

A Cross-Country Comparison: Plurilingual Teaching Across Educational Curricula in Finland, Germany, and Norway

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Abstract

Due to globalization and migration, societies are increasingly more linguistically and culturally diverse. This change necessitates a growing awareness and understanding of linguistic and cultural diversity. Beyond awareness, ever-increasing multilingual and multicultural societies bear important implications for educational institutions, teacher training, and policy making. Therefore, the aim of this paper is to investigate whether plurilingual teaching is considered in the curricula and educational guidelines for primary and secondary schools across Finland, Germany, and Norway, and to find out the extent to which the approaches to plurilingual teaching diverge. A comparison of these three countries is particularly insightful, as they differ in population size, migration history, and number of heritage speakers. As part of the analysis, the following three themes relevant to plurilingual teaching were identified: cultural diversity, multilingualism as a resource, and valuing heritage languages. We provide a critical assessment of the curricula and educational guidelines in addition to suggesting avenues for future research.

Keywords: cross-country comparison, curricula and educational guidelines, heritage language support, language(s) across the curriculum, multilingualism as a resource, plurilingual teaching

1. Introduction

Societies are increasingly more linguistically and culturally diverse, with implications for education in general, policy making, and teacher training. Growing up using multiple languages is common globally, which is increasingly also the case in Europe, either due to migration, language education in school, or media exposure (e.g., Drachmann et al., 2023; Hopp & Thoma, 2021). In Germany, for example, a substantial 26.7% of the population has a migration background¹ (Statistisches Bundesamt, 2021). Numbers vary across federal states, with 53.4% of people below the age of 18 in Hamburg (Statistisches Amt für Hamburg und Schleswig-Holstein, 2021), or 40% of primary and secondary school students in its most populated state, North Rhine-Westphalia (NRW), with some cities reporting around 55% (Landesbetrieb IT.NRW, 2022). In Norway, the number is lower overall, with 16% of the population being migrants (Statistisk Sentralbyrå, 2023). In Oslo, the

capital city, the migrant population amounts to 33.8% (Oslo Kommune, 2022). Furthermore, over the past three decades, Finland has experienced a significant shift in migration patterns, with an 11-time increase in people with a migration background from 43,898 to 508,173 in 2022 (Statistics Finland, 2023a). The migrant population across Finland amounts to 9.1%, but in the capital, Helsinki, 18.6% had a migrant background in 2022 (Statistics Finland, 2023b).

Our study aims to better understand (i) how teachers are encouraged, guided, and required to implement plurilingual teaching approaches and (ii) the role of multilingualism in the curricula in Finland, Germany, and Norway. In order to do so, a brief excursion into the history of these three countries to understand the contextual characteristics is warranted. Finland, Germany, and Norway differ considerably regarding their history of migration. After World War II, Germany needed labor to rebuild the nation and welcomed a large influx of migrants. The country has seen migration growth in times of international economic crises and conflicts (Gogolin, 2021). Conversely, Norway has only seen migration numbers increase in the late 1990s, with more pronounced increases following the 2010s, as shown in Figure 1. Out of the three countries contrasted in this article, Finland has only experienced migrant numbers rise significantly over the past 10-15 years, with sharper increases following 2019 (Statistics Finland, 2023c). Figure 1 visualizes the development of the population with a migration background over the past three decades, clearly outlining that the three countries are at different stages of being culturally and linguistically diverse.

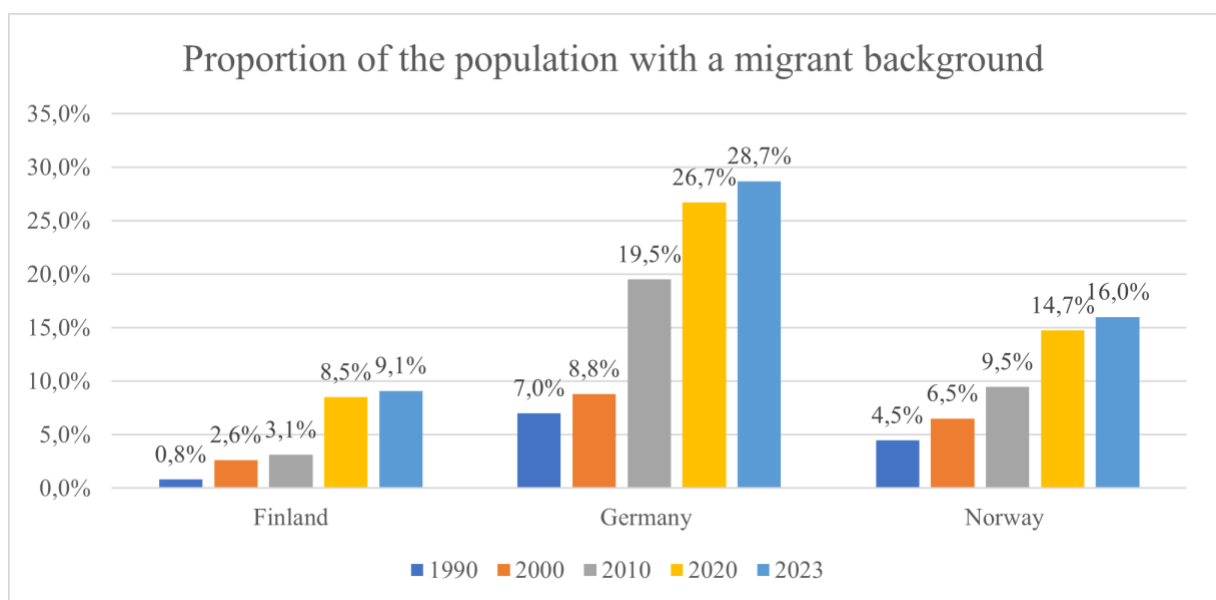


Figure 1 Proportion of population with a migration background - comparing the development in Finland, Germany, and Norway from 1990 to 2023 (Data drawn from reports of Statistics Finland, 2023; Statistisk Sentralbyrå, 2023; BAMF, 2014, 2023)

Given the increase in migration in these three countries and beyond, a growing awareness of linguistic diversity shapes everyday life, administration, education, business, and other contexts (e.g., Gogolin, 2021; KMK, 2015; NDET, 2019a; OECD, 2017). In education, plurilingual teaching approaches are essential to integrate students, provide equitable opportunities, and foster intercultural understanding, which is becoming more and more important given the increasing diversity (Alisaari et al., 2019; Busse et al., 2021; Daryai-Hansen et al., 2015). According to the European Centre for Modern Languages (ECML) of the Council of Europe, “[p]lurilingual education embraces all language learning, e.g., home language/s, language/s of schooling, foreign languages, and regional and minority languages. Intercultural learning supports the personal growth of learners and enhances social cohesion” (ECML, n.d.). While plurilingual education embraces all

language *learning*, plurilingual teaching embraces all language *teaching*. We follow Candelier et al. (2010, p. 8) by defining plurilingual teaching or “pluralistic approaches” as “didactic approaches which use teaching / learning activities involving several (i.e. more than one) varieties of languages and cultures”. To be more specific, plurilingual teaching includes concepts such as pedagogical translanguaging, that is “a pedagogic theory and practice that refers to instructional strategies which integrate two or more languages” (Cenoz & Gorter, 2020, p. 1; see also Cenoz & Gorter, 2022), and metalinguistic awareness, the “awareness about how languages work” (Cenoz & Gorter, 2022, p. 20; see also Jessner, 2006). Another central concept in the context of our paper is home/family languages. We here adopt the term *heritage language*, which refers to “a language spoken at home or otherwise readily available to young children, and crucially this language is not a dominant language of the larger (national) society” (Rothman, 2009, p. 156). This term is often used in the literature and is more neutral than those applied in the curricula or educational guidelines. For our analysis, being a heritage speaker is of relevance, which is why we refrain from using migrant or migration background in the following.

With education systems struggling to adapt to the changing linguistic landscape, heritage speakers often face inequities in educational systems or experience societal marginalization (Borgna et al., 2014; OECD, 2019). Students receive ample exposure to literacy instruction in the majority language(s) in kindergarten and primary school. However, heritage speakers do not always receive support in developing literacy in their heritage language in public education. While the “multilingual turn” in education (e.g., May, 2014) is a well-known concept in research, recent studies have shown that schools in general, and the foreign language classroom in particular, are still dominated by monolingual teaching approaches and a strict separation of languages (e.g., Gogolin, 2021). Teachers are increasingly aware of the need to implement plurilingual teaching approaches (e.g., Lorenz et al., 2021; Schroedler & Fischer, 2020); however, the lack of pedagogical resources that embrace linguistically diverse contexts (Bredthauer et al., 2021; Vikøy & Haukås, 2023), as well as professional development in this area (Krulatz & Dahl, 2016), still constitute significant obstacles. Plurilingual teaching is infused in many language curricula as well as supported by European language policies (Council of Europe, 2022). However, it is not included in all curricula, and its implementation varies fundamentally (e.g., Daryai-Hansen et al., 2015). Furthermore, while languages such as English are perceived positively by adolescents, this is not always the case for all languages (Alisaari et al., 2019; Busse, 2017).

In this study, we investigate how curricula and educational guidelines, that is, additional documents supporting the curricula, account for or reference plurilingual teaching in three different contexts: Finland, Germany, and Norway. We aim to answer the following research questions (RQ) by analyzing the different curricula and educational guidelines with a focus on the majority language subject (i.e., Finnish, German, or Norwegian), the first foreign language subject (i.e., English), and linguistic and cultural diversity (see Table 2 in the Appendix):

RQ1. To what extent are plurilingual teaching approaches considered across curricula in Finland, Germany, and Norway?

RQ2. To what extent are the plurilingual approaches in these three countries similar and/or different?

By plurilingual teaching across the curriculum, we mean approaches that include all languages as a resource in the classroom (e.g., Candelier et al., 2010; Daryai-Hansen et al., 2015). Establishing similarities and differences in the curricula and guidelines is central to our aim.

2. Theoretical Background

The Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA, Candelier et al., 2010) serves as the theoretical lens through which we analyzed and compared the different curricula and educational guidelines. FREPA can be understood as “a didactic conceptualization of how plurilingual education can be implemented in language teaching” (Drachmann et al., 2023, p. 330; see also Daryai-Hansen et al., 2015). It differentiates between four distinct approaches, namely (1) the intercultural approach, (2) awakening to languages, (3) inter-comprehension of related languages, and (4) the integrated didactic approach (Candelier et al., 2010). The intercultural approach focuses on culture as an important concept and how students’ intercultural competence and cultural awareness can be developed. Awakening to languages aims at raising learners’ linguistic awareness in general and increasing the understanding of linguistic and crosslinguistic diversity. Inter-comprehension of related languages concentrates on links and specific connections between typologically related languages, such as Germanic languages like English, German, and Norwegian, or Romance languages like Italian, Portuguese, and Spanish. Finally, the integrated didactic approach considers the different languages studied at school that can be assumed familiar to the students.

These plurilingual approaches to teaching are in line with the recognition that the individual languages of a speaker should not be understood as separate or isolated entities (Lüdi & Py, 2009). Instead, the different languages in one’s linguistic repertoire form an interconnected unit (e.g., Cook, 2016; see also Daryai-Hansen et al., 2015). Pedagogical translanguaging (Cenoz & Gorter, 2020, 2022) and fostering metalinguistic awareness (Jessner, 2006) are two pedagogical approaches that allow the interconnection of languages, providing potential to activate the full linguistic repertoires of learners.

FREPA can be employed to assess the implementation of plurilingual teaching approaches in the curriculum. A number of studies have adopted this framework. For example, Drachmann et al. (2023) examined the curricula of Denmark, Norway, and Sweden. They specifically analyzed the curricula of the three main language subjects (i.e., the respective majority language, English, and the second foreign language) and focused on three of the plurilingual approaches as specified in FREPA, namely awakening to languages, inter-comprehension of related languages, and the integrated didactic approach. They identified contrasts across these Nordic countries and hypothesized that these dissimilarities could result in individual learning differences across students (Drachmann et al., 2023). Moreover, Daryai-Hansen et al. (2015) analyzed the newly implemented curricula in Austria, Switzerland, and Spain, concluding that in all three countries, plurilingual approaches, as detailed in FREPA, are available on the macro level. However, they identified a “discrepancy between new curricular principles [...] and current classroom practice” and stressed that a paradigm shift towards pluralist approaches still needs to be undertaken, along with implementing multilingual assessment practices (Daryai-Hansen et al., 2015, p. 123).

3. Methods and Data

3.1 Analysis

In line with Drachmann et al. (2023) and Daryai-Hansen et al. (2015), we also followed a contrastive approach and compared three different countries, i.e., Finland, Germany, and Norway. However, consistent with our research aim, we relied on the first three plurilingual approaches as specified in FREPA and disregarded the integrated didactic approach, as we focused on the

curricula of the majority language (i.e., Finnish, German, Norwegian) and the first foreign language, English. The intercultural approach, that is a cultural perspective, was of central relevance to us, in addition to linguistic or metalinguistic awareness, which is part of awakening to languages and inter-comprehension of related languages. What was not explicitly mentioned in FREPA (Candelier et al., 2010), yet is of key relevance for the current contribution, was the integration, consideration, and valuing of heritage languages. Given the initially described contexts and the increasing number of heritage speakers in all three countries, this perspective was also adopted in the current study and explored in the curricula and educational guidelines.

The classification and coding of the curricula followed the principles of qualitative content analysis (e.g., Mayring & Fenzl, 2019). All curricula were read multiple times.

First, the search function was employed to locate specific key terms in English in the Finnish curriculum, in English and Norwegian in the Norwegian curricula, and in German, in the German documents (see Table 1 for the English search terminology used).

Table 1 Search terminology used for curricular assessments (English terms; the asterisks denote alternative word beginnings or endings).

cultur
heritage language
language, language learning
migrant
multilingual*
plurilingual*
resource
translanguaging

Second, the documents were read in their entirety. In both steps, important sections were highlighted. Thereafter, the highlighted sections were re-read, and grouped into themes based on their similarity. Those grouped text excerpts were then transferred into an Excel table. Through an iterative, analytical discourse, all three researchers read, evaluated, and coded all selected data.

Third, the authors, using FREPA (Candelier et al., 2010) as a starting point, individually grouped the extracted excerpts to consolidate overlapping themes and reduce the number of themes. In case of disagreements, the categorized data was re-coded until an agreement was reached. Following this iterative process, the subsequent three main themes remained: (1) cultural diversity, (2) multilingualism as a resource, and (3) valuing heritage languages. Thus, all coded data matched one of these three themes and was categorized accordingly, which resulted in an extensive table of excerpts from curricula and educational guidelines organized by main theme.

Fourth, the table of excerpts was shortened and a condensed version was created that combined and aggregated repetitive and similar quotations per theme (see Table 3 in the Appendix). The column with the quotations from the German, and when applicable Norwegian, curricula and guidelines were additionally translated into English using the free version of the DeepL translator (<https://www.deepl.com/translator>).

Last, individual summaries per theme and country were written based on the condensed table, which served as the foundation for the comparative analysis. During this final step, the three themes were reviewed and further refined into subthemes to provide a deeper analysis and structure the results. The following subthemes were identified: For the theme “cultural diversity”: (1) diversity as a resource, (2) intercultural understanding, (3) identity development, and (4) acknowledgment of cultural heritage; for “multilingualism as a resource”: (1) highlighted benefits of multilingualism, (2) globalization, (3) linguistic diversity, (4) goals associated with multilingualism, and (5) metalinguistic awareness; and for “valuing heritage languages”: (1) recognition and protection of linguistic rights, (2) metalinguistic awareness and heritage language supporting majority language learning, and (3) heritage languages across the curriculum.

These five steps were taken as the three approaches described in FREPA overlap to a certain extent (Daryai-Hansen, 2015) and were thus not fully applicable in our coding process. The three themes, however, helped us systematize the curricula and educational guidelines in a more straightforward manner. Moreover, even though arguably implicitly implied (see Daryai-Hansen, 2015), in our reading of FREPA, heritage languages were not explicitly mentioned. Thus, on the one hand, we identified new themes particularly relevant for our context, i.e., cultural diversity as well as multilingualism as a resource, and, on the other hand, broadened the plurilingual approaches specified in FREPA to also cover heritage languages.

More precisely, (1) cultural diversity encompasses all mentions of culture and diversity as a resource in relation to personal development and developing an open mind, as well as cultural diversity of the larger community, here the classroom. Reference to language is specifically excluded from this theme and belongs to the second one. (2) Multilingualism as a resource comprises references to multilingualism as an asset, development of multiliteracy, multilingual language development and use, metalinguistic awareness as well as multilingual identity. Finally, (3) valuing heritage languages specifically considers heritage languages as a resource, learning and using heritage languages, competences in the heritage language, as well as heritage language rights. The focus of the current contribution is thus on multilingualism and heritage languages but less so on the learning of additional foreign languages in a classroom setting.

3.2 Data Set: Curricula and Guidelines Selection

In the analysis, curricula and guidelines from the following educational authorities were considered: the *Opetushallitus* (National Agency of Education (NAE)) in Finland, the *Kultusministerkonferenz* (Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)) in Germany, and the *Utdanningsdirektoratet* (Norwegian Directorate for Education and Training (NDET)) in Norway (see also Table 2 in the Appendix). In Finland, the analysis is based on the National Core Curriculum for Basic Education from 2014 (NAE, 2016) and includes the core curriculum as well as the curricula for all subjects and school forms. Here, students attend primary school from years 1 to 9, after which they continue on to secondary school. For Germany, we included guidelines and curricula from the state NRW, as educational guidelines and curricula are not organized on a national level but by federal states. We selected NRW as it is the state with the highest migrant population. More precisely, we analyzed the following documents, which are developed for primary and lower secondary schools with a focus on *Gesamtschule*: core curriculum German lower secondary (KLP German, 2022); core curriculum English lower secondary (KLP English, 2022); curricula primary school (LP Primary, 2021); relevant guidelines by KMK (1993, 2004, 2013, 2015); guidelines *Gesamtschule*² (Guidelines *Gesamtschule*, 1998); guidelines primary school (Guidelines Primary, 2008). In NRW and most of Germany, students are streamed into secondary schools after year 4 based on academic

achievement. For Norway, we included the core curriculum (NDET, 2017), the English curriculum (NDET, 2019a), the Norwegian curriculum (NDET, 2019b), and the heritage language curriculum (NDET, 2019c). In Norway, students attend primary school from years 1 to 7, followed by lower secondary school in years 8-10, and upper secondary school in years 11-13 (vg 1-3). The Finnish and Norwegian curricula are available in English, with the exception of the subject Norwegian in Norway, while the German curricula and guidelines are not.

4. Results

The following three sections discuss, compare, and contrast the three themes: (1) cultural diversity, (2) multilingualism as a resource, and (3) valuing heritage languages. All quotes that are the basis for our analysis are included in Table 3 in the Appendix. The focus lies on the comparison of the three countries to identify similarities and differences in the curricula and guidelines.

4.1 Cultural Diversity

For the theme of cultural diversity, we identified four subthemes in the curricula and guidelines: (1) diversity as a resource, (2) intercultural understanding, (3) identity development, and (4) acknowledgment of cultural heritage. While the importance of cultural diversity in education is emphasized, the specific details and focus areas vary slightly.

(1) All three countries recognize the value of cultural diversity as a resource and acknowledge the teachers' role in promoting awareness (NAE, 2016, p. 318; NDET, 2017, p. 18; Guidelines Primary, 2008, p. 12), as exemplified by the Norwegian core curriculum: “[w]hen developing an inclusive and inspiring learning environment, diversity must be acknowledged as a resource” (NDET, 2017, p. 18; see Table 2 in the Appendix for a full overview). Advocating cultural identity, both individual and collective, is a shared goal. Students should develop insights into cultural diversity through education and training (e.g., Guidelines Primary, 2008, p. 12; KMK, 2015, p. 4; NAE, 2016, p. 209, 318; NDET, 2017, p. 3, 5).

(2) The importance of intercultural understanding and the role of education in fostering it is stressed in all three countries (KMK, 2004, p. 6; LP Primary, 2021, p. 11, 47; NAE, 2016, p. 23; NDET, 2019a, p. 2). It is the school's and the teacher's role to support the students in developing an intercultural understanding to respect and recognize various ways of living and thinking. The English curriculum in Norway emphasizes the subject's role in preventing prejudice by promoting curiosity and different ways to interpret the world (NDET, 2019a, p. 2). Furthermore, the interdisciplinary topic democracy and citizenship helps students understand that their perspectives are culture dependent (NDET, 2019a, p. 3). It is one of the competence aims of the students to be able to reflect on diversity (NDET, 2019a, p. 12). German curricula and guidelines highlight that intercultural competences are important for successful communication and the ability to act in culturally diverse contexts (Guidelines Gesamtschule, 1998, p. 10; KMK, 2004, p. 6; LP Primary, 2021, p. 42). The German and Norwegian guidelines use the term tolerance in this context, i.e., students should be raised to be open, tolerant, and responsible citizens (KMK, 2004, p. 6; NDET, 2019b, p. 3-4).

(3) Students should receive support in building and seeing their own as well as others' identity in culturally diverse contexts (KMK, 2004, p. 6; LP Primary, 2021, p. 11, 47; NAE, 2016, p. 30, 204; NDET, 2019a, p. 3; NDET, 2019c, p. 2). The Finnish curriculum outlines this by stating that “[t]he pupil's cultural background and linguistic capabilities are taken into account in basic education. Each pupil's linguistic and cultural identity is supported in a versatile manner” (NAE, 2016, p.

142). While understanding different worldviews and ways of living, students will “understand themselves, other people, society, the environment, and different cultures” (NAE, 2016, p. 23).

(4) Cultural heritage is acknowledged in the curricula in all three countries (KLP English, 2022, p. 9; NAE, 2016, p. 149; NDET, 2017, p. 2, 5). The Finnish curriculum emphasizes that the Finnish Constitution guarantees each individual the maintenance of their culture (NAE, 2016, p. 149); in particular, Sámi and Roma are mentioned. The Norwegian core curriculum refers to the Norwegian Constitution, highlighting the protection of Sámi culture (NDET, 2017, p. 2). An inclusive environment should be developed by the schools in order to promote well-being and learning in culturally diverse classrooms (KMK, 2015, p. 3; KMK, 2004, p. 6; LP Primary, 2021, p. 11, 47; NAE, 2016, p. 318; NDET, 2017, p. 18).

4.2 Multilingualism as a Resource

In the broad theme of multilingualism as a resource, we identified five subthemes from the different curricula and guidelines: (1) highlighted benefits of multilingualism, (2) globalization, (3) linguistic diversity, (4) goals associated with multilingualism, and (5) metalinguistic awareness.

(1) Multilingualism or speaking multiple languages as an asset or advantage for learning further languages at school is explicitly stated in the curricula of all three countries, here exemplified with an excerpt from the Finnish curriculum: “[p]lurilingual pupils are encouraged to use the language they know in a versatile manner in the lesson of various subjects and other school activities. The learning and use of their mother tongue thus support the assimilation of the content in various subjects, and the pupils also learn to communicate about the content of school subjects in their mother tongue” (KLP German, 2022, p. 8; LP Primary, 2021, p. 12, 37; NAE, 2016, p. 149; see also NDET, 2019a, p. 6). In the Finnish and Norwegian documents, its resource character for society at large is additionally highlighted. Moreover, in the Finnish and German curricula, valuing and integrating the different languages of the students into teaching is mentioned. It is specifically indicated that students with a multilingual background can use their languages (German original: “können diese nutzen”; KLP German, 2022, p. 8), which is even further specified in the Finnish curriculum and tied to the students’ heritage languages. The teachers, as central protagonists in ensuring that multilingualism is or develops into an asset, are listed in the German as well as the Finnish guidelines. The latter accentuates the importance of linguistically responsive teachers (NAE, 2016; see also Lucas & Villegas, 2013).

(2) All three countries acknowledge the importance and relevance of multilingualism due to internationalization, globalization, and ever-increasing multilingual and multicultural societies (KMK, 2013, p. 3; NAE, 2016, p. 375; NDET, 2017, p. 6).

(3) In the Finnish curriculum, diversity is appreciated and understood as natural (NAE, 2016, p. 45). The German documents equally recognize and value the heterogeneity of students, including the different languages students speak and starting points they have (e.g., LP English, 2022, p. 9; LP Primary, 2021, p. 11). This latter point can also be identified in the Finnish curriculum (NAE, 2016, p. 149). The Norwegian core curriculum specifies that in Norway, the following languages have equal standing: the different Sámi languages, the two varieties of Norwegian (*bokmål* and *nynorsk*), as well as Norwegian sign language (NDET, 2017, p. 6). The Finnish core curriculum also outlines the rights of hearing-impaired students to be taught through sign language (NAE, 2016).

(4) Individual multilingualism as a goal for all students is mentioned in the German and Finnish curricula, and the importance of developing a multilingual identity occurs in the Finnish and

Norwegian curricula, e.g., “[t]he teaching and training shall ensure that the pupils are confident in their language proficiency, that they develop their language identity and that they are able to use language to think, create meaning, communicate and connect with others” (NDET, 2017, p. 6, see also KLP English, 2022, p. 8; NAE, 2016, p. 308). Further goals related to multilingualism that appear are students’ confidence in their language proficiencies (Norway: NDET, 2017, p. 6), self-confidence and strengthening of one’s “positive self-image as a language user” (Finland: NAE, 2016, p. 312), as well as knowing about linguistic diversity (e.g., Germany: KLP German, 2022, p. 8; LP Primary, 2012, p. 17, 37; Norway: NDET, 2017, p. 6).

(5) The significance of developing and increasing metalinguistic awareness is recognized in all three countries. An example from Germany’s core curriculum for English exemplifies this: it “is a prerequisite for the reflective use of language, protects against manipulation, opens up access to aesthetic dimensions and enables successful communication” (KLP English, 2022, p. 9). Students should be enabled to draw comparisons across different languages and acquire language reflection skills (LP Primary, 2021, p. 37, 42, 48; NAE, 2016, p. 142; NDET, 2019a, p. 7-9).

4.3 Multilingualism as a Resource

In the theme of valuing heritage languages, we identified three subthemes from the curricula and guidelines: (1) recognition and protection of linguistic rights, (2) metalinguistic awareness and heritage language supporting majority language learning, and (3) heritage languages across the curriculum.

(1) All three countries explicitly value both regional and heritage languages and outline support for further learning one’s heritage language. The Norwegian and Finnish educational guidelines, for example, provide strong support for heritage languages. The Finnish curriculum outlines students’ constitutional rights by emphasizing that “each person living in Finland has the right to maintain and develop their own language and culture. An effort is made to offer the pupils instruction of their mother tongue” (NAE, 2016, p. 149). However, in the Norwegian guidelines the wording is strongest for Sámi, which is explicitly outlined in the constitution (NDET, 2017, p. 2-3). In contrast, in Germany, heritage language classes are considered optional for speakers of regional minority or heritage languages (KMK, 1993, p. 9-10; KMK, 2013, p. 6). While many states offer heritage language classes, there is no constitutional right or obligation to offer these. What sets the German guidelines apart from the other two is that students with sufficient proficiency in their heritage language may be excused from attending their second required foreign language class after English (KMK, 1993, p. 9-10).

(2) Educational authorities in all three countries stress the importance of fostering metalinguistic awareness in heritage and majority languages, developing learning skills, and emphasizing their interdependency. In Germany, the aim to develop metalinguistic awareness and language learning skills through language comparisons is explicitly stated in the educational guidelines (KLP English, 2022, p. 9). Similarly, Norway emphasizes the imperative for students to develop knowledge of their heritage language, reflect on their own language learning, and to be able to compare their heritage language with Norwegian, e.g., “[s]tudents will develop knowledge of their own mother tongue and insight into their own language learning [...] and they should be able to use a conceptual framework to compare their own native language with Norwegian.” (NDET, 2019c, p. 2). The curriculum in Norway further specifies that students must employ language learning strategies to develop their language competences (NDET, 2019c, p. 2). This not only promotes bilingual proficiency but also encourages metalinguistic awareness and critical reflection on language structures. The Finnish core curriculum demonstrates a strong commitment to multiliteracy development across the curriculum and encompasses everyday language to academic language (NAE, 2014, p. 149, 308).

(3) The educational curricula from Germany, Finland, and Norway collectively underscore the imperative of incorporating heritage language use across the curriculum. Finland, for instance, advocates for multiliteracy development across all school subjects, indicating that heritage language proficiency should be an asset applied throughout the curriculum (NAE, 2014, p. 45). Germany acknowledges the utility of heritage language skills in German classes and even encourages the comparison of heritage languages with both German and, where applicable, other languages (KMK, 2013, p. 5). Norway's emphasis on multilingualism as a societal resource further amplifies the argument for incorporating heritage languages into broader educational contexts (NDET, 2017, p. 6).

5. Discussion

The discussion consists of two sections that represent our initially stated research questions. Based on FREPA (Candelier et al., 2010), we analyzed and compared the curricula and guidelines across Finland, Germany, and Norway in order to identify whether plurilingual teaching approaches are considered. With FREPA as our starting point, we identified the following themes, which we investigated in our data: cultural diversity, multilingualism as a resource, and valuing heritage languages. Below, we address the research questions one by one.

5.1 RQ1. To what extent are plurilingual teaching approaches considered across curricula in Finland, Germany, and Norway?

Overall, our findings show that cultural diversity, multilingualism, heterogeneity, and the presence of different languages in the classroom are considered valuable. Globalization and migration are key factors leading to multilingual societies, which are acknowledged in all three countries.

Cultural diversity is highly valued in the curricula across the three countries. However, while emphasizing the importance of developing intercultural understanding, it is not specified in what ways schools or teachers may value and acknowledge cultural diversity to promote intercultural understanding. We hypothesize that this lack of specification may result in differences across schools and even across teachers within the same school regarding the way and extent to which cultural diversity is experienced as a value.

Multilingualism as a resource in school and society is highlighted. Yet, it remains unclear how multilingualism can be used as a resource in class. Certain wordings, such as that all students can use their languages in class (original in German: "können diese nutzen"; KLP German, 2022, p. 8), are unspecific and even suggest that multilingual students themselves should know how to make best use of their language repertoires. However, research has shown that explicit instruction of metalinguistic awareness is necessary in order for students to realize similarities or differences across the languages they know. The development and increase in metalinguistic knowledge need to be supported by educators (Cenoz et al., 2022; Hopp et al., 2020; Lucas & Villegas, 2013; Thomas, 1988). While specific language skills and the development of these, such as language comparisons and reflections about language(s), are mentioned in curricula across Germany, Norway, and Finland, their implementation is left to schools and teachers.

All curricula value heritage languages by recognizing the students' inherent cultural identity. An inclusive approach that integrates linguistic diversity into the fabric of education, fostering a more comprehensive and culturally enriched learning experience for students, is advocated in the

curricula. Thus, heritage languages should be included across diverse subject areas, promoting a more inclusive and culturally responsive educational environment.

It is noteworthy that the curricula and educational guidelines explicitly incorporate cultural diversity, multilingualism as a resource, and valuing heritage languages by addressing these aspects across various sections. Although the curricula do not explicitly mention plurilingual teaching approaches, these three themes serve as important components relevant to plurilingual teaching, potentially paving the way for such approaches. However, a challenge emerges in the implementation of these curricula and guidelines due to their inherent vagueness. Providing schools with the autonomy to shape their approaches is positive, as schools and teachers may bring in their own ideas. However, the lack of specificity may result in varied interpretations. Consequently, there is no assurance that students will experience cultural diversity as an enrichment, that the students' linguistic repertoire will be used as a resource in the classrooms, and that heritage languages will be valued. Yet, all of these aspects are critical for the effective implementation of plurilingual teaching approaches (Conteh & Meier, 2014).

Furthermore, given the increase in migration, teacher training programs need to be adapted so that teachers are well prepared for multilingual classrooms. Curricula, guidelines, and frameworks such as FREPA (Candelier et al., 2010) are often not directly applicable. Some of these guidelines are complex, and it is not fully clear who should be in charge of reading, interpreting, and implementing these. It should not only be the schools' and the teachers' responsibilities to develop ways for an effective implementation, but integrating knowledge about multilingualism, metalinguistic awareness, and plurilingual teaching approaches in teacher training programs has been deemed crucial in prior research (e.g., Krulatz & Dahl, 2016).

5.2 RQ2. To what extent are the plurilingual approaches in these three countries similar and/or different?

The educational guidelines in Finland, Germany, and Norway reveal a comprehensive and progressive perspective on approaching linguistic and cultural diversity through plurilingual teaching in the classroom. All three countries share common themes, while they also exhibit nuanced variations that may reflect the unique socio-cultural and historical contexts of each country. Multilingualism is explicitly recognized as a valuable asset for individuals and societies, and promoting intercultural understanding is considered a crucial task of schools. Cultural heritage is to be acknowledged, valued, and fostered, while heritage languages are to be encouraged and supported. Students are invited to reflect on their own and other's identities, creating inclusive learning environments that promote well-being and learning in culturally diverse classrooms. Additionally, the indigenous status of the Sámi people is addressed in both the Norwegian and Finnish curricula.

Given the initially described migration history and statistics in the three respective countries, one could argue that the Finnish and Norwegian curricula and educational guidelines are comparatively progressive. By and large, we find a similar approach to dealing with heterogeneity and diversity across Finland, Germany, and Norway, with a comparable emphasis on multilingualism and valuing language and cultural diversity. Moreover, some of the German guidelines are from the 1990s (i.e., Guidelines Gesamtschule, 1998; KMK, 1993), which suggests that multilingualism and adequate integration of all students was already a topic for discussion three decades ago.

However, considering the overall positive connotation of multilingualism in the curricula, the core curricula remain focused on a monolingual norm. None of the three curricula encourage an overall plurilingual teaching approach, i.e., having two or more languages of instruction, except for immersive options with foreign languages through Content and Language Integrated Learning (e.g.,

Siepmann et al., 2021). This is particularly interesting with regard to the Finnish curriculum, written for a bilingual country. The Finnish core curriculum outlines two options for languages of instruction, either Finnish or Swedish (see Paulsrud et al., 2020).

With regard to heritage languages, the curricula differ in the level of urgency and recognition they provide. Finland's core curriculum stands out by outlining every student's constitutional right to maintain and develop their heritage language, offering the strongest and broadest support for heritage language learning (NAE, 2014, p. 149). Norway and Germany, on the other hand, view heritage languages as options that may be offered, potentially leading to unequal access and support for different linguistic communities. The Norwegian curriculum suggests that, if necessary (Norwegian original: "om nødvendig," NDET, 2019c, p. 8), heritage language support may be provided. This leaves the responsibilities to local authorities and/or teachers, and as Myklevold and Speitz (2021) outline, it neglects fundamental questions of which proficiency levels will be sufficient or aimed at. For regional minority languages, Norway's curriculum provides strong, unquestionable support for Sámi (NDET, 2017, pp. 2-3), while Finland's curriculum lists Finnish and Swedish as the official languages of instruction, allowing the use of other languages like Sámi (NAE, 2014, p. 144). The German documents do not address regional minority languages, which may be the case as these are not widely represented in NRW, the state we focused on in our analysis. All three curricula remain somewhat vague with their approaches to heritage language education, failing to provide clear guidance or specific pedagogical strategies.

While the curricula highlight ambitious goals, translating them into effective classroom practices may face challenges such as teacher preparedness, resource allocation, and regional disparities. Teachers have been shown to hold positive beliefs about multilingualism (Haukås, 2016; Lorenz et al., 2021; Schroedler & Fischer, 2020). However, they also do not receive adequate professional development to fully embrace plurilingual education (Krulatz & Dahl, 2016). Consequently, teachers refrain from promoting heritage language use in their classrooms, partly due to a lack of support through textbooks (Vikøy & Haukås, 2023). This concern has also been confirmed by detailed textbook analyses in Germany that highlight a lack of support for plurilingual approaches: textbooks rarely go beyond single-word or phrase support and have no link to tasks (Bredthauer et al., 2021). On a positive note, across Europe, universities have updated their teacher training to focus more on plurilingual teaching (Raud & Orekhova, 2022).

5.3 Limitations

The main limitation of the current study was the challenge of identifying fully comparable curricula and educational guidelines. Whereas Finland's and Norway's authorities provide curricula on a national level, in Germany, education is decentralized, and the responsibility lies with the individual state. This means that each federal state follows its own educational guidelines. Therefore, we had to limit the German analysis to one of 16 states (i.e., NRW). A focus on other states might lead to different conclusions. Moreover, additional binding educational guidelines developed by the KMK for the entire country were included in the analysis, which led to a higher number of individual documents considered for Germany than for Finland or Norway. Thus, we acknowledge that a direct comparison of the selected curricula and educational guidelines is complex due to the differences in structure and approach across countries. Furthermore, some claims in the curriculum of one country may appear in separate educational guidelines of another country that were not considered in the current study. Finally, the fact that we used original curricula and guidelines for Germany (in German) and some for Norway (in Norwegian) and relied on English translations for Finland and Norway (when available), may have impacted our interpretations.

6. Conclusion and Outlook

The current paper set out to examine and compare curricula and educational guidelines across Finland, Germany, and Norway by assessing the extent to which plurilingual teaching approaches are integrated. We specifically considered cultural diversity, multilingualism as a resource, and valuing heritage languages as our starting points, guided by FREPA as the theoretical lens (Candelier et al., 2010). Overall, the three countries acknowledge and value students' cultural and linguistic diversity and describe multilingualism as a resource that empowers students, broadens their horizons, raises awareness, and enriches learning. In the context of an increasingly diverse European context, we understand these results as positive, encouraging, and a promising foundation for the future.

Nevertheless, since we examined the curricula, we cannot make inferences about the implementation of plurilingual teaching in classrooms. Recent research, however, shows that albeit plurilingual approaches are implemented in curricula and language policy, they have not yet been established in schools (e.g., Daryai-Hansen et al., 2015). Even if teachers are open and have positive attitudes towards multilingualism and language diversity, the monolingual teaching ideology and approach continues (Alisaari et al., 2019; Gogolin, 2021; Illman & Pietlä, 2018). Teachers should be provided with better guidance via pre-service teacher training or professional development, as the actualization of plurilingual teaching and the integration of all students' languages depends on their teaching decisions (Drachmann et al., 2023; Haukås, 2016; Möller-Omrani & Sivertsen, 2022). Such large-scale changes, however, require time and also adequate resources. Thus, teaching materials, such as work- and textbooks, need to be updated to cater to all students and to do justice to the linguistic and cultural heterogeneity of the students to enact the multilingual turn (May, 2014). Hopp et al. (2019), for instance, observed that foreign language teaching materials used in German schools are predominantly intended for a monolingual German-speaking audience (see also Bredthauer et al., 2021). This may be detrimental for many students, hampering their learning. An additional challenge arises in regions with particularly high proportions of heritage speakers, where they may be the majority or even the only ones in class with only a few or no monolingual majority speakers present.

Moreover, even if plurilingual teaching approaches appear promising, the field as such still lacks a solid empirical foundation demonstrating that translanguaging and the implementation of multilingualism into teaching indeed lead to improved learning outcomes for all students (Drachmann et al., 2023). Some intervention studies in the German context that integrated plurilingual teaching approaches into foreign language grammar and vocabulary teaching (Busse et al., 2021; Hopp et al., 2020; Hopp & Thoma, 2021) report selected advantages of those students who were in the intervention group over those in the control group following a standard teaching method. As an outlook, more such studies, in different contexts, with different student populations (school types, school subjects, age groups), and a range of methodological approaches, are needed to replicate and strengthen our findings.

Endnotes

- 1) Migration background refers to a person who has either recently immigrated to the country or whose parents were not citizens of that country by birth (United Nations, 2006).
- 2) *Gesamtschule* refers to a comprehensive secondary school that offers the opportunity for a high school diploma.

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Appendix

Table 2 Overview of all educational curricula and guidelines used for our analyses - titles of curricula are boldfaced and underlined for guidelines

Finland	Germany	Norway
NAE (National Agency of Education) (Ed.). (2016). National core curriculum for basic education 2014: National core curriculum for basic education intended for pupils subject to compulsory education.	Guidelines Gesamtschule. (1998). <u>Auszug aus dem Amtsblatt des Ministeriums für Schule und Weiterbildung, Wissenschaft und Forschung des Landes Nordrhein-Westfalen</u> . Teil 1 Nr. 1/99. Sekundarstufe I – Gesamtschule. Richtlinien und Lehrpläne	NDET (Norwegian Directorate for Education and Training) (Ed.). (2017). Core Curriculum - values and principles for primary and secondary education.
	Guidelines Primary. (2008). <u>Richtlinien für die Grundschule in Nordrhein-Westfalen. Auszug aus dem Amtsblatt des Ministeriums für Schule und Weiterbildung des Landes Nordrhein-Westfalen</u> . Nr. 8/08. Grundschule – Richtlinien und Lehrpläne.	NDET (Norwegian Directorate for Education and Training) (Ed.). (2019a). Curriculum in English ENG01-04.
	KLP (Kernlehrplan) English. (2022). Kernlehrplan für die Sekundarstufe I Gesamtschule/Sekundarschule in Nordrhein-Westfalen. Englisch.	NDET (Norwegian Directorate for Education and Training) (Ed.). (2019b). Læreplan i norsk NOR01-06.
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Table 3 Excerpts of curricula and educational guidelines of Finland, Germany, and Norway

Categories	Finland	Germany	Translation Germany (DeepL)	Norway
(1) Cultural diversity	<p>“While learning, the pupils are building their identity, their understanding of humanity, worldview and philosophy of life and finding their place in the world. At the same time, they come to understand themselves, other people, society, the environment, and different cultures.” (NAE, 2016, p. 23)</p> <p>“Basic education is built on a diverse Finnish cultural heritage. It has taken shape and is being formed in interaction between different cultures. Education supports the pupils in building their personal cultural identity and their growth into active actors in their own culture and community while promoting their interest in other cultures. It also reinforces creativity and respect for cultural diversity and promotes interaction within and between cultures, thus laying a foundation for culturally sustainable development. Learning together</p>	<p>“Der Fremdsprachenunterricht soll zugleich so angelegt sein, dass er die Interkulturelle Handlungsfähigkeit fördert. Insgesamt ist es wichtig, Verständnis für sprachliche und kulturelle Vielfalt zu wecken.” (Guidelines Gesamtschule, 1998, p. 10; siehe auch LP Primary, 2021, p. 42)</p> <p>“Die Entwicklung interkultureller Kompetenzen ist eine übergreifende Aufgabe von Schule, zu der der fremdsprachliche Unterricht einen besonderen Beitrag leistet. Angesichts der zunehmenden persönlichen und medialen Erfahrung kultureller Vielfalt ist es auch Aufgabe des Fremdsprachenunterrichts, Schülerinnen und Schüler zu kommunikationsfähigen und damit offenen, toleranten und mündigen Bürgern in einem zusammenwachsenden Europa zu erziehen.” (KMK, 2004, p. 6; siehe auch LP Primary, 2021, p. 11, 47)</p> <p>“Die Grundschule ist eine gemeinsame Schule für alle Kinder. Neben vielfältigen individuellen Begabungen treffen hier Kinder mit und ohne</p>	<p>“At the same time, foreign language lessons should be designed in such a way that they promote intercultural competence. Overall, it is important to create an understanding of linguistic and cultural diversity.” (Guidelines Gesamtschule, 1998, p. 10; see also LP Primary, 2021, p. 42)</p> <p>“The development of intercultural skills is an overarching task of schools, to which foreign language teaching makes a special contribution. In view of the increasing personal and media experience of cultural diversity, it is also the task of foreign language teaching to educate pupils to become communicative and thus open, tolerant and responsible citizens in a Europe that is growing together.” (KMK, 2004, p. 6; see also LP Primary, 2021, p. 11, 47)</p> <p>“Elementary school is a common school for all children. In addition to diverse individual talents, children with and without disabilities from different social or ethnic backgrounds, different cultural orientations and religious beliefs</p>	<p>“English is an important subject when it comes to cultural understanding, communication, all-round education and identity development. The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background. English shall help the pupils to develop an intercultural understanding of different ways of living, ways of thinking and communication patterns.” (NDET, 2019a, p. 2)</p> <p>“Knowledge of and an exploratory approach to language, communication patterns, lifestyles, ways of thinking and social conditions open for new perspectives on the world and ourselves. The subject shall develop the pupils’ understanding that their views of the world are culture-dependent. This can open for new ways to interpret the world, promote curiosity and engagement and help to prevent prejudice.” (NDET, 2019a, p. 2)</p> <p>“Working with texts in English helps to develop the pupils’ knowledge and experience of linguistic and cultural diversity, as well as their insight into ways of living, ways of thinking and traditions of indigenous peoples. By reflecting on,</p>

	<p>across the boundaries of languages, cultures, religions, and beliefs creates a setting for genuine interaction and communality. Basic education lays the foundation for global citizenship that respects human rights and encourages the pupils to act for positive change.” (NAE, 2016, p. 24)</p> <p>“The cultural task of basic education is to promote versatile cultural competence and appreciation of the cultural heritage and to support pupils in building their own cultural identity and cultural capital. It promotes understanding of cultural diversity and helps the pupils to perceive cultures as a progression of the past, the present and the future where everyone can have agency.” (NAE, 2016, p. 30)</p> <p>“The pupil’s cultural background and linguistic capabilities are taken into account in basic education. Each pupil’s linguistic and cultural identity is supported in a versatile manner. The pupils are guided to know about,</p>	<p>Behinderungen unterschiedlicher sozialer oder ethnischer Herkunft, verschiedener kultureller Orientierungen und religiöser Überzeugungen zusammen. Aufgabe der Schule ist es, diese Vielfalt als Chance zu begreifen.” (Guidelines Primary, 2008, p. 12)</p> <p>“Ein bedeutsames Ziel der Aus-, Fort- und Weiterbildung ist im Hinblick auf den Aufbau der interkulturellen kommunikativen Handlungskompetenz bei Schülerinnen und Schülern die Kompetenz, Lehren und Lernen von Sprachen im Kontext interkultureller Herausforderungen zu gestalten und dabei erstsprachige Kompetenzen der Schülerinnen und Schüler zu integrieren.” (KMK, 2013, p. 8)</p> <p>“Der konstruktive Umgang mit gesellschaftlicher Heterogenität an Schulen kann nur gelingen, wenn diese eine Kultur der Wertschätzung und Förderung kultureller und sprachlicher Vielfalt etablieren und die Anerkennung von Diversität vermitteln. In diesem Kontext sind Lehrerinnen und Lehrer zentrale Akteure, von denen eine überzeugende Grundhaltung dazu gefragt ist.”</p>	<p>come together here. The school’s task is to see this diversity as an opportunity.” (Guidelines Primary, 2008, p. 12)</p> <p>“With regard to the development of intercultural communicative competence in pupils, an important goal of initial, further and continuing training is the competence to design the teaching and learning of languages in the context of intercultural challenges and to integrate pupils’ first language skills in the process.” (KMK, 2013, p. 8)</p> <p>“The constructive handling of social heterogeneity in schools can only succeed if they establish a culture of appreciation and promotion of cultural and linguistic diversity and convey the recognition of diversity. In this context, teachers are key players who are required to adopt a convincing basic attitude.” (KMK, 2015, p. 3)</p> <p>“In order to promote a non-discriminatory approach to diversity, the topics of integration and migration should be categorized historically, economically and</p>	<p>interpreting and critically assessing different types of texts in English, the pupils shall acquire language and knowledge of culture and society. Thus the pupils will develop intercultural competence enabling them to deal with different ways of living, ways of thinking and communication patterns. They shall build the foundation for seeing their own identity and others’ identities in a multilingual and multicultural context.” (NDET, 2019a, p. 3)</p> <p>“In the English subject, the interdisciplinary topic of democracy and citizenship refers to helping the pupils to develop their understanding of the fact that the way they view the world is culture dependent.” (NDET, 2019a, p. 3)</p> <p>“Competence aims after Vg1 programme for general studies [...] The pupil is expected to be able to [...] explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts.” (NDET, 2019a, p. 12)</p> <p>“According to the ILO Convention on Indigenous and Tribal Peoples, the Sami in Norway have the status as an indigenous people. The Norwegian Constitution lays down the principle that the central authorities must make it possible for the Sami to protect and develop the Sami</p>
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	<p>understand, and respect each citizen’s right to their own language and culture protected under the Constitution.” (NAE, 2016, p. 142)</p> <p>“The objective is to guide the pupils to appreciate different languages and cultures and to promote bilingualism and plurilingualism, thus reinforcing the pupils’ linguistic awareness and metalinguistic skills. School work may include multilingual teaching situations where teachers and pupils use all languages they know.” (NAE, 2016, p. 142)</p> <p>“Cultural multiliteracies can be strengthened by means of media education and by taking the media culture of the pupils and their families into account.” (NAE, 2016, p. 142)</p> <p>“Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. An effort is made to offer the pupils instruction of their mother</p>	<p>(KMK, 2015, p. 3)</p> <p>“Zur Förderung eines diskriminierungsfreien Umgangs mit Vielfalt sollen die Themen Integration und Migration historisch, ökonomisch und sozial eingeordnet und diversitätssensibel dargestellt und behandelt werden.” (KMK, 2015, p. 3)</p> <p>“Bildungsmediaverlage</p> <ul style="list-style-type: none"> • Die Bildungsmediaverlage verpflichten sich in Text und Bild auf eine differenzierte Darstellung von Lebenswirklichkeiten unter Beachtung der Rahmenvorgaben, Fachdidaktiken und Fachwissenschaften. <p>Dazu gehören beispielsweise</p> <ul style="list-style-type: none"> • ein kritisches Hinterfragen von historischen und sozioökonomischen Kontexten (z. B. der Kolonialgeschichte, von Migrationsbewegungen in der Geschichte) und der eurozentristischen Sichtweise • die Darstellung der Vielfalt der heutigen Einwanderungsgesellschaft und der jüngeren Migrationsgeschichte und Flüchtlingsbewegungen • die differenzierte Darstellung von Religionen und Weltanschauungen • die Darstellung von Vorbildern mit der Ermöglichung einer positiven Identifizierung 	<p>socially and presented and treated in a diversity-sensitive manner.” (KMK, 2015, p. 3)</p> <p>“Educational media publishers</p> <ul style="list-style-type: none"> • The educational media publishers are committed to a differentiated presentation of life realities in text and images, taking into account the framework specifications, subject didactics and subject sciences. <p>This includes, for example</p> <ul style="list-style-type: none"> • a critical questioning of historical and socio-economic contexts (e.g. colonial history, migration movements in history) and the Eurocentric perspective • the presentation of the diversity of today’s immigration society and recent migration history and refugee movements • the differentiated presentation of religions and world views • the portrayal of role models with the facilitation of positive identification • the thematization of multilingualism as a competence.” (KMK, 2015, p. 5) <p>“Within the canon of subjects at lower secondary level, German makes a significant contribution to</p> 	<p>languages, culture and societal life, a principle that is addressed in the Education Act.” (NDET, 2017, p. 2)</p> <p>“School shall give pupils historical and cultural insight that will give them a good foundation in their lives and help each pupil to preserve and develop her or his identity in an inclusive and diverse environment.” (NDET, 2017, p. 5)</p> <p>“Education and training shall help to increase the knowledge and understanding of the national cultural heritage and our common international cultural traditions.” (NDET, 2017, p. 3)</p> <p>“Education and training shall provide insight into cultural diversity and show respect for the individual’s convictions. They are to promote democracy, equality and scientific thinking.” (NDET, 2017, p. 3)</p> <p>“School shall develop an inclusive environment that promotes health, well-being and learning for all.” (NDET, 2017, p. 18)</p> <p>“When developing an inclusive and inspiring learning environment, diversity must be acknowledged as a resource.”</p>
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<p>tongue.” (NAE, 2016, p. 149)</p> <p>“In cooperation with the guardians, the instruction of the pupil’s own mother tongue, and other subjects, the teaching and learning of Finnish as a second language and Finnish literature helps the pupil in building his or her linguistic and cultural identity in a culturally diverse and multimedial society.” (NAE, 2016, p. 204)</p> <p>“O10 to inspire the pupil to listen to and read literature appropriate for his or her age and language skills, to guide the pupil to select reading material that he or she finds interesting and to instruct the pupil in using the library and exploring children’s culture.” (NAE, 2016, p. 209)</p> <p>“O12 to guide the pupil in observing the cultural diversity of the school and his or her surroundings to support the pupil’s plurilingual and multicultural identity and to encourage the pupil to utilise and develop his or her</p>	<p>• die Thematisierung von Mehrsprachigkeit als Kompetenz.” (KMK, 2015, p. 5)</p> <p>“Das Fach Deutsch leistet innerhalb des Fächerkanons der Sekundarstufe I wesentliche Beiträge zur ganzheitlichen Persönlichkeitsentwicklung, die die Wahrnehmung, Gestaltung und Reflexion der Vielgestaltigkeit von Kultur und Lebenswirklichkeit umfassen.” (KLP German, 2022, p. 7)</p> <p>“Eine konstruktiv-wertschätzende Integration unterschiedlicher Herkunftssprachen und individueller Mehrsprachigkeitsprofile bietet Zugänge zum Verständnis für sprachliche Strukturen und Sprachlernprozesse und eröffnet Dialoge für unterschiedliche Geschlechterperspektiven und kulturell-bedingte Rollenverständnisse.” (KLP English, 2022, p. 9) [three times]</p>	<p>holistic personal development, which includes the perception, shaping and reflection of the diversity of culture and the reality of life.” (KLP German, 2022, p. 7)</p> <p>“A constructive and appreciative integration of different languages of origin and individual multilingualism profiles offers access to an understanding of linguistic structures and language learning processes and opens up dialogues for different gender perspectives and culturally determined role understandings.” (KLP English, 2022, p. 9) [three times]</p>	<p>(NDET, 2017, p. 18)</p> <p>“Faget bidrar til å styrke elevenes identitet og tilhørighet i det flerkulturelle samfunnet.” (The subject [heritage language instruction] helps to strengthen students’ identity and sense of belonging in a multicultural society.) (NDET, 2019c, p. 2)</p> <p>“Elevene [...] skal ha innsikt i sammenhengen mellom språk, kultur og identitet og kunne forstå egen og andres språklige situasjon i Norge.” (The students [...] should have insight into the connection between language, culture and identity and be able to understand their own and other’ linguistic situation in Norway.) (NDET, 2019b, p. 3)</p> <p>“I norsk handler det tverrfaglige temaet demokrati og medborgerskap om å utvikle elevenes muntlige og skriftlige retoriske ferdigheter, slik at de kan gi uttrykk for egne tanker og meninger og delta i samfunnsliv og demokratiske prosesser. [...] Dette kan bidra til at de utvikler forståelse, toleranse og respekt for andre menneskers synspunkter og perspektiver, og det kan legge grunnlag for konstruktiv samhandling.” (In Norwegian, the interdisciplinary theme of democracy and citizenship is about developing pupils’ oral</p>
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	repertoire of languages.” (NAE, 2016, p. 318)			and written rhetorical skills so that they can express their own thoughts and opinions and participate in social life and democratic processes. [...] This can help them to develop understanding, tolerance and respect for other people’s views and perspectives, and it can lay the foundation for constructive interaction.) (NDET, 2019b, p. 3-4)
(2) Multilingualism as a resource	<p>“The objective is to guide the pupils to appreciate different languages and cultures and to promote bilingualism and plurilingualism, thus reinforcing the pupils’ linguistic awareness and metalinguistic skills. School work may include multilingual teaching situations where the teachers and pupils use all languages they know.” (NAE, 2016, p. 142)</p> <p>“In the instruction of other plurilingual pupils, the particular goal is supporting the pupil plurilingualism and the development of their identity and self-confidence.” (NAE, 2016, p. 148)</p> <p>“The pupils’ backgrounds and initial situations, including their</p>	<p>“Die Schülerinnen und Schüler können [...] Techniken des Vermittelns zwischen zwei Sprachen einsetzen.” (KMK, 2004, p. 17)</p> <p>“Der nun in den Ländern fest etablierte Fremdsprachenunterricht in der Grundschule knüpft gegebenenfalls auch an einer Mehrsprachigkeit in Familien und zunehmend auch an Sprachlernerfahrungen in der frühkindlichen Bildung an.” (KMK, 2013, p. 3; siehe auch LP Primary, 2021, p. 11)</p> <p>“Die Ressource der Mehrsprachigkeit kann den Deutschunterricht bereichern/als Ressource für die sprachliche Bildung.” (KLP German, 2022, p. 8; siehe auch LP Primary, 2021, p. 12, 37) [double]</p> <p>“Die Schülerinnen und Schüler</p>	<p>“Pupils can use [...] techniques of mediation between two languages.” (KMK, 2004, p. 17)</p> <p>“Foreign language teaching in elementary school, which is now firmly established in the federal states, may also build on multilingualism in families and increasingly also on language learning experiences in early childhood education.” (KMK, 2013, p. 3; see also LP Primary, 2021, p. 11)</p> <p>“The resource of multilingualism can enrich German/language development lessons.” (KLP German, 2022, p. 8; see also LP Primary, 2021, p. 12, 37) [double]</p> <p>“Pupils can [...] explain multilingualism in terms of its individual and social significance.”</p>	<p>“All pupils shall experience that being proficient in a number of languages is a resource, both in school and society at large.” (NDET, 2017, p. 6)</p> <p>“The pupils shall experience that the ability to speak several languages is an asset at school and in society in general.” (NDET, 2019a, p. 2)</p> <p>“Faget norsk skal gi elevene innsikt i den rike og mangfoldige språk- og kulturarven i Norge. Gjennom arbeid med faget norsk skal elevene bli trygge språkbrukere og bevisste på sin egen språklige og kulturelle identitet innenfor et inkluderende fellesskap der flerspråklighet blir verdsatt som en ressurs.” (The subject Norwegian will give students insight into Norway’s rich and diverse linguistic and cultural heritage. Through work with the Norwegian subject, pupils should become confident language users and aware of their own linguistic and cultural identity within</p>

	<p>mother tongue and culture and the length of their stay in Finland, are taken into a count in the instruction.” (NAE, 2016, p. 149)</p> <p>“Plurilingual pupils are encouraged to use the language they know in a versatile manner in the lesson of various subjects and other school activities. The learning and use of their mother tongue thus support the assimilation of the content in various subjects, and the pupils also learn to communicate about the contents of school subjects in their mother tongue. Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. An effort is made to offer the pupils instruction of their mother tongue.” (NAE, 2016, p. 149)</p> <p>“The instruction supports the development of multiliteracy and language awareness and in building their linguistic identities.” (NAE, 2016, p. 308)</p>	<p>können [...] Mehrsprachigkeit in ihrer individuellen und gesellschaftlichen Bedeutung erläutern.” (KLP German, 2022, p. 28)</p> <p>“Fremdsprachenlernen mit dem Ziel individueller Mehrsprachigkeit gewinnt angesichts der politischen, kulturellen und wirtschaftlichen Entwicklung Europas und der Globalisierung stetig an Bedeutung. [...] Die Ausbildung einer individuellen Mehrsprachigkeit ist in einer globalisierten Welt von besonderer Bedeutung.” (KLP English, 2022, p. 8)</p> <p>“Eine konstruktiv-wertschätzende Integration unterschiedlicher Herkunftssprachen und individueller Mehrsprachigkeitsprofile bietet Zugänge zum Verständnis für sprachliche Strukturen und Sprachlernprozesse und eröffnet Dialoge für unterschiedliche Geschlechterperspektiven und kulturell-bedingte Rollenverständnisse.” (KLP English, 2022, p. 9; siehe auch LP Primary, 2021, p. 17) [three times]</p> <p>“Sprachbewusstheit ist eine Voraussetzung für den reflektierten Umgang mit Sprache, schützt vor</p>	<p>(KLP German, 2022, p. 28)</p> <p>“Foreign language learning with the aim of individual multilingualism is becoming increasingly important in view of Europe’s political, cultural and economic development and globalization. [...] The development of individual multilingualism is of particular importance in a globalized world.” (KLP English, 2022, p. 8)</p> <p>“A constructive and appreciative integration of different languages of origin and individual multilingualism profiles offers access to an understanding of linguistic structures and language learning processes and opens up dialogues for different gender perspectives and culturally determined role understandings.” (KLP English, 2022, p. 9; see also LP Primary, 2021, p. 17) [three times]</p> <p>“Language awareness is a prerequisite for the reflective use of language, protects against manipulation, opens up access to aesthetic dimensions and enables successful communication.” (KLP English, 2022, p. 9)</p>	<p>an inclusive community where multilingualism is valued as a resource.) (NDET, 2019b, p. 2)</p> <p>“A good society is founded on the ideals of inclusiveness and diversity.” (NDET, 2017, p. 6)</p> <p>“The teaching and training shall ensure that the pupils are confident in their language proficiency, that they develop their language identity and that they are able to use language to think, create meaning, communicate and connect with others.” (NDET, 2017, p. 6)</p> <p>“In Norway, Norwegian and the Sami languages, South Sami, Lule Sami and North Sami, have equal standing.” (NDET, 2017, p. 6)</p> <p>“The Norwegian language comprises two equal forms of Norwegian bokmål and nynorsk. Norwegian sign language is also recognised as language in its own right in Norway.” (NDET, 2017, p. 6)</p> <p>“Knowledge about the linguistic diversity in society provides all pupils with valuable insight into different forms of expression, ideas and traditions.” (NDET, 2017, p. 6)</p>
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	<p>“O13 to inspire the pupil to strengthen his or her positive self-image as a language user and learner and to set goals for his or her learning.” (NAE, 2016, p. 312)</p> <p>“O1 to guide the pupil to notice the linguistic and cultural richness of his or her surroundings and the world and the status of English as a language of global communication.” (NAE, 2016, p. 375)</p>	<p>Manipulation, öffnet Zugänge zu ästhetischen Dimensionen und ermöglicht erfolgreiches Kommunizieren.” (KLP English, 2022, p. 9)</p> <p>“Sprachbewusstheit umfasst eine Sensibilität für die Struktur und den Gebrauch von Sprache und sprachlich vermittelter Kommunikation in ihren soziokulturellen, kulturellen, politischen und historischen Zusammenhängen.” (KLP English, 2022, p. 13)</p> <p>“Die Schülerinnen und Schüler können ihre sprachlichen Kompetenzen in Ansätzen selbstständig erweitern. Dabei nutzen sie ihre Erfahrung mit Mehrsprachigkeit sowie ein einfaches Repertoire von Strategien des individuellen und kooperativen Sprachenlernens.” (KLP English, 2022, p. 21)</p> <p>“Die Länder benennen in ihren Lehrplänen überwiegend folgende didaktische Grundsätze zur Gestaltung des Fremdsprachenunterrichts: [...]</p> <ul style="list-style-type: none"> • Anknüpfen an die vorhandene Mehrsprachigkeit in der Lerngruppe.” 	<p>“Language awareness encompasses a sensitivity to the structure and use of language and linguistically mediated communication in their socio-cultural, cultural, political and historical contexts.” (KLP English, 2022, p. 13)</p> <p>“Pupils can begin to expand their language skills independently. They use their experience with multilingualism and a simple repertoire of strategies for individual and cooperative language learning.” (KLP English, 2022, p. 21)</p> <p>“In their curricula, the Länder predominantly specify the following didactic principles for the organization of foreign language teaching: [...]</p> <ul style="list-style-type: none"> • Building on the existing multilingualism in the learning group.” (KMK, 2013, p. 5) <p>“The curricula show links between learning the foreign language and development in the mother tongue. Language learning skills and language awareness are to be developed by reflecting on one’s own language use. [...] In the area of</p>	<p>“Gjennom arbeid med faget skal elevene få erfare at det å kunne flere språk er en ressurs i skolen og i samfunnet ellers. Faget bidrar til å styrke elevenes identitet og tilhørighet i det flerkulturelle samfunnet. Elevenes språklige og flerkulturelle kompetanse vil kunne fremme samhandling og forståelse i arbeidslivet og i det flerkulturelle samfunnet.” (Through work with the subject, pupils should experience that knowing several languages is a resource in school and in society in general. The subject helps to strengthen pupils’ identity and sense of belonging in a multicultural society. The pupils’ linguistic and multicultural competence will promote interaction and understanding in working life and in the multicultural society.) (NDET, 2019c, p. 2)</p> <p>“Kompetansemål etter 10. trinn [...] Mål for opplæringen er at eleven skal kunne [...] utforske språklig variasjon og mangfold i Norge og reflektere over holdninger til ulike språk og talespråkvarianter.” (Competence objectives after grade 10 [...] The aim of the education is that the pupil should be able to [...] explore linguistic variation and diversity in Norway and reflect on attitudes to different languages and spoken language varieties.) (NDET, 2019b, p. 9)</p>
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		<p>(KMK, 2013, p. 5)</p> <p>“Die Lehrpläne zeigen Bezüge zwischen dem Erlernen der Fremdsprache und der Entwicklung in der Muttersprache. Durch Reflexion des eigenen Sprachgebrauchs sollen Sprachlernkompetenzen und Sprachbewusstheit angebahnt werden. [...] Im Bereich der Sprachbewusstheit steht im Vordergrund, das Weltwissen zur Erschließung von sprachlichen Kontexten zu aktivieren, mit Sprache zu experimentieren, über sie zu reflektieren und dadurch Regelhaftigkeiten zu erschließen und anzuwenden. Durch Vergleiche mit der deutschen Sprache und ggf. anderen Herkunftssprachen wird angestrebt, Sprachbewusstheit und Sprachlernkompetenz zu entwickeln.” (KMK, 2013, p. 4-5; siehe auch LP Primary, 2021, p. 36-38) [double]</p>	<p>language awareness, the focus is on activating world knowledge to open up linguistic contexts, experimenting with language, reflecting on it and thereby developing and applying regularities. The aim is to develop language awareness and language learning skills through comparisons with the German language and, where appropriate, other languages of origin.” (KMK, 2013, p. 4-5; see also LP Primary, 2021, p. 11) [double]</p>	
<p>(3) Valuing heritage languages</p>	<p>“Parallel use of various languages in the school’s life is seen as natural, and languages are appreciated. A community with language-awareness discusses attitudes towards languages and linguistic communities and understands the key importance of language for learning, interaction and</p>	<p>“Davon abgesehen können Schülerinnen und Schüler mit nichtdeutscher Herkunftssprache nach Maßgabe der Regelungen der Länder am Unterricht in ihrer Herkunftssprache anstelle einer zweiten Fremdsprache teilnehmen, sofern dieser im Umfang einer zweiten Fremdsprache in Verantwortung der Länder gemäß den Anforderungen</p>	<p>“Apart from this, pupils with a non-German language of origin may take part in lessons in their language of origin instead of a second foreign language in accordance with the regulations of the Länder, provided that this is taught to the extent of a second foreign language under the responsibility of the Länder in accordance with the requirements of</p>	<p>“Morsmål for språklige minoriteter skal gi elevene gode forutsetninger for å beherske det norske språket gjennom å styrke deres kunnskaper om og ferdigheter i eget morsmål.” (Mother tongue for linguistic minorities should give pupils a good foundation for mastering the Norwegian language by strengthening their knowledge and skills in their own mother tongue.) (NDET, 2019c, p. 2)</p>

	<p>cooperation and for building of identities and socialization.” (NAE, 2016, p. 45)</p> <p>“Pupils living in the Sami homeland who are proficient in the Sami language shall be primarily taught in Sami. Where basic education is provided in Sami, its particular objective is to reinforce the pupil’s knowledge of Sami and their use of this language.” (NAE, 2016, p. 144)</p> <p>“In the instruction of other plurilingual pupils, the particular goal is supporting the pupil plurilingualism and the development of their identity and self-confidence.” (NAE, 2016, p. 148)</p> <p>“Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. An effort is made to offer the pupils instruction of their mother tongue.” (NAE, 2016, p. 149)</p> <p>“The pupils’ backgrounds and initial situations, including their</p>	<p>entsprechender curricularer Vorgaben erteilt wird.” (KMK, 1993, p. 9-10)</p> <p>“Die Lehrpläne zeigen Bezüge zwischen dem Erlernen der Fremdsprache und der Entwicklung in der Muttersprache. Durch Reflexion des eigenen Sprachgebrauchs sollen Sprachlernkompetenzen und Sprachbewusstheit angebahnt werden. Durch Vergleiche mit der deutschen Sprache und ggf. anderen Herkunftssprachen wird angestrebt, Sprachbewusstheit und Sprachlernkompetenz zu entwickeln.” (KMK, 2013, p. 4-5) [double]</p> <p>“Neben dem obligatorischen Fremdsprachenunterricht bestehen in den Ländern zur Förderung der Mehrsprachigkeit zusätzliche fakultative Angebote zum Erlernen von Herkunftssprachen, Nachbarsprachen und Begegnungssprachen. [...] In den meisten Ländern wird herkunftssprachlicher Unterricht in einer Vielzahl von Sprachen angeboten.” (KMK, 2013, p. 6)</p> <p>“Zu einem bewussten Umgang mit der Sprache gehört Reflexion über die Sprache, über ihre Strukturen, Regeln und Besonderheiten. Kinder und</p>	<p>corresponding curricular specifications.” (KMK, 1993, p. 9-10)</p> <p>“The curricula show links between learning the foreign language and development in the mother tongue. Language learning skills and language awareness are to be developed by reflecting on one’s own language use. The aim is to develop language awareness and language learning skills through comparisons with the German language and, where appropriate, other languages of origin.” (KMK, 2013, p. 4-5) [double]</p> <p>“In addition to compulsory foreign language teaching, there are additional optional courses in the countries to promote multilingualism for learning heritage languages, neighboring languages and languages of encounter. [...] In most countries, heritage language teaching is offered in a variety of languages.” (KMK, 2013, p. 6)</p> <p>“A conscious use of the language involves reflecting on the language, its structures, rules and special features. Children and young people with an international family history</p>	<p>“Elevene skal utvikle kunnskaper om eget morsmål og innsikt i egen språklæring. De skal bruke språklæringsstrategier for å utvikle språkkompetansen sin, og de skal kunne bruke et begrepsapparat for å sammenligne eget morsmål med norsk.” (Students will develop knowledge of their own mother tongue and insight into their own language learning. They should use language learning strategies to develop their language competence, and they should be able to use a conceptual framework to compare their own native language with Norwegian.) (NDET, 2019c, p. 2)</p> <p>“Morsmålsopplæring er en form for særskilt språkopplæring (jf. Opplæringslovens §2-8 og §3-12) som om nødvendig kan tilbys elever i grunnskolen og videregående opplæring med annet morsmål enn norsk eller samisk. Læreplan i morsmål for språklige minoriteter er en nivåbasert overgangsplan som kan benyttes i tillegg til særskilt norskopplæring til elevene har tilstrekkelige ferdigheter i norsk til å følge den vanlige opplæringen i skolen.” (Mother tongue education is a form of special language education (cf. sections 2-8 and 3-12 of the Norwegian Education Act) that, if necessary, can be offered to pupils in primary and secondary education with a mother tongue other than</p>
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	<p>mother tongue and culture and the length of their stay in Finland, are taken into a count in the instruction.” (NAE, 2016, p. 149)</p> <p>“The instruction supports the development of multiliteracy, which allows the pupil to seek information and understand, produce, evaluate, and analyse diverse spoken and written Finnish texts in daily interaction, school work, and the society. The instruction supports the development of different elements of language proficiency and the language needed in different fields of knowledge.” (NAE, 2016, p. 308)</p>	<p>Jugendliche mit internationaler Familiengeschichte, die neben Deutsch noch über Kenntnisse in anderen Herkunftssprachen verfügen, können diese nutzen. Neben ihrer Kompetenzerweiterung in der deutschen Sprache können sie aus ihren Erfahrungen der Mehrsprachigkeit einen Beitrag zur vertieften Sprachkompetenz und Sprachbewusstheit leisten. Die Ressource der Mehrsprachigkeit kann den Deutschunterricht bereichern.” (KLP German, 2022, p. 8) [double]</p> <p>“Eine konstruktiv-wertschätzende Integration unterschiedlicher Herkunftssprachen und individueller Mehrsprachigkeitsprofile bietet Zugänge zum Verständnis für sprachliche Strukturen und Sprachlernprozesse und eröffnet Dialoge für unterschiedliche Geschlechterperspektiven und kulturell bedingte Rollenverständnisse.” (KLP English, 2022, p. 9; siehe auch LP Primary, 2021, p. 11) [three times]</p> <p>“Kinder, die Deutsch als Zweitsprache lernen, erfahren im Deutschunterricht besondere Unterstützung beim Lernen. Dabei werden ihre kulturellen Erfahrungen und sprachlichen</p>	<p>who have knowledge of other languages in addition to German can make use of this. In addition to expanding their competence in German, they can use their experiences of multilingualism to contribute to deeper language competence and language awareness. The resource of multilingualism can enrich German lessons.” (KLP German, 2022, p. 8) [double]</p> <p>“A constructive and appreciative integration of different languages of origin and individual multilingualism profiles offers access to an understanding of linguistic structures and language learning processes and opens up dialogues for different gender perspectives and culturally determined role understandings.” (KLP English, 2022, p. 9; see also LP Primary, 2021, p. 11) [three times]</p> <p>“Children who are learning German as a second language receive special support in their German lessons. Their cultural experiences and linguistic skills in their native languages are used to enrich German lessons and - just like the comparison with English - as an</p>	<p>Norwegian or Sami. Curriculum in mother tongue for linguistic minorities is a level-based transition plan that can be used in addition to special Norwegian language training until the pupils have sufficient Norwegian language skills to follow the regular school curriculum.) (NDET, 2019c, p. 8)</p> <p>“According to the ILO Convention on Indigenous and Tribal Peoples, the Sami in Norway have the status as an indigenous people. The Norwegian Constitution lays down the principle that the central authorities must make it possible for the Sami to protect and develop the Sami languages, culture and societal life, a principle that is addressed in the Education Act. The core curriculum also applies to the Sami school. The designation “the Sami school” is used about education and training which follows a parallel and equal Sami curriculum. [...] Pupils in the rest of Norway who have the right to learn a Sami language must follow the Sami curriculum in the Sami subject.” (NDET, 2017, p. 2-3)</p>
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