

Jens Haugan

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CONCEPTUAL OUTLINE

Jens Haugan has a PhD (doctor artium) in Norwegian linguistics from the Norwegian University of Science and Technology (NTNU), a master's degree in German linguistics and Music as a third subject in his BA/MA degree. He is currently employed as a docent at Inland Norway University of Applied Sciences mainly within teacher education.

Jens Haugan is a member of ERLA where he is working within all four perspectives of the **ERL model** (<http://www.educationalroleoflanguage.ug.edu.pl/erl-research>), i.e.

- what students think OF language and - conversely - how language determines their views, i.e.; **LANGUAGE(-)BELIEFS** (incl. students' views on listening, speaking, reading, and writing)
- what students do WITH language and - conversely - how language determines their actions i.e.; **LANGUAGE(-)ACTIVITY** (incl. students' actions consisting in listening, speaking, reading, and writing)
- how students feel ABOUT language and -conversely - how language determines their emotions, i.e.; **LANGUAGE(-)AFFECT** (incl. students' emotions concerning listening, speaking, reading, and writing)
- how students understand THROUGH language and - conversely - how language determines their thinking, i.e.; **LANGUAGE(-)THINKING** (incl. students' world image as shaped by listening, speaking, reading, and writing)

The main research focus within the ERL universe has been on the educational role of **Nynorsk (New Norwegian) as an alternative written language in the Norwegian educational system and the Norwegian society**. The theoretical background so far is social-cultural learning theory, e.g. Norton's theory of investment and Dörnyei's L2 Motivational Self System.

Keywords:

educational role of language / language beliefs / language activity / language affect / language thinking / language personality / language identity / language use / language politics / literacy / Nynorsk / Norwegian / second language learning / second language teaching / bilingualism / bilingual teaching / language psychology / cognitive linguistics
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Description

Jens Haugan's scientific work has mainly been carried out under the framework of the **Educational Role of Language** (<http://www.educationalroleoflanguage.ug.edu.pl/erl-research>) where he has contributed at the annual conferences since the start of the ERL network in 2016.

ERL research 2016-2021:

1	Haugan, J. (2021b). Shaping and reshaping Norwegian linguistic identity - from national identity to linguistic individualism. <i>Educational Role of Language Journal. Volume 2020 2(4): (Re-)Shaping one's identity with language</i> . Gdansk: Educational Role of Language Association. (peer-reviewed) 21 pages http://educationalroleoflanguage.org/erl-journal/
2	Haugan, J. (2021a). Terminology in education and research. Honneth's 'Anerkennung' from the perspective of Norwegian, Danish, English and German <i>Beyond Philology. An International Journal of Linguistics, Literary Studies and English Language Teaching</i> 18/?, 2021, (being peer-reviewed). 22 pages https://czasopisma.bg.ug.edu.pl/index.php/beyond/index
3	Haugan, J. (2020b). Literacy and the L2 Self as a Pedagogical Challenge in Teaching and Learning Norwegian – First, Second or Foreign Language? Daszkiewicz, Michał & Dąbrowska, Anna (eds.): <i>In the search of a language pedagogical paradigm</i> . Kraków: Oficyna Wydawnicza "Impuls". Pp. 103-113. https://www.impulsoficyna.com.pl/ksiazki-w-wersji-angielskiej/2133-in-the-search-of-a-language-pedagogical-paradigm.html
4	Haugan, J. (2020a). Nynorsk and the L2 Self. <i>Beyond Philology. An International Journal of Linguistics, Literary Studies and English Language Teaching</i> 17/1, 2020. Pp. 123-157. https://fil.ug.edu.pl/sites/default/files/nodes/strona-filologiczny/33797/files/beyond_17_1.pdf
5	Haugan, J. (2019). When the first language feels like a second language: Challenges for learners of Norwegian Nynorsk. <i>Beyond Philology. An International Journal of Linguistics, Literary Studies and English Language Teaching</i> 16/1. Pp. 141-164. https://czasopisma.bg.ug.edu.pl/index.php/beyond/article/view/4040/3365
6	Haugan, J. (2018). The importance of formal grammar skills: Reflections on Polish students learning Norwegian. <i>Beyond Philology: An International Journal of Linguistics, Literary Studies and English Language Teaching</i> 15/ 1. Pp. 107-132. https://czasopisma.bg.ug.edu.pl/index.php/beyond/article/view/2086
7	Haugan, J. (2017). Language diversity in Norway and the question of L1 and L2. <i>Beyond Philology. An International Journal of Linguistics, Literary Studies and English Language Teaching</i> . 14/1. Pp. 181-204. https://czasopisma.bg.ug.edu.pl/index.php/beyond/issue/view/194/Ca%C5%82y%20141