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“Multilingualism in the Austrian EFL classroom:
A contrastive coursebook analysis (*MORE! 1* vs. *English Step by Step 1*)”

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List of abbreviations

CEFR	Common European Framework of References
CLT	Communicative Language Teaching
ELF	English as a lingua franca
ELT	English language teaching
EU	European Union
FL	Foreign language
FLA	Foreign language acquisition
L1	First language
L2	Second language
L3	Third language
LOTE	Languages Other Than English
p.	Page
RQ	Research question
SB	Student's book
SLA	Second language acquisition
TL	Target language
WB	Workbook

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1 Introduction

“Mit jeder Sprache, die du kannst, bist du ein Mensch mehr.”
‘For every language that you know, you are one more person.’
(Hungarian proverb; cited in Vorderwülbecke & Vorderwülbecke 1995: 1)

Nowadays, multilingualism has become omnipresent and is increasingly viewed as a valuable asset in many areas. There is evidence that speaking more than one language enhances the cognitive abilities of an individual (e.g. Bialystok 2009; Hamers & Blanc 2000). Such findings have had a considerable impact on the growing interest in this field of research. Institutions, like the Council of Europe (2007), have recognized the potential of multilingualism decades ago, which has led to some crucial changes in foreign language teaching and learning. For a long time, it seemed to be common sense to maximize the target language use within the language classroom by restricting the use of all other languages. However, due to the growing numbers of multilinguals, debates about language use have emerged. More and more researchers increasingly recognize the benefits of a judicious use of the learners’ first language (e.g. Cook 2016; Menken & García 2010). Nevertheless, language policy in Austrian education does not promote any form of multilingualism due to its strong focus on merely a few selected languages (e.g. Smit & Schwarz 2020).

Therefore, the purpose of this paper is to shed light on the potential of multilingualism within the English language teaching (ELT) classroom in Austria. It aims to find out whether the examined coursebook series are a useful source for Austrian ELT teachers to embed multilingualism in their lessons and to support multilingual learners of English. Therefore, the following research questions (RQ) will be used as a guideline for this thesis:

- RQ1) In what ways do Austrian ELT coursebooks (*MORE! 1* and *English Step by Step 1*) address the issue of multilingualism?
- RQ2) In what ways do Austrian ELT coursebooks (*MORE! 1* and *English Step by Step 1*) encourage the use of translanguaging practices?
- RQ3) How could coursebook tasks be adapted to create more translanguaging-appropriate material?

To approach these questions, chapter 2 provides a general overview of multilingualism and considers it on an international as well as a national level. From a global perspective, the chapter includes the definition of the term as well as related concepts, such as linguistic diversity and the linguistic repertoire. Moreover, multilingualism is discussed with regard to

educational institutions including further terminological definitions and various types of multilingualism. Moving on to the national perspective, multilingualism in Austria and its current language situation are outlined.

The third chapter is dedicated to foreign languages in teaching and learning. Again, a global perspective is presented initially, followed by a focus on the Austrian education system. First, the process of language acquisition and the distinction from foreign to other languages are illuminated. Afterwards, foreign languages are considered with regard to globalization, which highlights the special status of the English language. Moreover, foreign language classrooms as well as the role of languages in foreign language classrooms are depicted. A brief outline from traditional methods to more modern approaches to language teaching illustrate a change in thinking. Maximizing the target language at the expense of other languages is increasingly questioned. Hence, possibilities of switching between languages meaningfully are discussed. In the last subsection of this chapter, foreign language teaching and learning is considered with regard to Austria. It depicts an outline of the Austrian education system and the Austrian curricula, which provide the basis for ELT. Afterwards, *translanguaging* is introduced in chapter 4. Translanguaging, or pedagogical translanguaging, is one possible approach to implement linguistic and cultural diversity in ELT lessons and is used as the basis for the empirical part of this thesis.

The empirical part of this paper starts with chapter 5. Chapter 5 deals with the aspects needed for the contrastive coursebook analysis. It summarizes information about language teaching materials which is followed by the research methodology. The results of the first two research questions can be found in chapter 6. In chapter 7, the results of the two coursebook series – *MORE! 1* and *English Step by Step 1* – are discussed. Since research question three is inherently different from the other questions, it is addressed separately in chapter 8. Chapter 8 deals with possible adaptations of some of the coursebook tasks to illustrate how existing ELT material can be adjusted to become more translanguaging-appropriate.

In the ninth and last chapter, the most salient findings and implications for future teaching are summarized. Finally, the limitations of the present study are outlined and suggestions for further research in this area are provided.

2 Multilingualism: A contextualization

2.1 Multilingualism around the world

Multilingualism is a phenomenon that can be observed all over the world and it “arises from contact between speakers of different languages” (Stavans & Hoffmann 2015: 11). Starting centuries ago, there have been various factors that have coerced people to interact with each other, for example “conquests, religious crusades and colonialization” (Stavans & Hoffmann 2015: 93). By the 18th century, such occurrences have contributed to the global spread of languages and thus to linguistic consequences (Stavans & Hoffmann 2015: 93). Therefore, languages like Arabic, Spanish and English can be found in many parts of the world (Stavans & Hoffmann 2015: 93). These days there are various other reasons for the spread of languages. For instance, globalization, improved transportation systems, technological progress, and migration processes (Cenoz 2013: 4). Therefore, multilingualism has become more visible, which has also initiated a change in the value of speaking various languages.

During the 1960s, the cognitive advantages of speaking more than one language have been recognized for the first time (Jessner-Schmid 2015: 65). The advantages multilinguals experience are usually equated to the benefits of bilinguals, as bilingualism is considered the most studied form of multilingualism (Jessner-Schmid 2015: 65). Therefore, the following examples can be applied to both, multilingualism and bilingualism. Compared to monolinguals, bilinguals are said to be more creative and reorganize information more efficiently (see Hamers & Blanc 2000). Moreover, recent studies show that bilinguals are less likely to suffer from certain cognitive disabilities, due to the trained flexibility in their brain. Bialystok (2009), for instance, found that bilinguals have a reduced risk regarding the onset of dementia.

Besides the cognitive benefits found in individuals, sociolinguists emphasize that the spread of languages may also enrich societies and foster cultural diversity (Blommaert, Leppänen & Spotti 2013: 1). Hence, multilingualism plays an ever-increasing role on an individual and on a societal level in many parts of the world. In the European Union (EU), for instance, “multilingualism is promoted as the key to European citizenship and economic prosperity”

and is also “valued as a personal asset” (Cooke & Simpson 2012: 126). In the next section multilingualism will be defined in more detail.

2.1.1 Defining multilingualism

There are many terms that can be used to refer to the number of languages a person is able to speak. Amongst the most popular terms are monolingualism, bilingualism and multilingualism. According to Kemp (2009: 13), monolinguals use only one language but may use different varieties like dialects within this language. The term bilingualism suggests that a person is able to speak exactly two languages, while multilingualism is usually concerned with the ability of speaking three or more languages (Kemp 2009: 14-15). Therefore, many researchers (e.g. Kemp 2009; Linck et al. 2015) differentiate between multilingualism and bilingualism, claiming that multilingualism only starts with the ability of speaking more than two languages. Nevertheless, the words bilingualism and multilingualism are often used interchangeably, because many definitions and contexts in which the terms are used do not allow a clear-cut distinction. Therefore, both terms are commonly used to refer to people who speak more than one language. This can be observed when looking at the definition provided by the European Commission (2007: 6) where multilingualism is understood as:

[...] the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives.

In general, it depends on the context whether a distinction between the terms is necessary. For the purpose of this paper, a differentiation between bilingualism and multilingualism is not necessary. Hence, the terms will be used synonymously throughout this thesis.

To be considered bilingual, Bloomfield (1933: 56) claimed that people are expected to have acquired “native-like control of two languages”. However, this might not be very accurate since the determination of what can be counted as a language is very difficult. For Haugen (1953: 7), for example, bilingualism starts “at the point where the speaker of one language can produce complete, meaningful utterances” in another language. In the 1960s, Diebold (1961: 111) suggested that bilingualism is defined as any “contact with possible models in a second language, and the ability to use these”. While the first definition by Bloomfield (1933) includes the acquisition of a complete language system, the others focus rather on the ability

to communicate by using only parts of various language systems. Native-like control of languages is increasingly sidelined and successful communication becomes more important.

This is also reflected in Linck et al. (2015: 666), who claim that multilinguals do not have to reach a specific level of proficiency, since multilingual individuals cannot be expected to master all languages equally well. As Kemp (2009: 15) summarizes, it is rather about the “ability to use [...] languages, either separately or in various degrees of code-mixing”. Code-mixing is the process of mixing languages or language varieties (codes) with each other (see Nilep 2020). Therefore, multilinguals may deliberately shift from one language to another. This is because languages are used in different contexts, for different purposes and with different people (see Baker 2011). Moving between languages may be necessary due to a lack of proficiency. Attaining language proficiency is a dynamic process for both, monolinguals and multilinguals (Cenoz 2013: 12). Therefore, Mackey (1962: 27) already stated in the 1960s that it is “either arbitrary or impossible to determine” the moment an individual becomes bilingual. Also, the amount of exposure to the language and language use may vary over time, which results in varying developments of the languages. Hence, multilingual individuals may have different proficiency levels and are not equally in control over all the languages they know (Kemp 2009: 15).

In addition, individuals can speak all kinds of languages to be regarded as multilinguals (Cenoz 2013: 3). Since there are many more languages spoken worldwide compared to the number of independent countries, many speakers of less widespread languages are obliged to use another language for daily conversations (Cenoz 2013: 3). There are different kinds of languages depending on the region and its history. In North America, for instance, languages spoken by minorities are referred to as *heritage languages* and include indigenous, refugee and immigrant groups (de Bot & Gorter 2005: 612). A heritage language spoken by indigenous people in the United States is for example Navajo (Cenoz 2013: 3). In Europe, the term *minority language* is more commonly used (de Bot & Gorter 2005: 612). Extra and Gorter (2001) further distinguish between regional minority languages, which refer to indigenous languages, and immigrant minority languages, referring to immigrant and refugee languages in Europe (de Bot & Gorter 2005: 612). Immigrant minority languages have mainly developed because of migrant workers (*Gastarbeiter*) who were invited to come to Western Europe in

the 1960s (de Bot & Gorter 2005: 613); for instance, people from countries like Turkey and Morocco, who migrated to the Netherlands for work (Bongaerts & de Bot 1997: 182). Regional minority languages are, for example, Basque or Catalan (de Bot & Gorter 2005: 613). Another term that is often connected to minority groups is the term *autochthonous languages*. Autochthonous languages are “the languages of indigenous people in the areas of their traditional residence” (Kazakova & Shakhnazaryan 2020: 6714). Autochthonous minority languages can be found in Austria and are languages like Slovene, Croatian or Hungarian (de Cillia 2012: 187), but also in other parts of the world, like the languages of the Maori in New Zealand and the Mayan in Mexico (Kazakova & Shakhnazaryan 2020: 6711).

2.1.2 Linguistic diversity

The increasing visibility of multilingualism leads to more linguistic diversity. Linguistic diversity is a feature that can be observed all over the world (Hélot 2012: 214). Exchanges in all kinds of languages can be detected everywhere, from workplaces to private and public spaces (Hélot 2012: 214). Even though linguistic diversity is accepted in various places and contexts, many people do not take positively to this development. It can be seen as a threat to national unity, it challenges traditional beliefs like ‘one nation one language’ and questions the ideology of monolingual states (Cooke & Simpson 2012: 116). In former times, societies were considered stable and strong only if their members shared one common language and multilingualism and linguistic diversity were seen as problems that needed to be managed (see Cooke & Simpson 2012). Nowadays, however, the growing number of multilinguals and the proven cognitive advantages of learning additional languages have contributed to a change in thinking and a more positive attitude towards multilinguals (see Jessner-Schmid 2015).

To deal with the increasing linguistic diversity special programs have been developed in some parts of the world. In the European Union, for example, there is a program that is supposed to “[p]romote a democratic, socially inclusive, cohesive, healthy, safe and just society with respect for fundamental rights and cultural diversity” (Commission of the European Communities 2005: 4). Everyone should have the same opportunities without being discriminated (Commission of the European Communities 2005: 4).

2.1.3 Linguistic repertoire

The linguistic repertoire is often linked to multilingualism. It is used to refer to the language knowledge an individual has. It includes knowledge of different language varieties like dialects or registers and is concerned with speaking and writing practices (Fishman 1972: 48). The linguistic repertoire should be seen as a resource having the potential to support learning processes. Finegan (2004: 319) believes that the linguistic repertoire can be helpful for every individual:

Just as a multilingual linguistic repertoire allocates different language varieties to different speech situations, so does a monolingual repertoire. For all speakers – monolingual and multilingual – there is marked variation in the forms of language used for different activities, addressees, topics, and settings.

According to this, everyone relies on and thus profits from their linguistic repertoire, no matter how many languages the individual speaks. Nevertheless, Cenoz (2013: 12) suggests that multilinguals may be able to use the linguistic repertoire more efficiently as they have accumulated much more knowledge about languages and how they can be applied in certain contexts.

With regard to the linguistic repertoire, multilingualism can be considered from different perspectives. Two major perspectives suggest that it can either be approached holistically or from an atomistic view. Multilingualism from an atomistic perspective suggests that languages should be seen as separate units and as completely independent of each other (Cenoz 2013: 12). Holistic approaches, on the other hand, take the linguistic repertoire into account. Multilingual speakers are encouraged to apply their acquired language knowledge in various contexts (Cenoz 2013: 12). Thus, they are able to use the linguistic knowledge at their disposal as a resource. It presupposes that language boundaries are blurry and soft and that languages are no longer considered separate entities. Holistic approaches to language learning should be favored as they take the learner's prior knowledge into consideration. This is important, because "new language practices only emerge in interrelationship with old language practices" (García 2011: 3).

2.1.4 Multilingualism in education

2.1.4.1 *Multilingualism vs. plurilingualism*

In addition to the term multilingualism, various others have been coined to describe a person's ability to use multiple languages. To mention only a few, Jørgensen et al. (2011) talk about *polylingualism*, Otsuji and Pennycook (2010) call it *metrolingualism* and Bakhtin (1981) defines it as *heteroglossia*. In European Union language policy, which is mainly concerned with educational research, another term has been developed, namely *plurilingualism* (Jessner-Schmid 2015: 65). This term is used to differentiate between the societal and the individual form of multilingualism. Multilingualism is concerned with the societal use of language; it is understood as "the co-existence of different languages in a given society" (Council of Europe 2001: 4). It is also about linguistic varieties spoken by a social group, as it is referred to as the "presence in a geographical area, large or small, of more than one 'variety of language'" (Council of Europe 2007: 8). Europe as a geographic region, for example, would be considered multilingual (BMUK/BMWF 2008: 2).

In contrast, plurilingualism is described as a form of "individual multilingualism" (Jessner-Schmid 2015: 65). The Council of Europe (2007: 8) defines plurilingualism as:

[...] the repertoire of varieties of language which many individuals use, and is therefore the opposite of monolingualism; it includes the language of variety referred to as [...] 'first language' and any number of other languages or varieties at whatever level of competence [...].

Plurilingualism is thus concerned with the individual's use of language. It is about the application of one's full linguistic repertoire, including first languages and languages learned in educational contexts (BMUK/BMWF 2008: 3). Due to its focus on the individual, plurilingualism is the desired form of multilingualism within the European Union (Council of Europe 2007). Thus, it is promoted by the Council of Europe as the central aim of language education policy (see Council of Europe 2007). More on language education policy in Austria can be found in section 2.2.2.

2.1.4.2 *Types of multilingualism*

There are various types of multilingualism within educational contexts. To begin with, there are three types that describe the learners' perspective; the *retrospective*, the *prospective* and

retrospective-prospective multilingualism (Rösch 2011: 163). *Retrospective multilingualism* is concerned with multilingual learners who are likely to benefit from their linguistic pre-knowledge (Szubko-Sitarek 2015: 27). Such students are bilinguals who can bring their languages into the classroom, for example English in Austria. In Austria, German is the language of instruction. Students who speak English with their parents at home and German at school have an advantage compared to monolingual students as soon as they start learning English as a foreign language at school. Thus, retrospective multilingual students benefit from knowing both, the language of instruction as well as the target language (Szubko-Sitarek 2015: 27).

In contrast, *prospective multilingualism* refers to monolingual students who encounter their first foreign language in the classroom (Rösch 2011: 163). This is the case for most students without any migrant background. Prospective multilingual learners develop their language competences only within an educational setting, which would be the case for Austrian students who grow up monolingually, as English is the first foreign language they encounter at school.

The third type is called *retrospective-prospective multilingualism*. It entails features of both types, and it is about students who know more than one language due to their family background (Rösch 2011: 163). Those students have more linguistic pre-knowledge than their monolingual peers. However, the languages they speak are not going to be taught as foreign languages in school (Szubko-Sitarek 2015: 27). For instance, students with a Turkish or Arabic background might not be able to profit from their linguistic repertoire within the Austrian education system as these languages are usually not taught at school. Many retrospective-prospective multilingual students are thus not able to apply their linguistic pre-knowledge.

The following two types of multilingualism illustrate how multilingualism is dealt with within educational institutions. Many researchers suggest that language learning can be either *additive* or *subtractive* (e.g. Baker 2001; Lewis, Jones & Baker 2012). This distinction was first made by Lambert (1977), who differentiated between additive and subtractive bilingualism. This differentiation is also used with regard to multilingualism (see Cenoz 2013).

Additive multilingualism describes situations in which a “language is added to the linguistic repertoire of the speaker while the first language continues to be developed” (Cenoz 2013: 5-6). This form of multilingualism can be observed for instance in Wales, where Welsh is used in addition to English (Lewis, Jones & Baker 2012: 2). A new language is learned and often used as language of instruction without any negative impact on other already acquired languages.

If languages are not acknowledged equally and the learners’ linguistic resources are not taken into consideration, it may impede language learning processes. *Subtractive multilingualism* is known as a type of multilingualism that hinders the learning of a language (see Baker 2001). This type usually occurs with regard to migration. Immigrant children are supposed to learn the language of their new country of residence at the expense of their first language (Cenoz 2013: 6). Subtractive multilingualism can be observed in the United States, where English is the only language of instruction. Bilingual children are at risk of losing other languages as they are educated through the English language without any opportunities to deepen their knowledge in their first languages (Baker 2001: 92-93). In many cases, the dominance of English has led to a replacement of children’s minority or immigrant languages (Baker 2001: 93).

2.2 Multilingualism in Austria

2.2.1 Sociolinguistic description of languages in Austria

The distribution of languages and the increasing numbers of multilinguals can also be observed in Austria. Immigration processes have played an important role in this development. Austria’s immigration history dates back to the Habsburg Empire (Münz 2011: 184-186) and is also influenced by more current migration waves, like the one in 2015 (Dalton-Puffer, Boeckmann & Hinger 2019: 202). Therefore, today’s Austrian demographics is formed by people from neighboring countries to non-EU asylum seekers (Münz 2011: 185-186, 190). Figure 1 (Statistics Austria 2021: 29, own translation) illustrates the top 20 foreign nationalities represented in Austria and displays how many people with entirely different linguistic and cultural backgrounds live side by side. From Germans, being the largest group

of immigrants, to Chinese people, who constituted the smallest part of the Austrian population in 2021. Nationalities from all over the world can be found.

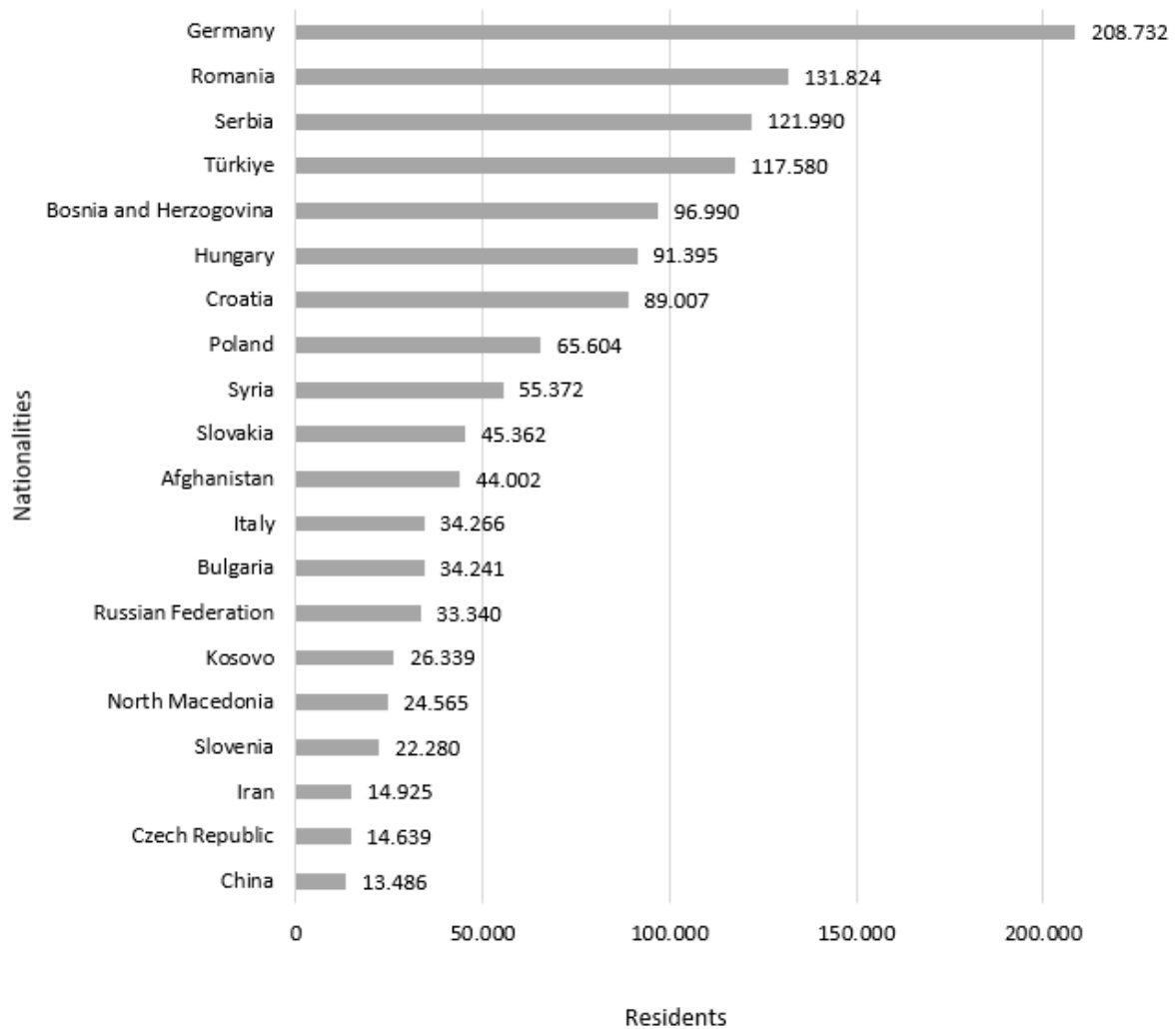


Figure 1. Foreign residents in Austria: Top 20 nationalities (01.01.2021)

2.2.1.1 *Minority languages in Austria*

Besides the national standard variety of the German language, which is used for spoken and written discourse in Austria, there are other official languages too (Fröhlich & Candussi 2021: 27). In total, Austria has seven officially recognized language minorities (Dalton-Puffer, Boeckmann & Hinger 2019: 201). The six minority languages, or autochthonous languages (de Cillia 2012: 187), consist of Hungarian, Slovene, Croatian, Czech, Slovakian, and Romani (Herzog-Punzenberger & Schnell 2012: 229). In addition to that, the Austrian sign language counts as the seventh recognized minority language (Herzog-Punzenberger & Schnell 2012:

229). Due to Austria's migration history, different languages play a different role in certain federal states. For instance, in many parts of Burgenland, Hungarian and Croatian are used along with German (Dalton-Puffer, Faistauer & Vetter 2011: 183). Similarly, in Carinthia, Slovene is typically spoken aside from German (Dalton-Puffer, Faistauer & Vetter 2011: 183).

Minority languages have been part of the Austrian culture for a long time. Nonetheless, they are still often neglected. As officially recognized languages of minority groups, their preservation should be supported by the government, however, minorities are mainly assigned to bilingual schools in designated areas (Dalton-Puffer, Faistauer & Vetter 2011: 183). As a result, there is only a limited number of people who are able to preserve minority languages. This is a fact that is reflected in de Cillia (2012: 187), who claims that the census in 2001 revealed that all six autochthonous minorities together (excluding the Austrian sign language), only represented about 1.5% of the Austrian population. Hence, multilingualism in Austria is mainly attributed to immigration (de Cillia 2012: 187).

2.2.1.2 Immigrant languages in Austria

23.7% of the about 9 million people living in Austria have a migrant background (Resch, Gitschthaler & Schwab 2023: 289). People with migrant background can be differentiated into first- and second-generation migrants. First-generation migrants as well as their parents were born abroad, while second-generation migrants themselves were born in Austria, but to migrant parents (Resch, Gitschthaler & Schwab 2023: 300). This should not be confused with foreigners. Foreigners are people who have their main residence in Austria, but without citizenship of that country (see Mohr 2023).

In Vienna, the capital city of Austria, the percentage of the migrant population is much higher. With 45.9%, the migrant population in Vienna is almost twice as large as compared to the rest of Austria (Statistik Austria 2019). In general, people with migrant background are more likely to be found in bigger cities (Hatz, Kohlbacher & Reeger 2016) and are thus less likely to settle in rural areas. Such an uneven distribution can also be observed within the cities themselves. Like in other European cities, social and ethnic segregation are typical occurrences in Vienna (see Hatz, Kohlbacher & Reeger 2016). Therefore, certain districts have a much higher number of people with migrant background. For instance, in 2020, 47.9% of first-generation migrants

lived in the 15th district (Rudolfsheim-Fünfhaus), while only 26.2% resided in the 23rd district (Liesing) of Vienna (Statistik Austria 2020). Similarly, there are certain districts in which the number of students with a migrant background or those who learn German as an additional language is much higher compared to other districts (Resch, Gitschthaler & Schwab 2023: 289). In the 10th district (Favoriten), 72.7% of the students do not speak German as their first language, whereas in the 1st district (Innere Stadt) only 25.3% of the students do not speak German as home language (Statistik Austria 2018/19).

2.2.2 Language policy in Austrian education

The linguistic situation in Austria is highly complex and various autochthonous linguistic minorities remind us of the country's history, which is rooted in multilingualism and multiculturalism (BMUK/BMWF 2008: 5). In order to deal with the linguistic diversity language policies have been developed. The language education policy in Austria is highly influenced by the Council of Europe. The aim of the Council of Europe is to offer member states the "opportunity to undertake a 'self-evaluation' of their policy in a spirit of dialogue with Council of Europe experts" (BMUK/BMWF 2008: 1). Therefore, *Language Education Policy Profiles* of countries or regions are developed to determine their current status as well as "possible future developments in language education of all kinds" (BMUK/BMWF 2008: 1). Generally, language teaching and learning should be approached holistically and include the teaching of national, regional, minority, immigrant, second and foreign languages (BMUK/BMWF 2008: 1).

One of the most central aims of the language education policy of the Council of Europe is to "promote plurilingualism" (BMUK/BMWF 2008: 2). This is because plurilingualism shifts the focus from language to the language speaking individual. According to the Council of Europe, it is about "valuing and developing the ability of all individuals to learn and use several languages" (BMUK/BMWF 2008: 3). Plurilingual skills are also necessary for individuals to participate in the public and the political life of Europe, to interact with the European population (Council of Europe 2007: 36). Furthermore, plurilingualism is fundamental for democratic behavior and fosters linguistic tolerance through the recognition of diversity (Council of Europe 2007: 36).

However, contrary to the European aim, Austria's language education policy does not focus on the development of multilingual skills of individuals (e.g. de Cillia 1998; de Cillia & Haller 2013; Smit & Schwarz 2020). Due to a very strong monolingual focus on the German language, which is the predominantly used language at school, the promotion of plurilingualism is impeded (see Nagel et al. 2012). Other languages, like students' home languages, have to be studied as extracurricular subjects (Smit & Schwarz 2020: 300). Although students have a right to deepen their knowledge in their L1, extracurricular language courses often do not take place because of a lack of teachers or an insufficient number of students (Smit & Schwarz 2020: 300). Only a handful of prestigious foreign languages are actually taught at school (Smit & Schwarz 2020: 300). One of these prestigious foreign languages is English. In 2020, more than 99% of all Austrian students learned English as first foreign language at school (Eurostat 2020).

This strong focus on a handful selected languages, can also be observed with regard to the medium of instruction. Unsurprisingly, German is the preferred language of instruction in Austria. However, besides German, English is the only language used as an alternative medium of instruction (Smit & Schwarz 2020: 301), while every other language is not considered appropriate for instructional purposes.

It becomes obvious that the main aim of the language education policy, namely plurilingualism, has not yet been implemented as such. Smit (2004: 82) even talks about "globalized bilingualism", claiming that Austrian language education policies aim for "globalized bilingualism for the society overall, while keeping the true multilingualism for individuals to pursue and explore". The concept of globalized bilingualism highlights the dominance of German as the medium of instruction and English as the prevailing foreign language in all parts of Austria (see Smit 2004). Moreover, in reality, English is the only alternative language of instruction and due to its function as a lingua franca English has reached a very special status compared to other language in Austria (Smit & Schwarz 2020: 310). Further information on English and its special status and what it means to function as a lingua franca will be regarded in section 3.2.1.

3 Foreign languages in teaching and learning

3.1 Languages and language acquisition

3.1.1 First languages

Languages are acquired in a certain sequence, separately or simultaneously. The acquisition of the language that is acquired first is usually compared to an innate ability (Tracy 2014: 21). It is commonly believed that acquiring a first language works through stimulation and begins as soon as a human being is exposed to speech (Tracy 2014: 21). The first language children acquire is often referred to as *mother tongue*. However, the term mother tongue is not always appropriate. On the one hand, mothers are not always the carer of the child, on the other hand, mothers may speak more than one language (Pokorn 2005: 2). Due to such discrepancies, the term *first language* (L1) has been coined (Crystal 1994: 398). An L1 is the first language a child is exposed to. Therefore, an L1 is not necessarily the language of the country of residence, but the language that is spoken at home or the language that is spoken best. Thus, the expressions “dominant language” or “home language” can be used synonymously (Pokorn 2005: 2).

First language acquisition (FLA) does not mean that an individual is able to speak merely one language. Sometimes children are exposed to more than one language from birth on. If this is the case, they may have several first languages. Therefore, in FLA a differentiation is made between a monolingual and a bilingual acquisition process (Tracy 2014: 22). If a child encounters only one language at a time, it is a monolingual process. If a child is exposed to two languages from birth on, this is referred to as a bilingual first language acquisition process (Rösch 2011: 159). Both languages are acquired simultaneously. In this case, the language of the country of residence is the L1 of at least one parent. For instance, a French and German-speaking couple living in France may raise their children bilingually. Occasionally, however, one parent might not speak the L1 of the other well enough to have a conversation in that language. If this is the case, a third language – potentially the language of the country of residence – might be chosen as their home language (Tracy 2014: 22). Hence, children may even acquire three different languages as an L1, even though it does not mean that all languages are mastered equally well (Tracy 2014: 22). Moreover, it is highly dependent

on the individuals themselves as well as the social environment whether they want to use a certain language for communication purposes or not.

3.1.2 Second languages

If languages are learnt consecutively, one can speak of second language acquisition (SLA) (see Cenoz & Jessner 2000). A second language (L2) is a language that is acquired after at least one L1 is acquired. Usually, an L2 is acquired in the country of residence if the home language of an individual is not the language of that country (see Klein 1986). For instance, people who migrate to France might speak another language at home while learning French as an L2.

Occasionally, it can be difficult to draw a sharp line between FLA and SLA, because the “latter is frequently initiated before the former has come to a close” (Klein 1986: 15). Furthermore, SLA can be divided into three phases. It can be differentiated between bilingual FLA, early SLA, and SLA. In some instances, SLA is referred to as “bilingual first language acquisition” as a second language is learned at a very young age, between the age of one to three (Klein 1986: 15). For Klein (1986: 15) it is a “matter of personal preference” whether one wants to call it bilingual FLA or SLA. The second phase of SLA, called early second language acquisition, occurs right after FLA and takes place as soon as a child enters kindergarten (Tracy 2014: 23). In this case, the child usually knows the most important basics in the L1 or the home language. Early SLA occurs in the country of residence and happens around the age of three to four (Tracy 2014: 23). For instance, when children of immigrant families encounter the language of the new country in kindergarten for the first time. Early SLA is similar to FLA as the children are surrounded by authentic language users at a very young age (Tracy 2014: 23). Hence, early SLA is often referred to as early bilingualism and children who learn an L2 at a very young age typically acquire similar proficiency in the languages. The third phase, namely the acquisition of an L2 at a later stage in life, is simply called SLA. SLA begins around the age of five, which is equated to the time a child enters school (Tracy 2014: 23). From this moment on, SLA processes are not restricted to a certain age.

3.1.3 Foreign languages

Like an L2, a foreign language (FL) can also be acquired directly after an L1. However, contrary to SLA, the acquisition of a FL only takes place in an environment where the language is not spoken by the society (Moeller & Catalano 2015: 327). Thus, linguists like Klein (1986: 19) suggest that foreign and second language are inherently different:

The term 'foreign language' is used to denote a language acquired in a milieu where it is normally not in use [...] and which, when acquired, is not used by the learner in routine situations. [...] A 'second language' on the other hand is one that becomes another tool of communication alongside the first language; it is typically acquired in a social environment in which it is actually spoken.

Clearly, a foreign language can be the second language someone encounters. Nevertheless, it is dependent on the social environment, whether this language is considered a foreign or a second language. In some parts of Hungary, for instance, German is the first foreign language students learn. For monolingual Hungarian-speaking students in Hungary German is the first foreign language and the second language they have encountered at this point. Nevertheless, German is considered a foreign language, because it is merely acquired within a classroom and nowadays seldomly used for daily conversations outside educational institutions.

As stated above, many children acquire more than one language at a very young age. Hence, a foreign language that is taught at school may already be the third language for many students. Some researchers compare third language acquisition in school to acquiring an L2 as it shares many important features (Cenoz & Jessner 2009: 123). Nonetheless, acquiring a third language (L3) is different from SLA, because the learners' linguistic repertoire is much bigger. Therefore, multilingual learners are said to approach the learning of additional languages differently due to their profound linguistic knowledge (e. g. de Angelis 2007; Herdina & Jessner 2002).

The acquisition of linguistic knowledge is thus responsible for the fact that multilinguals are constantly influenced by their pre-knowledge (Volgger 2014/15: 45). This is because they are able to process new information more easily as they link it to already existing linguistic patterns. Prior knowledge can have an influence in a lot of areas. It can have impact on the lexis, the phonology, the morphology as well as the syntax and can be referred to as *language transfers* (Volgger 2014/15: 45). Moreover, multilingual language learners

often have a better understanding of how languages work and are thus able to apply language learning strategies (Volgger 2014/15: 45). Besides, L3 learners are typically older than L2 learners, which means that they are likely to have developed many useful skills to approach language learning (Volgger 2014/15: 45). Hence, language transfers facilitate language learning at various levels.

Another aspect that facilitates language learning is *metalinguistic awareness*. An increased metalinguistic awareness is beneficial for language learning and is described by de Angelis (2007: 121) as the:

[...] learner's ability to think of language, and of perceiving language, including the ability to separate meanings and forms, discriminate language components, identify ambiguity and understand the use of grammatical forms and structures.

Metalinguistic awareness, hence, is the ability to perceive language from a different perspective. It is about looking at language as a thing, about reflecting upon its structure and separate it from its symbolic meaning. Moreover, it allows learners to use a language creatively and uniquely, which is unseen without such an awareness (see Malakoff 1999). Studies have also shown that metalinguistic awareness and reading comprehension correlate (e.g. Castles & Coltheart 2004; Zipke 2007). Bilinguals had higher reading comprehension skills in an unknown language compared to monolinguals, mainly because of their increased metalinguistic awareness.

3.2 Role of foreign languages in the era of globalization

Learning foreign languages has become an omnipresent phenomenon around the world. One of the main factors that has contributed to the increasing importance of foreign language knowledge is the development towards an interconnected world (Cenoz 2013: 4). Foreign language skills have become crucial in many people's lives as they allow them to communicate in various situations. Through the development of communication skills in an additional language, people may gain intercultural understanding, which allows them to become more open-minded and to open up for perspectives other than their own (Moeller & Catalano 2015: 327). It expands not only linguistic, but also social, and cultural knowledge (Moeller & Catalano 2015: 327). Individuals who familiarize themselves with the

social customs of a language know when to say what, how, why and to whom (Moeller & Catalano 2015: 327).

Having knowledge about certain customs can be advantageous for personal as well as professional reasons. Personal and professional success are often dependent on the ability to communicate successfully in another language (see Schroedler 2018). On the one hand, it might increase the chances of getting a job (Thitthongkam, Walsh & Bunchapattanasakda 2011: 2). On the other hand, FL learning enables individuals to improve their understanding of connections between different subject matters (Moeller & Catalano 2015: 327). Nowadays, many companies have business partners around the globe and FL skills are increasingly considered as prerequisite for jobs. Being able to communicate and negotiate using the language of the business partner can be very beneficial, especially in combination with an understanding of the respective social and cultural customs (Thitthongkam, Walsh & Bunchapattanasakda 2011: 2).

The growing interest in multilingualism is also reflected in many studies. In Europe, for instance, the majority believes that having knowledge about other languages is beneficial in many situations. A survey conducted in 2012 revealed that 98% of the Europeans think that speaking a foreign language is essential for the future of their children (European Commission 2012: 7). Considering this high number of Europeans who perceive foreign language learning positively, it is not surprising that many people in Europe are able to hold a conversation in at least one additional language. In 2016, 65% of working-aged adults in the EU were able to speak at least one foreign language (see Eurostat 2016). In Sweden, Latvia, Denmark and Lithuania, more than 96% were able to hold a conversation in at least one foreign language (see Eurostat 2016). In some countries, like Luxembourg (52%) and Finland (45%), the population reported to know even more than two foreign languages (see Eurostat 2016).

Although exact figures are difficult to determine, it is estimated that more than half of the world's population speaks at least one additional language. One of the most spoken languages is English. In 2022, around 1.5 billion people spoke English, including native and non-native speakers of English (see Statista 2023). With slightly more than 1.1 billion people, Mandarin Chinese speakers are not far behind English speakers, followed by Hindi and

Spanish speakers (see Ethnologue 2023). By looking at the numbers of native speakers only, Mandarin Chinese speakers (~ 920 million) outnumber the ~ 373 million native speakers of English by far (see Ethnologue 2023). However, with almost 1.1 billion people speak English as an additional language, it is the most widespread language in the world. Hence, English, plays an essential role in many areas like technology, engineering, medicine and education and facilitates new career opportunities (Ilyosovna 2020: 23). The importance of English as a foreign language is omnipresent. Further information on English as a globally widespread language will be provided in the subsequent section.

3.2.1 English and its special status

English is the most spoken language in the world (see Statista 2023). There are various reasons that have resulted in this development. From overseas trading in commodities, to the establishment of colonies and missionary activities, English was disseminated almost everywhere around the globe (Stavans & Hoffmann 2015: 93). Today, the distribution of English is predominantly associated with globalization and internationalization (Stavans & Hoffmann 2015: 94). As the working language of most international political and economic institutions, like the Council of Europe, the EU or NATO (North Atlantic Treaty Organization), it is commonly needed for international communication. It is the most used language on the internet (Ilyosovna 2020: 23), which makes it available almost everywhere. It is also used for entertainment purposes, for example in the music and film industry (Kötter 2016: 502). Moreover, English is the most studied language in the world (Crystal 2003: 6), which is a fact that is also reflected in the EU. In 2020, English was the most commonly studied foreign language in general as well as in vocational education (see Eurostat 2022).

As a result, English has acquired its special status as a language that is used for international communication. Numerous researchers have developed various terms to define the English language regarding its position in international affairs. English has been called a “global language” (e.g. Crystal 2003), a “world language” (e.g. Mair 2003), and an “international language” (e.g. Jenkins 2003). However, because of its unique function as a language that enables people to communicate across borders and across linguacultural boundaries, the term “English as a lingua franca” (ELF) seems to be most

suitable (e.g. Seidlhofer 2001). As Seidlhofer (2005: 339) stated, “the term ‘English as a lingua franca’ has emerged as a way of referring to communication in English between speakers with different first languages”. It is the only language where non-native speakers outnumber the native speakers by far. Hence, English is predominantly used for communication purposes between non-native speakers (Seidlhofer 2005: 339).

This special status and the fact that it is the most commonly used foreign language in the world have resulted in some terminological issues. English is usually referred to as an FL in countries or regions where it is not used outside the classroom. However, due to its availability almost everywhere around the globe, many people use it for daily conversations, be it in reality or the virtual world. Hence, the differentiation between English as a foreign language and English as a second language is increasingly blurred (Collins & Muñoz 2016: 134). Due to its accessibility, many researchers even claim that English has become an L2 rather than an FL, especially for young people (e.g. Fägersten 2012; Smit & Schwarz 2020). Nevertheless, in this thesis, English will be continuously referred to as an FL in correspondence with the way it is used in the Austrian curricula.

3.3 The foreign language classroom

Educational institutions are a place where students are prepared for the world outside the building. Similarly, the foreign language classroom is a place where learners are equipped with the ability to communicate in that language outside the classroom. According to Collins & Muñoz (2016: 134), language classrooms should be differentiated from other learning environments like tutoring sessions or conversation clubs. Therefore, they have identified three aspects, which include “the notion of space/time”, “the facilitator”, “and/or students’ learning goals” (Collins & Muñoz 2016: 134). The notion of space and time describes the environment where learning takes place at a certain time (Collins & Muñoz 2016: 134). The facilitator is the one who manages this time and provides expertise (Collins & Muñoz 2016: 134). The last aspect refers to the learning goals. While the overall purpose might be the same for all students, namely, to learn or use the target language (TL), the individual learning goals may be different (Collins & Muñoz 2016: 134).

Superficially, foreign language classrooms are quite similar around the world. Nonetheless, there are various aspects that lead to differences. For instance, the geographical location of a classroom has an impact on the TL. In English-speaking countries, French, German, and Spanish are learnt predominantly, while English has become the most favored language in non-English speaking countries (Collins & Muñoz 2016: 137). Apart from geographical locations and the varying target languages, Collins & Muñoz (2016) claim that foreign language classrooms are also different in terms of the amount of instructional time available, the age of the learners, as well as the learners' language background.

In addition to these very general aspects, FL classrooms are also characterized by specific interactional features. Hence, Walsh (2011) proposes that language classrooms are more than just a place where students are prepared for the world outside the classroom. They are places where interactions occur in specific linguistic and social contexts (see Walsh 2011). Thus, communication processes inside a classroom are often different. Conversations and interactions between educators and learners are described as "highly complex and central to all classroom activity" (Walsh 2011: 2). The way language is being used and the purpose of communication can be attributed to the needs of the learner and/or the teacher. Therefore Walsh (2011: 4-17) identifies the four most important characteristics for interaction processes within the language classroom: Control of interaction, speech modification, elicitation and repair. Control of interaction is used to describe the prevailing hierarchy in a classroom. Teachers are usually the ones who are in control of the interaction, no matter how learner-centered the lesson might be. Speech modification is mainly about the way teachers speak. It is about strategies educators apply to adapt their language, for example by using more gestures, speaking more loudly and more slowly to be understood more easily. Elicitation is the third feature used in language classrooms. Elicitation techniques help teachers to establish a learner-centered classroom in which students are encouraged to use their pre-knowledge. This way learning becomes more memorable and effective as learners are enabled to connect old and new information. The last feature Walsh (2011) mentioned is about repair strategies that are used to keep conversations going and to avoid communication breakdowns.

Another very important aspect that needs to be mentioned with regard to the language classroom is the acquisition of knowledge. Language classes are different from other subjects that are being taught at school. Usually, subjects are taught through the medium of language. However, in language classes the object of study is different as language is both the “medium *for learning*” as well as the “object *of learning*” (Kohler 2015: 4 [original emphasis]). This means that the target language is the vehicle and the object of study at the same time. With regard to this, Long (1996) has developed a famous theory called “Interaction Hypothesis” to illustrate how comprehensible language input and meaningful interactions can lead to the acquisition of a second language. According to this, the most important prerequisites to language learning are comprehensible input and input that is made comprehensible for the learner to be used for interaction and negotiation. Although the Interaction Hypothesis offers a lot of benefits in application, there is an ongoing debate about whether the TL should automatically be the language of instruction and thus the medium for learning. In section 3.4 further theories about language use in FL classes will be considered in more detail.

3.4 The role of languages in the FL classroom

Over the course of the last centuries, approaches to foreign language teaching and learning have changed significantly, from very teacher-centered approaches to the idea that learner-centered learning environments are more beneficial for students (Moeller & Catalano 2015: 327). This chapter provides an overview of the most widely used approaches applied in foreign language classrooms as well as the languages used in the classroom.

3.4.1 Traditional methods

One of the oldest approaches to foreign language teaching is the *Grammar-Translation Method*. It has been established in the 16th century. As the name suggests, translation processes are at the center of attention. Therefore, the L1 of the learner plays an essential role. The L1 is used as the “reference system in the acquisition of the second language” (Stern 1983: 455), which implies that the TL is taught through the learners’ L1. Vocabulary is taught through drills using bilingual lists. Moreover, this method focuses on written language and grammatical knowledge, while oral interaction was neglected.

The Grammar-Translation Method is fully teacher-centered. Hence, the educator is the main source of input of the target language.

In 1878, Berlitz established an approach called the *Direct Method* (Boyadzhieva 2014). It was based on the idea that learning an additional language is like first language acquisition. Maximum exposure of the FL was enforced. At the same time, the usage of the learners' L1 was not allowed. Thus, translation processes were not supposed to take place. Pronunciation became relevant for the first time as the focus of this method was placed on oral interaction. Vocabulary was taught through demonstration using pictures and objects, or through the association of ideas using paraphrases (Boyadzhieva 2014: 777). Repetitions and drills were preferred, while the teacher was the primary source of input.

About a hundred years later, Krashen and Terrell (1983) described an approach they called the *Natural Approach*. Like the Direct Method, the Natural Approach also focused on the TL. Communicative skills and strategies should be acquired through comprehensible input using the TL only. The learners' L1 was mainly considered a source of error as the influence of the first language was said to lead to incorrect learner output (Krashen & Terrell 1983: 42). Oral interaction skills were far more important than grammatical knowledge. The teacher was the source of target language input. Authentic materials and communicative activities were brought to the fore, while focusing on the learners' needs (Boyadzhieva 2014: 778).

3.4.2 Communicative era

Having its origins in the 1960s, another approach to language teaching has emerged (Richards & Rodgers 2001: 155) which is about the development of communication skills. Generally, the learners' needs have become more important during the course of the last decades. Likewise, the need for authentic material and activities that followed a communicative purpose has been developed. During this time the achievement of communicative competence – including grammatical, discourse, functional, sociolinguistic, and strategic competences – arose as the main goal (Boyadzhieva 2014: 779). Hence, the acquisition of productive and receptive skills was preferred in order to communicate successfully. Initially, the usage of the learners' L1 was still not allowed. Although the teacher was originally considered the primary source of

target language input, the importance of the educator decreased gradually. The role of the teacher transformed from the center of the FL classroom to a facilitator and a guide.

In the mid-1970s, the importance of attaining communication skills was developed even further, which led to the emergence of the term *Communicative Language Teaching* (CLT) (Richards & Rodgers 2001: 155). As the term suggests, CLT approaches language teaching from a communicative perspective. This is different from traditional methods as the focus lies on “language as a means of communication” (Richards & Rodgers 2014: 87), rather than on “form” (Cook 2003: 36). In their book, Richards and Rodgers (2014: 105) summarized different opinions on CLT and formulate a set of principles that describe this approach best. CLT is about learning a language through communication, which should be meaningful and authentic (Richards & Rodgers 2014: 105). Moreover, successful communication includes a certain proportion of fluency as well as different language skills (Richards & Rodgers 2014: 105). According to these principles, learning a language inevitably involves trial and error (Richards & Rodgers 2014: 105), which is supported by a learner-centered and experience-based approach like CLT (Richards & Rodgers 2001: 158). Language teachers who adopt the CLT approach function as facilitators and guides. They are supposed to provide students with advice to support and enable communication processes within the classroom. Communication processes in CLT classrooms are not limited to the TL. The usage of the learners’ L1 is not prohibited, but rather allowed if it assists the process of learning the TL (Larsen-Freeman 2011: 125).

Approaching language teaching from a communicative approach has become very popular around the world. This movement was initialized in Europe in the 1960s and 1970s (Richards & Rodgers 2014: 84). Back then, the Council of Europe was among the first institutions who recognized the need for “greater efforts to teach adults the major languages of the European Common Market” (Richards & Rodgers 2014: 84). As organization for educational and cultural cooperation, the Council of Europe wanted to develop alternative methods for language teaching, aiming at moving away from accuracy towards more communicative methods (Richards & Rodgers 2014: 184). More recently, the Council of Europe (2020) developed the *Common European Framework of References* (CEFR) in 2001. Based on CLT, the CEFR includes level descriptors to facilitate the “comparability of language courses and qualifications across

schools and national borders” (Schurz & Coumel 2022: 202). Moreover, the CEFR – which endorses the CLT principles – provides the basis for language teaching in numerous countries worldwide and is available in 40 languages (Council of Europe Portal 2023). Austrian curricula for FL teaching are also based on the CEFR. Hence, a more detailed description of the CEFR can be found in section 3.5.2.2.

3.4.3 Language use in the FL classroom

The above-mentioned approaches to FL teaching and learning propose three ways of using languages in the FL classroom. There are approaches that aim to avoid the learners’ first language completely, while others promote the use of the L1. Some methods, in turn, are a mixture of both, meaning that FL learning and teaching is approached in a way that allows reasonable use of the learners’ L1. The following two subsections provide an overview of the most prominent tendencies of language use in the FL classroom, the maximization of the TL, and the acknowledgment of the learners’ L1.

3.4.3.1 *Maximizing the target language*

Until today, there has been a very strong focus on the TL in language classrooms around the world. It is almost as if it was common sense to neglect the learners’ L1. This is also reflected on the ACTFL’s (American Council on the teaching of foreign languages) website. In 2010, the ACTFL recommended that “language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom” (ACTFL 2023). This recommendation is based on many research findings that provide evidence for the effectiveness of using the TL only. The exclusive use of the TL is said to support “students’ progress toward proficiency” in an FL (Thompson & Harrison 2014: 322).

Such ideas may stem from naturalistic approaches, where the learning of an additional language is compared to the acquisition of an L1. Therefore, a new language should be “largely acquired rather than consciously learned, from message-oriented experience of its use” (Mitchell 1988, cited in Chambers 1991: 28). Like Krashen & Terrell (1983) argued, a strong focus on the TL also provides the learner with more opportunities for

exposure to the TL. Moreover, several studies (e. g. Carroll 1975; Turnbull & Arnett 2002) have reported positive correlations between the learners' language acquisition and the teacher's use of the TL.

There are some influential language learning theories that support the idea of maximizing the TL. For instance, Krashen's (1982) *Input Hypothesis* and Swain's (1985) *Output Hypothesis*. Both theories are based on the belief that acquiring a language demands comprehensible input in the TL. However, comprehensible input is not enough for Swain and thus her hypothesis also requires the learner to produce valuable output in the TL. Swain (1993: 160-161) states that the "[l]earners need to be pushed to make use of their resources; [...] they need to reflect on their output and consider ways of modifying it to enhance comprehensibility, appropriateness, and accuracy".

Also with regard to English, maximizing the exposure of the TL has traditionally been one of the main aims in FL classrooms (Cenoz & Gorter 2020b: 300). Since the late 19th century, it was commonly believed that English is best taught and learned without any acknowledgment of the learners' L1 (Hall & Cook 2012: 271-272). The monolingual approach has been taken for granted and many researchers assumed that foreign languages ought to be acquired in a monolingual environment (see Hall & Cook 2014), which has eventually led to the rejection of the Grammar-Translation Method. As a consequence, an "English-only policy" has emerged, translation processes were excluded and monolingual coursebooks became the norm (Hall & Cook 2012: 272). During this time, the learning goal had also changed. The overall aim of learning a language had been to be able to comprehend original written texts. This goal was replaced by the "(often unstated) goal of preparing learners to communicate in monolingual environments and emulate native speakers of the target language" (Hall & Cook 2014: 36). At the time it became very popular to employ English native-speakers. Non-native language teachers were expected to have native-like proficiency and it was commonly believed that non-native teachers who use the L1 have low TL proficiency (see Harbord 1992).

However, learning a language is an international activity (Hall & Cook 2012: 272). In many cases it is neither useful nor desirable to obtain language skills that are merely focused on communication with monolingual native speakers (see Davies 2003). Also, in the case of English obtaining native-like proficiency is rather outdated. The fact that English is a lingua franca makes it more likely that English is used among non-native speakers, rather than with monolingual native speakers (e.g. Jenkins 2007; Seidlhofer 2011). The rising importance of attaining communicative competences has led to a change in thinking. Approaches that maximize the TL use by avoiding the learners' L1 have been increasingly challenged (Hall & Cook 2012: 272). The subsequent passage illustrates why the acknowledgment of the learners' L1 can be beneficial for language learning.

3.4.3.2 Acknowledging the learners' first language

Scholars increasingly advocate for a judicious use of the learners' L1 in FL teaching and learning and gradually recognize its benefits. Even in classrooms where teachers attempt to prohibit the use of the L1, a complete avoidance seems to be impossible, because neither language teachers nor their students use languages in isolation (see Menken & García 2010). Cook (2016: 253) thus claims it is illusionistic to believe that allowing the TL only forces the learners to avoid their L1. Such an approach simply makes the L1 invisible but does not result in complete avoidance.

Generally, there are cognitive as well as sociolinguistic reasons for the use of the L1. From a cognitive perspective, learners' use their L1 as a reference. They need their L1 to learn a new language (e.g. Cook 2001; Butzkamm 1998). New concepts are connected to already existing ones. Hence, the L1 of a learner is considered a valuable cognitive tool to build upon (e.g. Artemeva 1995). From a sociolinguistic perspective, the acknowledgment of the learners' L1 might be beneficial in terms of identity. By using their L1, learners' express their emerging bilingualism and are able to combine their existing identity with their new bilingual self (e.g. Belz 2003; Chavez 2003). Moreover, the L1 as sociolinguistic tool may support the learning of a new language and thus promote interaction between the learners (e.g. Antón & Dicamilla 1999; Storch & Wigglesworth 2003).

Besides, studies have shown that the teachers' L1 usage in FL classrooms varies considerably. For example, a study by Turnbull and Arnett (2002) revealed that the four surveyed secondary French teachers had a TL use varying from 28% to 76%. Even in departments that overtly excluded the use of the L1 the language use is of great contrast. Thompson and Harrison (2014), for instance, illustrate that the TL (Spanish) was used by many teachers 90% or more, while others merely used it around 50% of the time. In addition to that, it could be observed that the "amount of Spanish and English that the teachers used did not always correlate to similar amounts of language use by the students" (Thompson & Harrison 2014: 327). For example, almost exclusive TL use of some teachers resulted in only about 70% TL use of the students (Thompson & Harrison 2014: 328). Apparently, the learners' L1 is ubiquitous in the FL classroom and cannot be banned completely.

To conclude, various theories regarding language use in the FL classroom have their right to exist. Nevertheless, many studies reveal that the prohibition of first languages is not only difficult to realize, but also not always desired. Moreover, literature increasingly suggests that making use of the learners' linguistic repertoire and allowing both teachers and learners to switch between languages meaningfully is likely to enhance language learning processes. The subsequent passages look at the possibilities speakers have to switch between languages.

3.4.4 Switching between languages

Switching between languages is an omnipresent linguistic phenomenon that can be observed in all kinds of contexts and languages. It occurs within classrooms as well as in situations outside educational institutions. Language choice is highly dependent on the circumstances and the interlocutors. Further factors that influence language choice are the individual's proficiency levels, age, gender, and educational background (Jamshidi & Navehebrahim 2013: 186). It lies in the responsibility of the speaker to monitor the context and to decide on what language is appropriate and when switching is necessary (de Bruin, Samuel & Duñabeitia 2018: 28). The act of language switching can either be based on some kind of cues, or happen freely (de Bruin, Samuel & Duñabeitia 2018: 28). Such a cue could be an illustration of the flag of a country (de Bruin, Samuel & Duñabeitia 2018: 28). The latter usually occurs in daily conversations, especially when both interlocutors speak the same

languages (de Bruin, Samuel & Duñabeitia 2018: 28). For instance, Spanish-speaking people in the United States who speak English and Spanish may switch freely between languages. This may be necessary due to a lack of vocabulary knowledge in one language, or due to reasons of convenience because some expressions are more accurate or simply shorter in the other language. Therefore, switching languages does not only occur within a conversation but also within a single sentence (e.g. Milroy & Muysken 1995; Myers-Scotton & Jake 1995).

Such switches between languages are often referred to as *code-switching*. It occurs everywhere where “two or more languages co-exist” (Bhatti, Shamsudin & Said 2018: 93). It is the linguistic repertoire of speakers, be it multi-, bi-, or monolinguals, which enables them to communicate using a range of language varieties, styles, registers, and codes. In this context, the term *code* is used as another word for language, dialect, or speech variety and is defined as any system of signals that is used for communication processes (Grosjean 1982). Code-switching is typically viewed as a phenomenon attributed to bilingual speakers. Nevertheless, it has also been acknowledged as a very common practice in multilingual societies (see Wardhaugh & Fuller 2015).

Besides code-switching, there are other theories that deal with the linguistic behavior of switching between languages. One of them is *translanguaging*. Translanguaging is a concept that endorses the expanding linguistic diversity and moves the focus from monolingual ideologies to multilingual ideologies (Cenoz & Gorter 2020b: 300). It differs from code-switching in the sense that it refers “not simply to a shift [...] between two languages, but to the speaker’s construction and use of original and complex interrelated discursive practices” (García & Wei 2014: 22). Translanguaging has received increasing attention in the last years and gained popularity in educational contexts (e.g. Cenoz & Gorter 2020b; Gantefort & Maahs 2020). In addition to translanguaging, the term *pedagogical translanguaging* has been coined, which is “understood as the use of planned instruction strategies from the learners’ repertoire to develop language awareness and metalinguistic awareness” (Cenoz & Gorter 2020b: 301). A more detailed description of translanguaging and pedagogical translanguaging can be found in chapter 4.

3.5 Foreign language teaching and learning in Austria

3.5.1 The Austrian education system

The Austrian education system consists of various levels of education. There are four major levels – primary level, secondary level I, secondary level II, and post-secondary/tertiary level – which are further divided into different school types and with regard to students with special needs (BIC 2011). First, there will be a brief outline of the Austrian education system¹. Then, middle schools, which is the school type this thesis focuses on, are described. Eventually, the teaching situation in Austria will be depicted.

Compulsory schooling in Austria lasts nine years and begins at the age of around six, when entering primary school. Before the age of six, children are supposed to attend a kindergarten, which is not directly part of the education system. Nevertheless, the last year of kindergarten has become obligatory for everyone. The first level of compulsory education comprises four years of primary school (*Volksschule*), usually from age 6-10. The next level is called secondary level I or lower secondary level. Students at the age of 10-14 can either attend a lower secondary school, which is a middle school (*Mittelschule*) or a lower cycle of secondary academic school (*allgemein bildende höhere Schule* or *AHS-Unterstufe*). The third level is the secondary level II or upper secondary level. Depending on the type of school, students at this level are between 14 and 18 or 19. Students can either attend an upper cycle of secondary academic school (*allgemein bildende höhere Schule* or *AHS-Oberstufe*) or various kinds of vocational schools (*berufsbildende Schule*). To enter the fourth and last stage, the post-secondary or tertiary level, a certain degree is required. To have the permission to study after secondary level II, it is necessary to have passed either the *Matura* (school leaving examination), the *Berufsreifeprüfung* or the *Studienberechtigungsprüfung*. A successful completion of one of these exams is a prerequisite for all higher educational institutions.

Middle schools or lower secondary schools are part of the compulsory schooling in Austria. There are private as well as state schools. State schools have the advantage of not charging

¹ For further information see “BIC.at – The Austrian education system” (BIC 2011).

any tuition fees. In Austria, most middle schools are state schools. Their aim is to prepare students for upper secondary schools. Nevertheless, there are different types of middle schools that have varying focuses. For example, some middle schools focus on musical education others on physical education, while the overall aim of providing students with basic general education remains the same for all types.

Teaching in Austria, especially in the capital city, has changed considerably over the last decades. As already illustrated in section 2.2.1.2, the society is getting increasingly diverse and the number of students who learn German as an additional language in school rises continually (Resch, Gitschthaler & Schwab 2023: 289). This is reflected in the number of students with a migrant background. For about 27% of all students in Austria German is an additional language (Resch, Gitschthaler & Schwab 2023: 289). In Vienna, the number is even higher. About 52% of all Viennese students did not speak German as their L1 in 2019 (BMBWF 2019). The difference is even more striking with regard to lower secondary schools. While in Austrian middle schools about 32% of the students do not speak German as their L1, there are about 75% of Viennese middle school students who grow up with home languages other than German (see BMBWF 2019). This increasing linguistic diversity is one of the reasons why Austrian curricula need to be revised constantly. In the following passages, three documents that are relevant for language teaching in Austria will be considered.

3.5.2 Austrian curricula

In Austria, there are some documents that provide the basis for language teaching. The most important one is the *Austrian School Curriculum*. The Austrian School Curriculum entails specifications for all school types and levels. For the sake of this thesis, merely the part for Austrian middle schools will be considered and school types other than middle schools will be disregarded. Another very important document is the *CEFR*, which provides general objectives that support learning and teaching processes. The third and last document that will be dealt with in more detail is the *Multilingualism Curriculum*. It provides further information for teachers with a special focus on linguistic diversity. The most important sections of the three documents regarding multilingualism will be outlined.

3.5.2.1 Curriculum for Austrian Middle Schools

The curriculum for Austrian middle schools is divided into “Allgemeine Bildungsziele” (general educational aims), “Allgemeine didaktische Grundsätze” (general didactical principles), “Schul- und Unterrichtsplanung” (school and lesson planning) and “Lehrpläne für die einzelnen Unterrichtsgegenstände” (curricula for individual subjects), while not all parts entail the notion of multilingualism. In the section “Allgemeine didaktische Grundsätze” multilingualism is mentioned as being part of intercultural learning (RIS 2022: 9). Intercultural learning is described as the ability to understand and experience cultural values of all kinds of social classes, which is essential for peaceful coexistence. One way to promote intercultural learning in educational contexts is to acknowledge all languages equally and enable students to profit from their multilingualism (RIS 2022: 9). In addition to intercultural learning, there is also a separate section dedicated to multilingualism itself. It is claimed that languages play an important role because of globalization. Multilingualism is said to be necessary for personal development and the perception of educational and professional opportunities (RIS 2022: 10). In the center of attention lies esteem of all languages. Besides, language awareness and intercultural understanding should be promoted through plurilingual education. Multilingualism and interculturality are also mentioned in the section “Schul- und Unterrichtsplanung”. It highlights the importance of taking the learners’ heterogeneity into account (RIS 2022: 19). Moreover, intra- as well as extracurricular experiences of students should be taken into consideration to fully use all their potentials, especially with regard to their linguistic repertoire (RIS 2022: 19).

In the section “Allgemeine didaktische Grundsätze” as well as in “Schul- und Unterrichtsplanung”, multilingualism is considered a general principle and should be implemented in all kinds of lessons and subjects. In the next part of the curriculum, “Lehrpläne der einzelnen Unterrichtsgegenstände” (RIS 2022: 27-128), multilingualism is restricted to language teaching only. It is treated as part of the first and second foreign language and includes additional German language courses. The acknowledgment of multilingualism and the learners’ linguistic diversity is one of the main aims. Learners should be enabled to apply their complete linguistic repertoire and develop language awareness. Linguistic and cultural differences along with similarities ought to be addressed in a positive and appreciative manner.

3.5.2.2 CEFR: Common European Framework

Besides the Austrian school curriculum, the CEFR (see Council of Europe 2001) provides many useful guidelines and objectives for language teaching and learning. It is mainly used within the European Union. Its main intention is to enhance the transparency of language courses, qualifications and syllabi, by providing explicit descriptions of methods, content and objectives (Council of Europe 2001: 1). The framework was established in 2001 with the attempt to elaborate on language syllabi, curricula, coursebooks and materials in general, as well as the description of proficiency levels. Another very important aim is the promotion of plurilingualism (Council of Europe 2001: 2). Being constantly revised, the most recent *Companion volume* (Council of Europe 2020) updates the information provided in the CEFR (2001). The conceptual framework of the CEFR (2001) remains valid and is often used as a reference in the *Companion volume* (Council of Europe 2020).

In the CEFR, the concept of plurilingualism is very prominent and it is explicitly differentiated from multilingualism (Council of Europe 2001: 4; Council of Europe 2020: 30). It is about the promotion of communicative competence which should be developed based on the learners' complete linguistic repertoire (Council of Europe 2001: 4). Learning should be approached plurilingually, because an "individual person's experience of language in its cultural contexts expands, from the language of the home to that of society [...] and other peoples" (Council of Europe 2001: 4).

Moreover, plurilingualism always needs to be regarded in the context of pluriculturalism, because culture and language are highly interrelated (Council of Europe 2001: 6). Learners are supposed to become plurilingual individuals (Council of Europe 2001: 43) as well as to develop plurilingual and pluricultural competences through carrying out certain tasks (Council of Europe 2001: 133). These competences refer to the ability to "use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures" (Council of Europe 2001: 168). This should be seen from a perspective that considers various competences as an interrelated and composite pool of skills from which an individual can draw from (Council of Europe 2001: 168).

3.5.2.3 *Multilingualism Curriculum*

The *Curriculum Mehrsprachigkeit* (Multilingualism Curriculum) was developed by Krumm and Reich (2011) in cooperation with the *Austrian Ministry of Education, the Arts and Culture*. For further reference the translated version called *Multilingualism Curriculum* will be used (Krumm & Reich 2014).

The *Multilingualism Curriculum* was designed for everyone teaching or involved in planning and management processes within the educational system (Krumm & Reich 2014: 4). It does not only provide information about all levels of education, but also entails aims, didactic principles, as well as examples and suggestions, including various teaching materials and clarifications about how they could be implemented in the classroom (Krumm & Reich 2014: 4). The *Multilingualism Curriculum* is structured into several areas. The most important one is “Perceiving and Managing Multilingual Situations” (Krumm & Reich 2014: 4). This area is dedicated to language awareness and self-confidence, which are needed by individuals to be able to deal with linguistically complex situations (Krumm & Reich 2014: 4-5). The second most important aspect mentioned is the “Knowledge about Languages” (Krumm & Reich 2014: 5). It comprises the knowledge of linguistic features as well as its relation to societal characteristics (Krumm & Reich 2014: 5). At a secondary level, this area is split up into two further sub-categories, namely “Comparing Languages” and “Analysis of Social and Cultural Aspects of Languages” (Krumm & Reich 2014: 5). At this point, knowledge about languages as well as their social and cultural backgrounds should be dealt with in more detail. The third and last area highlighted in the *Multilingualism Curriculum* is called “Acquiring Learning Strategies”, which eventually aims to develop learner autonomy (Krumm & Reich 2014: 5). The remaining parts of this curriculum refer to how multilingualism can be implemented in the classroom and what multilingual education could look like, ranging from primary to upper secondary levels.

These documents illustrate the importance of multilingualism within the Austrian school system. It should be omnipresent when it comes to teaching in general and teaching languages. Multilingual and plurilingual education have the function to foster intercultural understanding, language awareness as well as plurilingual and pluricultural competences.

All in all, the documents focus on the full exploitation of the individual's potential by acknowledging linguistic diversity and recognizing the linguistic repertoire as a valuable resource.

4 Translanguaging

Today, translanguaging is a term with many meanings embracing various practical and theoretical proposals regarding bilingualism and multilingualism (e.g. Cenoz & Gorter 2020a; Leung & Valdés 2019). Initially, the term translanguaging was used in Welsh bilingual education and derives from the Welsh word “trawsieithu” (see Williams 1994). In its original use, translanguaging describes pedagogical practices where information is received in one language (e.g. English) and the output is produced using another language (e.g. Welsh) (Lewis, Jones & Baker 2012: 643). Williams (2002: 42) states that the aim of translanguaging is to “strengthen and to use both languages to a high level in order to develop balanced and confident bilingual pupils”. The application of translanguaging practices thus allows the teaching and learning of two languages within the same lesson as language learning takes place systematically and in a planned manner (Lewis, Jones & Baker 2012: 643). Later, translanguaging was also used to refer to “linguaging practices used outside school contexts” (Cenoz & Gorter 2022: 8), simply to describe processes that occur between people who speak more than one language. For instance in bilingual families, where the speakers use their linguistic resources flexibly to “make meaning of their lives and their complex worlds” (García 2011: 1). Features of different languages are chosen constantly in order to communicate effectively (García 2011: 1). This flexibility facilitates the process of acquiring multilingual competences (García 2011: 2).

Translanguaging practices are not limited to educational contexts. Researchers like Cenoz and Gorter (2017; 2020a) differentiate between *pedagogical* and *spontaneous translanguaging*. Pedagogical translanguaging merely occurs in learning contexts and refers to “instructional strategies which integrate two or more languages” (Cenoz & Gorter 2022: 10). Spontaneous translanguaging, however, describes natural practices of multilingual speakers in situations where language boundaries are fluid (Cenoz & Gorter 2022: 10). It is dependent on the multilingual speakers themselves, whether they decide to translanguage or not (Cenoz & Gorter 2022: 10). In the following, pedagogical translanguaging will be considered more closely.

4.1 Pedagogical translanguaging

Pedagogical translanguaging is an approach to language teaching that focuses on multilingualism (Cenoz & Gorter 2021: 14). It provides an alternative to traditional perspectives that viewed languages as separate entities (Cenoz & Gorter 2021: 14). Modern societies are dynamic and multilingual, boundaries between languages should be considered as soft and fluid to enable individuals to exploit their complete linguistic repertoires (see Cenoz & Gorter 2014) and to develop metalinguistic awareness (Cenoz & Gorter 2021: 1). Moreover, pedagogical translanguaging is very learner centered and promotes the acknowledgment of all languages (Cenoz & Gorter 2021: 16). This does not only support language learning processes but also helps to expand content learning, because learners can deepen their understanding of a subject matter by using more than one language (see Cenoz & Gorter 2021).

Having said that pedagogical translanguaging focuses on multilingualism, there are three dimensions that need to be considered: the multilingual speaker, the multilingual repertoire, and the social context (Cenoz & Gorter 2021: 14-17). Commonly, multilingual speakers were expected to reach native speaker-like proficiency in all languages (Cenoz & Gorter 2021: 14-15). However, the strong focus on monolingual standards often resulted in a lack of self-confidence as native speaker-like proficiency is almost impossible to reach (see Cook 2010). With a focus on multilingualism, the comparison to monolingual ideologies should be restricted. Moreover, the communicative competence of multilinguals differs from monolinguals and should be considered as “fluid, not fixed, difficult to measure but real” (Cenoz & Gorter 2021: 15). This is because multilingual speakers have more linguistic resources at their disposal (e.g. Block 2007; Creese & Blackledge 2010). In addition to that, the number of linguistic experiences multilinguals have, compared to monolinguals, results in language learning that involves many more social, cognitive and emotional aspects (Cenoz & Gorter 2021: 15). This enables multilinguals to use various languages in different contexts and to make use of their linguistic resources in all kinds of situations (Cenoz & Gorter 2021: 15). The multilingual repertoire involves all language knowledge the multilingual speaker has encountered. It can be applied crosslinguistically, because languages are considered as connected entities that support each

other (Cenoz & Gorter 2021: 16). Hence, if multilinguals are encouraged to use their multilingual repertoire as a resource, additional languages can be learned more effectively as it allows the acquisition of a wide range of multilingual skills (Cenoz & Gorter 2021: 16).

Apart from the linguistic dimension, multilingualism also has a social one (Cenoz & Gorter 2021: 16). Languages are always used and acquired within a social context or digital environment (Cenoz & Gorter 2021: 16-17). Multilinguals are influenced by the communities in which they use their languages and thus share certain values, beliefs and practices (Cenoz & Gorter 2021: 17). Digitally mediated communication provides multilinguals with even more opportunities to communicate by combining multimodal resources, like icons, with resources from various languages or dialects (see Cenoz & Bereziartua 2016).

Apart from the three dimensions and the advantages pedagogical translanguageing entails regarding multilinguals, it can be beneficial for all kinds of learners (García 2011: 5). For those who already speak more than one language, the application of translanguageing strategies helps validating their language practices and supports the development of their languages (García 2011: 5). For students who do not speak any other languages, translanguageing strategies enable them to develop linguistic tolerance and linguistic flexibility (García 2011: 5). Through the development of a positive attitude towards linguistic diversity, even monolingual students become more flexible which facilitates the learning of other languages.

All in all, it can be noticed that pedagogical translanguageing has many advantages. It enables multilingual individuals as well as monolinguals to apply all their linguistic resources and develop all languages by respecting their social background. In the next section some limitations and possible solutions will be examined.

4.2 Challenges of translanguageing as a pedagogy

Translanguageing is often considered an intuitive practice of multilingual students which does not need any practice (Canagarajah 2011: 8-9). While this may be true in some cases, many

researchers and scholars have argued that this is not always so. Translanguaging processes require students to practice just like they have to practice other things needed for educational purposes (García & Wei 2014: 71-72). Most translanguaging processes are not initiated by students (e.g. Wlosowicz 2020; García & Wei 2014) and are usually brought up by the teachers themselves as part of pedagogical translanguaging (see Cenoz 2017). Rajendram (2021: 22) has also concluded that merely providing learners with a space for translanguaging might not suffice if the “aim of translanguaging pedagogy is to empower learners to access *all* their language resources”. To fully develop the learners’ linguistic repertoire, teachers have to help them to “learn to do translanguaging” (García & Lin 2016: 132).

Although working with the multilingual repertoire of students can have a lot of positive effects, it may also evoke confusion (Wlosowicz 2020: 161). According to a study by Ticheloven et al. (2021: 509), students as well as their teachers have encountered a feeling of confusion and even express it as a “hindrance to learning”. Languages may get mixed up unintentionally and various languages could be used within the same utterance. This may lead to communication problems if an interlocutor has too little knowledge about the languages that are getting mixed up. In this case, it is the responsibility of the educator to provide the students with enough knowledge to figure out for themselves in which contexts the application of their full linguistic repertoire is appropriate (Cenoz & Gorter 2021: 45).

The last aspect that will be discussed refers to the fact that maximizing the usage of the TL is still one of the main aims in many FL classrooms (e.g. Wei 2022; Cenoz & Gorter 2021). Hence, languages other than the TL are usually not permitted and students with low proficiency in the TL may encounter difficulties due to a lack of vocabulary knowledge. In such situations translanguaging often occurs automatically and unconsciously between the learners, even though the teacher did not allow it explicitly. Moreover, translanguaging is not merely about speaking as many different languages as possible within the classroom. It is “about respecting and valuing diverse and dynamic linguistic practices as key resources in knowledge construction” (Wei 2022: 180). This is only possible if multilingualism is considered as the norm (Rajendram 2021: 23) and all languages are recognized as equally important.

4.3 Principles that support translanguaging

A translanguaging pedagogy can be beneficial in a lot of ways and can be implemented by all educators in all contexts (García 2011: 5). Besides the need to adapt the strategies to the types of learners that are taught, educators merely need “a bit of good will, a willingness to let go of total teacher control, and the taking up of the position of learner, rather than of teacher” (García 2011: 5). In the following, Rowe’s (2018) six principles that support translanguaging will be outlined and expanded. Rowe’s (2018) principles are:

1. valuing students’ languages and cultures
2. modeling translanguaging
3. providing authentic opportunities for multilingual communication
4. inviting two-way translation
5. composing dual-language texts
6. connecting students with bilingual or multilingual audiences

The first principle is about explicitly “valuing students’ languages and cultures” (Rowe 2018: 31-32). In order to support multilingual students when designing instructional activities, it is important to value not only their languages, but also their cultural background. This can be done, for instance, through the inclusion of family members, friends, or other communities that help consider languages and cultures from various perspectives. By learning more about other people’s stories and experiences and recognizing other cultures and languages, students are much more likely to welcome diversity and value multilingual traits. Hence, valuing their multilingualism will enable the learners to make use of their full linguistic repertoire (e.g. Rowe 2018; Rajendram 2021).

Principle number two requires to “model translanguaging” (Rowe 2018: 32). Obviously, teachers cannot be expected to have sufficient knowledge about every single home language their students bring to class. Teachers cannot even be expected to master any language other than the TL. To model translanguaging it is not necessary to be bilingual or multilingual as an educator. Rowe (2018: 32) claims it is much more important to emphasize the value of producing dual-language texts in cooperation with other students. Teachers should welcome and appreciate the use of multiple languages within their classroom. External people could be invited to the classroom to talk about their heritage languages and how they use them. Parental engagement or the inclusion of other family members, can be very

beneficial for students and might affect their opinions about languages (e.g. Rajendram 2021; Celic & Seltzer 2011). Students could be encouraged to produce dual-language texts or listen to a text in English and take notes in their home language. Moreover, monolingual teachers could also model translanguaging by “using heritage language words that they learn from students” (Rowe 2018: 32). Recognizing and valuing the students’ home languages is essential for this principle.

The third principle is about “providing authentic opportunities for multilingual communication” (Rowe 2018: 32). Language teachers should always try to provide their students with authentic opportunities to apply their language skills. Otherwise the learners will not be able to find a reason for using the TL or even for completing the task. Mimicking real-life situations can be very helpful to encourage translanguaging in class and thereby language learning processes. The more students are able to identify themselves with the tasks and the more they are able to relate them to their own lives and interests (e.g. Griffith, Silva & Weinburgh 2014), the more they will engage with the activities. By allowing the usage of various languages in the classroom, students are more likely to apply their translanguaging skills outside educational institutions (Rowe 2018: 32). This in turn facilitates communication processes and is more likely to result in successful conversations.

Principle four is about “inviting two-way translation” (Rowe 2018: 32). This principle is specifically helpful in classes where many students have a similar linguistic background. In comparison to prohibiting the use of languages other than the TL, two-way translation enables students to make use of much more linguistic resources. By allowing students to simply translate words or expressions, both, the speakers as well as those who receive the translation can profit from it. In many cases, two-way translation saves a lot of time and enables students to support each other. Nevertheless, Rowe (2018: 32) claims that translanguaging and translation should not be confused since translation merely “creates a space in which students can use their translanguaging skills” to shift between languages.

The fifth principle focuses on “composing dual-language or multilingual texts” (Rowe 2018: 32). Composing multilingual texts is not limited to writing, it is also about producing multimodal texts. Texts can be written down or even recorded in as many languages as

available in a classroom. Hence, TL proficiency can be built up by encouraging students to use their L1 and by enabling them to move fluidly between “languages for reading, writing and speaking” (Rowe & Miller 2016: 432). If individual students are not literate in their home language, texts written in the TL could be translated with the help of classmates or family members to eventually create multilingual recordings using various home languages (Rowe & Miller 2016: 432). Furthermore teachers could support students who are not literate in their L1 by spelling out words phonetically using letters of the alphabet of the TL (Rowe 2018: 32).

The last principle is about “connecting students with bilingual or multilingual audiences” (Rowe 2018: 32). It can be very encouraging for students if their products are displayed at some point. Similarly to principle five, this principle suggests sharing the students’ products with their families. This could be done, for example, by inviting family members to join a lesson, by creating content that is going to be hung up in the hallway in order to share it with others, or by involving teachers and students from other classrooms (Rowe 2018: 32). This way a lot of students might be much more motivated to engage with an activity and to put more effort into the creation of a text or into completing a certain task.

In addition to the six principles, Rowe (2018: 37) emphasizes that technology and digital media can be used to support all kinds of learning processes. Students’ home languages are easily accessible and can be included in the form of e-books or audio files. This ties in with the suggestions made by other researchers. For instance, Celic and Seltzer (2011) have also highlighted the importance of technology and digital media by proposing the use of online translators, or helpful websites to find multilingual and multicultural texts, videos or recordings. Besides these digital resources, traditional analog teaching materials like books and dictionaries, for example bilingual dictionaries, home language dictionaries, or picture dictionaries, can also be used (see Celic & Seltzer 2011). Similarly to Rowe’s sixth principle (2018), Celic and Seltzer (2011: 91) also mention that family members or acquaintances could be encouraged to become part of the school’s community.

5 Contrastive coursebook analysis

5.1 Teaching materials and their relevance for ELT

Teaching materials are essential for organizing learning and teaching processes within educational settings. They are often used as “key classroom tools which are designed to facilitate language learning” (Gray 2013: 3). From printed materials to resources found on the internet, almost anything can be considered as teaching material as long as it is used to aid language learning processes (Tomlinson 2003: 2). With regard to language classrooms, Tomlinson (2012: 143) describes teaching materials as:

[...] informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about languages).

Classroom activities are often based on such materials as they entail information about what, when and how to teach, providing “a common ground for both learners and teachers” (Isik 2018: 797). Very commonly used teaching materials are coursebooks – or textbooks – which are created to “translate the abstractions of curriculum policy into operations” in order to be carried out by teachers and students (O’Keeffe: 2013: 2). However, Gray (2013: 3) claims that materials such as coursebooks are not only “curriculum artefacts” developed to assist learning processes, but also “cultural artefacts from which meanings emerge about the language being taught, associating it with particular ways of being, particular varieties of language and ways of using language, and particular sets of values”. Therefore, teaching materials are a source for reproducing prevalent power relations like social classes and may also convey information regarding “race, gender and sexual orientation” (Gray 2013: 3). This phenomenon of materials that reinforce or reproduce certain societal norms and values is often referred to as the “hidden curriculum” (see Auerbach & Burgess 1985).

Nevertheless, coursebooks provide the basis for ELT in many countries, including Austria. There are various coursebooks designed for specific school types and grades with regard to the respective curriculum. However, the intensity with which the coursebooks are used is highly dependent on the teachers and might differ significantly due to varying degrees of

teacher agency and the willingness to adapt the provided materials to suit the students' needs and the learning context (see Matsumoto 2019).

5.2 Research methodology

It cannot be denied that coursebooks have a great impact on teaching practices and the teaching content. Thus, coursebooks may also play a crucial role with regard to creating spaces for translanguaging practices. To find out whether currently used ELT coursebooks in Austria provide space for translanguaging practices, two coursebook series for lower secondary learners have been examined. For each series a student's book and a workbook have been investigated in more detail. Moreover, the teacher's books were also taken into account. Hence, in total the following six books have been considered for the examination:

MORE! 1

- Student's Book (Puchta et al. 2023)
- Workbook (Puchta et al. 2023)
- Teacher's Book (Puchta et al. 2023)

English Step by Step 1

- Student's Book (Puchta et al. 2023)
- Workbook (Puchta et al. 2023)
- Teacher's Book (Joseph et al. 2023)

The analysis in chapter 6 was conducted according to the methodology in the subsequent passages (see section 5.2). In this thesis, merely the student's books, the workbooks and the teacher's books were regarded. Additional materials belonging to each of the series such as CDs, DVDs or online resources will be disregarded. On the one hand, this is due to the space limitations of a master's thesis. On the other hand, the examined books are most likely the main resources for many English teachers in Austria. Hence, these books are the most important materials to consider. For reasons of convenience, the *MORE! 1* student's book and the *MORE! 1* workbook will be quoted as *MORE! SB* and *MORE! WB* throughout this paper. Likewise, the *English Step by Step 1* student's book and the *English Step by Step 1* workbook will be quoted as *Step by Step SB* and *Step by Step WB*.

The two above-mentioned coursebook series were chosen according to specific criteria. They had to suit the target group, be based on the Austrian curricula, and they should be as up to

date as possible. The first criterion entails that the coursebooks need to be targeted at English learning students who are about ten years old. At this age, Austrian students enter lower secondary schools and are most likely to encounter English as a foreign language for the first time within educational contexts. Some of the ten-year-old students may have encountered English in kindergarten or primary school. However, hitherto English as a subject is not graded in primary school. Thus, the way English is encountered before entering lower secondary schools may differ greatly. As already mentioned in section 3.5.1, Austrian lower secondary schools embrace the grades five to eight. This study merely looks at books targeted at students for grade five. Learners who attend grade five of a lower secondary school cannot be assumed to have any previous knowledge of the English language. Therefore, languages other than English (LOTE) need to be taken into account. Not only because the linguistic pre-knowledge of students should be acknowledged as valuable resource, but also because it is used to build up further language knowledge (see section 3.5.2). Moreover, both book series are based on the Austrian curriculum for the first grade of lower secondary levels. While the *MORE!* book series are well-established and widely used books which are available for all lower secondary levels, *English Step by Step* is a newcomer, presently only available for grade five. However, grades six to eight are already in progress. All the examined books were published in 2023. The *Step by Step 1* books were published for the first time, whereas the *MORE! 1* coursebooks were merely revised in 2023. Both coursebook series are from the same publishing house (Helbling) and basically the same authors. However, the constellation of the authors of the teacher's book is slightly different compared to the other books. Even though the two coursebook series seem to be quite alike, there is one striking difference. *English Step by Step 1* was developed for *all students* as it is claimed in the Helbling newsletter (2023: 7 [original emphasis]):

Entwickelt von unserem bewährten Autorenteam unterstützt ENGLISH Step by Step 1 Sie verlässlich dabei, wirklich alle Schülerinnen und Schüler mitzunehmen.

Furthermore, it is said to be more inclusive and aims to address students in a more personal and engaging way, for instance by providing more variation concerning different learner types and levels of difficulties.

The following subsections outline the approaches used to answer the already mentioned research questions:

- RQ1) In what ways do Austrian ELT coursebooks (*MORE! 1* and *English Step by Step 1*) address the issue of multilingualism?
- RQ2) In what ways do Austrian ELT coursebooks (*MORE! 1* and *English Step by Step 1*) encourage the use of translanguaging practices?
- RQ3) How could coursebook tasks be adapted to create more translanguaging-appropriate material?

In order to answer the questions, several steps will be taken. First of all, an impressionistic analysis will be conducted to get an overview of the coursebooks (McGrath 2016: 32). Known as *the impressionistic method*, which was introduced by Cunningsworth in 1995, it describes a wide-ranging but rather superficial procedure to obtain a general impression of books (McGrath 2016: 32). To find out in what ways multilingualism is addressed in the *MORE! 1* and *Step by Step 1* coursebooks, the topics as well as the individual tasks will be skimmed through and interpreted with regard to the first research question. To answer the second research question a content analysis will be conducted. A content analysis helps to quantify texts or speech by visualizing the frequency of certain items of interest, despite using qualitative data (Denscombe 2014: 282-283). In the case of this study, only text found in the student's books and the workbooks will be analyzed. The content of the teacher's books was not analyzed as such. They were merely used as an additional source for information regarding the intentions of the authors. Hence, the content analysis is only focused on four books, excluding the teacher's books. The teacher's books are addressed in a separate section. For the last research question, some of the tasks will be adapted to illustrate the potential of already existing material.

For the content analysis, which is mainly required for answering the second research question, translanguaging practices needed to be identified. Examples for such practices were based on several resources. On the one hand, Rowe's (2018) six principles (see section 4.3) were kept in mind during the whole process of finding suitable categories. On the other hand, Daniel and Pacheco's (2015: 2) translanguaging practices have been regarded, which are code-switching, translation, and language brokering. The latter describes communication processes between culturally and/or linguistic diverse individuals (see Tse 1996). García and Wei (2014) also consider translation and code-switching as helpful translanguaging practices.

Hence, the categories used for this thesis are based on the translanguaging practices translation and code-switching (Daniel & Pacheco 2015: 2; García & Wei 2014).

It ought to be mentioned that the identified categories in the present study correspond to the designation of the terms used by Hallberg (2022) as they are quite illustrative. Hallberg's (2022) categories – translation, pairing, and unspecified – were designed with regard to the use of the learners' L1 in Swedish ELT coursebooks. Hence, in Hallberg's (2022) study, the category "translation" merely refers to translations between English and Swedish. Contrary to the present study, the translations found in the examined Austrian ELT coursebooks refer not only to German but to any LOTE. The category "pairings" in Hallberg's (2022) paper "contained the Swedish or English counterpart somewhere easily accessible". The last category, "unspecified", was described as "tasks that could not fit reliably in any of the other categories" but could still be related to pedagogical translanguaging practices (Hallberg 2022).

The items of interest were identified according to Denscombe (2014: 283-284) who claims that content analysis is a process that is relatively straightforward. The summarized outline of the procedure (Denscombe 2014: 283-284) provides the basis for the more detailed description of the present study below:

- (1) Choose an appropriate sample of texts.
- (2) Break the text down into smaller component units.
- (3) Develop relevant categories for analysing the data.
- (4) Code the units in line with the categories.
- (5) Count the frequency with which these units occur.
- (6) Analyse the text in terms of the frequency of the units and their relationship with other units that occur in the text.

Based on Denscombe's (2014) suggestions, the items of interest for this analysis were identified as follows: As a first step, the sample of texts was determined. The basis for the analysis is written text as the coursebooks itself function as the reference. Secondly, to narrow it down, the focus of the analysis lies primarily on the instructions of the coursebook tasks. However, the books entail further sections, such as wordlists and sidenotes, which were also included. Thus, the smaller component units are considered as individual tasks. Each of the tasks was counted separately as one item. Some

of the tasks include subtasks like a), b), and c). In this case, every subtask was counted as one single task. For instance, if a task consists of the parts a-d, it was counted as four tasks. Sidenotes were also counted as one task, just like any other information given in the form of a box. Moreover, sections that include vocabulary were also considered as one item. For example, a wordlist, which is comprised of several translations, is just counted once. Thirdly, relevant categories were developed to identify tasks that promoted the use of translanguaging practices (see Table 1; Table 2). The above-mentioned identified translanguaging practices are translation and code-switching (Daniel & Pacheco 2015: 2; García & Wei 2014: 58). Translation was separated into the subcategories “Translation: words/phrases” and “Translation: sentences”. No differentiation was made between words and phrases. This is because in German, for instance, one word would need an English phrase – or the other way around – to be translated properly. Therefore, words and phrases were considered as one component. The subcategory “Translation: sentences” refers to translations of complete sentences. Similarly, the items “Pairing: words/phrases” and “Pairing: sentences” were differentiated. “Pairing” generally describes a task that contains the counterpart of a word, phrase or a sentence right next to it. Basically, the pairings could be anything. However, the analysis shows (see chapter 6) that all pairings are visual aids. The visual aids were only counted as pairings, if the words, phrases or sentences were directly related to a certain picture. Due to this, pairings could be clearly separated from translations. The last category called “Unspecified” was used to classify items that did not fit in any of the other categories. It was used if tasks were formulated ambiguously and did not explicitly include what language should be used, or if the task could evoke code-switching practices. Generally, any task that encourages the use of a LOTE was of interest. However, simply using German for instructions was disregarded, as it does not explicitly promote translanguaging practices. Hence, tasks that were explained using German only were not considered in the analysis unless they included a direct and explicit translation. The already developed categories were then used as a basis for the fourth step. Smaller units were identified and marked in the coursebooks in accordance with the categories, before they were entered in an Excel spreadsheet (see chapter 11). In the next step, the frequency with which the items of interest occur was determined. This is the first part of an analysis to get an idea of how

common certain items are. Eventually, the identified items allow a qualitative analysis, where the units are linked to each other and can be interpreted in order to find an explanation for when and why they occur in the way they do.

The determined categories were assumed for all four books, the *MORE! 1* student's book and the workbook as well as the *English Step by Step 1* student's book and the workbook. In the tables below (see Table 1; Table 2), the categories are summarized. However, not all categories could be found in every book.

Table 1. Summary of identified categories. *MORE! 1*.

Coursebook	Category (translanguaging practices)
MORE! 1, Student's book	Translation: words/phrases
	Translation: sentences
	Pairing: words/phrases
	Pairing: sentences
	Unspecified
MORE! 1, Workbook	Translation: words/phrases
	Pairing: words/phrases
	Pairing: sentences

Table 1 depicts the identified categories used for the coursebook series *MORE! 1*. It can be noticed that the student's book entails all five categories, whereas in the workbooks only three of the five categories could be found.

Table 2. Summary of identified categories. *English Step by Step 1*.

Coursebook	Category (translanguaging practices)
Step by Step 1, Student's book	Translation: words/phrases
	Translation: sentences
	Pairing: words/phrases
	Pairing: sentences
	Unspecified
Step by Step 1, Workbook	Translation: words/phrases
	Translation: sentences
	Pairing: words/phrases
	Pairing: sentences
	Unspecified

Likewise, Table 2 illustrates the identified categories for the coursebook series *English Step by Step 1*. All of the five categories could be found in the student's book as well as the workbook.

In order to increase the appropriateness of the individual coursebook tasks with regard to translanguaging practices, some of them will be adapted as addressed in the last research question. Being able to adapt teaching materials can be an extremely useful skill (e.g. Cunningsworth 1984; McDonough, Shaw & Masuhara 2013; McGrath 2013). Generally, all teachers should be able to adapt the material used using various strategies and techniques (see Madsen & Bowen 1978). This is necessary to “make the material more suitable for the circumstances in which it is being used, moulding it to the needs and interests of learners, the teacher's own capabilities and such constraints as time” (McGrath 2016: 69). Moreover, “changing some of the internal characteristics of a coursebook to suit our

particular circumstances better” helps to enhance the appropriateness of teaching materials in many contexts (McDonough, Shaw & Masuhara 2013: 67).

According to McGrath (2016) there are two different ways teachers can approach adaptations, either by changing existing material, or by adding something to it. McGrath (2016: 70-71) illustrates three different additions: Extemporization, extension and exploitation. *Extemporization* describes any “spontaneous response on the part of the teacher to a problem or an opportunity” (McGrath 2016: 70). *Extension* should be differentiated from *supplementation* – which is about different exercises – and simply means that the teacher provides additional material of the same type of exercise to practice the same items (McGrath 2016: 70-71). *Exploitation* is defined as “the creative use of what is already there (e.g. text, visual, activity)” (McGrath 2016: 71). In addition to that, there are several reasons to apply adaptation of change. Adaptation of change entails alterations concerning the *language*, for instance what the students are expected to produce, the *contexts and contents*, which relates to the language, and *procedures and classroom management*, concerning the organizational form (McGrath 2016: 72). Moreover, adaptation of change is also concerned with the order of prescribed activities to increase their appropriateness in certain learning contexts and to suit the learners’ needs (McGrath 2016: 72). For the adaptations of the tasks in this thesis, both approaches have been adopted to some extent (see chapter 8).

6 Results of RQ1 and RQ2

This chapter presents the answers to the first two research questions. To begin with, there will be a brief outline of what the coursebooks look like and what they entail. The research questions are addressed in a chronological order. The results of research question 1 and 2 are presented below including the respective student's books and workbooks. Table 3 and Table 4 depict the identified categories as well as the frequency of the items. In addition to that, every category will be looked at in more detail and examples as well as explanations will be provided. At the end of the content analysis of the student's book and the workbook, additional comments on multilingualism and translanguaging practices regarding the teacher's books will be provided.

6.1 *MORE! 1* coursebooks

The examined *MORE! 1* student's book and the workbook are both in color using a lot of pictures and photographs. The books are separated into 15 units, each including individual tasks tailored to the topic of the respective unit. In between some of the units in the student's book, there are further stories that help to develop additional competences. The instructions of the student's book are predominantly in English. Moreover, various boxes including helpful information can be found in the book. One type of boxes occurs right at the beginning of each unit and refers to what the students should "know" and "can" do after every unit (see Figure 2).

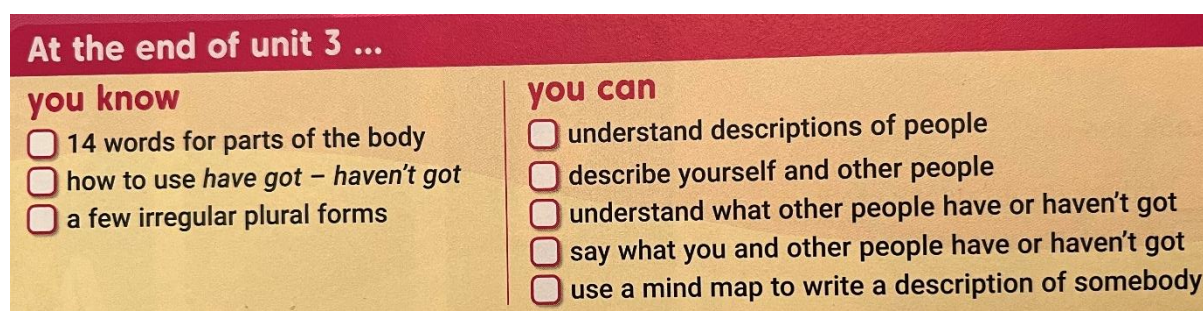


Figure 2. *MORE! 1* Student's book p. 22 (Unit 3) – You know / You can

On the last page of each unit, the learners are encouraged to look at these boxes and reflect on their acquired knowledge with a partner. Also at the end of every unit, the grammar aspect(s) are summarized and explained. Additionally, an overview of the grammar can be found in the back of the book. There is also a part that refers to useful classroom language and a section that summarizes the English sounds as well as the English alphabet. The student's book ends with several pages of wordlists including information about the unit and the number of the exercise in which the vocabulary can be found. The wordlists further provide the German translation and the phonetic transcription of the English words. Generally, the instructions in the student's book are in English. However, almost all the grammar parts include additional information in German, which are rarely direct translations. Nonetheless, plenty of direct translations can still be found in various places as illustrated in Figure 3. Throughout the book additional English vocabulary is translated to German. These words, phrases or complete sentences are needed to facilitate the understanding of certain tasks, like reading comprehensions, and are placed right beneath them.

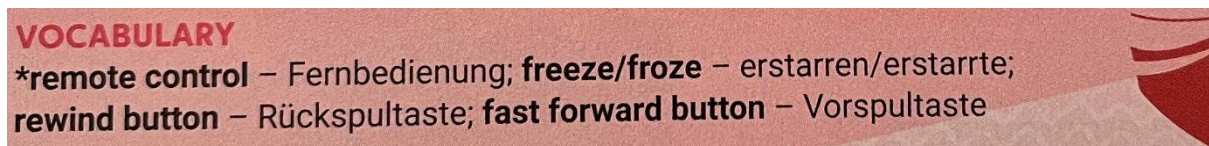


Figure 3. *MORE! 1* Student's book p. 112 (Unit 14) – Vocabulary

In comparison, the workbook instructions are not entirely written in English. The instructions of the first three units are in German. All topics, grammar aspects and units are tailored to the tasks in the student's book. At the end of every unit the sections called "Word File" and "Words and Phrases" can be found (see Figure 4). The "Word File" provides important vocabulary that is explained by merely using visual aids. The "Words and Phrases" section is about English vocabulary including English example sentences as well as the German translation of the vocabulary. Similarly to the student's book, additional vocabulary is translated to German and can be found throughout the workbook. In the back of the book there is an answer key for all the exercises provided.

WORD FILE

Musicians and instruments

MORE Words and Phrases

2	boyfriend	Jack is her boyfriend.	fester Freund
	its	This is my band. Its name is Project 11.	sein/e; ihr/e
	to play	They play the guitar.	spielen
	sister	Jessica is my sister.	Schwester
3	can; cannot / can't	She can play the drums. He can't sing.	können; nicht können
	concert	Let's go to the concert tomorrow.	Konzert
	to dance	Let's dance to the music!	tanzen
	Don't worry.		Keine Sorge.
	job	She has a good job.	Arbeit; Aufgabe
	perfect	The job is perfect for you.	perfekt
7	to carry	Can you carry my guitar?	tragen
8	to stand on	I can stand on my head.	auf etwas stehen
	tongue	He can touch his nose with his tongue.	Zunge
	to touch	Please don't touch my guitar.	berühren

Figure 4. MORE! 1 Workbook p. 48 (Unit 5) – Word File and Words and Phrases

With regard to research question 1, the *MORE! 1* student's book as well as the workbook address the issue of multilingualism only to a very limited extent. Regarding the issues dealt with in the units, there is a strong focus on the United Kingdom. Many aspects refer to the United Kingdom, such as a zoo located in England (*MORE! SB* p. 17), a school play about Harry Potter (*MORE! SB* p. 31) or a story about Sherlock Holmes (*MORE! SB* p. 49). The only topics that entail some kind of acknowledgement for other cultures and languages can be found in unit 6, unit 7 and unit 15. In unit 6, there is a fact box that provides the information that "Manga is the name for Japanese comic books" (*MORE! SB* p. 49). Unit 7 entails a reading called "Kids around the world" where three kids from Vietnam, South Africa and Georgia talk about their favorite food (*MORE! SB* p. 53). Unit 15 is about the places where kids go on vacation (*MORE! SB* p. 118). Nonetheless, the way these issues and tasks are presented do not leave any room for further additions. Learners with diverse cultural and linguistic

backgrounds are not enabled to add information about their languages or cultures. The workbook tasks do not even provide one reference to another language.

Although English is not the only language to be found in the *MORE! 1* books, basically everything that is not in English is in German. Hence, the usage of the students' linguistic resources is not promoted unless their home language is German. Besides a very strong focus on the British culture and the German language, other languages and cultures are not really considered. Even though some of the pictures represent people from various parts of the world, the representation does not seem very diverse. Only typical English names like Lucy, Jessica, Leo and James were used. Hence, it becomes obvious that even though the books are claimed to be based on the curriculum they do not promote any aspects of multilingualism or plurilingualism, and do not take the learners' linguistic pre-knowledge into account.

Table 3. Summary of identified categories and frequency of the items of interest. *MORE! 1*.

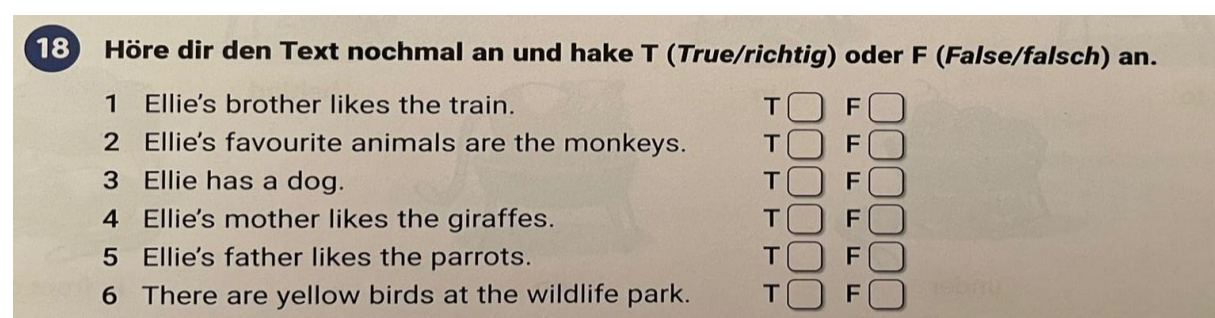
Coursebook	Category (translanguaging practices)	Frequency
MORE! 1, Student's book	Translation: words/phrases	70
	Translation: sentences	8
	Pairing: words/phrases	18
	Pairing: sentences	1
	Unspecified	26
	Total (all types)	123
MORE! 1, Workbook	Translation: words/phrases	71
	Pairing: words/phrases	43
	Pairing: sentences	7
	Total (all types)	121

In Table 3, the frequency of the identified translanguaging practices is summarized. It can be observed that all five assumed categories could be found in the *MORE! 1* student's book, while the workbook does not entail "Translation: sentences" and "Unspecified" items. The

following paragraphs provide explanations and examples of the occurring categories in both *MORE! 1* books. The findings of the student's book always precede the findings of the workbook.

6.1.1 Translation: words/phrases

The most frequent item was "Translation: words/phrases" in both *MORE! 1* books. Almost all English words and phrases that entailed a translation were translated to German. The translations provided in the student's book were either in-text translations in grammar sections and sidenotes, or translations given in addition to a certain task. Sidenotes and grammar sections are depicted in separate boxes and are translated to increase understanding, for instance "you know [...] how to use imperatives (*Befehlsformen*)" (*MORE! SB* p. 8) and "Für Aufzählungen (der erste, der zweite, usw.) verwendest du die folgenden Wörter: one → *first* [...]" (*MORE! SB* p. 98). Below certain tasks useful words are directly translated to German throughout the book, for example "VOCABULARY: *doll – Puppe; necklace – Halskette" (*MORE! SB* p. 49). Moreover, further German translations can be found in the "Wordlist" (*MORE! SB* p. 131-148). Although the wordlist is several pages long it was only counted as one item. Besides all the German translations there was one sidenote referring to another language, namely "*Manga* is the name for Japanese comic books" (*MORE! SB* p. 49). This was the only instance the use of another language could be observed in the entire student's book.



18 Höre dir den Text nochmal an und hake T (True/richtig) oder F (False/falsch) an.

1 Ellie's brother likes the train.	T ☐	F ☐
2 Ellie's favourite animals are the monkeys.	T ☐	F ☐
3 Ellie has a dog.	T ☐	F ☐
4 Ellie's mother likes the giraffes.	T ☐	F ☐
5 Ellie's father likes the parrots.	T ☐	F ☐
6 There are yellow birds at the wildlife park.	T ☐	F ☐

Figure 5. *MORE! 1* Workbook p. 19 (Unit 2) – True/False

In the workbook the translations of words and phrases can be found at the end of every unit in a section called "MORE Words and Phrases". Additional vocabulary is translated to German

beneath numerous tasks to provide the learners with direct translations of words and phrases necessary for the task. Since the instructions of units 1-3 are written in German, some of them include translations from German to English. For instance, "Höre dir den Text nochmal an und [...] hake T (*True/richtig*) oder F (*False/falsch*) an." (MORE! WB p. 19) (see Figure 5).

6.1.2 Translation: sentences

Compared to "Translation: words/phrases" translations of complete sentences occurred pretty rarely in the student's book and not at all in the workbook. "Translation: sentences" can only be found in separate boxes as sidenotes, for example "I can ask for something in a shop (*beim Einkaufen nach etwas fragen*)" (MORE! SB p. 58), or "I can ask for repetition (*jemanden bitten, etwas zu wiederholen*)" (MORE! SB p. 44) (see Figure 6).



Figure 6. MORE! 1 Student's book p. 44 (The Twins 2) – Box with sidenotes

6.1.3 Pairing: words/phrases

"Pairing" was initially regarded as a category that included the counterpart of an English word or a phrase near the tasks. All pairings that could be found in the books were identified as visual aids (see Figure 7; Figure 8). While some of them were part of a task, others occurred implicitly. The former, for instance, require the learners to work with the pairings explicitly, namely to "Match the means of transport with the photos" (MORE! SB p. 90) (see Figure 7). The latter are illustrations that are supposed to help the learners to understand the English vocabulary, a grammar aspect, or a task better. For example, "Prepositions of place" are explained by depicting a frog and a shoe (MORE! SB p. 20) (see Figure 8). Depending on the preposition of place the frog is placed behind or in front of the shoe etc., to make it clearer for the learners. In some instances, the visual aids are not directly part of the task but are supposed to be used as useful prompts (MORE! SB p. 47).

VOCABULARY Means of transport

1 Look at the photos. Match the means of transport with the photos. Then listen and check.

1 bus 2 train 3 plane 4 taxi






Figure 7. MORE! 1 Student's book p. 90 (The Twins 5) – Pairing (explicit)

Prepositions of place

So fragst du, wo sich etwas befindet: So antwortest du:

| Where's the frog? | It's *in* the shoe.








behind under in on next to in front of

Figure 8. MORE! 1 Student's book p. 20 (Unit 2) – Pairing (implicit)

The pairings in the workbook are mainly part of the “Word File” that can be found at the end of each unit. The word files consist of pictures that include the corresponding English words or phrases (see Figure 4). Unit 1, for instance, ends with a picture of a classroom labelling all the items that can be found in there (MORE! WB p. 11).

6.1.4 Pairing: sentences

Like the “Pairing: words/phrases”, “Pairing: sentences” are exclusively characterized by visual aids. The only time “Pairing: sentences” could be observed in the student’s book was in unit 11, where it requires the learners to match complete sentences with the corresponding pictures (MORE! SB p. 82). In the workbook, tasks like “Look at the clocks and number the sentences.” (MORE! WB p. 93) and “Read the sentences and look at the pictures. Then number the pictures.” (MORE! WB p. 122) were counted as “Pairing: sentences” (see Figure 9).

6 Read the sentences and look at the pictures. Then number the pictures.

- 1 Paul didn't like his presents.
- 2 Paul liked his presents.
- 3 Mary didn't go to school.
- 4 Mary went to school.
- 5 Liam didn't do his homework.
- 6 Liam did his homework.



Figure 9. MORE! 1 Workbook p. 122 (Unit 14) – Pairing: sentences

6.1.5 Unspecified

Tasks were labelled “Unspecified” if the language use during the performance of a task could vary. Although none of the tasks explicitly requested processes of code-switching, some of them were at least open enough to allow the learners to make use of their linguistic resources to some extent, for example, pair work, or group work tasks that require the students to gather information. If the learners within a group share the same home language translation and/or code-switching processes may occur. For instance, if the task is “Work in groups. Create a role play about Jamie's problem. Think of a good ending. Make a video.” (MORE! SB p. 43), the learners might not be able to stick to English entirely. Similarly, everything that requires the students to look up information on the internet is likely to lead to the use of a LOTE. For example, “Find out: How much are these prices in €?” (MORE! SB p. 77). Learners may search the information on the internet by using a language they are more proficient in

before translating the answer to English. In addition to that, the students are supposed to check their knowledge at the end of every unit with a partner (see Figure 10). For instance, “Now go back to page 8. Check with a partner what you know / can do.” (MORE! 1 SB p. 15).

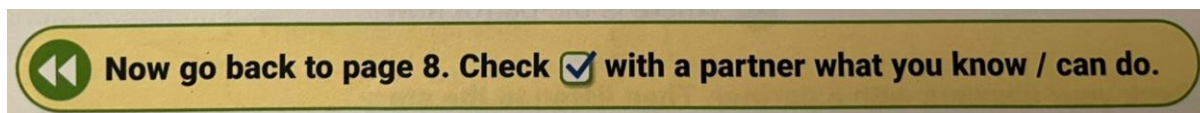


Figure 10. *MORE! 1* Student's book p. 15 (Unit 1) – Check with a partner

Such sidenotes refer to the beginning of each unit, where the objectives for the respective unit are outlined. Since the students are asked to perform these tasks with a partner, translation processes and/or code-switching practices may occur to check their understanding. Nevertheless, none of the instructions or explanations supports or requires translanguaging processes.

As already mentioned above, none of these tasks could be found in the workbook. All tasks are clearly formulated and do not leave any space for interpretation. Hence, no tasks that may evoke translanguaging practices could be identified in the *MORE! 1* workbook.

6.1.6 *MORE! 1* Teacher's book

In addition to the content analysis of the *MORE! 1* student's book and workbook, the teacher's book was also taken into consideration. This was done in order to find out whether additional comments or explanations of the tasks would include any aspects of multilingualism or promote linguistic or cultural diversity. However, even though it is claimed in the teacher's book that the *MORE! 1* coursebook series promotes tolerance towards other cultures and nationalities (MORE! Teacher's book p. 5), none of the remarks explicitly referred to it.

6.2 *English Step by Step 1* coursebooks

The *English Step by Step 1* coursebooks are both in color and use a lot of pictures and photographs. The books are divided into 12 units. The topics in the student's book are matched with the issues in the workbook. The *Step by Step 1* student's book includes various

boxes that provide the learners with useful information. At the beginning of every unit, there are boxes that define the unit's objectives to show the students what they should "know" and "can" do after each module (see Figure 11).

you know	you can
☐ words for school subjects	☐ say what you like
☐ the alphabet	☐ talk about school subjects and teachers
☐ how to use the verb <i>be</i>	☐ talk about yourself and your classmates
☐ how to use <i>a/an</i>	☐ understand a short video
☐ how to use subject pronouns	☐ write a short text about you, your school and your teachers

Figure 11. *English Step by Step 1* Student's book p. 18 (Unit 2) – You know / You can

At the end of every unit, the learners are invited to look at these boxes again and reflect on what they have learned with a partner. The grammar parts are not summarized at the end of each unit but are implemented within the units and are combined with exercises. In the back of the student's book, the most important grammar aspects are summarized. It provides an overview of the grammar used in the book. The German language is used for explanatory purposes in many instances (see Figure 12).

Grammar 2 *there is / there are*

a Lies die Regel. Erkläre sie einem Partner / einer Partnerin.

Wenn ich sagen will, dass da (zum Beispiel in meiner Schultasche) ein Buch ist, sage ich:
There is a book in my school bag.

Wenn ich sagen will, dass da mehrere Bücher sind, sage ich:
There are three books in my school bag.

Look!
 there is = there's

Figure 12. *English Step by Step 1* Student's book p. 128 – Grammar

In addition to that, the grammar sections are supplemented with related grammar exercises to practice the respective feature. Subsequently, the student's book includes useful

classroom language, a part that summarizes the English sounds as well as the English alphabet. The book ends with several pages of wordlists which consist of English vocabulary (see Figure 13). The wordlist includes additional information about the unit and the number of the exercise in which the word in question can be found. Moreover, the phonetic transcription of the English words as well as the German translations are also provided.

Wordlist			
U2 = Unit 2; ASC1 = The After School Club Episode 1; SS1 = The Secret Spring Episode 1; G = Grammar			
A			
a / an U1	[ə, eɪ / ən]	ein/eine	
a bit of U8	[ə bɪt əv]	ein wenig/bisschen von	
a little U5	[ə lɪtl]	ein wenig	
a lot (of) U5	[ə lɒt (əv)]	viel/viele	
a week U10	[ə wɪk]	pro Woche	
ability U8	[əˈbɪləti]	Fähigkeit	
about U1	[əˈbaʊt]	über	
to act out U2	[tə ækt aʊt]	vorspielen, nachspielen	
to add U8	[tə æd]	ergänzen, hinzufügen	
address U10	[əˈdres]	Adresse	
adjective U7	[ədʒɪktɪv]	Adjektiv, Eigenschaftswort	
adverb U5	[ədˈvɜːb]	Adverb, Umstandswort	
African U8	[æˈfrɪkən]	afrikanisch	
after U5	[ɑːftə]	nach	
arm U7	[ɑːm]	Arm	
around U9	[əˈraʊnd]	herum; um	
to arrive U12	[tə əˈraɪv]	ankommen	
art U2	[ɑːt]	Kunst	
article U3	[ɑːtɪkl]	(Zeitungs-)Artikel	
as ... as U9	[æz æz]	solange; genauso wie	
to ask U1	[tə ɑːsk]	fragen; bitten	
to ask for U9	[tə ɑːsk fɔː]	fragen nach; bitten um	
(shop) assistant U9	[ʃɒp əˈsɪstənt]	Verkäufer/Verkäuferin	
at U1	[æt]	bei; auf; um; zu	
at home U6	[æt haʊm]	zu Hause	
at last SS2	[æt laːst]	endlich, schließlich	
at lunchtime U12	[æt ˈlʌntʃtaɪm]	zu Mittag	
at midnight U12	[æt ˈmɪdnɑɪt]	um Mitternacht	
at night U12	[æt naɪt]	in der Nacht	
at the door U7	[æt ðə dɔː]	an der Tür	
August U12	[ˈɔːɡəst]	August	
Australia U10	[osˈtreɪliə]	Australien	

Figure 13. *English Step by Step 1* Student's book p. 148 – Wordlist

The instructions in the student's book are generally formulated in English and the only language used beside the target language is German. Regarding the parts that entail grammar, German is primarily used to provide additional information rather than direct translations. Nevertheless, a lot of direct translations can also be found throughout this book and are placed beneath tasks such as readings (see Figure 14).

VOCABULARY: *The battery was dead. – Der Akku war leer.

Figure 14. *English Step by Step 1* Student's book p. 114 (Unit 11) – Vocabulary

Unlike the student's book, the workbook instructions are not entirely written in English. The *Step by Step 1* workbook uses German for the instructions for the first three units. All units and grammar aspects are tailored to the tasks and topics in the student's book. After each unit, a section called "Words and Phrases" can be found where certain vocabulary is explained through the help of visual aids (see Figure 15).

Words and phrases

Clothes


T-shirt


jacket


socks


shoes


dress


skirt


jumper


jeans


shorts


hoodie

p. 90	to agree	I agree. I think it's too much.	zustimmen
	to ask for	I always ask for clothes.	fragen nach, bitten um
	price	What's a good price for your things?	Preis
	those	How much are those socks?	diese (dort); jene
	to wear	I only wear black clothes.	tragen (Kleidung)
p. 90/2a	break	Let's take a break.	Pause

Figure 15. *English Step by Step 1* Workbook p. 105 (Unit 9) – Words and phrases

In the same section, further English vocabulary is provided including the German translation as well as an English example sentence. Additionally, the page number and the exercises where the words occur are provided. Further direct translations of words, phrases and sentences can be found throughout the book. After units 3, 5, 7 and 9, there are sections called "Becoming a learning champion". Each of them is a complete page where additional information is provided for learners with helpful tips and tricks to become a better learner.

However, this information is merely given in German. In the back of the book, the answers to all exercises are provided.

Regarding research question 1, the *Step by Step 1* coursebooks seem to be open to multilingualism and diversity. Although the books are clearly focused on British English, the topics itself leave more space for interpretations and personal experiences of the students. This can be observed right at the end of unit 1 in the student's book which requires the students to create a poster using all languages they can think of (*Step by Step SB* p. 17). Moreover, unit 6 requires the learners to talk about their favorite food as well as that of their family and their friends (*Step by Step SB* p. 65). Depending on the learners' cultural background various kinds of usual and unusual dishes may come up during the conversation. Furthermore, the translation for a Chinese dish can be found in a text. In unit 7, which is about family and friends, there is also space for bringing up all kinds of cultural customs as the students are asked to talk about their families in pairs (*Step by Step SB* p. 73). In unit 8 there is a game called "Find someone who can ..." which for instance asks learners to find a classmate who can speak Turkish (*Step by Step SB* p. 80). It even provides a speech bubble depicting the Turkish word for "hello" (see Figure 16).



Figure 16. *English Step by Step 1* Student's book p. 80 (Unit 8) – Find someone who

In another activity in unit 8, an illustration of a book written in Chinese can be found (Step by Step SB p. 83). Unit 9 is about shopping and includes an activity about “The floating market” which is a famous market in Thailand (Step by Step SB p. 95). Unit 10, which is called “The sporting world”, is also concerned with many different countries from all over the world, such as Türkiye, Brazil or China. (Step by Step SB p. 98). Moreover, it entails a story that discusses the origin of a person with a very diverse cultural background in a positive manner (Step by Step SB p. 99-100). Even though English is the primarily used language and further explanations are given in German, other languages and cultures are at least acknowledged to some extent. This is also reflected in the pictures that represent people from different origins and by using names that are not necessarily typical English names, such as Ahmed, Nihan or Karima.

The workbook also reflects some similar aspects. A reading in unit 7 entails the English translations of the meanings of the names of a Chinese family (Step by Step WB p. 81). In unit 8, French is used in an illustration depicting a speech bubble saying “hello” in French (Step by Step WB p. 86). On page 89 (Step by Step WB), French is again used in a speech bubble, beside another one saying “How are you?” in Italian. Like in the student’s book, unit 10 addresses several countries and is about people from different countries of origin (Step by Step WB p. 107). In unit 11, the learners are supposed to ask a family member what they did when they were 12 years old (Step by Step WB p. 124), which also leaves some room for cultural aspects.

To conclude, it can be noticed that the authors of the *Step by Step 1* series attempted to address the issue of multilingualism to some extent. Although there is only one activity (Step by Step SB p. 17) where students are explicitly invited to use their linguistic repertoire, there are quite a few instances that show the acknowledgment of various languages and cultures. However, none of the tasks highlights the importance of working with the learners’ linguistic pre-knowledge. Except for this single occasion (Step by Step SB p. 17) the linguistic resources are not taken into consideration.

Table 4. Summary of identified categories and frequency of the items of interest. *English Step by Step 1*.

Coursebook	Category (translanguaging practices)	Frequency
Step by Step 1, Student's book	Translation: words/phrases	44
	Translation: sentences	3
	Pairing: words/phrases	17
	Pairing: sentences	3
	Unspecified	34
	Total (all types)	101
Step by Step 1, Workbook	Translation: words/phrases	65
	Translation: sentences	2
	Pairing: words/phrases	21
	Pairing: sentences	5
	Unspecified	5
	Total (all types)	98

Table 4 shows the results of the content analysis of both *Step by Step 1* coursebooks. As it can be seen, all five identified categories could be found in the student's book as well as in the workbook. The subsequent sections provide some explanations and examples for each category and each book.

6.2.1 Translation: words/phrases

"Translation: words/phrases" is the most identified category in both *Step by Step 1* books. All translations that could be found are direct translations from English to German, except for two instances. At the end of unit 1, the learners are supposed to create their own poster with cool words from all over the world. One of the example posters includes three different words in Croatian, Turkish and Arabic, which are translated to English (Step by Step SB p. 17). The other one can be found in unit 6, which is about food. The term for "chicken feet" is written in Chinese several times before it is translated to English (Step by Step SB p. 65). Most of the additional vocabulary that is directly translated to German under certain texts are words and/or phrases. Hence, items like "VOCABULARY: *recharge – wiederaufladen", where

counted as “Translation: words/phrases” (Step by Step SB p. 37). Further translations could be found in a few grammar parts, for example “So bildest du die Befehlsform (*imperative*).” (Step by Step SB p. 138). Two times, the German translation was explicitly requested. In unit 2, “The alphabet rock” song included the question “What are the two countries in German?” (Step by Step SB p. 21) and the other one could be found in unit 7. The students are supposed to search for information on the internet to find out “What’s ‘male’ and ‘female’ in German?” and “What’s ‘daughter’ in German?” (Step by Step SB p. 77).

The translations that can be found in the workbook are also mainly direct translations to German. Nevertheless, in unit 7 there is a reading about a Chinese family where the meanings of their names are translated to English, namely “My name is Mei-hui. That’s ‘beautiful’ in English. [...] My father is called Jin. That’s ‘gold’ in English.” (Step by Step WB p. 81). The additional translations beneath certain texts also occur in the *Step by Step 1* workbook in order to increase understanding. At the end of every unit the most important vocabulary is summarized and translated in the sections called “Words and phrases”. Since the workbook instructions of unit 1-3 are written in German, some of them also entail direct translations from German to English, such as “Kreise T (*True/richtig*) oder F (*False/falsch*) ein” (Step by Step WB p. 23) (see Figure 17).

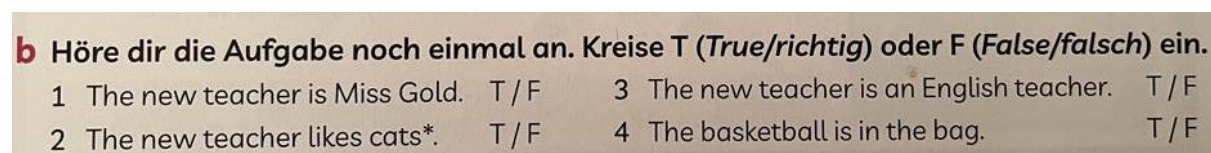


Figure 17. *English Step by Step 1* Workbook p. 23 (Unit 2) – True/False

6.2.2 Translation: sentences

When looking at Table 4, it can be noticed that words and phrases were translated much more often than complete sentences. In the student’s book as well as in the workbook they could be only found as part of the additional vocabulary that appear throughout the book. For example, “VOCABULARY: *[...] I’m very fast! – Ich bin sehr schnell!; I can climb up trees! – Ich kann auf Bäume klettern!” (Step by Step SB p. 47) or “VOCABULARY: *I don’t know. – Ich weiß es nicht.” (Step by Step WB p. 46).

6.2.3 Pairing: words/phrases

All pairings with words and phrases were identified as visual aids and include tasks that require the learners to “Match the words with the pictures.” (Step by Step SB p. 47) (see Figure 18) or tasks where the pictures were already matched with the right terms. The latter occurred, for instance in listening exercises where the students merely have to listen and work with the already correctly matched terms (Step by Step SB p. 58) (see Figure 19).

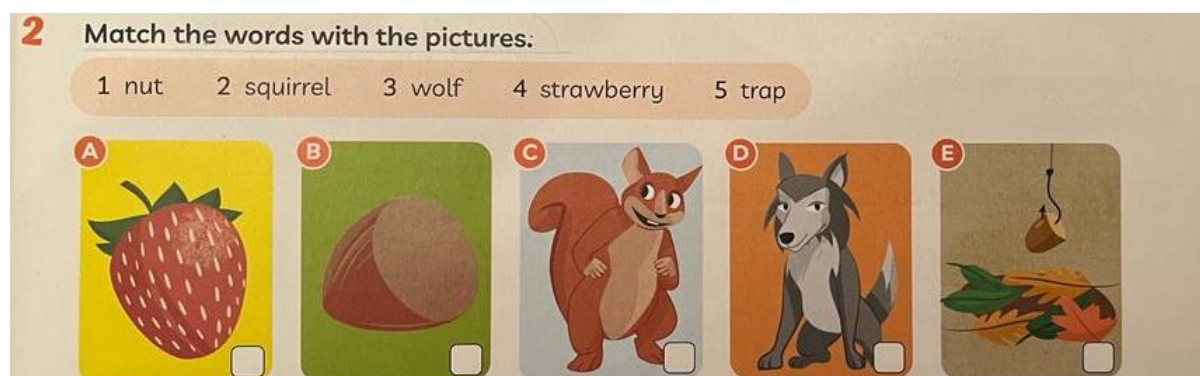


Figure 18. English Step by Step 1 Student's book p. 47 (Unit 4) – Pairing (explicit)

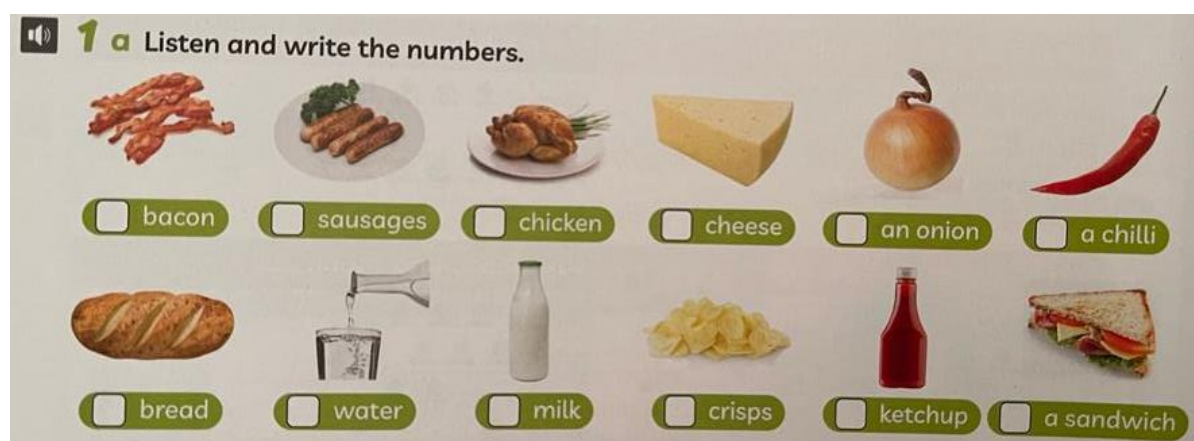


Figure 19. English Step by Step 1 Student's book p. 58 (Unit 6) – Pairing (implicit)

Regarding the workbook, “Pairing: words/phrases” are also about visual aids that require the allocation of terms, like “Match the photos with the words. Draw lines.” (Step by Step WB p. 39). Moreover, at the end of every unit there are pairings as part of the “Words and phrases” section. All units end with pictures that are labelled with the matching words. No additional translations are given as the visual aids are self-explanatory.

6.2.4 Pairing: sentences

Like “Pairing: words/phrases”, all “Pairing: sentences” were visual aids. An example found in the student’s book would be “Match the sentences from 2 with the pictures.” (Step by Step SB p. 120). “Pairing: sentences” was only used like this in the student’s book. Likewise, this was also the only way “Pairing: sentences” occurred in the workbook. An example would be: “Look at the pictures. Match the sentence halves. Draw lines.” (Step by Step WB p. 120) (see Figure 20).

1 Look at the pictures. Match the sentence halves. Draw lines.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						

1 On Monday,	a I visited my grandma!
2 On Tuesday,	b I played football.
3 On Wednesday,	c I listened to music.
4 On Thursday,	d I watched TV.
5 On Friday,	e I played the drums*.
6 On Saturday,	f I listened to my friend.
7 On Sunday,	g I played computer games.

Figure 20. *English Step by Step 1* Workbook p. 120 (Unit 11) – Pairing: sentences

6.2.5 Unspecified

Table 4 also shows that the number of “Unspecified” tasks in the student’s book is much higher than in the workbook. In the student’s book there are various reasons for a task to be allocated to this category. In general, pair work and group work may evoke the use of other languages, for instance, when checking understanding with a partner. At the beginning of a unit there is a box that summarizes what the learners are supposed to “know” and “can” do after every unit. To remind the learners to check their knowledge, there is a sidenote on the last page of each unit, referring to these boxes by saying, for example: “Now go back to page 58. Check with a partner what you know / can do.” (Step by Step SB p. 67). In this case, students may perform code-switching or translation processes automatically in order to check mutual understanding. Moreover, occasionally, the instructions of the student’s book leave

some space for interpretation. For example, unit 2, which includes the learning of the English alphabet and the spelling of words. The formulation “3 b) Choose your own words and spell them” (Step by Step SB p. 23) may lead to students choosing not only English words. Similarly, on the next page it says “3 a) Choose four words and jumble the letters. b) Spell the letters of the words to your partner. Can they write the words?” (Step by Step SB p. 24). Some students may use words from a LOTE and try to spell them using letters of the English alphabet, even though this might not be very likely in reality. Furthermore, student’s book tasks that might evoke translanguaging practices are “Think, pair and share” activities and “Web projects” or activities that require students to search information online. “Think, pair and share” activities require the students to think about a task for themselves before discussing it with a partner, writing it down and comparing it with the class (e.g. Step by Step SB p. 43). During the discussion, and maybe also during the thinking process, students may switch languages before writing the results down in the target language. A “Web project” as group work, like the one on page 46 (Step by Step SB), might also result in students searching for information in their home language first before translating it to the TL in order to complete the tasks.

Although “Unspecified” items occurred less frequently in the workbook, the way they appear is very similar to the student’s book. Some instructions are formulated quite openly and leave some room for interpretations. Especially, in unit 1-3 where the instructions itself are still in German, the formulation “Schreibe drei Dinge, die du noch tun kannst.” (Step by Step WB p. 36) does not explicitly demand the use of the target language. While it should be common sense to use English in all instances, students at this level of proficiency might not be able to write about how they manage their boredom in the TL. Likewise, using the TL only when going online and searching for information may not work at this stage. Hence, tasks that say “Go online. Find out what these animals cost in a year. Write sentences.” (Step by Step WB p. 47), are likely to result in translation processes.

6.2.6 *English Step by Step 1* Teacher’s book

The *Step by Step 1* teacher’s book was taken into account in order to find out whether the authors provided additional comments and information regarding multilingualism and translanguaging practices. Although it is mentioned in the teacher’s book that other cultures

and nationalities should be tolerated (Step by Step Teacher's book p. 7), comments on diversity and multilingualism are scarce. Except for one occasion, there are no hints regarding language use or the acknowledgement of cultural properties. This single exception is merely about the German language and thus excludes other languages by telling the teacher to accept German answers as well (Step by Step Teacher's book p. 25). Nevertheless, this can be regarded as an attempt to include the learners' linguistic pre-knowledge, even though it is just about German. Generally, the teacher's book does not provide any additional information regarding the relevance of a student's full linguistic repertoire for English language learning. Comments on the learners' pre-knowledge are mainly focused on information like content knowledge or their knowledge about their learner type etc. (Step by Step Teacher's book p. 8). Besides, linguistic pre-knowledge is only addressed twice. The comments suggest asking students whether they already have any knowledge about the numbers in English and whether they have any pre-knowledge about colors and school things (Step by Step Teacher's book p. 22). However, the book does not provide any information on why it is important to include the learners' linguistic repertoire.

6.3 General comparison of the coursebooks

Both *MORE! 1* and the *Step by Step 1* coursebooks are in color using a lot of pictures and photographs. Although the *MORE! 1* books have 3 more units than the *Step by Step 1* books, the overall length of the different book series is still quite similar. This is because the individual units of the *Step by Step 1* books are slightly longer. The topics addressed in the *MORE! 1* books differ from the topics in the *Step by Step 1* books (see section 7.1). Nonetheless, the overall structure of the two coursebook series is very similar. In both student's books, the issues and tasks are related to the content of the respective workbook. Moreover, instructions in the student's book are predominantly in English. Additionally, German is used in some cases, mainly for clarification purposes and in grammar sections. Grammar sections can be found in various places in both books, within individual units as well as at the back of the books. However, in the *Step by Step 1* student's book, the grammar sections are often accompanied by grammar exercises. The *MORE! 1* as well as the *Step by Step 1* student's book include "you know / can do" boxes at the beginning of every unit. Further boxes including useful information are also provided in both books, just like direct translations beneath

certain tasks and readings. Moreover, the useful classroom language, the English sounds, the English alphabet, and the wordlist are very similar in both student's books.

In contrast to the student's books, the workbooks are not entirely written in English. In the *MORE! 1* workbook as well as in the *Step by Step 1* workbook, the German language is used for the instructions of unit 1-3. In both workbooks the most important vocabulary is provided at the end of each unit including a section where some of the words and/or phrases are explained with the help of visual aids. In addition to that, the *Step by Step 1* workbook depicts the page number and the exercises to indicate where the vocabulary occurs in the book. Such a reference to specific exercises cannot be found in the *MORE! 1* workbook. Moreover, both workbooks provide direct translations throughout the book to facilitate comprehension, for instance, in reading tasks. Another aspect that differentiates the books are the sections called "Becoming a learning champion". Additional information regarding this issue can merely be found in the *Step by Step 1* workbook. In the back of both workbooks, the answer key for all exercises is provided.

7 Discussion of RQ1 and RQ2 findings

In this section, the examined coursebooks will be discussed regarding research questions 1 and 2. The first two research questions will be tackled in terms of multilingualism and translanguaging practices. Therefore, the outcomes of all six books will be used.

7.1 RQ1 – Multilingualism within the coursebooks

By looking at the coursebook series more closely, it can be noticed that the topics chosen differ in a lot of ways. Although both book series are based on British English, the examples in the data analysis show that the issues dealt with in the *Step by Step 1* books are much more diverse compared to the *MORE! 1* book series. While the *MORE! 1* student's book addresses other cultures and languages merely in three tasks and the workbook not even once, the *Step by Step 1* books include other cultures and languages quite frequently. Besides English and German, the *MORE! 1* student's book entails only one word of Japanese and merely addresses the following countries once: Vietnam, South Africa, Georgia (SB p. 53), Tunisia, Croatian and the United States (SB p. 118). In the *Step by Step 1* books many more languages are depicted. They comprise German, Croatian, Arab, Turkish, Chinese, French, and Italian. The countries that are referred to additionally are the United States, Brazil, Spain, South Africa, Thailand, Finland, and Austria. Most of the countries and languages illustrated in both *Step by Step 1* books are addressed more than once. One could argue that the *Step by Step 1* coursebooks still represent only some of the most common countries and languages and thus exclude many others. Nevertheless, compared to the *MORE! 1* books, the representation of various cultures and people from different origins is much more present. Even though the *Step by Step 1* books rarely openly request the usage of a LOTE, learners might be able to make use of and share some of their cultural and linguistic knowledge due to the way the tasks are designed.

All in all, in contrast to the *MORE! 1* books, the *Step by Step 1* book series appears to address the issue of multilingualism in a more open-minded way. The way the tasks are designed makes it easier for teachers to open up their ELT lessons for more diversity, for instance by providing examples and illustrations using a variety of languages and cultures. However, none of the books invites the learners to use their linguistic pre-knowledge explicitly.

7.2 RQ2 – Translanguaging practices within the coursebooks

When comparing the results of the coursebook series, it can be observed that the total numbers of items in the *Step by Step 1* books is lower than the number in the *MORE! 1* books. This cannot be explained by the length of the books, since each of the *Step by Step 1* books are even slightly longer than the *MORE! 1* books. In the following sections the categories will be discussed with reference to the literature review and possible explanations regarding the occurrence of the items will be outlined. Subsequently, the teacher's books will be discussed briefly, followed by an overall conclusion.

7.2.1 *MORE! 1 SB and WB vs. Step by Step 1 SB and WB*

For both, the *MORE! 1* book series and the *Step by Step 1* book series, "Translation: words/phrases" is the most identified category. Both series use direct translations from English to German almost exclusively. While such translations are a commonly applied practice in ELT as they save a lot of time in many cases (García & Wei 2014: 60), simple translation does not promote translanguaging (Rowe 2018: 32). Moreover, translations to other languages, which could only be observed in the *Step by Step 1* books, are very scarce and do not contribute to overall understanding of the teaching content. Nevertheless, they may at least help students with a more culturally and linguistically diverse background to feel recognized. However, the importance of using one's full linguistic repertoire is mentioned in none of the books, even though research has shown that students need their L1 knowledge to learn a new language (e.g. Butzkamm 1998; Cook 2001). Both book series are designed in a way that assumes that all English learning students speak German very well, but in reality, this is not the case. Keeping in mind that the analyzed coursebooks are designed for Austrian middle schools and are therefore also used in Vienna, about 75 % of Viennese middle school students do not speak German as their L1 (see BMBWF 2019) (see section 3.5.1). Hence, a large proportion of Viennese middle school students might have difficulties to understand English words and phrases based on German translations. With regard to this, it needs to be mentioned that the *Step by Step 1* books do not entail direct translations in sidenotes or other boxes with further information. At least in these sections, the L1 of the students does not play a role. By taking a closer look at the Excel spreadsheet used for the analyses (see section 11.1), it can be noticed that the frequency of additional translations that belong to certain tasks is

also much lower. This does not only explain the lower number of “Translation: words/phrases” but might imply that the *Step by Step 1* coursebooks are a little more inclusive as they use less German translations throughout the books. Nevertheless, German is still the only language used in addition to English. Aspects of pedagogical translanguaging, such as the promotion of the learners’ multilingual repertoire to learn languages more effectively and to deepen their understanding of a subject matter by using several languages (see Cenoz & Gorter 2021), are not taken into consideration.

Likewise, the category “Translation: sentences” can provide some difficulties for a lot of learners. Many learners might have difficulties to understand English vocabulary based on German translations. Learners with a low language proficiency in German may not be able to understand complete sentence translations. However, this category does not occur very often in neither of the coursebooks.

The category “Pairing: words/phrases” could be identified in all four books. It could be observed that “Pairing: words/phrases” occurred much more often compared to “Pairing: sentences”. One possible reason for this could be that words and phrases are easier to depict using visual aids, in contrast to entire sentences. This could explain why “Pairing: sentences” was the category with the least occurrences in all books. The most items for “Pairing: words/phrases” could be identified in the *MORE! 1* workbook. It can be argued that words and phrases as well as sentences that are explained with the help of visual aids may be easier to understand for students with a migratory background compared to translations, for instance. The illustrations are pretty self-explanatory and do not require a certain level of proficiency in the TL or German. Nonetheless, merely providing pictures is not enough to enable learners to access all their linguistic resources (Rajendram 2021: 22).

The items identified as “Unspecified” in the *Step by Step 1* books outnumber the occurrences in the *MORE! 1* books. None of the *MORE! 1* coursebook tasks requires the learners to use their linguistic pre-knowledge and not a single item of this category could be found in the *MORE! 1* workbook. This indicates that the *MORE! 1* coursebooks do not explicitly promote translanguaging practices. Only very few tasks that include pair or group work may evoke code-switching processes. However, none of these tasks explicitly requires the learners

to apply code-switching or use any of their existing linguistic knowledge. On the contrary, the instructions in the *Step by Step 1* coursebooks leave more room for interpretation and thus more possibilities for translanguaging practices to occur. A few of the *Step by Step 1* tasks require the learners to explicitly think of the German equivalent of some words. Although such tasks simultaneously exclude other home languages, the *Step by Step 1* books are generally designed more openly and are thus more likely to enable students to make use of their linguistic resources. Nonetheless, these books also do not mention the importance of the use of the learners' full linguistic repertoire, even though not only multilingual students would profit from doing so (see García 2011).

7.2.2 *MORE! 1* teacher's book vs. *Step by Step 1* teacher's book

Neither of the teacher's books explicitly referred to the learners' possible diverse linguistic or cultural background. Although it is claimed in the introductions of both teacher's books that other cultures and nationalities should be tolerated, the comments on the coursebook tasks are not designed to do so. The only differentiations that need to be made according to the authors of the teacher's books are related to aspects like the learners' level of TL proficiency, the learner type, or the level of difficulty of certain tasks. Although these are valid aspects in terms of learning languages, no adjustments are expressed with regard to linguistic or cultural diversity. Not valuing the students' languages and cultures means that they are not able to access their linguistic repertoire (e.g. Rowe 2018; Rajendram 2011), which is necessary to facilitate language learning. Furthermore, there is only one comment in the *Step by Step 1* teacher's book that refers to language use explicitly, namely, to accept German answers as well (*Step by Step Teacher's book* p. 25). This comment should be acknowledged positively since allowing German answers can be considered as a promotion of translanguaging practices (e.g. Cenoz & Gorter 2021; Rowe 2018; Williams 2002). On the other hand, this comment is very limiting. By explicitly allowing the use of German as addition to English other LOTEs are automatically neglected. All other utterances in the *Step by Step 1* teacher's book merely provide more detailed explanations for the coursebook tasks without any further reference to the learners' linguistic resources. The explanations do not include any additional information with regard to multilingualism or translanguaging practices. Hence, neither of the teacher's books considers multilingualism as a resource for language learning.

In conclusion, the *MORE! 1* coursebooks include more translations and more pairings than the *Step by Step 1* books. More translations could imply that the *MORE! 1* books presuppose that their target group of English learners has profound knowledge of the German language. Nevertheless, the number of pairings is also quite high. This may support English language learning students who are not proficient users of the German language since visual aids facilitate understanding without the usage of direct translations. Even though translation processes are able to evoke translanguaging practices if applied accordingly, none of the observed translations actually leads to such practices. Furthermore, since all pairings are visual aids, understanding English vocabulary might be facilitated; however, translanguaging practices are not evoked because other languages are not addressed. The items that were labelled “Unspecified”, where switching between languages is more likely to occur, could be found more often in the *Step by Step 1* books. Hence, it can be argued that the *Step by Step 1* coursebook series encourages students to make use of their linguistic resources to a greater extent compared to the *MORE! 1* books. If implemented appropriately, this allows both teachers and learners to switch between languages in a meaningful way and language learning processes might be enhanced (see section 3.4.3.2). However, as a matter of fact, all examined books – including the teacher’s books – heavily rely on German as the main language of reference. Learners who do not master the German language, automatically have to face much more difficulties when learning English using either of the books. German L1 speakers and fluent German L2 speakers are more privileged compared to learners with other home languages since they are able to understand additional information and translations provided in German in order to increase understanding in the TL. Although the overall impression of the *Step by Step 1* books is a bit more positive with regard to the inclusion of the learners’ linguistic resources, the claim that the *Step by Step 1* coursebook series was designed *for all students* can only be confirmed partly.

8 Adaptations

8.1 RQ3 – Adapting coursebook tasks

In many cases, adaptations of teaching materials are necessary in order to make them more suitable for the respective learning and teaching contexts. With regard to the present thesis, some of the coursebook tasks will be adapted to create more translanguaging-appropriate material. Since the teacher's books did not include any helpful comments on translanguaging practices, the adaptations are mainly focused on Rowe's (2018) principles that support translanguaging within educational contexts. The purpose of the adaptations beneath is to show the potential of already existing coursebook tasks and not to develop new material. All adaptations are merely proposals. The tasks could be extended and adopted in a lot of ways. The examples are supposed to illustrate possible approaches to how ELT coursebook tasks could be altered to promote linguistic and cultural diversity and thus to become more translanguaging-appropriate. With regard to this, it needs to be mentioned that the learners should not be forced to use a LOTE because some students might not feel comfortable using their L1. Hence, implementing a translanguaging pedagogy should always be based on voluntariness and in accordance with how the students feel about the use of their linguistic resources.

According to the analyses above, the coursebooks in question do not entail any aspects that promote pedagogical translanguaging explicitly. However, the purpose of this study is not to completely neglect the existing coursebooks, but to demonstrate that there is a lot of potential. Translanguaging strategies can be implemented in all kinds of contexts. As already mentioned before, it merely needs "a bit of good will, a willingness to let go of teacher control, and the taking up of the position of learner, rather of teacher (García 2011: 5). In the following, one task of each of the student's books and the workbooks will be adapted. In total, four adaptations of already existing tasks will be conducted to illustrate that all teaching materials have the potential to become more suitable for learners with diverse linguistic backgrounds. The activities and tasks selected are of different nature. Various types of activities were selected in order to demonstrate different approaches. The first activity is designed as a pair work where students have to discuss and produce a text together. The second one is an individual writing activity. The third example is a pair work where learners

have to discuss some images and take notes. The basis for the last activity is an illustration taken from the “Words and phrases” section.

There are numerous ways of acknowledging linguistic and cultural diversity within the classroom. Aspects like the learners’ level of TL proficiency do not hinder the implementation of translanguage practices. For each example, a brief description of the original task will be provided first. Afterwards, possible adaptations will be described and some implications of the adjustments will be summarized. In addition to the ordinary citations, the principles of Rowe (2018), which were mainly used in the proposals, will be added in brackets for clarification purposes.

8.1.1 *MORE! 1* Student’s book

The first task can be found in the *MORE! 1* student’s book in the middle of unit 7. In unit 7, the learners get to know the most typical kinds of food from a rather Western perspective.

11 Two puzzles. Read and think. Find out why they like the food.

Nella

What they LIKE 😊
and DON'T LIKE 😞

Nella likes **apples**,
but she doesn't like **oranges**.
She likes **cheese**,
but she doesn't like **milk**.
She likes **eggs**,
but she doesn't like **chicken**.
She likes **peppers**,
but she doesn't like **cucumbers**.
She likes **carrots**,
but she doesn't like **tomatoes**.
She likes **noodles**,
but she doesn't like **rice**.
She likes **spaghetti**,
but she doesn't like **bread**.

Shu-hui

Shu-hui likes **fish sauce**,
but he doesn't like **fish**.
He likes **spring rolls**,
but he doesn't like **meat**.
He likes **mineral water**,
but he doesn't like **tea**.
He likes **red peppers**,
but he doesn't like **carrots**.
He likes **brown bread**,
but he doesn't like **cheese**.
He likes **ice cream**,
but he doesn't like **oranges**.

12 Work in pairs. Write your own puzzle. Then present your puzzle to another pair.

Figure 21. *MORE! 1* Student's book p. 55 (Unit 7) – Food puzzle

At this point the learners should already be able to express themselves using the TL, albeit just in a limited manner. The first example is comprised of two parts. The first part, exercise 11, requires the learners to think about the puzzles (as illustrated in Figure 21) on their own and to try to come up with a solution independently. The second part, exercise 12, requires the students to work in pairs and create their own puzzle, which is then presented to another pair.

Proposal

In order to make the task more translanguaging-appropriate, exercise 11 could become a pair work instead, since this first part requires speculations. As a pair work, finding out “why they like the food” together might result in speculations and discussions. For this purpose, the students should be invited to use a LOTE they share. Certain terms could be translated quickly by the students themselves to increase understanding. Moreover, the students may want to take some notes to solve the puzzle. Taking notes could also be encouraged to be done in a language of their choice. In order to compare the solutions in class, the results should be reformulated and explained in the TL. The second part, exercise 12, is already designed as a pair work. The students could be asked to come up with food that is typical for a certain culture or country. They could think about the favorite food or dish of their grandparents or other family members. Some dishes may not be translatable to English, the original term could be used instead. By focusing the task on the creation of the puzzle as well as the interaction with a partner and another pair, correct spelling of words should not matter as long as the team members understand each other. During the process or the presentation to another pair, however, the missing translations could be added by learners who know the correct translations in the TL.

Implications

Working in pairs and allowing the students to use a shared LOTE, especially during a phase of discussions and speculations, can have a lot of advantages regarding cognitive processes. Research suggests that discussing a subject matter using more than one language helps students to deepen their understanding (see section 4.1; Cenoz & Gorter 2021). Moreover, allowing students to use their home languages to translate the most important terms quickly

could save a lot of time (Rowe 2018: 32) (“inviting two-way translations”). Encouraging notetaking in a language of their choice, will help recognizing and valuing the students’ home languages. This is what Rowe (2018) calls “model translanguaging”. Teachers cannot be expected to know all the languages that can be found in the classroom. Nonetheless, they can emphasize the value of producing texts using various languages in cooperation with other students. This would also fit to Rowe’s (2018) fifth principle, “composing dual-language or multilingual texts”, which is about the composition of texts using more than one language. Allowing students to do so during a phase of brainstorming may be faster and increase understanding. By inviting learners to think about traditional dishes their parents, grandparents etc. prepare at home, and to use their original name, not only their languages but also their cultural background is valued (“valuing students’ languages and cultures”). Moreover, encouraging them to add the translations, students with similar linguistic background are enabled to support each other, both – the translator and the receiver – are likely to profit from it, and it can save a lot of time (“inviting two-way translations”).

8.1.2 *MORE! 1* Workbook

Unit 3 of the *MORE! 1* workbook is about pirates and describing people (see Figure 22). Exercise 16A is about reading the given descriptions and matching the pictures to the texts. 16B is about writing such a description of a friend independently.

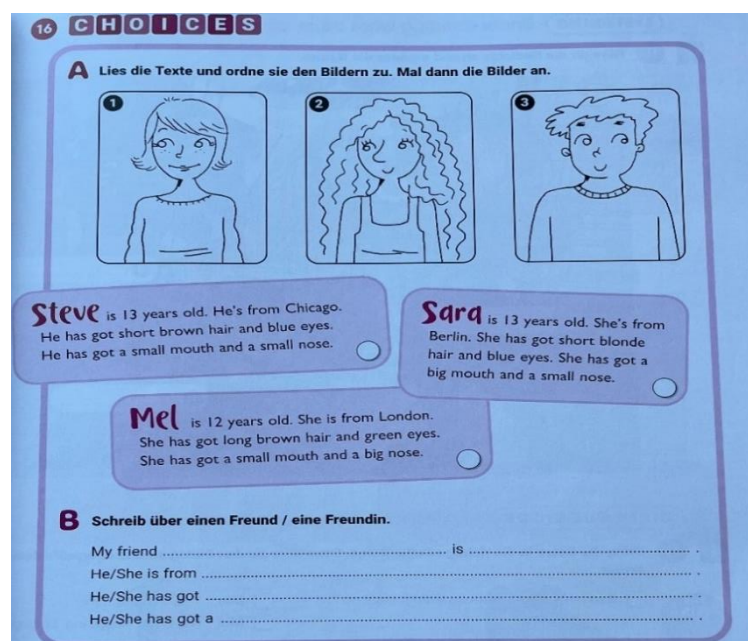


Figure 22. *MORE! 1* Workbook p. 27 (Unit 3) – Writing

Proposal

For the adaptation, the texts in the first task, exercise 16A, are merely seen as a template for the second part. Exercise 16B could be done either individually or be changed to a pair work or even a group work. Instead of writing about a “friend”, the learners could write about an imaginary “creature” they drew themselves. Since the learners already know how to describe a pirate’s appearance at this time, they should be able to describe their creature as well, using the chunks in exercise 16B. In case they do not know the words for all the attributes they want to include, they could simply write down the attributes in a language of their choice. Eventually, the drawings and the texts could be presented in class. In case the TL is not used consistently, the other students can still follow the description since the presenters can use their drawings to point at the respective attributes. After the presentations, the drawings as well as the texts could be displayed in the hallway or the classroom. In order to display the drawings, the texts should be rewritten in the TL. All products could then be assembled.

Implications

By allowing students to supplement their English text with words from a LOTE they practice moving fluidly between languages (“composing dual-language or multilingual texts”). The correct spelling of the LOTE words is not crucial as the teachers or other students might not know every single word. Nonetheless, working in pairs or groups can be helpful in terms of spelling. Some classmates may know how to spell certain words and teachers could also help. For instance, by spelling out words phonetically using letters of the English alphabet (Rowe 2018: 32). Considering that the students’ products include a written text using more than one language, a drawing which might entail further symbols as well as the oral presentation, they can also be referred to as a combination of multimodal resources (see Cenoz & Bereziartua 2016). Speaking of the oral presentation, it is essential to enable learners to share their creations. It can be extremely encouraging for students to know that their products are going to be displayed at some point, be it in class or outside (“connecting students with bilingual or multilingual audiences”). By displaying their products in the hallway, for example, other students with a similar linguistic background may also feel recognized if they find a familiar language on such a project. Additionally, the original text

could be presented right next to a rewritten version using the TL only. This way the products could even be used to learn more about other languages, for instance by highlighting linguistic similarities and/or differences (see section 3.5.2.1).

8.1.3 *English Step by Step 1* Student's book

For this task, only exercise 1 and its subtasks will be considered (see Figure 23). The focus in unit 3 lies on the expression of feelings. In exercise 1a, the learners have to individually come up with words they can think of when looking at the pictures in exercise 2. Afterwards, in exercise 1b, they have to talk about their ideas and write down the words in pairs. Exercise 1c requires the learners to compare their findings in class. At this point, the students' answers are merely speculations. The correct order of the pictures as well as differing cultural assumptions regarding the images are not relevant.

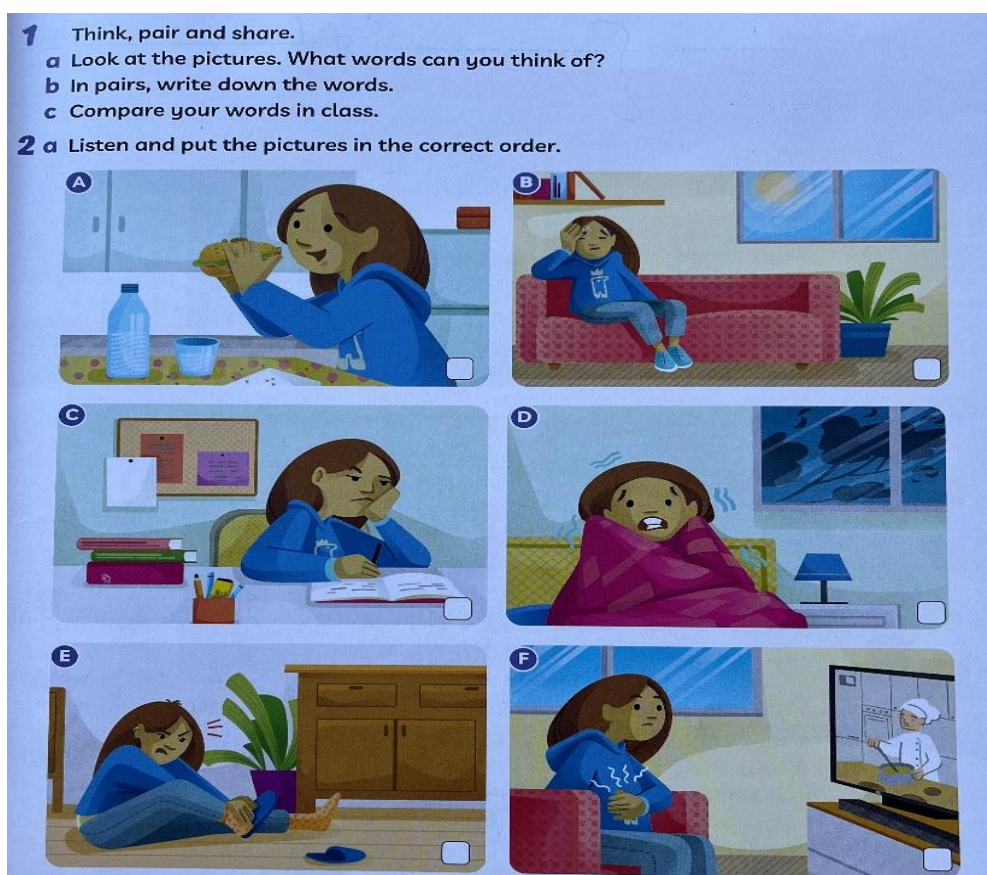


Figure 23. *English Step by Step 1* Student's book p. 33 (Unit 3) – Think, pair and share

Proposal

With regard to the adaptation, exercise 1a should remain a task that is done individually. The students should be invited to think of the words and the context in a language of their choice. The students could even be explicitly asked to use their home languages, for instance, provided that they feel comfortable with it. In exercise 1b, the learners' individual ideas should be shared with a partner. This could be done by using a LOTE they share. For taking notes, other languages should be allowed, and translations could be added by the partner. The last task, exercise 1c, is about comparing the results in class. If there are still some words left that could not be translated to English, other classmates or the teacher could help to find the translations. In case no one knows the correct translation of a word in a LOTE, tools like online translators could be very helpful.

Implications

Think, pair and share activities can be found several times throughout the *Step by Step 1* student's book. Allowing the students to use a shared LOTE would be a good idea in general, since reflecting on an issue by using another language is likely to result in a deeper understanding of the topic (see section 4.1; Cenoz & Gorter 2021). This is because more linguistic resources can be activated. Moreover, allowing a LOTE acknowledges the students' languages and supports the learners by making use of their full linguistic repertoire ("valuing students' languages and cultures"). This is also important if students want to take notes. The learners should be invited to supplement their notes with their home languages ("composing dual-language or multilingual texts"). Moreover, discussing the words with a partner who shares a LOTE may lead to code-switching processes. In case the partner knows the words in the TL, the translations could be added to the notes. In addition to that, finding the translations for all words the learners come up with during exercise 1a, can be beneficial in many ways. On the one hand, it provides the learners with the opportunity to help other classmates by telling them the correct translation ("inviting two-way translation"). On the other hand, online dictionaries or translators can be used as a helpful tool to illustrate how the learners could look up vocabulary on their own (see Celic & Seltzer 2011). In general, "technology" is a useful tool to support "multilingual students' translanguaging abilities" (Rowe 2018: 37).

8.1.4 English Step by Step 1 Workbook

The last example is not a task as such. It is part of the section “Words and phrases” at the end of unit 12 and was chosen in order to illustrate how cultural issues could also become part of ELT lessons (see Figure 24). This is essential, since not only languages need to be acknowledged and valued, but also the students’ cultural background. Usually, the “Words and phrases” sections at the end of every unit are used to support students by learning the most important vocabulary of a unit. However, by looking at the illustrations in this section more closely, it can be noticed that they entail cultural traits. This fact will be the basis for the following adaptation.



Figure 24. *English Step by Step 1* Workbook p. 138 (Unit 12) – Words and phrases

Proposal

The students could be asked to look at the illustrations individually or in pairs and think about the meaning they convey. For instance, the pictures reveal a northern hemispheric approach, depicting July and August as summer and January as winter months. The students could think about other countries, or their parents’ and/or grandparents’ home countries. They could reflect on the location of these countries and whether they have the same seasons as Austria, for instance. Moreover, the learners could reflect on what could be considered as rather neutral, and what carries (cultural) meaning. For example, February, April, October and December could be said to convey cultural meaning as these months depict certain holidays that may not be celebrated in every part of the world. At least by now, the students should

be asked to discuss the pictures in pairs and share their thoughts about the geographical aspects, cultural meanings, etc. The use of the students' LOTE should be allowed. Eventually, they should be encouraged to share their thoughts in class, preferably in the TL. In a next step, this could be used as a starting point for further discussions about: Who celebrates Easter? Who celebrates Christmas? What is celebrated on certain holidays? and so on. Different religions could be compared and contrasted. Of course, additional material or online resources could be used to visualize exemplification. At this level of proficiency, using the TL exclusively might not make sense. Students may also want to add words in their home languages. For example, terms that are relevant with regard to their religion and/or certain holidays.

In addition to that, family members of the students, or other teachers – e.g. teachers of religion or teachers of other languages – could be invited to class, to highlight similarities and differences between various cultures. Externals, like family members, could also talk about their own ways to celebrate specific holidays, the most important terms in their language and their own cultural customs. Furthermore, more aspects about the pictures themselves could also be addressed. It could be discussed what other images or references could have been used instead to depict months like April and December.

Implications

Addressing the students' languages and cultures in such a way, increases the chance that students welcome diversity and value their multilingual traits ("valuing students' languages and cultures"). Moreover, students who do not speak any other languages – in addition to English and German – may develop linguistic flexibility and linguistic tolerance (see García 2011). As a result, all students are more likely to profit from their linguistic resources. The provision of all kinds of online resources, such as videos or illustrations, could also be used to support the learning process and to enhance understanding (e.g. Celic & Seltzer 2011; Rowe 2018). Furthermore, the engagement of external people can have an impact on the students' opinions about languages ("modeling translanguaging"), which in turn affects their thoughts and attitudes towards speaking multiple languages.

8.2 Evaluation of the adaptations

The adaptations above are merely supposed to provide ideas for how already existing coursebook tasks could be adapted to make them more translanguaging-appropriate. The examples were designed to illustrate that pedagogical translanguaging could be easily implemented in a lot of ways and in various instances. Therefore, no additional material was used for the adaptations in order to show that ELT coursebook tasks could be adjusted with little effort and with the aim to enhance language learning for all students. Nevertheless, the last example of the adaptations (see section 8.1.4) demonstrates that adding appropriate materials, such as printed texts or all kinds of online resources, could be beneficial with regard to language learning processes and the implementation of translanguaging strategies (e.g. Celic & Seltzer 2011; Rowe 2018).

9 Conclusion

Nowadays, there is no doubt that the issue of multilingualism deserves attention, especially within educational contexts. However, it is only during the last decades that the cognitive and societal advantages of speaking multiple languages have been recognized (e.g. Blommaert, Leppänen & Spotti 2013; Hamers & Blanc 2000; Jessner-Schmid 2015). Hence, this field of research is rather new, yet research already suggests a lot of interesting theories that support language learning, such as the utility of prior language knowledge and the development of a positive attitude towards linguistic diversity (e.g. García 2011; Volgger 2014/15).

With regard to the first research question the present study reveals that the *English Step by Step 1* coursebook series addresses the issue of multilingualism in a more open-minded way, compared to the *MORE! 1* books. The examples and illustrations in the *Step by Step 1* books offer a greater variety of languages and cultures, which makes it easier for teachers to open up their ELT lessons for more diversity. However, whether multilingualism is actually addressed in the classroom remains at the discretion of the teachers due to the absence of comments regarding this issue in all examined books.

In terms of the second research question, neither the examined coursebooks nor the respective teacher's books recognize the importance of the learners' linguistic repertoire. Although a large proportion of Austrian students, especially Viennese middle school students, do not speak German as their home language (see section 3.5.1), both coursebook series are targeted at German-speaking students. Hence, a lot of the additional information as well as the wordlists are merely targeted at students who have profound knowledge of the German language ("Translations"). Aspects of pedagogical translanguaging, such as the promotion of the learners' multilingual repertoire to learn languages more effectively and to deepen their understanding of a subject matter by using more than one language (see Cenoz & Gorter 2021), are not taken into account. Nonetheless, both book series make attempts of explaining words, phrases, and sentences without using direct translations. These were identified as visual aids ("Pairings"). While it may be easier for students with a migratory background to understand utterances that are combined with visual aids, the mere provision of pictures is not enough to enable students to access all their linguistic resources (see Rajendram 2021). Also, none of the "Unspecified" tasks explicitly require the learners to apply code-switching

or use their linguistic pre-knowledge consciously. In a few cases, the *Step by Step 1* tasks at least require the learners to find the German translations for some utterances. However, simple translations should not be confused with translanguaging as translation merely provides the space for translanguaging practices (Rowe 2018: 32).

The third research question is concerned with the adaptation of tasks that could be found in the examined ELT coursebooks. The examples in chapter 8 propose possible approaches to already existing coursebook tasks. The adaptations illustrate that basically any teaching resource can be adjusted and used as a basis to create more translanguaging-appropriate material, even with little effort.

Overall, it can be concluded that neither of the coursebook series encourages the learners to apply and practice translanguaging strategies. Moreover, none of the books mentioned the importance of using the learners' linguistic repertoire as a resource. However, ELT coursebooks do have an impact on teaching and learning (see Gray 2013). Hence, teachers need to be aware that books are not perfect and not all coursebook tasks are appropriate in all contexts. This study shows that the examined ELT coursebooks neglect the fact that many English learning students in Austria do not master the German language. However, if adapted accordingly, coursebook tasks can still be a useful resource for teaching multilingual learners.

Due to the narrow scope of master's theses, certain limitations could not be avoided. First of all, there are many other ELT coursebook series that could have been examined. While this thesis focuses on the two most popular and most recent coursebook series, a much bigger sample might have led to different results. Likewise, the selection of other coursebooks could have yielded different findings. In general, there is a lack of research regarding the field of multilingualism and especially with respect to the implementation of translanguaging practices in ELT lessons. This study merely provides suggestions for such implementations without analyzing them. Considering the linguistic repertoire of learners as a valuable resource rather than an obstacle, can be of inestimable value. Therefore, future research on multilingualism within language learning classrooms might reveal further interesting and helpful aspects not just for ELT contexts but also for various other areas, such as language acquisition processes.

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11 Appendix

11.1 Analyses of the coursebooks

In this section, the Excel spreadsheets used for the coursebook analysis are depicted. Every table includes an overview of the results and the items in total as well as a list of abbreviations. In the first column ("Page") shows the items per page in a chronological order. Hence, various items on the same page were indicated using the same page number several times. The second column ("Items") describes the items that were found. The columns three ("Exercise number + comments") and four ("Examples") provide more detailed information about the items itself. Eventually, the categories were counted in order to receive the final numbers.

11.1.1 *MORE! 1* Student's book

Table 5. Analysis of the items identified in the *MORE! 1* Student's book.

Analysis – <i>MORE! 1</i> Student's book			
Results: Translations: total = 78 Pairings: total = 19 Unspecified = 26 Items in total = 123		Abbreviations	
		CS = code switching	
		vocab. = vocabulary	
		Gr. = grammar	
		pic. = picture	
		STs = Students	
		Ts = Teachers	
		LOTE = Language other than English	
		E = English	
Page	Items	Exercise number + comments	Examples
UNITS 1-15			
8	Translation: words/phrases	you know/can: translation given	"how to use imperatives (Befehlsformen)"
12	Pairing: words/phrases	12: visual aid	"red" = pic of red stain
13	Translation: words/phrases	2: vocab.	
13	Unspecified	4: cyber project: may lead to CS at this level	"Create a school uniform: Make a school tie. Make a video."
15	Translation: words/phrases	Gr: translation + explanation + task + exceptions	"Plural nouns (Mehrzahlformen) + Irregular plurals (1)"
15	Translation: words/phrases	Gr: translation + explanation	Questions (Fragen)

15	Translation: words/phrases	Gr: translation + explanation + task	Imperatives (Befehlsformen)
15	Unspecified	Check: may lead to CS	"Now go back to page 8. Check with a partner what you know / can do."
16	Pairing: words/phrases	1: visual aid	next to, behind, ...
20	Pairing: words/phrases	Gr: 2: visual aids	frog = "behind" the shoe
20	Translation: words/phrases	Gr: explanation + translation	"Das Verb "sein" (ich bin, du bist, er ist, ...) hat im Englischen die folgenden Formen:"
20	Unspecified	Check: may lead to CS	
22	Pairing: words/phrases	Note: visual aid	long/short tail vs. Tall/short person
26	Translation: words/phrases	12: vocab.	
27	Unspecified	Check: may lead to CS	
28	Translation: sentences	box: translation given	"I can make suggestions (Vorschläge machen)"
28	Pairing: words/phrases	1: visual aid	"Write the activities under the pictures."
30	Pairing: words/phrases	1: visual aid	
35	Translation: words/phrases	12: vocab.	
36	Unspecified	Check: may lead to CS	
38	Translation: words/phrases	you know: translation given	
42	Translation: words/phrases	Gr: translation + explanation	
42	Unspecified	Check: may lead to CS	
43	Unspecified	5: cyber project: group work: may lead to CS	"Work in groups. Create a role play about Jamie's problem. Think of a good ending. Make a video."
44	Translation: sentences	box: translation given	
44	Pairing: words/phrases	1: visual aid	"Match the places with the photos."
45	Unspecified	6a/b: may lead to CS	"ROLE PLAY: Work in pairs."
46	Translation: words/phrases	2: vocab.	
47	Pairing: words/phrases	5: visual aid	
49	Translation: words/phrases	10: vocab.	
49	Translation: words/phrases	Fact box: translation from Japanese to English	"Manga is the name for Japanese comic books."
50	Translation: words/phrases	13: vocab.	
50	Translation: words/phrases	Gr: explanation + translation	Allgemeinen gern Eis magst."
50	Translation: words/phrases	Gr: explanation + translation	"Für "viel/viele" kannst du im Englischen sowohl a lot of als auch lots of verwenden."
50	Unspecified	Check: may lead to CS	
51	Translation: words/phrases	2: translation requested	"What's 'Schwan' in English?"
52	Pairing: words/phrases	5: visual aid	

53	Translation: words/phrases	4: vocab.	
53	Translation: words/phrases	5: vocab.	
54	Translation: words/phrases	7: vocab.	
55	Unspecified	12: pair work: may lead to CS	"Work in pairs. Write your own puzzle. Then present your puzzle to another pair."
56	Translation: words/phrases	13: vocab.	
57	Unspecified	Check: may lead to CS	
58	Translation: sentences	box: translation given	
58	Pairing: words/phrases	1: visual aid	"Match the words with the pictures."
59	Unspecified	6b: pair work: may lead to CS	"ROLE PLAY: Work in pairs."
60	Pairing: words/phrases	1: visual aid	
63	Translation: words/phrases	10: vocab.	
64	Unspecified	17: may lead to use of L1 (mindmap)	"Create your own mind map and write a text about yourself."
64	Unspecified	Check: may lead to CS	
66	Translation: words/phrases	you know: translation given	
67	Translation: words/phrases	3: vocab.	
69	Translation: words/phrases	10: vocab.	
70	Translation: words/phrases	2: vocab.	
70	Unspecified	6: cyber project: group work: may lead to CS	"Work in groups. What should you (not) put on your blog? Create a PowerPoint presentation. Show it in class."
73	Translation: words/phrases	Gr: TRANSLATION	Object pronouns - Pronomen als Objekte
73	Unspecified	Check: may lead to CS	
74	Translation: sentences	box: translation given	
77	Unspecified	find out: may lead to CS	"How much are these prices in €?"
79	Translation: words/phrases	10: vocab.	
80	Unspecified	Check: may lead to CS	
82	Pairing: sentences	1: visual aid	"Match the times with the pictures."
83	Translation: sentences	box: indirect translation	"So kannst du im Englischen nach der Zeit fragen: Excuse me, what time is it? [...] "
84	Translation: words/phrases	5: vocab.	
85	Translation: words/phrases	8: vocab.	
85	Translation: words/phrases	9: vocab.	
89	Unspecified	Check: may lead to CS	
90	Translation: sentences	box: translation given	

90	Pairing: words/phrases	1: visual aid	"Match the means of transport with the photos."
91	Unspecified	6b: pair work: may lead to CS	"ROLE PLAY: Work in pairs. [...] Think of a role play with a partner. [...]"
97	Translation: sentences	19: vocab.	
98	Translation: words/phrases	Gr: explanation + translation	"Für Aufzählungen (der erste, der zweite, usw.) verwendest du die folgenden Wörter: one → first [...]"
98	Translation: words/phrases	Gr: explanation + translation	"Was / were" werden gleich verwendet wie "ich war / du warst" usw. im Deutschen.
98	Unspecified	Check: may lead to CS	
101	Pairing: words/phrases	5: visual aid	
105	Translation: words/phrases	2: vocab.	
105	Translation: words/phrases	3: vocab.	
105	Unspecified	5: cyber project: may lead to use of L1	"Plan a role play."
106	Translation: words/phrases	box: reference to verb lists + translation	
107	Unspecified	Check: may lead to CS	
108	Translation: sentences	box: translation given	
108	Pairing: words/phrases	1: visual aid	"Look at the photos. Match the injuries with the photos."
110	Pairing: words/phrases	1: visual aid	"Look at the pictures and number the words below."
112	Translation: words/phrases	6: vocab.	
113	Translation: words/phrases	10: vocab.	
113	Translation: words/phrases	11: vocab.	
114	Pairing: words/phrases	1: visual aid	"Listen and look at the pictures. Then number the words."
115	Pairing: words/phrases	14: visual aid	"Match the book covers with the kinds of stories."
117	Unspecified	Check: may lead to CS	
121	Unspecified	Check: may lead to CS	
GRAMMAR			
122	Translation: words/phrases	Gr: translation (title)	"Tenses (Zeiten)"
122	Translation: words/phrases	Gr: translation + explanation	"Present simple (Einfache Gegenwartsform)"
122	Translation: words/phrases	Gr: translation + explanation	Present continuous (Verlaufsform, -ing-form)
123	Translation: words/phrases	Gr: translation + explanation	past simple - was / were (Einfache Vergangenheitsform)
123	Translation: words/phrases	Gr: translation + explanation	past simple - regular verbs (regelmäßige Verben)

123	Translation: words/phrases	Gr: translation + explanation	past simple - irregular verbs (unregelmäßige Verben)
123	Translation: words/phrases	Gr: translation + explanation	be, was/were, sein
124	Translation: words/phrases	Gr: translation + explanation	going to-future (Zukunft mit going to)
124	Translation: words/phrases	Gr: explanation + translation	"Das Verb be wird wie das deutsche Verb sein verwendet."
125	Translation: words/phrases	Gr: explanation + translation	"Have got wird wie das deutsche Verb haben (besitzen) verwendet."
125	Translation: words/phrases	Gr: explanation + translation	"There is / there are wird verwendet, um auszudrücken, dass etwas vorhanden ist oder dass es etwas gibt."
125	Translation: words/phrases	Gr: explanation + translation	can
125	Translation: words/phrases	Gr: translation (title)	adverbs (Adverbien)
125	Translation: words/phrases	Gr: translation + explanation	adverbs of frequency (Häufigkeitsadverbien)
126	Translation: words/phrases	Gr: translation (title) + explanation	"Imperatives (Imperativ / Befehlsform)"
126	Translation: words/phrases	Gr: translation (title)	"Articles (Artikel)"
126	Translation: words/phrases	Gr: translation (title) + explanation + translation	"Der unbestimmte Artikel <i>a</i> (im Deutschen ein/eine) wird [...]"
126	Translation: words/phrases	Gr: translation (title) + explanation + translation	"der/die/das" ... "the"
126	Translation: words/phrases	Gr: translation (title)	"Nouns (Hauptwörter)"
126	Translation: words/phrases	Gr: translation (title) + explanation	plural nouns - irregular plurals (Mehrzahlformen)
126	Translation: words/phrases	Gr: translation (title) + explanation	possessive 's (Genitiv)
127	Translation: words/phrases	Gr: translation (title)	"Pronouns (Pronomen)"
127	Translation: words/phrases	Gr: translation (title)	Personal pronouns - Subject and object pronouns (Personalpronomen)
127	Translation: words/phrases	Gr: translation (title) + explanation + translation	"man" ... "you, they oder one"
127	Translation: words/phrases	Gr: translation (title) + explanation	question words (Fragewörter)
127	Translation: words/phrases	Gr: translation (title)	"Prepositions (Präpositionen)"
127	Translation: words/phrases	Gr: translation (title) + explanation	prepositions of place (Präpositionen des Ortes)
127	Pairing: words/phrases	Gr: visual aid	yellow square = indicates prep. of place
128	Translation: words/phrases	Gr: translation (title) + explanation	time prepositions (Präpositionen der Zeit)
128	Translation: words/phrases	Gr: translation (title)	"Conjunctions (Konjunktionen)"

128	Translation: words/phrases	Gr: translation (title)	"Quantity / Measurement (Mengen- angaben)"
128	Translation: words/phrases	Gr: explanation + translation	"Ordnungszahlen (der/die/das erste, zweite, dritte usw.) werden [...] one – first ..."
WORDLIST			
131-148	Translation: words/phrases	+ E-phonetics	

11.1.2 MORE! 1 Workbook

Table 6. Analysis of the items identified in the *MORE! 1* Workbook.

Analysis – <i>MORE! 1</i> Workbook								
<table><tr><td>Results:</td></tr><tr><td>Translations: total = 71</td></tr><tr><td>Pairings: total = 50</td></tr><tr><td>Unspecified = 0</td></tr><tr><td>Items in total = 121</td></tr></table>		Results:	Translations: total = 71	Pairings: total = 50	Unspecified = 0	Items in total = 121	Abbreviations	
		Results:						
		Translations: total = 71						
		Pairings: total = 50						
		Unspecified = 0						
		Items in total = 121						
		CS = code switching						
		vocab. = vocabulary						
Gr. = grammar								
pic. = picture								
STs = Students								
Ts = Teachers								
LOTE = Language other than English								
E = English								
Page	Items	Exercise number + comments	Examples					
	UNITS 1-3 (German instructions)							
7	Pairing: sentences	9: visual aids	"Ordne die Sätze den Bildern zu. Setze die Zahlen 1-6 ein."					
7	Translation: words/phrases	understand gr.: translation given	"Imperatives (Befehlsformen)"					
7	Translation: words/phrases	using grammar: translation given	"Imperatives (Befehlsformen)"					
8	Translation: words/phrases	using grammar: translation given	"Questions (Fragen)"					
11	Pairing: words/phrases	Word file: visual aid	Numbers ("1 one")					
11	Pairing: words/phrases	Word file: visual aid	Colours					
11	Pairing: words/phrases	Word file: visual aid	In the classroom					
12-13	Translation: words/phrases	Words and Phrases						
14	Pairing: words/phrases	1: visual aid	"Schreib die Wörter in das Bild."					
14	Pairing: words/phrases	2: visual aid	"Verbinde die Wörter mit den Bildern."					
15	Pairing: sentences	3: visual aid	"Wo sind alle? Schreib die Zahlen in die Bilder."					
16	Translation: words/phrases	1: instruction	"[...] hake T (True/richtig) oder F (False/falsch) an."					

16	Pairing: sentences	7: visual aid	"Schau dir das Bild genau an. Lies die Sätze und trage die sechs richtigen Zahlen ein."
18	Translation: words/phrases	12: vocab.	
19	Translation: words/phrases	17: vocab.	
19	Translation: words/phrases	1: instruction	"[...] hake T (True/richtig) oder F (False/falsch) an."
20	Pairing: words/phrases	Word file: visual aid	At the wildlife park
20	Pairing: words/phrases	Word file: visual aid	Prepositions of place
21	Translation: words/phrases	Words and Phrases	
22	Pairing: words/phrases	3: visual aid	"Schau dir das Bild an und schreib die Zahlen in die Kästchen."
25	Translation: words/phrases	10: vocab.	
25	Translation: words/phrases	12: vocab.	
26	Translation: words/phrases	15: instruction	"Hake T (True/richtig) oder F (False/falsch) an."
27	Translation: words/phrases	17: vocab.	
29	Pairing: words/phrases	Word file: visual aid	The body
30	Pairing: words/phrases	Word file: visual aid	Pirates
30	Translation: words/phrases	Words and Phrases	
UNITS 4-15 (English instructions)			
34	Translation: words/phrases	11: vocab.	
36	Translation: words/phrases	16: vocab.	
37	Translation: words/phrases	17: vocab.	
38	Pairing: words/phrases	Word file: visual aid	Feelings
38	Pairing: words/phrases	Word file: visual aid	Times of the day
38	Pairing: words/phrases	Word file: visual aid	Days of the week
39	Translation: words/phrases	Words and Phrases	
40	Pairing: words/phrases	1: visual aid	"Look at the pictures and write the names of the instruments."
40	Pairing: words/phrases	3: visual aid	"Write the phrases from the box under the pictures."
42	Pairing: words/phrases	3: visual aid	"Match A with B and write the phrases under the pictures."
42	Translation: words/phrases	7: vocab.	
45	Translation: words/phrases	16: vocab.	
48	Pairing: words/phrases	Word file: visual aid	Musicians and instruments

48	Translation: words/phrases	Words and Phrases	
49	Pairing: words/phrases	1: visual aid	"Look at the pictures and number the words."
49	Pairing: words/phrases	1: visual aid	"Match the words with the pictures. There are four extra words."
50	Translation: words/phrases	5: vocab.	
51	Translation: words/phrases	7: vocab.	
52	Translation: words/phrases	9: vocab.	
52	Translation: words/phrases	11: vocab.	
52	Translation: words/phrases	12: vocab.	
53	Translation: words/phrases	13: vocab.	
54	Translation: words/phrases	15: vocab.	
55	Translation: words/phrases	18: vocab.	
56	Pairing: words/phrases	Word file: visual aid	Around town
56	Pairing: phrases	Word file: visual aid	Action verbs
57	Translation: words/phrases	Words and Phrases	
58	Pairing: words/phrases	1: visual aid	"Write the words from the box under the pictures."
61	Translation: words/phrases	10: vocab.	
61	Translation: words/phrases	11: vocab.	
62	Translation: words/phrases	15: vocab.	
63	Translation: words/phrases	16: vocab.	
65	Pairing: words/phrases	Word file: visual aid	Food
66	Pairing: words/phrases	Word file: visual aid	Eating
66	Pairing: words/phrases	Word file: visual aid	Adverbs of frequency
66	Translation: words/phrases	Words and Phrases	
67	Pairing: words/phrases	1: visual aid	"Write the words from the box under the pictures."
69	Translation: words/phrases	5: vocab.	
72	Translation: words/phrases	13: vocab.	
74	Pairing: words/phrases	Word file: visual aid	Clothes
74	Translation: words/phrases	Words and Phrases	

75	Pairing: words/phrases	1: visual aid	"Write the names of the animals under the pictures."
77	Pairing: sentences	8: visual aid	"Look at the pictures and number the sentences."
78	Translation: words/phrases	10: vocab.	
80	Translation: words/phrases	18: vocab.	
81	Translation: words/phrases	19A: vocab.	
81	Translation: words/phrases	19B: vocab.	
83	Pairing: words/phrases	Word file: visual aid	(Unusual) Pets
84	Pairing: words/phrases	Word file: visual aid	Where you keep pets/animals
84	Translation: words/phrases	Words and Phrases	
85	Pairing: words/phrases	1: visual aid	"Write the words from the box next to the numbers."
90	Translation: words/phrases	11: vocab.	
92	Pairing: words/phrases	Word file: visual aid	Numbers
92	Translation: words/phrases	Words and Phrases	
93	Pairing: sentences	1: visual aid	"Look at the clocks and number the sentences."
95	Pairing: sentences	6: visual aid	"Write the sentence from the box under the pictures."
96	Translation: words/phrases	7: vocab.	
96	Translation: words/phrases	10: vocab.	
97	Translation: words/phrases	12: vocab.	
98	Translation: words/phrases	14B: vocab.	
99	Translation: words/phrases	15: vocab.	
100	Pairing: words/phrases	Word file: visual aid	Time
100	Pairing: words/phrases	Word file: visual aid	Free time activities
101	Translation: words/phrases	Words and Phrases	
104	Translation: words/phrases	8: vocab.	
105	Translation: words/phrases	12: vocab.	
106	Translation: words/phrases	14: vocab.	
106	Translation: words/phrases	15: vocab.	

107	Translation: words/phrases	17: vocab.	
108	Pairing: words/phrases	Word file: visual aid	Months
108	Pairing: words/phrases	Word file: visual aid	Rooms in a house
109	Translation: words/phrases	Words and Phrases	
110	Pairing: words/phrases	1: visual aid	"Write the words from the box under the pictures."
111	Translation: words/phrases	3: vocab.	
115	Translation: words/phrases	12A: vocab.	
116	Translation: words/phrases	15: vocab.	
116	Translation: words/phrases	16: vocab.	
117	Pairing: words/phrases	Word file: visual aid	Accident/Emergency
117-118	Translation: words/phrases	Words and Phrases	
119	Pairing: words/phrases	1: visual aid	"Write the names of the TV programs under the pictures."
120	Pairing: words/phrases	1: visual aid	"Write the words from the box under the book covers."
120	Translation: words/phrases	3: vocab.	
121	Translation: words/phrases	4: vocab.	
122	Pairing: sentences	6: visual aid	"Read the sentences and look at the pictures. Then number the pictures."
123	Translation: words/phrases	11: vocab.	
125	Translation: words/phrases	15: vocab.	
127	Pairing: words/phrases	Word file: visual aid	On TV
127	Pairing: words/phrases	Word file: visual aid	Kinds of stories
128	Translation: words/phrases	Words and Phrases	
130	Translation: words/phrases	5: vocab.	
131	Translation: words/phrases	10: vocab.	
132	Translation: words/phrases	11: vocab.	
133	Pairing: words/phrases	Word file: visual aid	Holiday activities
133	Translation: words/phrases	Words and Phrases	

11.1.3 English Step by Step 1 Student's book

Table 7. Analysis of the items identified in the *English Step by Step 1* Student's book.

Analysis – Step by Step 1 Student's book								
<table border="1"><tr><td>Results:</td></tr><tr><td>Translations: total = 47</td></tr><tr><td>Pairings: total = 20</td></tr><tr><td>Unspecified = 34</td></tr><tr><td>Items in total = 101</td></tr></table>		Results:	Translations: total = 47	Pairings: total = 20	Unspecified = 34	Items in total = 101	Abbreviations	
		Results:						
		Translations: total = 47						
		Pairings: total = 20						
		Unspecified = 34						
		Items in total = 101						
		CS = code switching						
		vocab. = vocabulary						
Gr. = grammar								
pic. = picture								
STs = Students								
Ts = Teachers								
LOTE = Language other than English								
E = English								
Page	Items	Exercise number + comments	Examples					
	UNITS 1-12							
8	Pairing: words/phrases	1a: visual aid						
8	Pairing: words/phrases	1b: visual aid						
12	Pairing: words/phrases	2: visual aid	"There is a pen". = pic. Of 1 pen, "There are three pens". = pic. Of 3 pens					
14	Unspecified	2b: may lead to CS at this level	"Draw a picture of your school bag and write about it."					
17	Unspecified	1: may lead to CS (translation not necessary, but possible)	"In groups, make a poster." -- with words from LOTE					
17	Unspecified	Check: may lead to CS						
18	Pairing: words/phrases	1a: visual aid						
21	Translation: words/phrases	1: German translation requested	"What are the two countries in German?"					
23	Unspecified	3b: may lead to CS	"Choose your own words and spell them."					
24	Unspecified	3a: may lead to translation + CS	"Choose four words and jumble the letters":					
24	Unspecified	3b: may lead to translation + CS	"Spell the letters of the words to your partner. Can they write the words?"					
25	Translation: words/phrases	1b: vocab.						
27	Pairing: words/phrases	2: visual aids	"Match the words with the pictures."					
27	Translation: words/phrases	4: vocab.						
27	Unspecified	Check: may lead to CS						
28	Pairing: words/phrases	1a: visual aid						
30	Pairing: sentences	3: visual aid	"Match the sentences from 2 with the pictures."					
31	Pairing: words/phrases	2a: visual aid						
33	Unspecified	1a: may lead to CS	Think, pair and share.					

37	Translation: words/phrases	1a: vocab.	
37	Unspecified	Check: may lead to CS	
43	Unspecified	1a: may lead to CS	Think, pair and share.
44	Translation: words/phrases	2: vocab.	
45	Translation: words/phrases	2: vocab.	
46	Unspecified	1c: may lead to CS + Translation	go online + find information
46	Unspecified	2a: web project: may translate findings	"Choose a country: UK, US or Austria. Find out:"
46	Unspecified	2B: web project: may translate findings	"Choose a country: UK, US or Austria. Pick two pets. Find out:"
46	Translation: words/phrases	1a: vocab.	
47	Pairing: words/phrases	2: visual aid	"Match the words with the pictures."
47	Translation: words/sentences	4: vocab.	
47	Unspecified	Check: may lead to CS	
48	Pairing: words/phrases	1a: visual aid	"get up" = pic. of getting up; "have breakfast" = pic. of person having breakfast
48	Translation: words/phrases	2b: vocab.	
56	Translation: words/phrases	1: vocab.	
57	Unspecified	3a: may lead to CS	"Make a checklist on the board."
57	Unspecified	Check: may lead to CS	
58	Pairing: words/phrases	1a: visual aid	"bacon" = pic of bacon
59	Translation: words/phrases	3: vocab.	
62	Translation: words/phrases	2: vocab.	
63	Translation: words/phrases	2b: vocab.	
64	Unspecified	2: may lead to CS	"What's in your lunchbox? Draw a picture and write about it."
65	Translation: words/phrases	1a: vocab.	
65	Translation: words/phrases	1a: CHINESE to English	Ji zhua = Chicken feet
67	Translation: words/phrases	3: vocab.	
67	Translation: words/phrases	4: vocab.	
67	Unspecified	Check: may lead to CS	
68	Pairing: words/phrases	1a: visual aid	
73	Translation: words/phrases	2a: vocab.	

76	Translation: words/sentences	1b: translate to GERMAN may lead to CS	"What's 'male' and 'female' in German?" "Do elephants live longer in a zoo or in the wild?"
76	Unspecified	3: may lead to CS/translation	"Find information on the internet. Write a short article."
76	Translation: words/phrases	2a: vocab.	
76	Translation: words/phrases	3: vocab.	
77	Translation: words/phrases	1a: vocab.	
77	Unspecified	Check: may lead to CS	
78	Translation: words/phrases	3: vocab.	
78	Pairing: words/phrases	1a: visual aid	"eyes" = pic of eyes
80	Unspecified	3a: may lead to CS	"Find someone who can ... speak Turkish."
82	Pairing: words/phrases	1a: visual aid	"Match the phrases with the pictures. Draw lines."
82	Translation: sentences	3: vocab.	
83	Unspecified	2c: may lead to CS	"Can you ...?"
86	Translation: words/phrases	1a: vocab.	
86	Translation: words/phrases	2: vocab.	
86	Unspecified	2: alone: web project: might translate findings	"Find information on the internet. Write a list of amazing facts (4-6) and present them to the class."
87	Unspecified	2: may lead to CS	"In pairs, discuss. What do you think Victoria's secret is? [...]"
87	Translation: words/phrases	4: vocab.	
87	Unspecified	Check: may lead to CS	
88	Pairing: words/phrases	1a: visual aid	
93	Unspecified	1a: may lead to CS	Think, pair and share.
97	Translation: words/phrases	1b: vocab.	
97	Unspecified	Check: may lead to CS	
98	Pairing: words/phrases	1a: visual aid	flags + pics.
99	Unspecified	4: may lead to CS; culturally NOT open	"in pairs, ask and answer. ... Where were you born?"
100	Unspecified	4: may lead to CS; culturally open	"In pairs, talk about your family."
100	Pairing: sentences	3: visual aid	"Match the sentences from 2 with the pictures."
103	Unspecified	1a: may lead to CS	Think, pair and share.
106	Translation: words/phrases	1a: vocab.	

106	Unspecified	2a: web project: might translate findings (Group work may lead to CS)	"Work in groups. Find information about an international sports event on the internet. Write a list of facts."
107	Pairing: words/phrases	2: visual aid	
107	Unspecified	Check: may lead to CS	
108	Pairing: words/phrases	1a: visual aid	
111	Translation: words/phrases	1a: vocab.	
114	Translation: sentences	1: vocab.	
115	Translation: words/phrases	1b: vocab.	
117	Translation: words/phrases	1a: vocab.	
117	Unspecified	Check: may lead to CS	
120	Unspecified	1b: may lead to CS	"Work in pairs. What do the people say."
120	Pairing: sentences	3: visual aid	"Match the sentences from 2 with the pictures."
127	Translation: words/phrases	4: vocab.	
127	Unspecified	Check: may lead to CS	
GRAMMAR			
128	Translation: words/phrases	2a: explanation	"Wenn ich sagen will, dass da [...] ein Buch ist, sage ich: There is a book [...]."
129	Translation: words/phrases	1a: explanation	"Wenn ich das Wort be (sein) verwende, [...]."
129	Translation: words/phrases	2b: vocab.	
130	Translation: words/phrases	3d: vocab.	
132	Translation: words/phrases	1a: explanation	"Wenn du sagen möchtest, was dir oder jemandem gehört, verwendest du have got bzw. has got."
135	Translation: words/phrases	1d: vocab.	
138	Translation: words/phrases	1a: explanation	"So sagst du, dass du etwas tun bzw. nicht tun kannst. I can speak German, but I can't speak French."
138	Translation: words/phrases	2b: vocab.	
138	Translation: words/phrases	2a: explanation	"so bildest du die Befehlsform (imperative)."
138	Translation: words/phrases	2c: vocab.	
WORDLIST			
148-159	Translation: words/phrases	+ E-phonetics	

11.1.4 English Step by Step 1 Workbook

Table 8. Analysis of the items identified in the *English Step by Step 1* Workbook.

Analysis – Step by Step 1 Workbook			
Results: Translations: total = 67 Pairings: total = 26 Unspecified = 5 Items in total = 98		Abbreviations	
		CS = code switching	
		vocab. = vocabulary	
		Gr. = grammar	
		pic. = picture	
		STs = Students	
		Ts = Teachers	
		LOTE = Language other than English	
		E = English	
Page	Items	Exercise number + comments	Examples
UNITS 1-3 (German instructions)			
8	Translation: words/phrases	1b: instruction	"Kreise T (True/richtig) oder F (False/falsch) ein.
10	Translation: words/phrases	1: instruction	"Kreise T (True/richtig) oder F (False/falsch) ein.
11	Translation: words/phrases	1b: vocab.	"VOCABULARY: *golden - golden, goldig; but - aber"
13	Pairing: words/phrases	Words and phrases	Colours
13	Pairing: words/phrases	Words and phrases	School things
14-15	Translation: words/phrases	Words and phrases	
18	Translation: words/phrases	2a: vocab.	
20	Translation: words/phrases	3: vocab.	
22	Translation: words/phrases	1a: instruction	"Kreise T (True/richtig) oder F (False/falsch) ein.
23	Translation: words/phrases	1b: instruction	"Kreise T (True/richtig) oder F (False/falsch) ein.
23	Translation: words/phrases	1b: vocab.	
24	Translation: words/phrases	1a: vocab.	
26	Pairing: words/phrases	Words and phrases	School subjects
26-27	Translation: words/phrases	Words and phrases	
30	Pairing: sentences	1: visual aid	"Ordne die Sätze den Bildern zu."
32	Translation: words/phrases	2: vocab.	
33	Translation: words/phrases	1: vocab.	
34	Translation: words/phrases	1: vocab.	

34	Translation: words/phrases	1: instruction	"Kreise T (True/richtig) oder F (False/falsch) ein."
35	Translation: words/phrases	1c: vocab.	
36	Translation: words/phrases	2: vocab.	
36	Unspecified	3: may lead to CS	"Schreibe drei Dinge, die du noch tun kannst."
37	Pairing: words/phrases	Words and phrases	Feelings
37	Pairing: words/phrases	Words and phrases	Rooms in the house
37	Translation: words/phrases	Words and phrases	
UNITS 4-12 (English instructions)			
39	Pairing: words/phrases	1: visual aid	"Match the photos with the words. Draw lines."
41	Translation: words/phrases	2: vocab.	
44	Translation: words/phrases	1a: vocab.	
46	Translation: sentences	1c: vocab.	"VOCABULARY: *I don't know. - Ich weiß es nicht."
47	Translation: words/phrases	2: vocab.	
47	Unspecified	3: go online: might lead to CS	"Go online. Find out what these animals cost in a year. Write sentences."
49	Pairing: words/phrases	Words and phrases	Pets
49	Pairing: words/phrases	Words and phrases	Prepositions of place
49	Translation: words/phrases	Words and phrases	
50	Pairing: words/phrases	1: visual aid	"Match the pictures with the words from the box."
53	Translation: words/phrases	2: vocab.	
54	Translation: words/phrases	1: vocab.	
55	Translation: words/phrases	1: vocab.	
56	Translation: words/phrases	1: vocab.	
58	Translation: words/phrases	1: vocab.	
59	Pairing: words/phrases	Words and phrases	Routine words
59	Pairing: words/phrases	Words and phrases	Adverbs of frequency
59-60	Translation: words/phrases	Words and phrases	
62	Pairing: words/phrases	1a: visual aid	"Look at the picture. Circle the correct word."
64	Pairing: sentences	1: visual aid	"Match the sentences with the pictures. Draw lines."
66	Translation: words/phrases	2: vocab.	

68	Translation: words/phrases	1: vocab.	
70	Translation: words/phrases	1a: vocab.	
72	Pairing: words/phrases	Words and phrases	Foods and drinks
72	Translation: words/phrases	Words and phrases	
80	Translation: words/phrases	1b: vocab.	
80	Translation: words/phrases	1c: vocab.	
81	Translation: words/phrases	1: in LOTE - Chinese to English	"My name is Mei-hui. That's 'beautiful' in English. [...] My father is called Jin. That's 'gold' in English."
82	Pairing: words/phrases	Words and phrases	Family
82	Pairing: words/phrases	Words and phrases	Adjectives
82	Translation: words/phrases	Words and phrases	
84	Pairing: words/phrases	1: visual aid	"Match the words with the picture. Draw lines."
88	Pairing: sentences	1a: visual aid	"Match the phrases with the pictures. Draw lines."
88	Translation: sentences	2: vocab.	
89	Translation: words/phrases	1a: vocab.	
89	Translation: words/phrases	2b: vocab.	
90	Translation: words/phrases	1: vocab.	
90	Unspecified	2: go online: might lead to CS	"Go online and find facts about another amazing animal. Write a fact card about your animal [...]."
92	Translation: words/phrases	1a: vocab.	
92	Unspecified	2: go online: might lead to CS	"Go online. Find information about an animal. Write three facts. Ask a friend to guess the animal."
93	Translation: words/phrases	2: vocab.	
94	Pairing: words/phrases	Words and phrases	Parts of the body
94	Pairing: words/phrases	Words and phrases	Body movements
95	Translation: words/phrases	Words and phrases	
101	Translation: words/phrases	2a: vocab.	
102	Translation: words/phrases	1a: vocab.	
103	Translation: words/phrases	1a: vocab.	
103	Translation: words/phrases	1c: vocab.	

104	Translation: words/phrases	2: vocab.	
105	Pairing: words/phrases	Words and phrases	Clothes
105	Translation: words/phrases	Words and phrases	
113	Translation: words/phrases	1a: vocab.	
113	Translation: words/phrases	2: vocab.	
114	Translation: words/phrases	1c: vocab.	
115	Translation: words/phrases	2: vocab.	
117	Pairing: words/phrases	Words and phrases	Sports
117	Translation: words/phrases	Words and phrases	
118	Pairing: sentences	1a: visual aid	"Match the phrases with the pictures. Write numbers."
120	Pairing: sentences	1: visual aid	"Look at the picture. Match the sentence halves. Draw lines."
120	Translation: words/phrases	1: vocab.	
121	Translation: words/phrases	1b: vocab.	
122	Translation: words/phrases	2: vocab.	
122	Translation: words/phrases	3: vocab.	
123	Translation: words/phrases	2b: vocab.	
124	Translation: words/phrases	1a: vocab.	
124	Unspecified	2: may lead to use of LOTE	"Ask your family. Write what they did at 12 years old."
125	Translation: words/phrases	1a: vocab.	
126	Translation: words/phrases	1a: vocab.	
127	Pairing: words/phrases	Words and phrases	Entertainment
127	Translation: words/phrases	Words and phrases	
135	Translation: words/phrases	1b: vocab.	
136	Translation: words/phrases	2: vocab.	
138	Pairing: words/phrases	Words and phrases	Months
138	Translation: words/phrases	Words and phrases	

11.2 Abstract (English)

This master's thesis aims to find out, whether Austrian ELT coursebooks take the linguistic repertoire of learners with a migratory background into consideration. Therefore, two recently published coursebook series for the fifth grade were examined with regard to translanguaging practices. The present thesis offers valuable insights into how multilingualism is dealt with in the examined books. Moreover, possible adaptations of already existing coursebook tasks are provided to illustrate how the learners' linguistic diversity can be implemented in ELT lessons.

The theoretical part of this thesis entails the most essential terms and concepts related to multilingualism and foreign languages. The issues will be considered from a global perspective as well as with respect to the Austrian education system. Eventually, translanguaging is outlined briefly and pedagogical translanguaging is described in more detail as it serves as the foundation for the analysis.

For the empirical part, two ELT coursebook series are examined regarding multilingualism and the promotion of translanguaging practices. More precisely, the analysis includes the student's books, the workbooks, as well as the teacher's books of *MORE! 1* and *English Step by Step 1*. The examinations show that the topics and instructions in the *Step by Step 1* books are more open to linguistic and cultural diversity. However, this study shows that none of the coursebooks actually address the importance of the learners' linguistic resources. Hence, some of the coursebook tasks have been adapted with respect to pedagogical translanguaging. The adaptations illustrate that coursebook tasks could be used to create more translanguaging-appropriate materials even with little effort.

11.3 Abstract (German)

Diese Masterarbeit befasst sich damit, ob Lehrbücher, welche für den Englischunterricht in Österreich verwendet werden, das Sprachrepertoire von SchülerInnen mit Migrationshintergrund berücksichtigen. Dazu wurden zwei aktuelle Lehrbuchreihen für die fünfte Schulstufe im Hinblick auf Translanguaging-Prozesse untersucht. Da es in diesem Forschungsbereich noch einige Lücken gibt, gewährt diese Arbeit wertvolle Eindrücke auf den Umgang mit Mehrsprachigkeit in den analysierten Englischbüchern. Zudem werden verschiedene Schulbuchaufgaben erläutert und adaptiert, um zu zeigen, wie LehrerInnen auf die Mehrsprachigkeit im Unterricht ohne viel Aufwand reagieren können.

Im theoretischen Teil dieser Masterarbeit werden die wichtigsten Begriffe zum Thema Mehrsprachigkeit sowie zum Thema Fremdsprachen erarbeitet. Dies geschieht sowohl unter Betrachtung der globalen Situation als auch in Hinblick auf das österreichische Bildungssystem. Abschließend wird *pädagogisches Translanguaging* detaillierter beschrieben, um die Basis für die Analyse zu bilden.

Im empirischen Teil werden zwei Schulbuchreihen bezüglich Mehrsprachigkeit und der Förderung von Translanguaging-Prozessen analysiert. Dabei handelt es sich jeweils um die Student's books, die Workbooks und die Teacher's books von *MORE! 1* und *English Step by Step 1*. Die Untersuchung der Lehrbücher hat gezeigt, dass die Themen und die Formulierungen der Aufgaben in den *Step by Step 1* Büchern offener mit den unterschiedlichen Sprachen und Kulturen umgehen. Nichtsdestotrotz wird in keiner der beiden Schulbuchreihen die Wichtigkeit des Sprachrepertoires der SchülerInnen hervorgehoben. Daher wurden ein paar Aufgaben unter der Berücksichtigung des Translanguaging adaptiert. Die Adaptierungen zeigen, dass bereits bestehende Schulbuchaufgaben relativ einfach angepasst werden können.