

## ***Creating spaces for multilingualism in language education: The implications of the project Acquisition of English in the multilingual classroom (AcEngMulCla)***



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Linguistic and cultural diversity is increasingly becoming a characteristic feature of language classrooms worldwide (Aronin & Singleton, 2012). As a result, there have been numerous calls for teacher education and professional development programs to support teachers in implementing multilingual teaching practices (MTPs) (De Angelis, 2011; Lundberg, 2019; Otwinowska, 2014). The project Acquisition of English in the multilingual classroom (AcEngMulCla), funded by the Research Council of Norway (2018-2023), is one of several initiatives across Europe that aimed to examine teachers' awareness of language learning processes and to help them develop adequate MTPs that address specific needs of the multilingual student population in their classrooms. The findings from this project, which were based on data collected through classroom observations, teacher interviews and questionnaires, and audio-recorded teacher professional development (TPD) workshops, suggest that although teachers may hold positive views of multilingualism, they may continue to struggle with a systematical implementation of MTPs. To address this urgent need, as a part of the project, we developed an instructional design tool referred to as the Multilingual Approach to Diversity in Education (MADE), which consists of the following indicators: (1) classroom as a multilingual space, (2) interaction and grouping configurations, (3) language and culture attitudes, (4) metacognition and metalinguistic awareness, (5) teacher and learner language use, (6) teaching materials, and (7) multiliteracy. Although MADE remains to be empirically tested, we posit that it offers a viable tool for lesson planning and curriculum design in multilingual educational settings.

**Zeit: Montag, 25. April 2022, 18.00 Uhr**

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Anna Krulatz is Professor of English in the Department of Teacher Education at the Norwegian University of Science and Technology in Trondheim, Norway. Her research focuses on multilingualism with English, pragmatic development in adult language learners, content-based instruction, and language teacher education. She has published numerous peer-reviewed articles, teaching tips, and book chapters, including “Embracing linguistic and cultural diversity in multilingual EAL classrooms: The impact of professional development on teacher beliefs and practice” (Teaching and Teacher Education (co-published with Eliane Lorenz and Eivind Nessa Torgersen) and a forthcoming edited volume Theoretical and Applied Perspectives on Teaching Foreign Languages in Multilingual Settings: Pedagogical Implications (Multilingual Matters; co-edited with Georgios Neokleous and Anne Dahl). She is a Board Member of The International Research Foundation for English Language Education (TIRF) and a founding member of Norwegian Society for English Studies (NORSES). She is actively involved with the international TESOL community and in-service professional development for EAL teachers.