



Teachers' reported implementation of multilingual teaching practices in foreign language classrooms in Norway and Russia



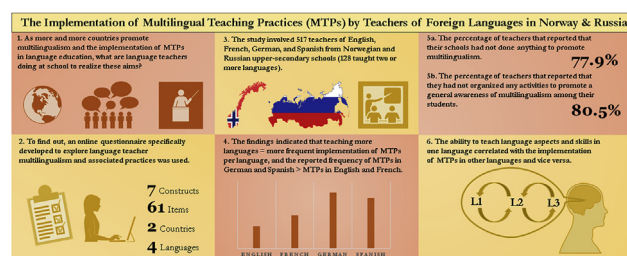
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HIGHLIGHTS

- Multilingual teaching practices were implemented more frequently in Spanish and German than in English or French.
- Participants teaching English implemented multilingual teaching practices the least frequently.
- Multilingual teaching practices correlated positively with the ability to teach language aspects and skills.
- The teaching of more than one language led to more frequent implementation of multilingual teaching practices.
- Differences in multilingual teaching practices between the participants based on context were largely absent.

GRAPHICAL ABSTRACT



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ABSTRACT

This study investigated the extent to which 517 teachers of English, French, German, and Spanish in Norwegian and Russian schools reported drawing on their and their students' multilingualism as a resource and boosting their students' awareness of multilingualism through the implementation of multilingual teaching practices. The findings revealed statistically significant differences in the participants' reported implementation of multilingual teaching practices based on whether they taught English, French, German, or Spanish. Statistically significant differences were also found based on how many languages the participants taught. Country-specific differences were mostly absent.

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1. Introduction

The teaching of foreign languages has often been conceptualized as consisting of one teacher per foreign language, with this having been the norm in schools in most countries. It has been comparatively rarer to find individuals who teach two or more foreign languages (see Wernicke, 2018). Studies on foreign language teachers have likewise focused on the identity, beliefs, and practices of those teaching mostly one foreign language, generally English, investigating these in ways that do not always account for the participants' proficiency in multiple languages and their language learning experiences (Calafato, 2019). More recently, researchers have begun to place a growing emphasis on the benefits of implementing teaching practices in the language classroom that draw on multilingualism as a resource, that is, multilingual teaching practices (MTPs) (García & Sylvan, 2011; Hall & Cook, 2012; Kirsch & Duarte, 2020).

Attention has also turned towards exploring teachers as multilingual individuals in their own right (Canagarajah, 2017; Makalela, 2015), especially those teaching *multiple* foreign languages (Aslan, 2015; Calafato, 2020b). Such teachers might draw on their and their students' multilingualism in significantly different ways than do those teaching only one foreign language, with this having significant implications for their students' learning. These developments come as rising levels of super-diversity (Spotti & Kroon, 2017) have led some countries to implement changes to their foreign language curricula for schools to promote multilingualism among younger generations and prepare them to navigate a globalized world, one where multilingualism is considered an asset (Liwinski, 2019; Wright et al., 2015). As part of these changes, there have also been attempts at the level of policy (European Commission, 2018; Norway UDIR, 2020; see also Raud & Orekhova, 2020) to encourage teachers to implement MTPs.

Language teachers who subscribe to monolingual teaching can avoid using their and their students' knowledge of other languages as a resource (Lee, 2016), thereby foregoing MTPs in favor of a monolingual native speaker ideal that does not reflect their or their students' language learning experiences and abilities. Such an approach can create learning difficulties for students (Zheng, 2017) and even demotivate teachers (Ng, 2018). When teaching in this way, teachers may also inadvertently deprive their students of several skills (Cenoz, 2013) that they could use to learn additional languages more effectively (Brown, 2021). In countries where multilingual initiatives are already being implemented in schools (see Alisaari et al., 2019; Calafato, 2020b; Calafato & Tang, 2019; Liddicoat, 2019), encouraging teachers to transition to an approach that more effectively harnesses their and their students' multilingualism requires that states and educational institutions first understand the extent to which teachers are able and willing to implement MTPs.

An approach that conceptualizes teachers as technicians who can achieve good results by merely following a particular methodology may not succeed since it does not account for the various factors that influence their decision to draw on, or avoid drawing on, their and their students' multilingualism as a resource (Schedel & Bonvin, 2017). In this respect, there are several gaps in our knowledge of how language teachers use multilingualism as a resource during lessons. Firstly, much of the research on multilingualism as a pedagogical resource consists of an exploration of exclusively teachers' *beliefs* regarding its benefits (Calafato, 2019; Egaña et al., 2015; Griva & Chostelidou, 2012; Kouritzin et al., 2007), with less research done on how they report incorporating it into their teaching practices. The outsized focus on their beliefs can be problematic since these have a complex relationship with their teaching practices and do not always influence them (Haukås,

2016; Terra, 2021).

Studies also indicate that many language teachers view multilingualism positively but feel that they do not possess the necessary experience and knowledge to systematically draw on their and their students' multilingualism (Schedel & Bonvin, 2017). Therefore, in addition to their beliefs, there is a need to investigate how teachers' competencies in the languages they teach influence their teaching practices. A related issue is that multilingualism is framed as a mostly immigrant or minority-specific phenomenon in numerous studies (e.g., Burner & Carlsen, 2019; Protassova, 2010). Such an approach is understandable seeing as how immigrants and minorities have contributed to the super-diversity found in many countries. However, framing multilingualism in this way can lead to teacher participants reporting beliefs and teaching practices based on their understanding of immigrant or minority multilingualism and their attitudes towards these groups.

For states and educational institutions that seek to encourage younger generations to *become* multilingual, studies that focus on purely immigrant and minority multilingualism offer limited potential since these types of multilingualism cannot be promoted among all students. Adopting a more inclusive conceptualization of multilingualism when researching its use as a pedagogical resource, one that also covers *formally* acquired multilingualism, which anyone can attain by learning a new language, would more accurately reflect the profiles of all teachers and students in the language classroom. The number of studies that have used such a conceptualization is rather limited at present (e.g., Haukås, 2016). Second, many studies have used a small number of participants, which affects the generalizability of the findings when the aim is to understand wider trends concerning language teachers' implementation of MTPs in a given context (see Calafato, 2019). Third, most studies have focused on the beliefs and teaching practices of those teaching only one language, with this language generally being English (Calafato, 2019).

Many language teachers nowadays provide instruction in more than one language (Aslan, 2015; Calafato, 2020b; Jiang, García, & Willis, 2014; Wernicke, 2018), and, as already mentioned, their teaching practices can differ significantly from the teaching practices of those teaching only one language. Moreover, the limited research on the use of multilingualism as a pedagogical resource by teachers of languages other than English (LOTEs) (e.g., Askland, 2018; Haukås, 2016; Vold & Brkan, 2020) means we know little about how these teachers draw on their and their students' multilingualism. This has implications for multilingual initiatives and teacher education programs that adopt a one-size-fits-all approach towards all language teachers. Such an approach might not be as effective in addressing the challenges that language teachers face in implementing MTPs because it does not proceed from an understanding of how teachers might differ in their approaches to drawing on multilingualism as a resource based on the languages they teach.

For instance, studies on foreign language textbooks used in secondary schools indicate that these textbooks organize authentic content and activities that draw on students' knowledge of other languages very differently from language to language (Calafato & Gudim, 2020). This could theoretically influence how teachers of different languages teach, although few studies have systematically compared the teaching practices of teachers of different languages. Fourth, there is a preponderance of qualitative studies on teachers' use of multilingualism as a pedagogical resource from mainland Europe, the United Kingdom, the United States, Turkey, and China (Calafato, 2019). Many of these studies are one-offs and have not been replicated in other contexts. Methodologically, too, there is a lack of systematization and, as already mentioned, the small number of participants in most of these studies makes it

challenging to compare and contrast the findings.

At the same time, research on multilingualism as a pedagogical resource in some contexts is almost absent. One such context is Russia, where the government has started to emphasize the need to develop multilingual citizens through foreign language initiatives in schools (MoE Russia, 2018; PIRAO, 2017). In Europe, too, some countries have received far less attention than others when it comes to research on formally acquired multilingualism. For example, studies conducted in Scandinavian countries have often focused on teachers' beliefs and practices in relation to the presence of immigrant multilingualism in schools (e.g., Burner & Carlsen, 2019), thereby providing only partial insights into their use of MTPs. There is also a dearth of studies that have compared foreign language teachers' implementation of MTPs in two or more countries (Calafato, 2019; De Angelis, 2011).

Norway and Russia, the foci of this study, provide an interesting contrast because they represent different language ideologies and historical attitudes towards foreign languages despite being neighbors. Norway, in many ways, embodies the European experience in terms of multilingualism and its effects on education (Carson et al., 2015; Haukås, 2016; Nortier, 2018), whereas Russia is an example of a country on the European periphery that has begun to focus more keenly on developing the multilingual competence of younger generations (Calafato, 2020b; Gilmetdinova, 2015; MoE Russia, 2018). Researching these two relatively poorly studied countries, as far as research on formally acquired multilingualism is concerned, would add to our knowledge of how language teachers harness their and their students' multilingualism and help us understand the extent to which the context influences the implementation of MTPs.

The research presented here is a quantitative study that adds to our understanding of multilingualism as a pedagogical resource by exploring and contrasting the extent to which foreign language teachers reported implementing MTPs with their students based on the languages they taught, and whether their use of these languages outside of work and their assessment of their ability to teach different language aspects and skills influenced their implementation of MTPs. The study surveyed upper-secondary school teachers of English, French, German, and Spanish in Norway and Russia. The findings provide policymakers, educational institutions, and researchers with valuable insights regarding the implementation of MTPs by foreign language teachers in countries where the government has sought to develop the multilingual competence of younger generations through foreign language initiatives in schools.

2. The language teacher and multilingualism

2.1. Prerequisites for implementing multilingual teaching practices

In this study, multilingualism is defined as an individual's ability to use two or more languages and "switch from one language to the other without major difficulty" (Lüdi & Py, 2009, p. 158). In terms of multilingualism, languages represent distinct language systems (e.g., official or national languages) and not dialects, styles, or registers within a given language system (de Bot, 2019). Put another way, an individual who speaks English and French is multilingual, whereas someone who speaks Scouse and Cockney is not. Any teacher can be multilingual, although some native speaker teachers are monolingual, especially those teaching English (Calafato, 2019). In contrast, non-native speaker teachers are always multilingual because they teach a language that is not their first language. They are also theoretically *proficient* multilinguals in that they have advanced ability in at least two languages (i.e., their first language and the language they go on to teach), which is not always the case

with native speaker teachers even if they happen to be multilingual (Calafato, 2019).

Moreover, while any language teacher can be multilingual, studies show that they are not always able or willing to harness their and their students' multilingualism as a resource (Vaish, 2012; Zheng, 2017). Some researchers (e.g., Haukås, 2016) posit that language teachers need to possess a high level of metalinguistic knowledge, a positive attitude towards multilingualism, advanced language ability in multiple languages, a willingness to collaborate with other teachers, and knowledge of research on multilingualism if they are to effectively draw on their and their students' multilingualism as a resource. It is unlikely that every language teacher can satisfy all these conditions, especially since teacher education programs have not traditionally focused on developing teachers' ability to implement MTPs (Otwiniowska, 2017). Nevertheless, teachers should strive to meet some of these conditions if they are to effectively draw on their and their students' multilingualism as a resource. For instance, teachers are unlikely to implement MTPs if they do not evince positive attitudes towards multilingualism (Zheng, 2017).

Teachers may likewise find it difficult to implement MTPs if they do not possess a high level of metalinguistic knowledge and language ability to help them draw crosslinguistic comparisons by verbalizing the rules that govern the target language and the other languages they and their students know (Aslan, 2015; Otwinowska, 2014). High levels of metalinguistic knowledge and language ability can also boost teachers' confidence when implementing MTPs since their advanced knowledge of multiple languages makes them better prepared to fully engage in such practices without fear of being unable to provide students with effective feedback (Aslan, 2015). In other words, teachers who are not confident in their ability to teach different language aspects and skills may restrict their teaching practices to traditional classroom activities and avoid experimenting with methods that could boost their and their students' cognitive and creative abilities due to fears that they may not be able to control the outcome.

2.2. Harnessing multilingualism through teaching practices

Multilingual teaching practices are activities that teachers can implement to increase their students' awareness and appreciation of language diversity and encourage them to use their knowledge of other languages and language learning experiences when learning a new language (Calafato, 2019; García & Sylvan, 2011; Van Viegen & Zappa-Hollman, 2020). By implementing such activities, teachers motivate students by helping them realize that they are not complete beginners and that they already have a toolset that they can use to learn new languages more effectively. MTPs have also been shown to boost students' literacy engagement and pragmatic knowledge, as well as overall language performance (Brown, 2021; Krulatz & Iversen, 2020; Matsumoto, 2018). Examples of MTPs include translanguaging, awakening to languages activities, drawing crosslinguistic comparisons, translation, multilingual storytelling, and language diaries (Calafato, 2019; Candelier, 2004; Higgins & Ponte, 2017; Schwartz & Asli, 2014).

In this study, translanguaging, a term first coined by Williams (1994), is defined as a process in which multilingual teachers and students engage in complex, multiple discursive practices, including translation, to communicate in and navigate multilingual classrooms (García & Sylvan, 2011). Translanguaging can be used purposefully and systematically to cross language boundaries and enhance and sustain students' linguistic skills and multilingual competence (Goodman & Tastanbek, 2021). Furthermore, such purposeful and strategic use of translanguaging boosts students' ability to analyze and contrast different language systems and

scaffolds their learning (Carstens, 2016). According to García and Sylvan (2011, p. 389), translanguaging, in addition to scaffolding instruction, also forms “part of the discursive regimes that students in the 21st century must perform” in that it not only reflects how multilingual individuals interact in their daily lives but also how students, when allowed to develop their multilingual competence through translanguaging, can boost their subject knowledge in each of their languages and operate more effectively when using just one or multiple languages.

Awakening to languages activities, meanwhile, involve immersing students in a rich linguistic environment that boosts their sociocultural competence and pragmatic and syntactic knowledge (Coelho et al., 2018). As already mentioned, teachers require a high level of metalinguistic knowledge and language ability to implement MTPs effectively since many such practices involve teachers drawing attention to language structure (Figueiredo, 2011; Ng, 2018). Studies also indicate that teaching practices vary from language to language when teachers teach more than one language. For example, Ezgi, the teacher of English, French, and German in the study by Aslan (2015), reported feeling confident about her cultural knowledge when teaching French, although she admitted that her ability to teach other language aspects like grammar was weak. This limited her ability to provide her students with useful feedback during French lessons. When teaching German, she was more confident in her ability to teach grammar and used metalinguistic terms frequently during lessons.

2.3. The foreign language curriculum in Russia and Norway

The foreign language curricula for upper-secondary schools developed by the Norwegian and Russian authorities both underline the importance of becoming multilingual for students. The Norwegian Directorate for Education and Training (UDIR) has one curriculum for English and a separate one for LOTEs, although both curricula now stress that students need to realize that possessing knowledge of several languages is a valuable resource in school and society and that multilingualism provides an important basis for lifelong learning (Norway UDIR, 2013a, 2020). It is worth mentioning that, unlike the current English curriculum, the previous one did not as strongly emphasize the need for students to draw on their knowledge of other languages when learning English (Norway UDIR, 2013b), which could have negatively affected the willingness of some English teachers to implement MTPs when teaching.

There are some allusions to differences between how English and LOTE teachers teach in Norway in the study by Haukås (2016), where the LOTE teachers she interviewed felt that, because their students had learned English mostly implicitly, they had not developed their metalinguistic awareness and knowledge of learning strategies to a level where they could benefit from these when learning other languages. The Russian Ministry of Education's (MoE) federal educational standards (FGOS) for schools, meanwhile, state that foreign language education should be geared towards developing students' intercultural competence and providing them with a holistic understanding of a multilingual and multicultural world (MoE Russia, 2018). The federal standards also note that students should be able to use their knowledge of foreign languages across subjects and understand the role that languages play in communication, cognition, self-realization, employment opportunities, and social adaptation (PIRAO, 2017).

At the same time, the English and foreign language curricula for schools in Norway and Russia provide only vague guidelines for language teachers to develop their students' multilingual competence. This is perhaps why some teachers harbor ambivalent attitudes when it comes to implementing MTPs since they might not

have received any guidance regarding how to do this systematically (Haukås, 2016; Iversen, 2019, 2020). In Norway and Russia, formal foreign language education generally begins with English in primary school (Grade 1 in Norway and Grade 2 in Russia), and learning a second foreign language becomes an option for students in lower secondary (Haukås, 2016; PIRAO, 2017). French, German, and Spanish are the most popular choices among Norwegian and Russian students for their second foreign language (Davydova, 2019; Norway UDIR, 2013c).

Studies on English teachers in Norway and Russia suggest that they can teach English using the monolingual approach and avoid form-focused instruction (Askland, 2020; Davydova, 2019; Haukås, 2016). As for research on LOTE teachers, no studies appear to have been done on their implementation of MTPs in Russia. The limited number of studies on LOTE teachers in Norway indicate that they combine form-focused instruction with MTPs, for instance, drawing crosslinguistic comparisons between the target language and the other languages their students know (Askland, 2018; Haukås, 2016). This implies that LOTE teachers in Norway implement MTPs more frequently than do English teachers, although the small number of participants found in these studies and a lack of methodological systematization affect the generalizability of the findings.

Therefore, there is a need for additional studies on English and LOTE teachers' implementation of MTPs in Norway and Russia, ones where a larger sample of the teacher population is studied. The findings from such studies would provide policymakers and educational institutions with a broader understanding of teachers' efforts to develop their students' multilingual competence and help them make more informed decisions about teachers' needs for further professional development in this respect.

2.4. Research questions

To shed greater light on language teachers' implementation of MTPs across multiple languages in the two countries, this study explored the following questions:

1. To what extent do the participants from Norway and Russia implement multilingual teaching practices?
 - 1.1. Are there any differences between the participants based on country, age, experience, or languages taught?
2. How do the participants evaluate their ability to teach different language aspects and skills per language?
 - 2.1. Is there a link between their ability to teach language aspects and skills and their implementation of multilingual teaching practices?

3. Methods

3.1. Research design

The study employed a quantitative research design to investigate the extent to which foreign language teachers in Norway and Russia implemented MTPs, with two goals in mind. First, as already mentioned, qualitative studies tend to dominate the field (for a review, see Calafato, 2019). Most of these studies have been one-offs that have not been replicated elsewhere. This does not represent a critique of qualitative studies, which help us to comprehensively explore individual differences and “unique cases or exceptions to the norm” (Phakiti et al., 2018, p. 12). However, there are also benefits to conducting more quantitative research on teachers' use of multilingualism as a pedagogical resource in language education. As Fryer et al. (2018, p. 56) note, quantitative research not only helps with objectivity but is also necessary to

“create changes in policies in larger institutions that could stand to benefit from our findings”. Expanding on this, they note:

To establish the efficacy of a hypothesized solution, we must show that how we attempt to address an issue—be it with a teaching technique, training session, or use of a medication—has the desired effect not just with a handful of subjects anecdotally, but with a broader sample of the population after accounting for a variety of alternate reasons the phenomena could have occurred. Should our hypothesis survive such scrutiny, the resulting evidence can be essential to persuading not just those who already share our intuitions, but those that do not as well (Fryer, Larson-Hall, & Stewart, 2018, p. 56).

Since the study sought to provide policymakers, educational institutions, and researchers with insights regarding the extent to which foreign language teachers implemented MTPs, the use of a questionnaire-based quantitative research design helped to satisfy this requirement while also serving as a springboard for more qualitative research in the future. Second, the growing recognition of the importance of MTPs has brought about an epistemic reorientation in language learning and teaching research (Douglas Fir Group, 2016; Gee, 2001) that emphasizes the need for researchers to consider the entire linguistic repertoire and associated experiences of individuals when designing studies. The study's use of a quantitative research design that took into account this reorientation allowed for an exploration of the interplay between all the various languages the participants taught and knew, and their implementation of MTPs on a notably large scale.

3.2. Participants

Five hundred and seventeen language teachers (375 females, 51 males; 91 abstentions) from upper-secondary schools in Norway ($n = 256$) and Russia ($n = 261$) participated in the study. The upper-secondary schools were state-run and used the government-mandated foreign language curriculum. Private schools were not included in the study because these, in addition to being in the minority in both countries, might implement international curricula that do not reflect how most students in Norway and Russia learn foreign languages at school. The participants from Russia taught grades 10–11 (for students 16–18 years old), the final years of secondary education in Russia, while those from Norway taught the upper-secondary grades VG1-VG3 (for students 16–19 years old), which together comprise Norwegian high school (*videregående skole*). Table 1 lists the counties and regions in Norway and Russia where the participants taught.

Table 1
The counties and regions in Norway and Russia where the participants reported teaching.

Country	County/Region	<i>n</i>
Norway	Vestland	96
	Oslo	67
	Viken	50
	Rogaland	28
	Trøndelag	15
Russia	Moscow	136
	St. Petersburg	55
	Nizhny Novgorod-Saratov-Ekaterinburg	35
	Novosibirsk	15
	Voronezh	12
	Rostov	4
	Chechnya	3
	Kaliningrad	1
	Total	517

While students' language proficiency can vary from individual to individual and be influenced by a range of factors (e.g., school, teachers, etc.), students in Norway and Russia start learning foreign languages at around the same age in schools (see Section 2.3.). On average, their proficiency in English could be considered upper-intermediate (i.e., a CEFR level of B2), whereas their LOTE proficiency would be at an intermediate or lower level (i.e., a CEFR level of B1 or A2). Table 2 provides information about the participants' years of teaching experience, the number of languages they reported teaching, and the names of these languages. Three participants taught Italian alongside English, French, or Spanish while four participants taught Chinese. Of the four participants that taught Chinese, two participants taught it alongside English. It was decided that the participants' use of MTPs when teaching Italian and Chinese would not be explored in the present study due to the very small number of participants ($n = 7$) that reported teaching these languages.

Of the 256 participants from Norway, 207 spoke Norwegian as their first language, 16 spoke German, 13 spoke English, and four participants spoke Spanish. Smaller numbers of participants from Norway spoke Polish, Dutch, Danish, Russian, Turkish, Swedish, French, Czech, Romanian, Urdu, or Hungarian as their first language ($n = 16$). Of the 261 participants from Russia, 245 spoke Russian as their first language, five participants spoke French, and three participants spoke English. Smaller numbers of participants from Russia spoke Chechen, Armenian, Korean, Georgian, and Tagalog as their first language ($n = 8$). The participants were not asked about their nationality. As for age, 61 participants were between 20 and 29, 134 participants were between 30 and 39, 128 participants were between 40 and 49, 79 were between 50 and 59, and 27 were between 60 and 69 years old (88 participants did not indicate their age).

3.3. Data collection

The study employed a multilingual online questionnaire, made available in English, Norwegian, and Russian via the SurveyXact platform, to collect data. The questionnaire was emailed as a link along with an information letter to all upper-secondary schools located in the most populous counties and regions in Norway and Russia, with a list of these having been compiled in advance via the various official county and government portals in each country. The only exception in this respect was Moscow, where, due to the city's large size, every third school on the list was contacted. The information letter explained the contours of the project and requested help from the schools in recruiting language teachers to participate in the project. Participation was completely anonymous, although

Table 2
The number and names of the languages the participants reported teaching, as well as their years of teaching experience.

Teaching experience	Years	<i>n</i>
Teaching experience	10 years or over	310
	5–9 years	112
	3–4 years	38
	1–2 years	34
	Less than a year	21
Number of foreign languages taught	No. of languages	<i>n</i>
	One foreign language	389
	Two foreign languages	115
Type of language taught	Three foreign languages	13
	Language name	<i>n</i>
	English	344
	French	71
	German	149
	Spanish	71

teachers were asked to leave their email at the end of the questionnaire if they desired to participate further in the project by being interviewed.

The questionnaire, which consisted of a mix of 61 Likert items and open-ended questions, was developed in collaboration with multilingual language teachers and researchers from Russia, Norway, and other countries, and underwent several phases of evaluation that included content, criterion, and construct validation (Calafato, 2020a). Factor analysis conducted during the construct validation phase revealed the existence of seven constructs that subsequently underwent reliability testing using Cronbach's alpha (α), Guttman's Lambda 4 (λ_4), and McDonald's omega (ω). A description of the constructs, as well as the results from the reliability tests, are listed in Table 3, along with additional details about the questionnaire's overall structure, including sections, the number and types of items in each section, and what topics each section covered.

During the factor analysis, two items that explored the participants' general approach to teaching languages strongly loaded onto the MTPs construct. The first item concerned the participants' focus on explaining the structure of the target language. The second one asked them if they taught language structure implicitly, much like what occurs when teachers adopt the monolingual approach (Lee, 2016). The first item loaded positively onto the MTPs construct, whereas the second one loaded negatively. A decision was made to keep both items as part of the MTPs construct because they had been mentioned regularly by several of the multilingual language teachers who were interviewed during the content validation phase (Calafato, 2020a). These teachers referred to their approaches to teaching language structure when discussing the extent to which they used translanguaging, including translation, and bilingual books in their lessons.

The decision to keep the two items was also supported by previous studies on multilingual language teachers, where a strong correlation was found between their metalinguistic knowledge, focus on language structure, and implementation of MTPs (see Calafato, 2019). The participants' assessment of their ability to teach different language aspects and skills was obtained via Likert items

that asked them to rate their ability to teach grammar, vocabulary, language skills, cultural knowledge, pronunciation, and language use in context for each of the languages they taught. The participants completed the Likert-scale batteries for MTPs and ability assessment multiple times depending on how many languages they reported teaching. The questionnaire also collected the participants' biographical data, as well as information on how frequently they used the languages they taught outside of work.

3.4. Data analysis

Questionnaire data were analyzed using SPSS 25 and JASP. ANOVA, chi-square, Kruskal–Wallis, and Mann–Whitney U tests (followed by the Bonferroni procedure) were conducted to check for statistically significant differences in the participants' implementation of MTPs based on country, gender, teaching experience, use of languages outside of work, and the number of languages they knew and taught. The Pearson coefficient was used to measure the strength and direction of the correlations between the participants' self-reported ability to teach language aspects and skills per language and the extent to which they implemented MTPs for each of the languages they taught. An alpha level of 0.05 was used for all tests. Hedge's G (g) is reported alongside all statistically significant results using Plonsky and Oswald's (2014) criteria for interpreting effect size.

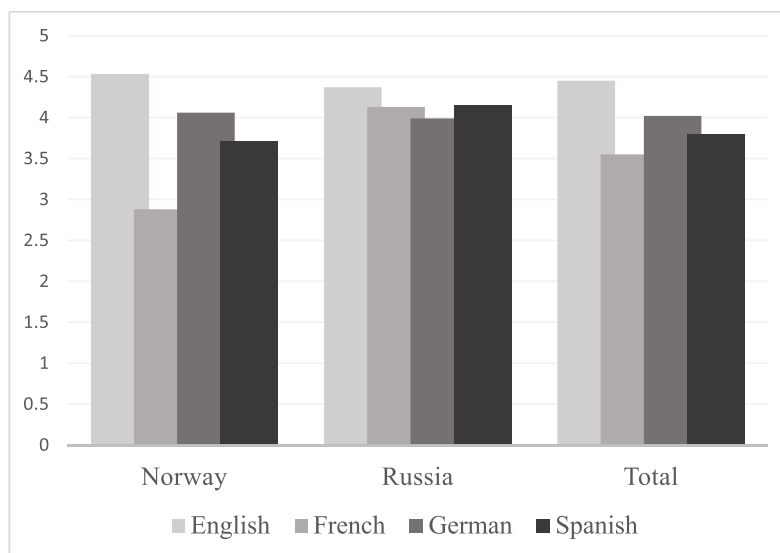
4. Results

An ANOVA test was conducted to check for differences in the average number of foreign languages the participants from Norway ($n = 255, M = 1.31, SD = 0.54$) and Russia ($n = 261, M = 1.23, SD = 0.46$) reported teaching. The results indicated that the differences were not statistically significant [$F(1, 514) = 0.367, p = .056$]. A chi-square test was subsequently performed to check for differences between the participants from Norway and Russia based on teaching experience. Here, too, no statistically significant differences were found [$\chi^2(5, N = 517) = 10.333, p = .066$].

Fig. 1 illustrates the participants' reported use of the foreign

Table 3
An overview of the questionnaire's sections, content, constructs, and reliability test results.

Section	Content	Question type(s)	Sample item(s)	No. of section items	Construct	No. of construct items	α	λ_4	ω
1	Language learning experiences	Open-ended	What languages do you speak in your free time? Please list them below.	5	–	–	–	–	–
2	Language teaching background	Likert + open-ended	How long have you been a language teacher?	4	–	–	–	–	–
3	Beliefs about learning and teaching	Likert + open-ended	I am aware of all the languages each of my students can make themselves understood in. <ul style="list-style-type: none"> • I don't know this about any student • I know this about some students (25% of them) • I know this about quite a few students (50% of them) • I know this about many students (75% of them) • I know this about all my students 	34	Being/becoming multilingual	7	.758	.702	.752
					Multilingual teacher affordances	6	.868	.838	.864
					Monolingual approach	5	.652	.616	.673
					Language teaching ability	9	.897	.863	.898
					Multilingualism promotion in society	5	.781	.739	.807
4	Teaching methods and activities	Likert + open-ended	Have you initiated any activities involving the use of two or more languages at your school? If yes, could you describe them briefly?	16	Multilingual teaching practices	10	.799	.711	.816
					Awareness of multilingualism	4	.658	.656	.674
5	Biographical information	Multiple choice	What is your gender? Choose an option.	2	–	–	–	–	–



Note. 1 - Less than once a month, 2 - Once a month, 3 - Once every two weeks, 4 - Once a week, 5 - More than once a week but not daily, 6 - Daily

Fig. 1. The participants' use of the languages they taught outside of work. Note. 1 - Less than once a month, 2 - Once a month, 3 - Once every two weeks, 4 - Once a week, 5 - More than once a week but not daily, 6 - Daily.

languages they taught outside of work. The data indicated that while all the participants used English quite frequently outside of work, they used French and Spanish somewhat less frequently, with the participants from Norway using French to a notably lesser extent than did the participants from Russia.

Mann–Whitney U test results indicated that the participants from Russia used French statistically significantly more frequently outside of work than did the participants from Norway [$U(33, 38) = 857.000, p = .007, g = 0.652$]; the effect size is somewhat meaningful. No other variables produced statistically significant results.

Table 4 lists the descriptive statistics for how frequently the participants implemented MTPs in their English, French, German, or Spanish lessons in a typical month based on the number of foreign languages they taught. The data indicated that those teaching two foreign languages implemented MTPs more frequently per language than did those who taught only one foreign language. Those teaching three foreign languages appeared to implement such practices somewhat erratically, perhaps due to the small number of participants in this group. In general, the data indicated that the participants implemented MTPs somewhat sparingly, regardless of the language they taught (Table 4).

ANOVA test results revealed that there were statistically significant differences between the participants regarding their implementation of MTPs in English [$F(2, 296) = 3.594, p = .029$], German [$F(2, 119) = 5.652, p = .005$], and Spanish lessons [$F(2, 58) = 3.151, p = .050$]. Post-hoc test results revealed that those teaching German and another foreign language implemented MTPs in their German lessons statistically significantly more frequently than did those teaching only German ($p = .003, g = 0.672$); the effect size is somewhat meaningful. Those teaching Spanish and another foreign language similarly implemented such practices statistically significantly more frequently in their Spanish lessons than did those teaching only Spanish ($p = .048, g = 0.634$); the effect size is again somewhat meaningful. As for English, post-hoc test results indicated that the differences were not, in fact, statistically significant ($p = .070$). No statistically significant differences were found between the participants based on any other variable.

Fig. 2 illustrates how frequently the participants reported implementing MTPs in a typical month based on whether they taught English, French, German, or Spanish. The data indicated that those teaching English ($n = 299, M = 2.86, SD = 0.88$) implemented MTPs the least. These were followed, in ascending order, by those teaching French ($n = 67, M = 3.20, SD = 1.04$), Spanish ($n = 61, M = 3.47, SD = 0.67$), and German ($n = 122, M = 3.50, SD = 0.97$).

Kruskal–Wallis test results revealed that there were statistically significant differences between the participants [$H(3) = 54.755, p < .001$]. Post-hoc test results revealed that the participants teaching French ($p = .025, g = 0.373$), Spanish ($p < .001, g = 0.716$), and German ($p < .001, g = 0.695$) implemented MTPs statistically significantly more frequently than did those teaching English. No statistically significant differences were found based on any other variable, except in the case of Spanish, where Mann–Whitney U test results indicated that the participants from Norway implemented MTPs statistically significantly more frequently than did those from Russia [$U(10, 51) = 120.500, p = .009, g = 0.765$]; the effect size is meaningful.

Given the large number of participants teaching two or more languages, paired samples t -tests were performed to check for differences between the participants' implementation of MTPs based on specific language combinations. The results indicated that those with a Spanish–English ($n = 27$) combination implemented MTPs in their Spanish lessons ($M = 3.70, SD = 0.69$) statistically significantly more frequently [$t(26) = 5.938, p < .001, g = 1.231$] than they did in their English lessons ($M = 2.67, SD = 0.94$); the effect size is very meaningful. A similar pattern was found [$t(4) = 3.087, p = .037, g = 0.644$] for those ($n = 5$) teaching a combination of Spanish ($M = 3.56, SD = 0.61$) and German ($M = 3.20, SD = 0.37$); the effect size is somewhat meaningful. Participants ($n = 34$) teaching German ($M = 3.87, SD = 1.02$) and English ($M = 3.31, SD = 1.10$) were found to implement MTPs in their German lessons statistically significantly more frequently [$t(33) = 3.052, p = .004, g = 0.522$] than they did when teaching English. No statistically significant differences were found for Spanish–French ($n = 7$), German–French ($n = 15$), or English–French ($n = 29$) combinations.

Table 4
The participants' implementation of MTPs in a typical month based on the number of languages taught.

	No. of languages	English			French			German			Spanish		
		n	M	SD	n	M	SD	n	M	SD	n	M	SD
I focus on explaining the structure of the language.	1	213	3.77	1.35	25	4.28	1.54	73	4.53	1.24	25	4.16	.99
	2	77	3.58	1.51	33	4.18	1.51	39	4.21	1.26	33	4.79	1.22
	3	8	4.13	1.64	9	2.89	2.09	9	4.44	1.59	3	4.67	1.15
	Total	298	3.73	1.40	67	4.04	1.65	121	4.42	1.27	61	4.52	1.15
I focus on practicing communication and teaching language structure more implicitly.	1	211	2.58	1.34	25	2.52	1.61	70	2.54	1.52	25	3.08	1.12
	2	77	2.95	1.56	32	3.03	1.69	39	2.97	1.51	33	2.61	1.39
	3	8	3.38	1.69	9	4.33	1.73	9	2.78	1.92	3	3.67	1.15
	Total	296	2.70	1.41	66	3.02	1.74	118	2.70	1.55	61	2.85	1.29
I encourage students to translate from the target language during pair/group work.	1	212	3.02	1.63	25	3.48	1.56	73	3.37	1.68	25	3.76	1.39
	2	77	2.81	1.43	33	3.61	1.41	37	3.95	1.31	33	4.09	1.28
	3	8	3.00	2.14	8	2.13	1.36	9	4.00	1.58	3	3.67	.58
	Total	297	2.96	1.59	66	3.38	1.52	119	3.60	1.58	61	3.93	1.30
I try to incorporate the other languages my students know or are learning into lessons.	1	213	2.52	1.46	25	3.16	1.77	72	3.31	1.68	25	3.20	1.04
	2	77	3.01	1.55	33	3.76	1.56	39	4.21	1.64	33	4.30	1.33
	3	8	3.25	1.98	9	2.44	1.59	9	3.44	1.88	3	3.33	.58
	Total	298	2.66	1.51	67	3.36	1.69	120	3.61	1.72	61	3.80	1.30
I try to learn the other languages my students know and use these in my lessons.	1	212	1.64	1.18	25	1.84	1.28	72	1.82	1.23	25	1.80	1.04
	2	75	1.77	1.19	33	1.91	1.51	38	2.95	1.96	33	2.06	1.43
	3	8	2.25	2.05	9	2.22	1.79	9	2.11	1.76	3	1.67	.58
	Total	295	1.69	1.21	67	1.93	1.45	119	2.20	1.61	61	1.93	1.25
I encourage students to use the other languages they know or are learning during lessons.	1	213	2.28	1.42	25	3.04	1.65	73	2.77	1.65	25	2.96	1.10
	2	76	2.82	1.63	32	3.78	1.72	39	4.10	1.85	33	4.09	1.49
	3	8	3.63	2.39	9	2.89	1.96	9	3.44	1.67	3	3.33	.58
	Total	297	2.45	1.53	66	3.38	1.74	121	3.25	1.81	61	3.59	1.41
I like to point out similarities and differences in the target language and the other languages my students and I know or are learning.	1	213	3.53	1.42	25	3.80	1.73	72	4.12	1.50	25	3.84	1.28
	2	77	3.91	1.48	33	4.39	1.64	39	4.97	1.27	33	4.64	1.11
	3	8	4.13	2.10	9	2.67	1.80	9	4.00	1.80	3	4.00	.00
	Total	298	3.64	1.46	67	3.94	1.77	120	4.39	1.50	61	4.28	1.21
I give my students advice on how to understand certain concepts in the target language by relating them to the languages my students know or are learning.	1	214	3.71	1.49	25	3.80	1.71	72	4.35	1.46	25	4.16	1.28
	2	77	4.10	1.56	33	4.21	1.75	39	4.87	1.36	32	4.41	1.16
	3	8	4.75	1.91	9	2.56	1.74	9	4.22	1.64	3	3.67	.58
	Total	299	3.84	1.53	67	3.84	1.79	120	4.51	1.45	60	4.27	1.19
I combine reading/listening activities in other languages that students know with speaking/writing activities in the target language.	1	213	2.41	1.64	25	3.00	1.78	73	3.10	1.96	25	2.64	1.55
	2	77	2.45	1.77	33	2.18	1.42	38	3.50	1.83	32	2.78	1.54
	3	8	3.25	2.25	9	2.56	1.74	9	3.44	1.59	3	2.67	.58
	Total	298	2.45	1.70	67	2.54	1.63	120	3.25	1.89	60	2.72	1.50
I combine speaking/writing activities in other languages that students know with reading/listening activities in the target language.	1	213	2.46	1.71	25	3.00	1.80	71	2.99	1.95	25	2.76	1.56
	2	77	2.38	1.73	33	2.27	1.57	38	3.34	1.83	32	2.94	1.64
	3	8	3.37	2.39	9	2.56	1.74	9	3.56	1.88	3	2.67	.58
	Total	298	2.46	1.74	67	2.58	1.69	118	3.14	1.90	60	2.85	1.56

Note. 1 - Never, 2 - Once, 3 - Rarely, 4 - Sometimes, 5 - Often, 6 - Every lesson.

Table 5 lists the descriptive statistics for how frequently participants reported implementing activities that promoted general awareness of multilingualism among their students in a typical month. The four items in Table 5 loaded separately from the MTPs construct during factor analysis and were interpreted as involving general exposure to multilingualism and language diversity, for example, via the display of foreign-language works in the classroom or the use of language diaries. The data indicated that the participants rarely implemented such activities, with no statistically significant differences found between the participants based on any variable in this respect.

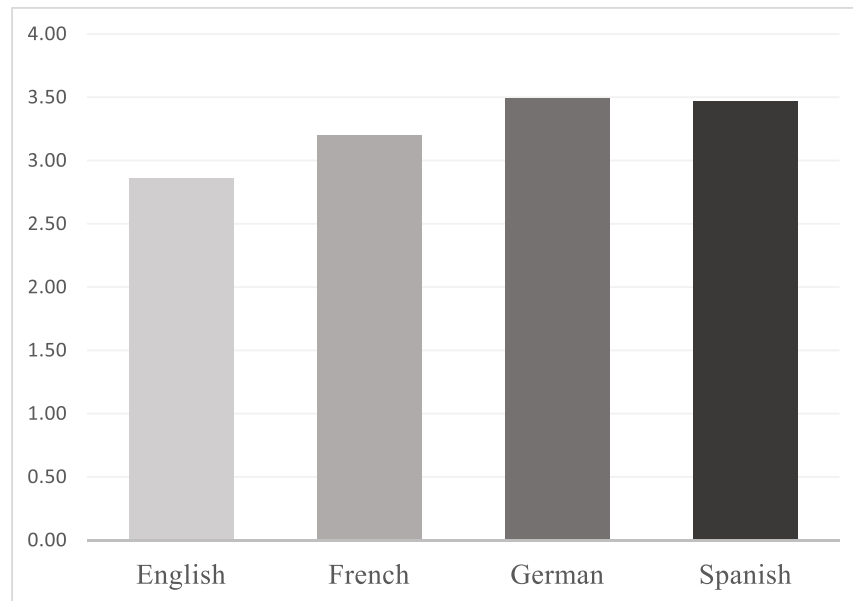
The participants were also asked to describe, in their own words, any activities that they or their schools had organized to promote multilingualism among their students in the past. Four hundred and sixteen (80.5%) participants reported that they had not organized any activities while 403 (77.9%) stated that their schools had not organized anything. There were no statistically significant differences between the participants based on any variable here, either. Of the 101 participants that reported organizing activities, 44 reported organizing a language day or week (e.g., the European Day of Languages), 14 reported organizing language competitions, and eight had organized cultural events like visits to museums, exhibitions, films, and food festivals. Less common activities included organizing language clubs ($n = 5$), joint classes with other language teachers ($n = 4$), and language conferences or

seminars for teachers ($n = 4$). Smaller numbers of participants reported organizing multilingual debates, presentations, board game activities, talk shows, and literature projects.

Table 6 lists the descriptive statistics for how the participants assessed their ability to teach different language aspects and skills in their English, French, German, and Spanish lessons. The data indicated that the participants assessed their ability to teach cultural knowledge, reading skills, grammar, and vocabulary in all four languages most positively overall, whereas they found it more difficult to teach language use in context. Participants teaching French assessed their ability to teach different language aspects and skills least positively, followed by those teaching English. Those teaching German and Spanish assessed their abilities more positively than did those teaching English and French (Table 6).

Mann–Whitney U test results indicated that there were statistically significant differences between the participants from Norway and Russia [$U(164, 173) = 8872.500, p < .001, g = 0.698$], with the participants from Norway assessing their ability to teach language aspects and skills in English lessons statistically significantly more positively than did the participants from Russia; the effect size is very meaningful. No statistically significant results were found based on any other variable or language.

Finally, a correlation analysis using the Pearson coefficient was performed to determine the relationship between the participants' implementation of MTPs per language and their assessment of their



Note. 1- Never, 2 - Once, 3 - Rarely, 4 - Sometimes, 5 - Often, 6 - Every lesson

Fig. 2. The participants' implementation of MTPs in a typical month per language. Note. 1- Never, 2 - Once, 3 - Rarely, 4 - Sometimes, 5 - Often, 6 - Every lesson.

Table 5

The participants' implementation of activities that promoted general awareness of multilingualism in a typical month.

	n	M	SD
I provide spaces where students and teachers can post content in different languages.	431	1.82	1.26
I display students' foreign language works in classrooms or elsewhere.	432	2.09	1.28
My students each have a language diary where they write their thoughts regarding the languages they are learning or are interested in.	430	1.43	1.01
I encourage my students to write texts using a combination of all the languages they already know or are learning.	432	1.39	1.03

Note. 1 - Never, 2 - Once, 3 - Rarely, 4 - Sometimes, 5 - Often, 6 - Every lesson.

Table 6

The participants' assessment of their ability to teach various language aspects and skills per language.

	Country	English			French			German			Spanish		
		n	M	SD	n	M	SD	n	M	SD	n	M	SD
Grammar	Norway	163	4.43	1.16	35	4.69	1.55	65	4.77	1.40	58	5.02	1.05
	Russia	173	4.38	1.17	37	4.08	1.30	85	4.41	1.27	12	4.00	1.41
	Total	336	4.40	1.16	72	4.38	1.45	150	4.57	1.33	70	4.84	1.18
Vocabulary	Norway	163	4.75	1.03	35	4.49	1.20	65	4.60	1.39	58	4.71	0.97
	Russia	171	4.49	1.08	37	4.22	1.21	85	4.60	1.03	12	4.00	1.13
	Total	334	4.62	1.06	72	4.35	1.20	150	4.60	1.19	70	4.59	1.03
Listening skills	Norway	163	4.67	1.08	34	4.53	1.21	65	4.74	1.35	58	4.48	1.16
	Russia	172	3.90	1.27	37	3.89	1.35	85	4.16	1.31	12	4.00	1.35
	Total	335	4.27	1.24	71	4.20	1.32	150	4.41	1.35	70	4.40	1.20
Reading skills	Norway	163	4.69	1.03	35	4.83	1.18	65	4.86	1.25	58	4.81	1.03
	Russia	172	4.35	1.14	37	4.30	1.13	84	4.82	0.95	12	4.50	1.45
	Total	335	4.52	1.10	72	4.56	1.17	149	4.84	1.09	70	4.76	1.11
Writing skills	Norway	163	4.67	1.11	35	4.37	1.37	65	4.38	1.47	58	4.64	1.10
	Russia	173	3.71	1.26	37	3.62	1.46	85	4.08	1.25	12	4.42	1.51
	Total	336	4.18	1.28	72	3.99	1.46	150	4.21	1.35	70	4.60	1.17
Speaking skills	Norway	163	4.66	1.05	34	4.21	1.45	65	4.12	1.46	57	4.37	1.26
	Russia	172	3.87	1.35	37	4.14	1.23	85	3.99	1.35	12	4.00	1.41
	Total	335	4.26	1.27	71	4.17	1.33	150	4.05	1.40	69	4.30	1.29
Cultural knowledge	Norway	163	5.00	0.92	35	4.71	1.18	65	4.78	1.26	57	4.82	1.02
	Russia	171	4.38	1.14	37	4.32	1.23	85	4.60	1.17	12	3.92	1.51
	Total	334	4.68	1.08	72	4.51	1.21	150	4.68	1.21	69	4.67	1.16
Pronunciation	Norway	163	4.60	1.02	35	4.37	1.26	65	4.83	1.15	58	4.90	1.02
	Russia	172	3.80	1.34	36	3.92	1.42	85	4.15	1.24	12	4.42	1.51
	Total	335	4.19	1.26	71	4.14	1.36	150	4.45	1.25	70	4.81	1.12
Language use in context (Pragmatics)	Norway	162	4.54	1.06	35	3.91	1.31	65	4.18	1.33	58	4.17	1.31
	Russia	173	3.90	1.23	37	4.08	1.28	85	4.01	1.30	12	4.17	1.40
	Total	335	4.21	1.19	72	4.00	1.29	150	4.09	1.31	70	4.17	1.32

Note. 1 - Very difficult, 2 - Difficult, 3 - Somewhat difficult, 4 - Somewhat easy, 5 - Easy, 6 - Very easy.

Table 7
Correlations between the participants' implementation of MTPs and their ability to teach language aspects and skills.

	English teaching ability	MTPs in English	French teaching ability	MTPs in French	German teaching ability	MTPs in German	Spanish teaching ability	MTPs in Spanish
English teaching ability	<i>r</i> –							
	<i>n</i> 337							
MTPs in English	<i>r</i> .120 ^a	–						
	<i>n</i> 299	299						
French teaching ability	<i>r</i> .485 ^a	.146	–					
	<i>n</i> 27	27	72					
MTPs in French	<i>r</i> .255	.473 ^b	.297 ^a	–				
	<i>n</i> 29	29	65	67				
German teaching ability	<i>r</i> .470 ^b	.203	.646 ^b	.280	–			
	<i>n</i> 48	36	19	16	150			
MTPs in German	<i>r</i> .176	.481 ^b	.417	.617 ^a	.116	–		
	<i>n</i> 35	34	15	15	122	122		
Spanish teaching ability	<i>r</i> .492 ^b	.351	.178	.665	.637 ^a	.189	–	
	<i>n</i> 30	27	8	7	10	6	70	
MTPs in Spanish	<i>r</i> .125	.426 ^a	.032	.720	.787	.973 ^b	.172	–
	<i>n</i> 27	27	6	7	6	5	61	6

^a Correlation is significant at the 0.05 level (2-tailed).

^b Correlation is significant at the 0.01 level (2-tailed).

ability to teach different language aspects and skills per language (Table 7).

The results of the Pearson test (see Table 7) revealed a statistically significant, positive correlation between how frequently the participants teaching English and French implemented MTPs and how positively they assessed their ability to teach different language aspects and skills for those two languages. The strength of the correlations is somewhat weak. The test results also revealed statistically significant, positive correlations between ability assessment and MTP implementation across different languages for those participants who reported teaching two or more languages. These correlations can be seen between English and French, English and German, French and German, and German and Spanish. The frequency with which the participants reported implementing MTPs in one language also correlated statistically significantly and positively with their implementation of MTPs in the other languages they taught. This is evident where participants taught English and German, English and French, or German and Spanish. The strength of the correlation in most of these instances is meaningful.

5. Discussion

This study investigated the extent to which teachers of English, French, German, and Spanish in Norwegian and Russian schools implemented MTPs while also exploring whether there was a link between their ability to teach different language aspects and skills and their implementation of MTPs. In addition, the study sought to determine if age, gender, country, the number of foreign languages taught, and the participants' use of these languages outside of work influenced their implementation of MTPs or their assessment of their ability to teach language aspects and skills. The findings revealed statistically significant differences between the participants concerning their implementation of MTPs based on the number of foreign languages they reported teaching. Country-specific differences were very rarely statistically significant while no statistically significant differences were found based on other variables like the participants' age and gender.

As for the participants' assessment of their ability to teach language aspects and skills, this was found to correlate statistically significantly with their implementation of MTPs across the foreign languages they reported teaching. Before turning to a more detailed discussion of the findings, however, it is worth mentioning the limitations of this study. First, the study participants taught in

schools in Norway and Russia, and language teachers in other countries may implement MTPs with greater or less regularity than what was discovered in this study. Secondly, the participants were not observed while teaching and so their actual implementation of MTPs might differ from the responses they provided during data collection. Thirdly, the study relied on the participants' self-assessment of their ability to teach language aspects and skills, which might not reflect their actual ability in this respect.

Overall, regardless of the country or language taught, the participants were found to implement MTPs infrequently during lessons and a majority stated that neither they nor their school had organized any activities or events to promote awareness of multilingualism in the past. Their use of the languages they taught outside of work, which was somewhat infrequent (see Fig. 1), did not have any bearing on their implementation of MTPs. Perhaps schools were still in the process of formulating a plan to systematically promote awareness of multilingualism on campus seeing as how the focus on multilingualism as a resource in education in Norway and Russia is a relatively recent development and may require time for adjustments to be made. An alternative explanation for why most of the participants reported that their schools had not organized any activities could be how the learning of foreign languages has not been prioritized in some schools to the same extent as other subjects like mathematics, chemistry, and physics (Kouritzin et al., 2007; Speitz & Lindemann, 2002).

Going back to the participants' somewhat infrequent implementation of MTPs, there are several observations to be made. First, the participants implemented MTPs less frequently when teaching English than they did when teaching French, German, or Spanish (see Fig. 2), even though they reported using English more frequently than the other languages outside of work (see Fig. 1). In the Norwegian context, their infrequent implementation of MTPs was not unexpected since the findings from other studies suggest that English is taught more implicitly in Norway than are LOTEs (Askland, 2020; Haukås, 2016). Moreover, unlike the LOTE curriculum (Norway UDIR, 2013a), the previous English curriculum from UDIR for upper-secondary schools did not strongly emphasize the importance of drawing on multilingualism as a resource (Norway UDIR, 2013b). This lack of emphasis may have affected the extent to which the participants from Norway who taught English implemented MTPs. Language policy has been shown to affect teaching practices (Calafato, 2019) and might have contributed to the differences reported in this study between those teaching English and

LOTEs. Of course, language policy does not explain why this also occurred in the Russian context, where those teaching English similarly implemented MTPs less frequently than did those teaching LOTEs. The Russian FGOS do not distinguish between English and LOTEs nor do they recommend the adoption of language-specific teaching practices (MoE Russia, 2018).

It is worth mentioning here that the participants implemented MTPs less frequently in their English lessons even in instances where they taught it alongside another language. This divergence in the implementation of MTPs for English versus LOTEs could be linked to how much earlier students in Norway and Russia start to learn English than they do LOTEs (Haukås, 2016; PIRAO, 2017). As a result, secondary school teachers of English might view their students as being sufficiently proficient in English and feel that there is no need to draw on their knowledge of other languages and language learning experiences as a resource. However, such an approach means that students do not develop learning strategies and advanced metalinguistic knowledge in their English lessons and so cannot draw on their multilingualism as a resource to learn additional languages later on.

Second, there were differences in the implementation of MTPs between the LOTE teachers, with those teaching French implementing MTPs less frequently than those teaching German or Spanish (see Fig. 2). It is not clear why this occurred. Perhaps the participants in this study, much like those teaching French in the study by Haukås (2016), found French to be too distant from English, Norwegian, and Russian, which affected their ability to draw on their students' knowledge of these latter languages as a resource. The participants teaching German, in contrast, implemented MTPs more frequently because they could draw on English, and even Norwegian (if they were from Norway), both of which have much in common with German. This still does not explain why the participants teaching Spanish implemented MTPs more frequently than did those teaching French. Spanish is similarly distant from Norwegian and English.

The participants' assessment of their ability to teach language aspects and skills in French may have played a role in their implementation of MTPs when teaching the language. The findings revealed a statistically significant, positive correlation between the participants' implementation of MTPs and how positively they evaluated their ability to teach language aspects and skills vis-à-vis French. A similarly statistically significant, positive correlation was found concerning English, for which the participants also assessed their ability to teach language aspects and skills less positively than they did for German and Spanish (see Table 6). Studies on teachers of English in Norway have reported that they can possess low competence in English, especially in primary schools, and may resort to using Norwegian in English lessons as a compensatory strategy (Krulatz & Dahl, 2016). Put another way, the participants might have had fewer linguistic resources and less knowledge to draw on as a result of possessing limited competence in English and French, which affected their ability to implement MTPs.

Indeed, excluding those participants from Norway who reported teaching English, it is unlikely that language policy negatively affected the participants' implementation of MTPs since both the Russian and Norwegian governments are overall supportive of multilingualism as a resource in education (MoE Russia, 2018; Norway UDIR, 2013a). Studies have also shown that language teachers in Norway and Russia hold positive views regarding multilingualism (Calafato, 2020b; Haukås, 2016), much like language teachers surveyed in other countries (Calafato, 2019; Tang & Calafato, 2021), even if their beliefs do not always reflect their teaching practices. Seeing as how the English and foreign language curricula for schools in Norway and Russia emphasize the importance of becoming multilingual and drawing on multilingualism as

a resource in education (MoE Russia, 2018; Norway UDIR, 2013a, 2020; PIRAO, 2017), it is vital to help language teachers develop their ability to teach language aspects and skills further since their self-reported assessments in this respect were found to influence their implementation of MTPs in this study.

A related issue is that the participants were least confident when teaching language use in context (see Table 6). This is an area that can benefit most from the implementation of MTPs, which have been shown to enhance pragmatic knowledge (Calafato, 2019). Third, the findings revealed the occurrence of pedagogical cross-pollination in the sense that the participants' implementation of MTPs in one foreign language correlated with their ability to teach language aspects and skills in other foreign languages. This cross-pollination naturally only concerns those participants who reported teaching more than one foreign language. The findings also indicated that participants teaching two foreign languages implemented MTPs more frequently per language than did those teaching only one foreign language. Taken together, these findings support the conceptualization of multilingualism as a dynamic system (Jessner, 2008), and the affordances and multicompetence that multilingual individuals possess (Aronin, 2014; Cook, 2016).

In this study, the *teaching* of two foreign languages may have boosted the participants' awareness of their affordances across languages and provided them with more opportunities and resources to implement MTPs. Their ability to teach language aspects and skills in one language similarly benefited (and benefited from) their implementation of MTPs in other languages since the dynamic nature of their multilingualism would have enhanced their metalinguistic knowledge and crosslinguistic awareness across the foreign languages they taught. Other studies that have investigated individuals teaching two languages have reported similar findings, although on a much smaller scale (e.g., Jiang, García, & Willis, 2014). The implication is that language teachers' implementation of MTPs and their knowledge of, and ability to teach, language aspects and skills reinforce each other across languages when they teach more than one language. This study was able to observe such a correlation among a sizeable number of foreign language teachers ($n \geq 115$).

6. Conclusion and implications for future research

MTPs have acquired greater relevance for foreign language education due to the increasingly super-diverse nature of classrooms in many countries today, which requires more linguistically inclusive approaches to language pedagogy than have traditionally been employed.

This study focused on foreign language teachers in Norway and Russia and investigated how frequently they implemented MTPs across English, French, German, and Spanish. In doing so, the study found that participants implemented MTPs less frequently when teaching English and French than when teaching German and Spanish. It was also discovered that those teaching more than one foreign language implemented MTPs more frequently per language than did those teaching only one foreign language. Furthermore, the participants' implementation of MTPs and their assessment of their ability to teach different language aspects and skills positively correlated across the languages they taught. These areas, especially the cross-pollinating effects that the teaching of two or more languages has on language teachers' implementation of MTPs and their ability to teach different language aspects and skills, require further study because they can provide us with deeper insights into language teacher cognition and the nature of multilingual competence. They also hold important implications for teacher education programs, many of which are in the process of placing greater emphasis on the use of multilingualism as a pedagogical resource.

For teacher educators and program developers, the study's findings underline the importance of allocating resources and effort to not only developing teachers' knowledge of didactics theory in teacher education programs but also addressing their knowledge of, and ability to teach, different language aspects and skills more comprehensively. This can be achieved by introducing specific modules into teacher education programs that assess teachers' knowledge of the languages they teach and help them develop this knowledge further. Assessment could take the form of regular discussion sessions between teacher educators and teachers where the latter reflect on the progress they have made and any weaknesses they would like to work on, and the former provide feedback and suggestions for the way forward. These sessions would serve as a persistent record of how teachers' knowledge of, and ability to teach, different language aspects and skills evolve over time and the factors that affect their evolution.

Teacher education programs could also include professional development sessions wherein MTPs were modeled in order to become a part of teachers' active practices. Such sessions should ideally accompany and be informed by the discussion sessions with teacher educators so that the complexity of the MTPs being modeled could be adjusted according to how teachers' knowledge of different language aspects and skills and associated teaching ability changed over time. Indeed, the findings suggest that, barring a stronger focus on understanding the nature and extent of teachers' knowledge of the languages they teach, government efforts to encourage teachers to implement MTPs by emphasizing the benefits of being multilingual, as has been done in Norway, Russia, and elsewhere, may meet with limited success. The findings also underline the need for school administrators in Norway and Russia to make efforts to organize activities in support of multilingualism more frequently. These activities could be school-wide language festivals, multilingual debates, and competitions where students and teachers use, and are exposed to, multiple languages.

School-organized activities would provide tangible confirmation to students, teachers, and parents that their school was strongly invested in promoting multilingualism, thereby serving as stimulus for teachers to implement MTPs more frequently. When organized regularly, such activities would also leave a deeper impression on students regarding the linguistic and cultural diversity that surrounds them and the potential benefits of being multilingual, this being in line with the stated goals of foreign language education policy in Norway and Russia. Finally, school administrators and teacher educators should encourage teachers of different languages to collaborate by organizing joint lessons, which would provide good opportunities for students and teachers, especially those teaching English, to develop their metalinguistic knowledge and cross-linguistic awareness as they witness instruction in multiple languages. Collaboration could also take the form of peer support groups where teachers exchange ideas about best practices regarding the implementation of MTPs.

Declaration of competing interest

There are no conflicts of interest to declare.

Appendix A. Supplementary data

Supplementary data to this article can be found online at <https://doi.org/10.1016/j.tate.2021.103401>.

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