

## **Supporting Language Learning in the Nordic Countries - From Steering Documents to Pedagogical Practises**

A widely agreed notion today is that bilingualism and multilingualism are important capital in the globalised world. In all of the Nordic countries, we have seen a rapid increase in the number of different languages spoken in early childhood education and school contexts. Being able to speak different languages enables wider communication and understanding across countries and people. However, there is a variance in how different Nordic countries support language learning of children, which may reflect ideological differences toward languages and language acquisition. In this presentation I take a closer look at the different possibilities children have across the Nordic countries to acquire languages according to the steering documents. I present some of our recent findings when it comes to instructional practices teachers use to support children's language acquisition in immersion education and indigenous South Sámi language settings. The results are based on two separate studies conducted in Finland and Norway. Practices presented are applicable also outside immersion or indigenous settings.