secondary level Austrian textbooks of English were critically analysed: each coursebook was investigated from the point of availability of references to or activities focused on fostering students' understanding of multilingualism, ELF, translanguaging, language awareness, culture, and identity. As a result, the textbooks revealed to a different extent a rather scarce inclusion of these notions. The intention of chapter 5. was to demonstrate the practical validity of the suggested theoretical grounds, hence the suggestions of possible activities oriented to translanguaging and the related phenomena were provided. It was illustrated how any textbook regardless of the school level or its type can become more translanguaging-oriented, ELF-aware, sensitive to language awareness, as well as culture- and identity-centred. All of these phenomena, as has become apparent, are intrinsically related to each other, and learners are likely to benefit greatly if these notions are treated holistically in a language class. Having students work with the activities outlined in the chapter (implicit at the early stages of schooling and more systematic and explicit at the higher ones) seems to ensure the linguistic inclusion of all the learning process participants and their appreciation of the linguistic repertoires, learners' possibility to reflect on their own culture and identity, as well as a chance to cultivate tolerance and acceptance within school walls and beyond.

Overall, this study supports the idea that teachers of English, similarly to the teachers of the other subjects, can make a difference together and increase acceptance of multiculturalism and diversity in schools (Helot et al. 2018: 11). This thesis has shown how the existing textbooks of English can be transformed by individual educators, but at the same time isolated transformations of this kind could lead to certain socio-political changes at the higher institutional levels, and consequently trigger major re-considering of how textbooks can become more diversity-oriented. Naturally, for such revisions to occur, teacher education, English teacher education in particular, should concentrate more on the ideas which are crucial for this thesis. Obviously, thorough re-thinking of the deeply entrenched beliefs in English language teaching is needed to overcome the expected objections about the impossibility of including all of the illustrated aspects. Although this thesis has focused on school textbooks, the findings may well have a bearing on English coursebooks used in kindergartens, vocational schools, colleges, and other educational institutions where English is taught. In general, therefore, it seems that despite its exploratory nature, this study offers some

insight into how the English language instruction and teaching of other subjects could be potentially reshaped in the direction of superdiversity and acknowledgement of learners' identities. Nevertheless, the major limitation of this paper lies in the absence of evaluation of the introduced activities in real-life learning settings and this leaves this study to have a theoretical character. Evidently, every class is unique, and it would be impossible to try out the activities in every possible setting, however, the main question is what impact every activity would have in most multilingual English language classes. Given the fact that the world, and Austria in particular, continue to get more globalized and superdiverse, it is of paramount importance to make the shift in the educational system which would ensure the use of multilingualism in all of the school subjects, thus, further studies are needed to work on developing a better understanding of this issue. Moreover, the methods and means for making English classes multilingual should be better assessed and more hands-on examples should be provided in the course of further investigations.

7. Bibliography

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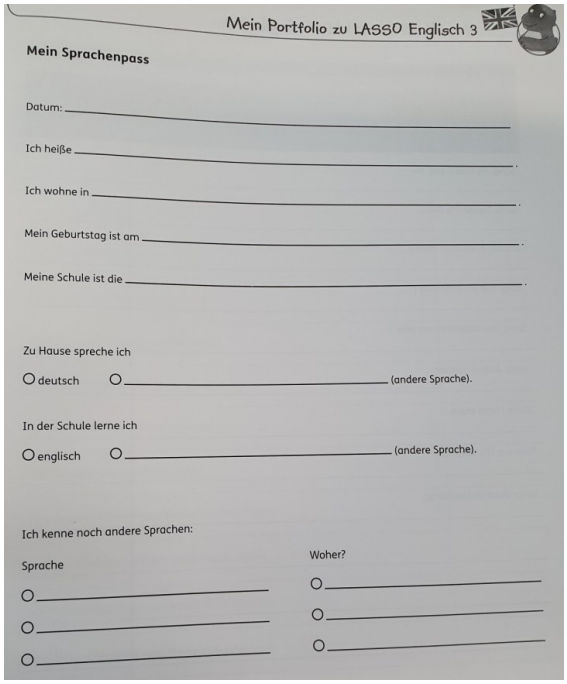
8. Appendices

8.1. Media support for teachers

- *Google Translate* creates a multilingual environment; to listen to what the translation sounds like (for help with saying those words as part of a class greeting, as part of a song, or as a transition signal), one can click on the sound icon below the translation box (Celic & Seltzer 2013: 21).
- A resource that teachers might use to introduce to their learners is the *International Dialects of English Archive* (Guerra & Cavalheiro 2018: 126). Learners compare the accents of the different NSs and NNSs of English from around the world, and one of the tasks can be guessing the nationalities of the speakers. Once again learners become aware of the diversity of English, and it is demonstrated to them how ELF communication works.
- *Jibbigo* is an application which has a speech-to-speech voice translator between English and 9 other languages; it provides an audio translation from English to the other languages (ibid.).
- *Omniglot*, the encyclopedia of writing systems and languages might be of use for learners at the higher levels of schooling. This website includes information about different alphabets, words, phrases, and texts in multiple languages, as well as recommendations for learning languages and other useful resources for a multilingual class (Celic & Seltzer 2013: 98). This information can motivate students to learn new languages and to develop an interest in them (ibid.).
- *WatchKnowLearn* is a collection of educational videos from different websites for the elementary, middle, and high school grades in or about the searched languages (Celic & Seltzer 2013: 88).
- *WeltABC (WorldABC)* encompasses words and expressions collected by children, who speak different mother tongues and come from different cultures and who are currently in the process of learning the German language. These expressions are linked with other terms and illustrated with photos. The languages used in this alphabet are German, English, Turkish, Bosnian, Kurdish, Serbian and many others. Importantly, everyone is invited to participate and add their own words and translations.
- A helpful resource for teachers and something to explore for learners might be *The World Atlas of Language Structures Online*. It is a large database of structural (phonological, grammatical, lexical) properties of languages gathered from descriptive materials (such as reference grammars) by a team of 55 authors.

8.2. Language portfolio: language passport



Mein Portfolio zu LASSO Englisch 3

Mein Sprachenpass

Datum: _____

Ich heiße _____.

Ich wohne in _____.

Mein Geburtstag ist am _____.

Meine Schule ist die _____.

Zu Hause spreche ich

○ deutsch ○ _____ (andere Sprache).

In der Schule lerne ich

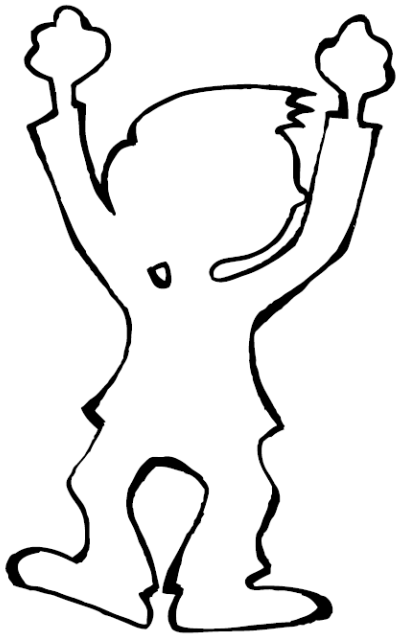
○ englisch ○ _____ (andere Sprache).

Ich kenne noch andere Sprachen:

Sprache	Woher?
○ _____	○ _____
○ _____	○ _____
○ _____	○ _____

(Bartnitzky, Bunk & Tinnenfeld 2014a: 101-104)

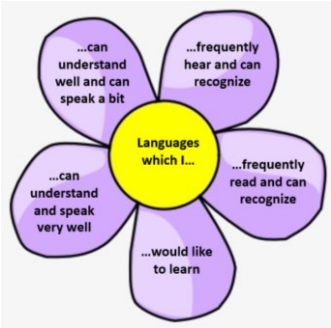
8.3. Language portrait



(Kiesel 2 2012: 59)

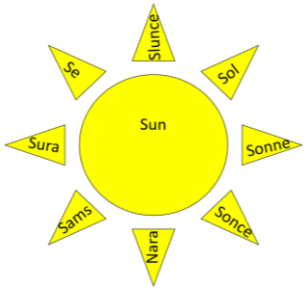
8.4. Language flower

Learners are asked to draw a flower with 5 petals, and on each petal they should list the languages as shown in the picture (Fritz et al. 2020: 176):



This activity might precede the language portrait introduced earlier. Importantly, students are asked if it was immediately clear to them which languages belong on which petal, if they had any difficulties with placing any languages on one or another petal, if additional petals would be necessary to describe their linguistic background (Fritz et al. 2020: 176). This activity is expected to make each individual's plurilingualism visible and let them reflect upon their plurilingualism (Fritz et al. 2020: 177). Further activities which help learners to pay attention to their linguistic repertoires and to analyse the situations, the people, and the means associated with the particular languages can be found in Fritz et al. (2020: 178-182), as well as Coelho (2012).

8.5. Language sun



Other words could be used for this activity, e.g. greeting forms from different languages (adapted from Haberleitner & Wojnesitz 2016: 6). Velasco and García (2014: 15) emphasize that at the early stages of schooling writing activities should be combined with all kinds of multimodalities like drawings, videos, etc. Therefore, a writing lesson plan should include activities aimed at helping-students to organize their thoughts and to concentrate more on their topic by drawing (Velasco & García 2014: 15).

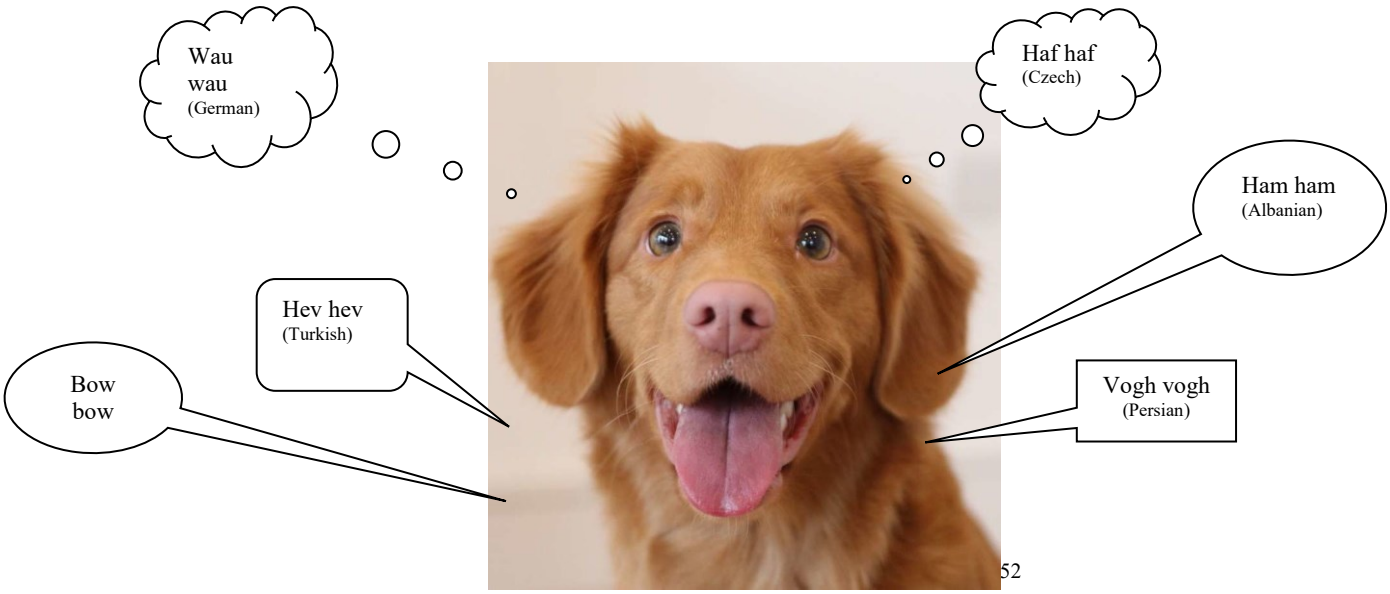
8.6. Food and drink names across languages

English	German	Other languages
soup	Suppe	суп (Ukrainian) zupa (Polish)

		sopa (portuguesish) सूप soop (Hindi) supă (Rumanian) şorbe (Kurdish)

(adapted from Thaler 2016: 188)

8.7. Dog onomatopoeias in different languages



[52]

8.8. Awareness of English in the world

Estimate the numbers or percentages that fit in the blanks.
(1) The English language is the official or semi-official language of at least ___ countries.
(2) An estimated ___ million/billion people are believed to speak English as a second or foreign language.
(3) ___% of the world's (snail) mail is written in English.
(4) More than ___ (fraction) of the world's scientists read and write in English.
(5) More than ___% of the world's print newspapers are published in English.
(6) ___% of the world's electronically stored information is in English.
(7) English language users comprise ___% of all internet users worldwide.
(8) ___% of international university students are taught in English.
(9) In 2010, about how many people in the world were learning English at schools, colleges and as independent adults? ____ millions/billions

Answer Keys
(1) The English language is the official or semi-official language of at least **60** countries.

[52]Dog picture: https://www.google.com/search?q=dog+pictures&sxsrf=ALeKk0102hXka3elIn3jgXHXWze1xTgUHg:1615816987134&source=lnms&tbm=isch&biw=1344&bih=751#imgrc=SMMlmWDadP14fM (15 March 2021).

(2) An estimated between **1.2 billion and 1.4 billion** people are believed to speak English as a second or foreign language.
(3) **75%** of the world's (snail) mail is written in English. Of course, with the advent of the internet, the amount of snail mail being sent is decreasing.
(4) More than **2/3** of the world's scientists read and write in English.
(5) More than **50%** of the world's print newspapers are published in English.
(6) **80%** of the world's electronically stored information is in English.
(7) English language users comprise **30.5%** of all internet users worldwide.
(8) **53%** of international university students are taught in English.
(9) In 2010 about **two billion people** in the world were learning English at schools, colleges and as independent adults.
(Matsuda & Duran 2013: 202-203)

8.9. Handout on food and dialect

In each of the following sets of words, circle the word (or words) you think is correct:

1) Tea:
(a) an evening meal or dinner; (b) a milky, hot sweetened beverage served anytime; (c) late lunch/brunch; (d) a light afternoon meal/snack; (e) a formal afternoon occasion/banquet

2) Cookie:
(a) a cookie; (b) a biscuit; (c) a plain bun; (d) a small cake; (e) a cracker

3) Green onion:
(a) a green onion; (b) a spring onion; (c) shallots; (d) scallions;(d) gibbles; (e) an onion

4) Potatoes:
(a) spuds; (b) taters; (c) murphies; (d) potatoes; (e) chitties

5) Mushrooms:
(a) mushrooms; (b) blewits; (c) mushers; (d) Gipsies stocks; (e) fungus

Answers
The affiliations may be different for people depending on what English or Englishes they are exposed to. Possible affiliations:

Tea:
a milky hot and sweetened beverage served anytime (India);
an evening meal or dinner (Australia);
a late lunch (Singapore);
a light afternoon meal (UK);
a formal afternoon occasion (U.S.).

Cookie:
a cracker, a cookie (U.S., Scotland);
a biscuit (UK);
a plain bun (Scotland, U.S.);
a small cake (Singapore).

Green onion:
green onions (India, UK);
spring onions (U.S.);

shallots (Singapore);
scallions (Australia);
gibbles (parts of UK).

Potatoes:
spuds (Irish);
taters (U.S.);
murphies (Irish);
potatoes (UK, Australia, U.S.).

Mushrooms:
mushrooms (US, parts of UK, Europe);
Gipsies stocks, fungus, mushers (parts of UK, Europe);
blewits (UK).
(Matsuda & Duran 2013: 216-217)

8.10. The 'journeys' of words across languages

English words originating from different languages (Hawkins, E. 1984: 168):

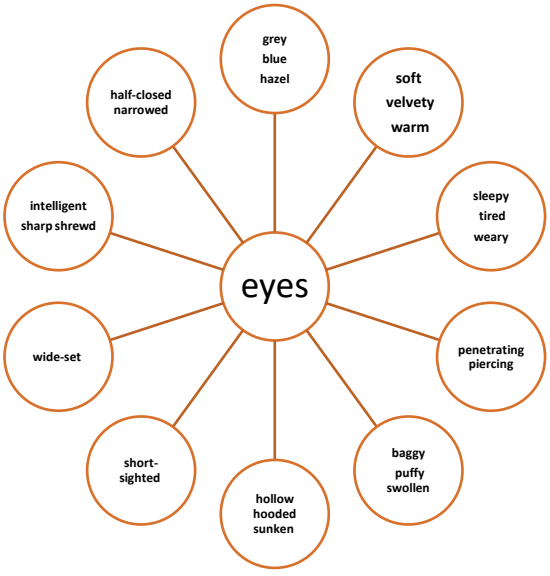
- Garage, chauffeur, promenade, boutique, café, moustache, menu (French)
- Balcony, design, violin, volcano, pizza, studio, fiasco, influenza (Italian)
- Alligator, cannibal, siesta, hammock, canyon, hurricane, mosquito, potato, tobacco (Spanish and Protuguese)
- Pyjamas, shampoo, bungalow (Indian)
- Boomerang, koala, wallaby, kangaroo (Australia)
- Judo, kimono (Japan)
- Deck, dock, landscape, yacht, skipper (Holland)
- Poodle, kindergarten, dachshund (Germany)

In the same vein, the following words from Matsuda and Duran (2013: 213) might be given for learners to guess their origins and their initial meanings.

Loan word	Language and region	Time period	Extra information
Chocolate	Nahuatl (now Mexico and Guatemala)	1500s	Originally meant 'beans' and 'water'
Coffee	Turkish (Turkey, Cyprus and parts of Bulgaria)	1600s	A region of Ethiopia, where the plant originated, has a similar name
Cola	Temne (Sierra Leone, W. Africa)	1700s	Became a trademark name in the 1920s
Dollar	Low German (now North Germany)	1550s	'Thaler' was a German word for a coin made from silver
Literature	French (France)	1300s	Most words ending in 'ure' come from French via Latin
Marriage	French (France)	1200s	Has a similar spelling in French
Robot	Czech (now the Czech Republic)	1900s	Originally meant 'slave' or 'forced labor'
School	Latin (Ancient Rome)	600s	Was originally spelled 'scol'
Shampoo	Hindi (North India)	1700s	Means 'to massage' in Hindi
Sky	Old Norse (now Denmark and Sweden)	1000s, in the time of Vikings	Most 'sk' words come from Old Norse
Umbrella	Italian (Italy)	1600s	Originally meant 'little shade'
Zero	Arabic (Middle East and North Africa)	1500s	Originally meant 'empty'

(Matsuda & Duran 2013: 213)

8.11. Collocations with *eyes*



(adapted from Chiaruttini 2021: 155; Online Oxford collocation dictionary: https://www.freecollocation.com/search?word=eye (13 Nov. 2021))

8.12. Opinion worksheet

Write your level of agreement with the following statements
(SA – strongly agree, A – agree, D – disagree, SD – strongly disagree):

(1) In general, I prefer native English teachers to XXXX (name of students' nationality) teachers of English.

(2) I don't like when XXXX (name of the students' nationality) people speak with a strong XXXX (name of the students' L1,) accented pronunciation in English.
(3) Mainly native speakers of English should be heard in recorded/audio teaching materials.
(4) In speaking English, it is not important to have native speaker-like pronunciation or flawless language but getting your message across is.
(5) School excursions to English-speaking countries provide the best opportunity for students to use English in real-life communication.
(6) I wish I could pronounce English words just like a native speaker so people would think that I am a good language learner.
(7) In English classes, students need to hear native speakers of English to develop good listening skills.
(8) It is a task of the English language teacher to teach background knowledge about the English-speaking countries.
(9) NNSs do not need to internalize the cultural norms of the native speakers of the English language.
(10) Language teaching should contribute to students' understanding of their own national identity.
(Matsuda 2017: 224-225)

8.13. Approaches to teaching English: past and present

Mark if the following statement describes the traditional view of English and culture teaching or the current approach to ELT.

- ✓ Share cultural information – the life and institutions of the English-speaking countries.
- ✓ Enable learners to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviour.
- ✓ Teach the language to effectively communicate with any speaker of English.
- ✓ Prepare learners for interaction with people of other cultures.
- ✓ Help learners to see such interaction as an enriching experience.
- ✓ Use cultural texts and visuals as contextual backdrops to language tasks.
- ✓ Teach language to effectively communicate with native speakers of English.
- ✓ Develop learners' intercultural communicative competence.

(Matsuda 2017: 225)

8.14. Word borrowing activity

Hawkins, E. (1984: 169): dictionary exploration of the scientific terms to discover the origin of these words.
From Latin roots: bacillus, focus, vitamin.
From Greek roots: mono, graph, hydro; prefixes micro-, phono-, thermo-.

8.15. Variations of English grammar

(a) You must be knowing him.
(b) I'm understanding you.
(c) Do you know where is he going?
(d) You are going home soon, isn't it?
(e) You are joking, isn't it?
(f) Children these days they misbehave.
(a)–(d) are from Börjars and Burridge (2010); (e)–(f) are from Kamwangamalu (2001) (Matsuda 2017: 216).
Ask students what they think about the grammatical features in the sentences above and how these sentences are different from the English grammatical features that they have learned. Ask them to identify those differences. (3) The instructor may discuss those differences using the grammatical

concepts that the students have learned. For example, (a)–(b) present stative verbs – in this case, the stative verbs ‘to know’ and ‘to understand’ – that are followed by *–ing*, which is found more often with an action verb; (c) presents a clause within a question without the expected declarative clause word order; (d) and (e) present a tag question with ‘isn’t it’ regardless of what verb is used in the main clause; and (f) presents a repetition of the subject (Matsuda 2017: 217).

8.16. “*Half-caste*” and “*Flag*” by John Agard

Half-caste
Excuse me
standing on one leg
I'm half-caste
Explain yuself
wha yu mean
when yu say half-caste
yu mean when picasso
mix red an green
is a half-caste canvas/
explain yuself
wha u mean
when yu say half-caste
yu mean when light an shadow
mix in de sky
is a half-caste weather/
well in dat case
england weather
nearly always half-caste
in fact some o dem cloud
half-caste till dem overcast
so spiteful dem dont want de sun pass
ah rass/
explain yuself
wha yu mean
when yu say half-caste
yu mean tchaikovsky
sit down at dah piano
an mix a black key
wid a white key
is a half-caste symphony/
Explain yuself
wha yu mean
Ah listening to yu wid de keen
half of mih ear
Ah looking at u wid de keen
half of mih eye
and when I'm introduced to yu
I'm sure you'll understand
why I offer yu half-a-hand
an when I sleep at night
I close half-a-eye

consequently when I dream
I dream half-a-dream
an when moon begin to glow
I half-caste human being
cast half-a-shadow
but yu come back tomorrow
wid de whole of yu eye
an de whole of yu ear
and de whole of yu mind
an I will tell yu
de other half
of my story

("*Half-caste*" by John Agard: https://www.amnesty.org.uk/files/2019-01/Half-caste%20by%20John%20Agard.pdf (13 Nov. 2021))

Flag

What's that fluttering in a breeze?
Its just a piece of cloth
that brings a nation to its knees.

What's that unfurling from a pole?
It's just a piece of cloth
that makes the guts of men grow bold.

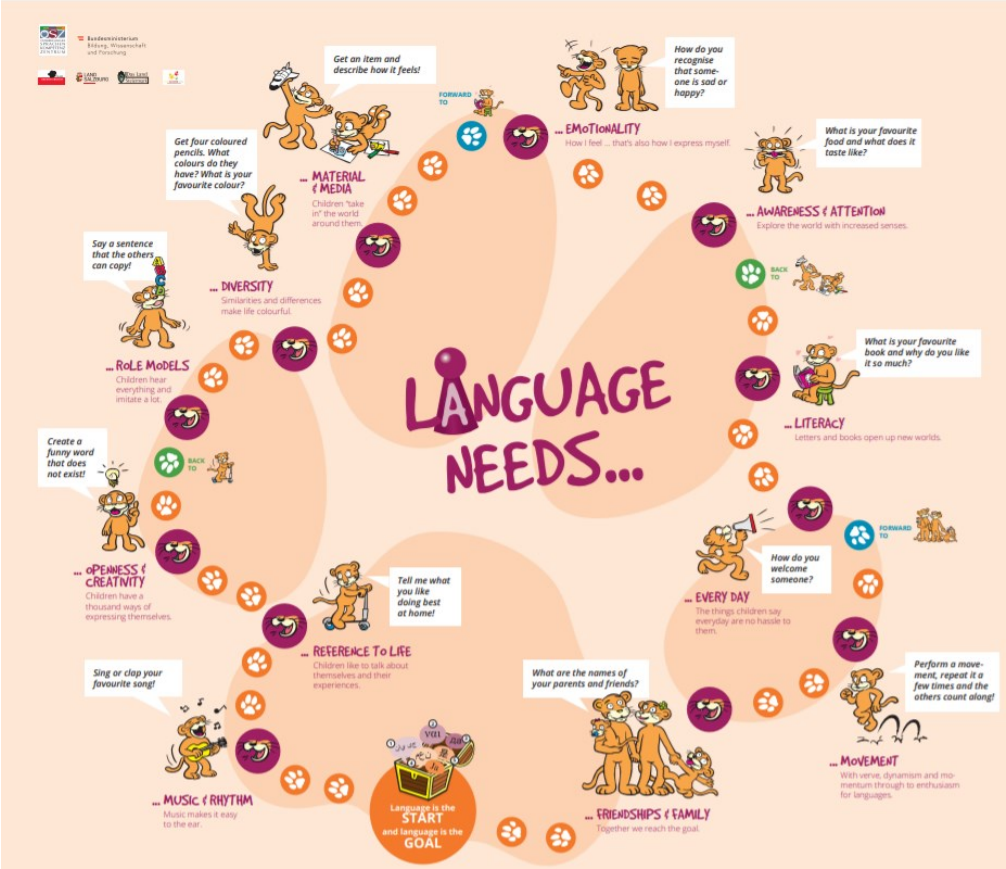
What's that rising over a tent?
It's just a piece of cloth
that dares the coward to relent.

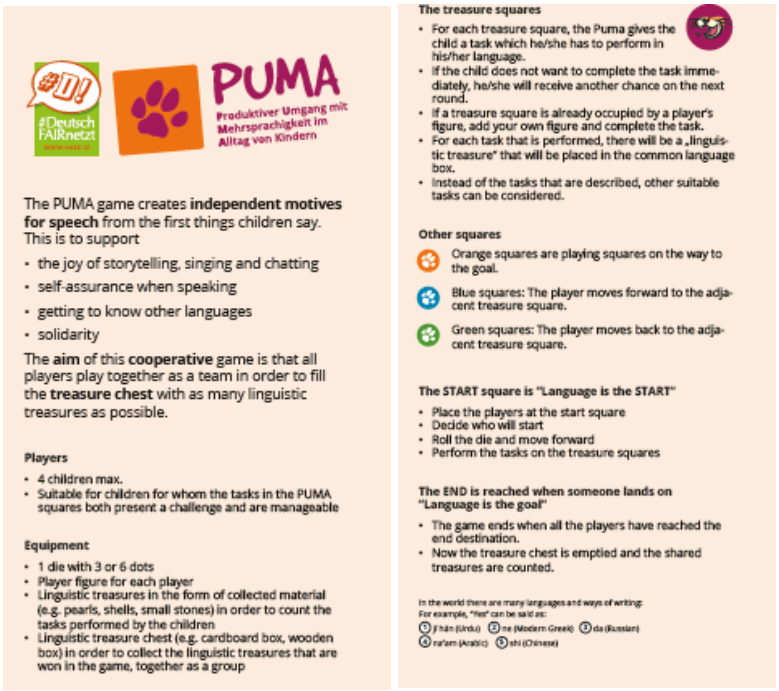
What's that flying across a field?
It's just a piece of cloth
that will outlive the blood you bleed.

How can I possess such a cloth?
Just ask for a flag my friend.
Then blind your conscience to the end.

("*Flag*" by John Agard: https://poetryarchive.org/poem/flag/ (13 Nov. 2021))

8.17. Game “My languages”





PUMA

Produktiver Umgang mit Mehrsprachigkeit im Alltag von Kindern

The PUMA game creates **independent motives for speech** from the first things children say. This is to support

- the joy of storytelling, singing and chatting
- self-assurance when speaking
- getting to know other languages
- solidarity

The **aim** of this **cooperative** game is that all players play together as a team in order to fill the **treasure chest** with as many linguistic treasures as possible.

Players

- 4 children max.
- Suitable for children for whom the tasks in the PUMA squares both present a challenge and are manageable

Equipment

- 1 die with 3 or 6 dots
- Player figure for each player
- Linguistic treasures in the form of collected material (e.g. pearls, shells, small stones) in order to count the tasks performed by the children
- Linguistic treasure chest (e.g. cardboard box, wooden box) in order to collect the linguistic treasures that are won in the game, together as a group

The treasure squares

- For each treasure square, the Puma gives the child a task which he/she has to perform in his/her language.
- If the child does not want to complete the task immediately, he/she will receive another chance on the next round.
- If a treasure square is already occupied by a player's figure, add your own figure and complete the task.
- For each task that is performed, there will be a „linguistic treasure" that will be placed in the common language box.
- Instead of the tasks that are described, other suitable tasks can be considered.

Other squares

Orange squares are playing squares on the way to the goal.

Blue squares: The player moves forward to the adjacent treasure square.

Green squares: The player moves back to the adjacent treasure square.

The START square is "Language is the START"

- Place the players at the start square
- Decide who will start
- Roll the die and move forward
- Perform the tasks on the treasure squares

The END is reached when someone lands on "Language is the goal"

- The game ends when all the players have reached the end destination.
- Now the treasure chest is emptied and the shared treasures are counted.

In the world there are many languages and ways of writing:
For example, "Yes" can be said as:
1 Ji hàn (Urdu) 2 ne (Modern Greek) 3 da (Russian)
4 na'am (Arabic) 5 shì (Chinese)

http://www.oesz.at/OESZNEU/UPLOAD/0154/puma_spielposterfolder_2019_a3_englisch_officeprint.pdf

(PUMA. 2019. *Faltplakat*: *meine Sprachen* [*Folding poster: my languages*]. Graz: ÖSZ. http://www.oesz.at/OESZNEU/main.php?page=0154&open=13&open2=148 (16 Oct. 2020)).

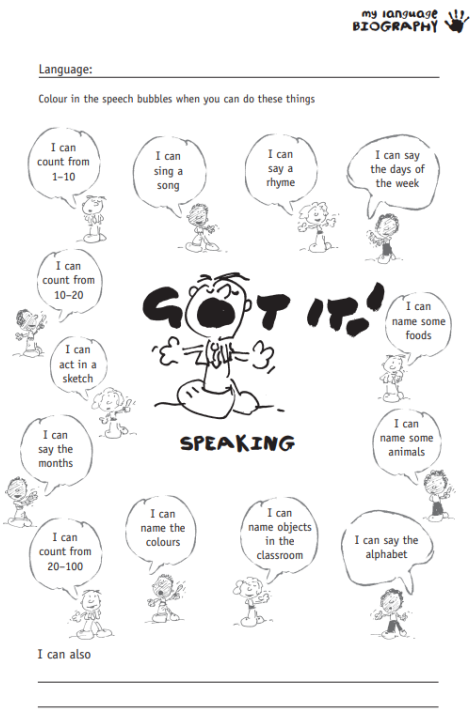
Developed by the Austrian Language Competence Centre within the project PUMA, his game is available in a number of languages which could be of great assistance for teachers, who do not speak

all of the languages of their learners but could at least get some translation ideas for different phrases (if necessary). Importantly, the teacher can always direct the discussions to the topics of plurilingualism and cultural awareness by using the available questions: *Say a sentence that the others can copy; Say a sentence in any other language you know and the others will copy it; Sing or clap your favourite song!; Sing or clap your favourite song in any language you wish!; What is your favourite book and why do you like it so much?; What language is your favourite book in?* Several small remarks about certain linguistic phenomena might be a starting point in raising awareness about the linguistic and cultural diversity children live and study in.

8.18. Languages and writing systems

Celic & Seltzer (2013: 40-41) point to the possibilities of investigating the available languages and writing systems which can be found in learners' surroundings. Students are encouraged to take pictures of signs and collect newspapers in languages other than English and German. Apart from that, when looking for multilingual signs for other topics it is conceivable to pay attention to the government and religious institutions as well as private signs/announcements (Celic & Seltzer 2013: 41). Teachers will be able to facilitate discussion about the reasons for people to read home language newspapers in Austria, about their assumptions as to what these languages look like, how they are written (directionality), and what languages are represented at all (Celic & Seltzer 2013: 41).

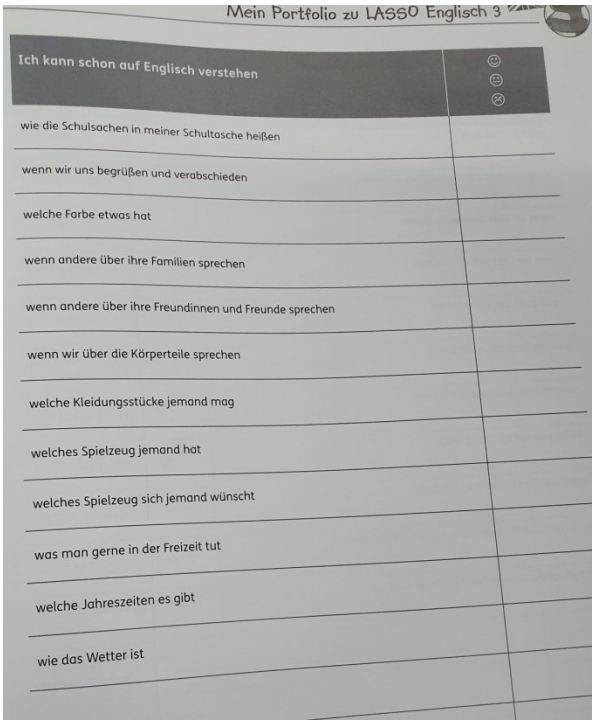
8.19. Language portfolio: my language biography



(European language portfolio: junior version 2006:11)

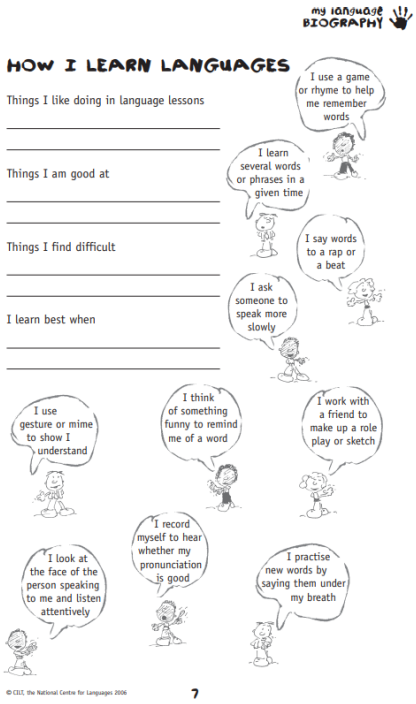
(European language portfolio: junior version 2006:14)

8.20. Language portfolio: progress in English learning, *Lasso 3*



(Bartnitzky, Bunk & Tinnenfeld 2014a: 101-104)

8.21. Language portfolio: language biography. How I learn languages



(European language portfolio: junior version 2006: 7)

Language awareness has to do with learning to learn. Learners are asked to reflect on their experience of learning new words/grammatical structures and share the most productive ways of doing that (Fritz et al. 2020: 191).

8.22. Abridged version of the *Convention on the Rights of the Child,* English version

Principle 1
You are entitled to all the rights set forth in this Convention, irrespective of where you come from, your colour and sex, the language you speak, the religion you practise, the opinions you hold and whether you are rich or poor. These rights shall apply both to you and to your family.
Principle 2
You are entitled to special protection; the law must ensure that you can develop in health and freedom. Legislation shall take account of what is best for you!
Principle 3
You have the right from birth to a name and a nationality.
Principle 4
You have the right to grow up in good health. This is why you and your mother are entitled to special protection and you and your mother shall be provided with all necessary health care before and after your birth. You have the right to adequate food, a home, recreation and medical assistance, should you need it.
Principle 5
If you are physically and/or mentally disabled, you are entitled to special care and education. Education and assistance shall cater for your special needs.
Principle 6
You require other people's love and understanding in order to develop well. If at all possible you should grow up with your parents. If this is not possible you should at least grow up in an environment where you receive affection and security. Unless there is no other possibility at all, you must not be

separated from your mother when you are still very small. Public authorities must take special care of children who are alone or poor. The State shall give financial support to families with many children.

Principle 7

You are entitled to be taught at school, at least at primary school, without having to pay for it. The education should enable you to develop your talents and skills and your ability to make an informed judgement. You should learn to assume responsibility in order to play a useful role in the community. Everyone who is concerned with your education should have your best interests at heart – and it is first and foremost your parents' responsibility to ensure this. You have the right to play and to rest. This right shall be promoted by the authorities.

Principle 8

In emergency situations you should always be among the first to be given protection and assistance.

Principle 9

You are to be protected against negligent treatment and no one may treat you cruelly or abuse you. No one should use you for the purpose of trade or trafficking. You should not work until you have reached a certain age. You should not be forced to perform any activity that might be harmful to your health or hamper your development.

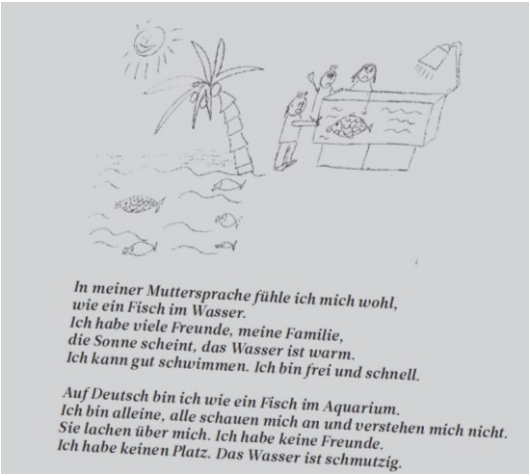
Principle 10

No one should give you cause to degrade others because of their looks, origin, culture, religion or other circumstances. You should be brought up in a manner that promotes understanding of others and encourages you to make friends with people from other cultures. You should support and promote peace. You should realise the importance of standing up for other people.

(Kurzfassung der Kinderrechtekonvention [abridged version of the Convention on the Rights of the Child]:https://pubshop.bmbwf.gv.at/index.php?article_id=9&sort=title&search%5Btext%5D=kinderrechte&pub=440 (18 Oct. 2021)).

In addition to the tasks introduced in example 36, in the second part of this activity learners might be involved in research about the children's rights in different countries around the world: students can use reference materials and synthesize the collected information. Working in multilingual groups helps students to use their linguistic capacity to organise teamwork which enhances their capacity to interact and establish relationships, as well as to work collaboratively with other learners from various cultural and linguistic backgrounds. The multilingual approach to children's rights outlined above aims at celebrating the multilingualism present in the classroom, raising all learners' awareness of the languages present and also providing an opportunity to draw on the first language capacities of the learners (Boeckmann et al. 2011: 48).

8.23. Linguistic experience represented with metaphors



Reflecting on linguistic experience with the help of metaphors (Laimer & Wurzenrainer 2014: 37, own translation):
I feel like a fish in the water when I use my mother tongue. I have many friends, my family, the sun is shining, the water is warm. I can swim very well. I am free and fast.
In German I am like a fish in an aquarium. I am alone, everyone is watching me and no one understands me. They laugh at me. I have no friends. I have no place. The water is dirty.

8.24. Idiomatic expressions with the word *hat*

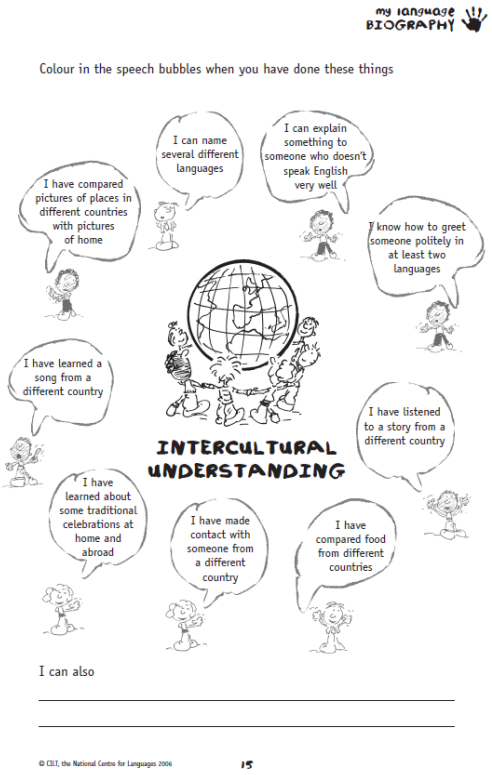
The thief has a burning hat/ the thief's hat's ablaze
(The thief's uneasy conscience gives away who he/she is or what he/she has done, Russian)
(http://languagehat.com/idioms-from-around-the-world/ (6 Sep. 2021))

To get until the hat fits
(To be given a thorough (albeit metaphorical) beating, Norwegian)
(http://languagehat.com/idioms-from-around-the-world/ (6 Sep. 2021))

To be on the hat
(To be on guard, be careful, alert, German)
(http://der-alte-hut.schnurpsel.de/ (6 Sep. 2021))

To take one's hat off to somebody
(To admire somebody for an achievement, English)
(https://dictionary.cambridge.org/dictionary/english/take-your-hat-off-to-sb (6 Sep. 2021))

8.25. Language portfolio: language passport. Intercultural understanding



(European language portfolio: junior version 2006: 9)

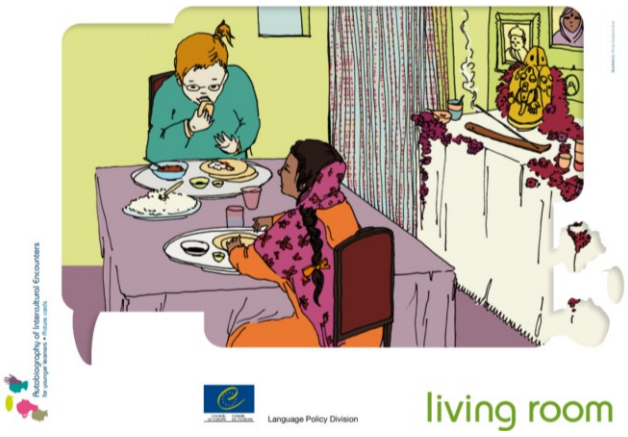
8.26. Picture cards on intercultural encounters

Park – dress; ethnicity

Children's playground – two girls (aged about 7) on a swing one in traditional Somali dress and one in western clothes.

Living room – religion; ethnicity; food

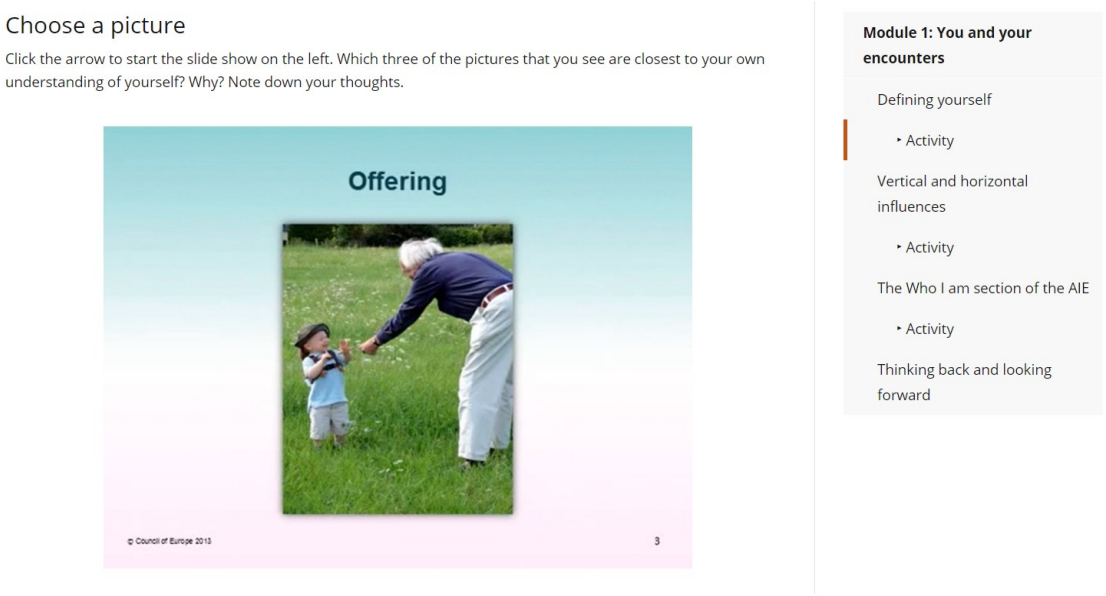
A white girl in western dress with a Hindu friend (both aged about 10) in the living room of friend eating Indian food – Hindu family shrine in the corner.



(Autobiography of intercultural encounters for younger learners. Picture cards: https://rm.coe.int/picture-cards-autobiography-of-intercultural-encounters-for-younger-le/168089fbf2 (6 Sep. 2021)).

Recommendations on how to work with these cards can be found in the following link: https://rm.coe.int/autobiography-of-intercultural-encounters-for-younger-learners/168089f4d8 (6 Sep. 2021).

8.27. Autobiography of intercultural encounters: online self-study for educators



Read

The Lebanese born French writer Amin Maalouf writes in his book On identity about the vertical and horizontal heritages that influence our sense of cultural identity. He notes:

"In short, each one of us has two heritages, a 'vertical' one that comes to us from our ancestors, our religious community and our popular traditions, and a 'horizontal' one transmitted to us by our contemporaries and by the age we live in. It seems to me that the latter is the more influential of the two, and that it becomes more so every day. Yet this fact is not reflected in our perception of ourselves, and the inheritance we invoke most frequently is the 'vertical' one."

On Identity **(Maalouf, 2000)**

Consider

Look at the image on the right or click here to download it. What horizontal and vertical cultural influences can you detect? Which do you think is stronger in this image - the horizontal or the vertical influence? After you have considered this, read the facilitator's commentary.

Reflect

Your vertical heritage.

Think of three things about your own behaviour or thinking that have been influenced by vertical heritage.

Your horizontal heritage.

Think of three things about your own behaviour or thinking that have been influenced by horizontal heritage.

Which is more influential? Do you agree or disagree with Maalouf that:

- (a) we are usually more conscious of our vertical heritage and
- that (b) the horizontal heritage is actually more influential in our lives?

Define yourself

Click here to open the initial section of the Autobiography of Intercultural Encounters (AIE), *Who I am*. Save the file to your computer, then fill it in, writing as much or as little as you like. Note that the download only contains the first section of the AIE. You will be filling in the rest of the AIE at the end of Module 3.

Other people's definitions of themselves

After you have filled in the *Who I am* section, look at how three other users of the AIE have completed it. For reasons of data privacy, some of the details have been changed.

Click here for Anna's *Who I am* section.

Click here for Rayya's *Who I am* section.

Click here for Imad's *Who I am* section.

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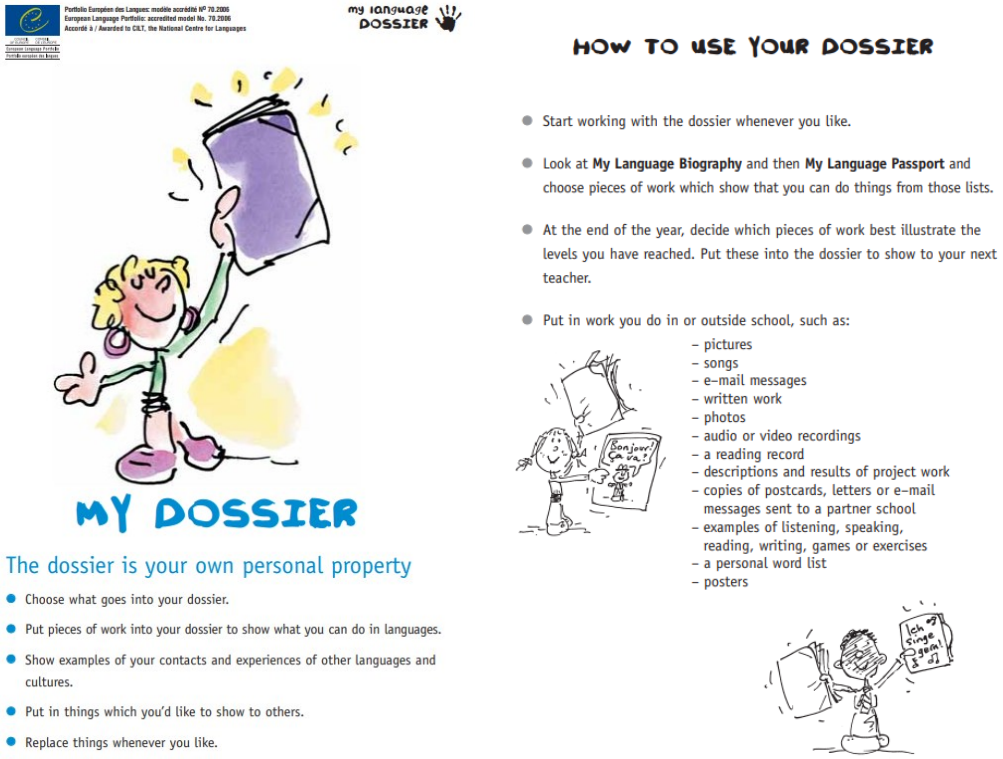
Is there one which appeals to you most? If so, why? Which social groups have Anna, Rayya and Imad chosen to identify with? Have they foregrounded any personal attributes and/or interpersonal relationship roles?

(https://www.coe.int/en/web/autobiography-intercultural-encounters/module-1-you-and-your-encounters (27 July 2021)).

8.28. Language portfolio: language dossier



Portfolio Européen des Langues: modèle accrédité N° 70.2006
European Language Portfolio: accredited model No. 70.2006
Accordé à / Awarded to CILT, the National Centre for Languages

my language DOSSIER

MY DOSSIER

The dossier is your own personal property

- Choose what goes into your dossier.
- Put pieces of work into your dossier to show what you can do in languages.
- Show examples of your contacts and experiences of other languages and cultures.
- Put in things which you'd like to show to others.
- Replace things whenever you like.

HOW TO USE YOUR DOSSIER

- Start working with the dossier whenever you like.
- Look at **My Language Biography** and then **My Language Passport** and choose pieces of work which show that you can do things from those lists.
- At the end of the year, decide which pieces of work best illustrate the levels you have reached. Put these into the dossier to show to your next teacher.
- Put in work you do in or outside school, such as:
  - pictures
  - songs
  - e-mail messages
  - written work
  - photos
  - audio or video recordings
  - a reading record
  - descriptions and results of project work
  - copies of postcards, letters or e-mail messages sent to a partner school
  - examples of listening, speaking, reading, writing, games or exercises
  - a personal word list
  - posters

(European language portfolio: junior version 2006: 17, 18)

9. Abstracts

9.1. English abstract

In multilingual and culturally heterogeneous societies, such as the Austrian one, the demographic changes of recent decades require educators, and English language teachers in particular, to shift from the monolingual approach to foreign language instruction. English continues to dominate many spheres of life in Austria and undoubtedly has the status of lingua franca (ELF) not only in daily interactions, but in the educational context as well. In the teaching/learning process, ELF thinking can be supported by means of translanguaging techniques which involve the learners' whole linguistic repertoire and require certain language awareness-oriented reflections; this way learners' target language acquisition is enhanced, and the use of their home languages is encouraged. In addition, a focus on every individual is attained by fostering culture- and identity-centred teaching. All of these aspects are analysed in the current thesis and an attempt is made to integrate them into existing English language textbooks of the different school levels in Austria. It is shown in practice that, from the primary levels of schooling throughout the lower and higher secondary ones, there are numerous opportunities for implicit or explicit adaptation of existing textbook tasks, with translanguaging and accompanying phenomena in mind.

The suggested activities fulfil a number of important functions, some of which can help learners to actively adjust English according to their personal linguistic needs, to reassess the roles of native speakers and Standard English, to appreciate and benefit from their plurilingual and cultural backgrounds while being aware of how the different linguistic aspects function across languages. The suggested modifications of the activities are also applicable to other English teaching textbooks and serve as a guidance for aspects which teachers should take into consideration when crafting their lessons for their plurilingual learners.

9.2. German abstract

Bei Lehrkräften, insbesondere Englischlehrern, in mehrsprachigen und kulturell heterogenen Gesellschaften wie beispielsweise Österreich erfordert der demografische Wandel der letzten Jahrzehnte eine Anpassung ihrer bisherigen, monolingualen Lehransätze. Die englische Sprache dominiert nach wie vor viele Lebensbereiche in Österreich und hat nicht nur im täglichen Umgang, sondern auch im pädagogischen Kontext zweifellos den Status einer Lingua Franca (ELF). Im Lehrprozess kann ELF-Denken durch Translanguaging-Techniken unterstützt werden, die das gesamte sprachliche Repertoire der Lernenden einbeziehen und bestimmte sprachbewusstseinsorientierte Reflexionen erfordern; auf diese Weise wird der Zielsprachenerwerb der Lernenden verbessert und die Verwendung ihrer Herkunftssprachen gefördert. Darüber hinaus

werden durch kultur- und identitätsbewusstes Lehren die individuellen Lernenden in den Mittelpunkt gerückt. All diese Aspekte werden in der vorliegenden Arbeit analysiert und es wird versucht, sie in die bestehenden englischsprachigen Lehrbücher der verschiedenen Schulstufen in Österreich zu integrieren. Die Arbeit zeigt anhand praktischer Beispiele, dass es von der Primarstufe über die Sekundarstufe I und II zahlreiche Möglichkeiten der impliziten oder expliziten Adaption von bestehenden Schulbuchaufgaben unter Berücksichtigung des Translanguaging und begleitenden Phänomenen gibt.

Die vorgeschlagenen Aktivitäten erfüllen eine Reihe wichtiger Funktionen mit dem Ziel, den Englischunterricht aktiv an die persönlichen sprachlichen Bedürfnisse der Schüler anzupassen, die Rolle der englischen Muttersprachler und des Standard-Englischs neu zu bewerten, den mehrsprachigen und kulturellen Hintergrund der Lernenden wertzuschätzen und im Unterricht zu nutzen, und ein Bewusstsein für die verschiedenen linguistischen Aspekte von Sprachen zu schaffen. Die vorgeschlagenen Modifikationen der Aktivitäten können auch auf andere Lehrbücher für den Englischunterricht übertragen werden und dienen als Leitfaden für Lehrende, um ihren Unterricht an mehrsprachige Schüler anpassen zu können.