Multilingualism and education: Interdisciplinary and international perspectives

Day 1: 7 May, 2018

Notes: The language of presentation will match the language of the title. All presentations are 20 min., plus 8 min. for discussion, with the exception of symposia.

09:30–10:15	Registration, book fair, coffee (lobby)		
10:15–10:30	Welcome: Elizabeth Lanza and Rita Hvistendahl (Auditorium 1)		
10:30–11:25	Opening plenary: Nancy Hornberger: **Researching and teaching (with) the continua of biliteracy** (Auditorium 1)		
	Helga Engs hus, Auditorium 3	Helga Engs hus, room 231	Helga Engs hus, room 234
11:30–13:00	**Teacher strategies** *Chair: Toril Opsahl* 1. **Ordmanøvrering i Oslo-skolen** Anne Golden & Ingebjørg Tonne 2. **Fleksibel opplæring** Marit Lunde 3. **Språksammenlikning i norskfaget** Sofie Emilie Holmen	**Language education in Norway** *Chair: Eva Thue Vold* 1. **Plurilingualism and language education in Norway** Heike Speitz 2. **How to encounter the unknown in a multicultural context? With focus upon acceptance as a fundamental attitude in the guidance of minority language parents** Lisbeth Flatraaker 3. **The monolingual, bilingual or multilingual English classroom?** Lisbeth M. Brevik & Ulrikke Rindal	**Sociolinguistics of multilingualism** *Chair: Pia Lane* 1. **Experimenting with multilingual lyricism** Juljana Gjata Hjorth Jacobsen 2. **The impact of citizen sociolinguistics and dissemination on language awareness in school** Bente Ailin Svendsen & Amalie Tessem 3. **Bilingualism as conceived and practised at Japanese as a heritage language (JHL) schools in England: Language separation and translanguaging** Nahoko Mulvey
13:00–14:00	Lunch (lobby)		
13:30–14:30	Poster session (lobby)		
14:30–15:30	Plenary: Hilde Sollid: **Multilingualism, citizenship and education – Norwegian perspectives** (Auditorium 3)		
15:30–15:45	Break, book fair, coffee (lobby)		
	Helga Engs hus, Auditorium 3	Helga Engs hus, room 231	Helga Engs hus, room 234
15:45–17:15	**University-school partnerships (symposium)** *Chairs: Anna Krulatz & Jonas Iversen* 1. **Serving multilingual students through school–university partnerships** Anne Dahl, Tove Steen-Olsen, Eivind Torgersen, Mona Flognfeldt, & Dragana Šurkalović	**Teacher research (symposium)** *Chair: Francis M. Hult* 1. **Practitioner research in Swedish teacher education** Francis M. Hult 2. **Finding room for critical literacy in language education policy for English in Sweden** Andreas Sander 3. **Teacher beliefs about using Swedish in the teaching of English**	**Newly arrived students** *Chair: Joke Dewilde* 1. **Kartläggningsprofil steg 1: Elevens första möte med kartläggningspedagogen** Sari Vuorenpää & Elisabeth Zetterholm 2. **I en transnasjonal virkelighet på sosiale medier. Hva kjennetegner multilingvale ungdommers virkelighet på sosiale medier?** Kari Sand

		Sandra Ekman
		4. **Plurilingualism vs. the English-only argument: Swedish EFL teachers' interpretations of a complex syllabus**
		Frida Nilsson
		5. **As fast as you like: An explanatory case study of differentiated ESL teaching in a Swedish upper secondary school**
		Kristian B. Kjellström

Day 2: 8 May, 2018

	Helga Engs hus, Auditorium 3		Helga Engs hus, room 231
09:30–10:30	**Translingual practices: International perspectives 1** *Chair: Haley De Korne* 1. **Beyond the traditional scope of translanguaging: Comparing translanguaging practices in Belgian multilingual and monolingual classroom contexts** Kirsten Rosiers 2. **Code alternation, translanguaging and the quest for critical literacy: Data from a multilectal setting** Stavroula Tsiplakou		**Multilingualism in Scandinavian education 1** *Chair: Åsta Haukås* 1. **«Jeg lærte at jeg kan mer enn jeg tror»: En studie av flerspråklighet som ressurs i grunnskoleundervisning** Mette Elisabeth Nergård & Pål Lundberg 2. **Språklige minoritetsstudenter i auditoriet** Elisabeth Selj
10:30–11:00	Break, book launch, coffee (lobby)		
	Helga Engs hus, Auditorium 3	Helga Engs hus, room 231	Helga Engs hus, room 234
11:00–12:30	**Translingual practices: International perspectives 2** *Chair: Judith Purkarthofer* 1. **From threat to opportunity: Harnessing young emergent bilingual children's linguistic repertoires as resources for learning** Andrea Young & Latisha Mary 2. **Development and transfer of academic genre knowledge across three languages: The case of a Kazakhstani university** Bridget Goodman, Sulushash Kerimkulova, & Philip Montgomery 3. **Learning English as a foreign language in a bidialectal setting: A linguistic ménage à trois?** Dina Tsagari & Spyros Armostis	**Diversity in Norwegian class** *Chair: Ingebjørg Tonne* 1. **Nynorskelevar i språkleg minoritetsposisjon: Trengst ein ny didaktikk?** Gudrun Kløve Juuhl & Eli Bjørhusdal 2. **Eit fleirspråkleg norskfag? Lærarhaldningar og læreboktolkingar av kompetansemål med fleirspråkleg fokus i norskfaget** Aasne Vikøy 3. **En sjangerpedagogisk tilnærming til literacy i heterogene klasser** Hanne Haugli	**Introductory and mother tongue programs** *Chair: Ingrid Rodrick Beiler* 1. **Translation, tuition and translanguaging: Perspectives on study guidance in mother tongue in the Swedish compulsory school** Jenny Rosén, Boglárka Straszer, & Åsa Wedin 2. **Multilingualism in introductory classes** Tony Burner & Christian Carlsen 3. **Making space for collaboration at school and preschool: The places mother tongue teachers meet teachers of other subjects** Helen Avery & Lena Gransted
12:30–13:30	Lunch, book fair (lobby)		

3. **Hvordan bruke elevers morsmål som inngang til arbeidet med flerspråklige fortellinger i en innføringsklasse**
Kari Hertzberg

	Helga Engs hus, Auditorium 3	Helga Engs hus, room 231	Helga Engs hus, room 234
13:30–15:30	**Transllingual practices: Scandinavian perspectives** *Chair: Andrea Young* 1. **Translation and translingual remixing in writing** Joke Dewilde 2. **Digital quranic practices among multilingual youth in Denmark** Line Møller Daugaard 3. **Multilingual and multicultural identities in Norwegian secondary schools** Åsta Haukås 4. **Multicultural and multilingual education: Current challenges in teacher education in Sweden and Finland** BethAnne Paulsrud & Harriet Zilliacus	**Multilingualism in Scandinavian education 2** *Chair: Anne Golden* 1. **Introductory programs in elementary school – perspectives on learning outcome and social inclusion. A case study from three classrooms** Finn Aarsæther 2. **Linguistically responsive teaching – A challenge for Finnish class teachers grades 1–6** Jenni Alisaari, Emmanuel Okopu Acquah, Leena Maria Heikkola, & Nancy Commins 3. **Language attitudes and social mobility as seen from education contexts** Toril Opsahl & Unn Røyneland 4. **Being a bilingual teacher: Experiences and identity among students in bilingual teacher education** Ingri D. Jølbo	**Minoritized languages** *Chair: Jorunn Thingnes* 1. **Can use of Sami literature promote exploratory talks in a multilingual classroom? 7th graders in Norway reading the Sami picture book *Sølvmånen* (*Silbamánnu*) by Sissel Horndal** Ruth Seierstad Stokke 2. **Public discourse analysis on trilingual education in Kazakhstan** Aisara Yessenova 3. **'Giela, Giela!': Exploring adult learners' experiences in intensive North Sámi language programs in Norway** Yoko Tanabe 4. **Extending the comprehensive view on language to include the invisible** Hanna Outakoski
15:30–16:00	Closing coffee and conversation (lobby)		

Posters

1. **Language awareness and multilingualism in lower and upper secondary school in Norway**

   Henning Holst

2. **Use of mother tongue in second language learning**

   Dina Tsagari

3. **Negotiating multilingual practices in English writing instruction**

   Ingrid Rodrick Beiler

4. **Affiliating the foreign language proficiency in bilingual classroom teaching with test-oriented system**

   Zhang Yu

5. **Teaching German at the primary level in French-speaking Switzerland: Multilingual teachers' beliefs vs their effective teaching practices**

   Mandira Halder

6. **Trilingual policy implementation in Kazakh medium primary schools: English teachers' beliefs**

   Bayan Assylbekova

7. **Grundläggande litteracitet för nyanlända ungdomar på språkintroduktion**

   Anna Winlund

8. **The development of a multilingual material using narrative to promote the social participation of immigrants**

   Manami Yagi

9. **Hvilke utfordringer identifiserer lærere når de tilrettelegger for flerspråklige elevers tilgang til fagtekster?**

   Hege Rangnes

10. **Pre-service teachers and multilingual classroom**

    Jonas Iversen

11. **Lærerstudenters kunnskap for undervisning i flerspråklige og flerkulturelle klasserom**

    Wenche E. Thomassen

12. **Go sápmelaš sámástišgoahtá rávisolmmožin – When a Sami person starts to speak Sami language as an adult**

    Sini Rasmus

13. **Language minorities' experiences in Kazakhstani majority higher education institutions**

    Dilnoza Abdurakhimova

14. **Three languages in the linguistic landscape in one secondary school in Kazakhstan**

    Alexandra Nam, Alina Tatiyeva, Ariya Seidin, Sharapat

15. **Globalisation in the periphery: The case of higher education language policies in the High North**

    Jorunn Simonsen Thingnes

09:30–10:15 Registration, book fair, and coffee (lobby)

10:15–10:30 Welcome: Elizabeth Lanza and Rita Hvistendahl (Auditorium 1)

10:30–11:25 Opening plenary (Auditorium 1)

Researching and teaching (with) the continua of biliteracy

Nancy H. Hornberger (University of Pennsylvania)

The continua of biliteracy model offers an ecological framework in which to situate research, teaching, and language policy and planning in multilingual settings. Biliteracy is defined as "any and all instances in which communication occurs in two (or more) languages in or around writing" and the continua depict the complex, fluid, and interrelated dimensions of communicative repertoires; it is in the dynamic, rapidly changing and sometimes contested spaces along and across the continua that biliteracy use and learning occur.

The continua of biliteracy model was formulated in the context of a multi-year, comparative ethnography of language policy beginning in 1987 in two Philadelphia public schools and their respective communities. In the years since it was first proposed, the model has served as heuristic in research, teaching, and program development locally, nationally, and internationally in Indigenous, immigrant and diaspora language education contexts. Along the way, it has evolved and adapted to accommodate both a changing world and a changing scholarly terrain, foregrounding ethnographic monitoring and mapping, ideological and implementational spaces, voice and translanguaging as instantiated in multilingual education policy and practice.

In this talk, I trace some of this trajectory and highlight recent experiences in immigrant contexts of Philadelphia and Indigenous contexts of South Africa, Sweden, and Peru where the continua of biliteracy model has informed bilingual program development and Indigenous and second language teaching.

11:30–13:00: Parallel sessions

Auditorium 3: Teacher strategies

Chair: Toril Opsahl

Ordmanøvrering i Oslo-skolen

Anne Golden, Ingebjørg Tonne (MultiLing, University of Oslo)

Utdanningsetaten i Oslo (UDE) lanserte høsten 2017 et nytt program kalt *Systematisk arbeid med ord og begreper*, som del av UDE-tilbudet *Skoletilpasset kompetanseheving for leseprogresjon* for skoler i Oslo. *Systematisk arbeid med ord og begreper* startet med et faglig kick-off seminar for 230 lærere. Deretter fulgte to forelesningsøkter med instruktører fra UDE for lærerne på hver av de seks deltakerskolene som ønsket å delta i programmet. Mellom øktene hadde lærerne fire trinnvise

samarbeidsmøter, der de diskuterte hvordan de kunne bruke innsiktene fra UDE-programmet i det pedagogiske arbeidet i egne klasser. De hadde også samlinger i plenum på skolene, med erfaringsdelinger fra utprøvinger i klassene.

I vårt prosjekt følger vi tre av deltakerskolene for å belyse følgende forskningsspørsmål: Hvordan tas et slikt program i mot, og hvordan følges det opp av skolelederne som en mulighet for kompetanse-utvikling hos lærerne ved skolen? Hvordan forstår lærerne det *systematiske arbeidet med ord og begreper*, og hvordan tilpasser de eventuelt klasseromspraksisen?

Vi undersøker disse spørsmålene gjennom å observere i møter mellom UDE-instruktørene og lederne ved skolene, og i lærernes samarbeidsmøter. Vi observerer også forelesningsøktene og erfaringsdelingene på skolen. I tillegg har vi direkte samtaler med skolelederne, UDE-instruktørene og med lærere på utvalgte trinn. Dokumentanalyse og lærebokanalyse brukes også der det er relevant, blant annet mht. skriv fra UDE til skolene, læreplan, lokal læreplan og lærernes valg av læremiddel. Som teoretisk tilnærming bruker vi nexusanalyse (Lane 2014, Hult 2015) for å kunne koble en rekke agenter, objekter og hendelser på en måte som kan kaste lys over de komplekse samspillsmekanismene som virker mellom de involverte partene i programmet.

Fleksibel opplæring

Marit Lunde (National Centre for Multicultural Education (NAFO))

Fleksibel opplæring (FO) er et nasjonalt utviklingsprosjekt initiert av Kunnskapsdepartementet. Prosjektet styres av Nasjonalt senter for flerkulturell opplæring (NAFO) i tett samarbeid med IKT-senteret. Målet med prosjektet er å prøve ut om og hvordan man kan tilby tospråklig fagopplæring via nettbaserte løsninger. Vi prøver ut tospråklig fagopplæring på 8. og 9. trinn i matematikk og naturfag på språkene arabisk, somali og tigrinja. Fleksibel opplæring har en læringsplattform som inneholder tospråklige læringsressurser (filmer, tekster, ordforklaringer, oppgaver) og elevene deltar i undervisning med en tospråklig nettlærer. NAFO samarbeider med Naturfagssenteret og Matematikksenteret om utvikling av innhold på plattformen.

Bakgrunnen for prosjektet: Opplæringslovens paragraf 2-8 og 3-12 gir minoritetsspråklige elever som ikke har tilstrekkelig ferdigheter i norsk rett til tospråklig fagopplæring. Det varierer i hvilken grad skoleeier klarer å tilby tospråklig fagopplæring til alle elever som har rett på det (Rambøll, 2016), og derfor har det vært ønske om å prøve ut en nettbasert løsning. Prosjektet er ikke ment som en erstatning for tospråklige lærere, men er et tilbud til skoler som ikke har klart å skaffe tospråklige lærere i arabisk, somali og tigrinja.

Status: Utprøvingen av FO startet opp 9. januar med rundt 65 elever fordelt på 11 skoler. I skoleåret 2017/2018 fortsetter utprøvingen med ca. 110 elever. De som er direkte involvert i prosjektet er tre nettlærere og elever og lærere på 20 virksomheter som inkluderer både innføringstilbud på ungdomstrinnet, ordinære klasser på ungdomstrinnet, innføringsklasser på videregående (kombinasjonsklasser) og grunnskoler for voksne. Kunnskapsdepartementet skal før jul ta en avgjørelse om prosjektet får fortsette med en pilot i skoleårene 2018/19 og 2019/20.

Resultater: Dette skoleåret får 110 elever tospråklig støtte som de ellers ikke ville ha fått. Else Ryen foretar en intern evaluering av prosjektet, og resultatene vil bli lagt fram. Til nå har vi utført en spørreundersøkelse blant elever og lærere som deltok det første halvåret. Elevene uttrykker at Fleksibel opplæring er en god støtte i både fag- og norsktilegnelsen. Lærerne som har vært med, er positive til prosjektet, men mener at det er flere områder som bør forbedres. De trekker fram utfordringer som hvordan vi kan tilrettelegge undervisningen slik at det passer med alles timeplaner, hvordan tilrettelegge på nett med stort spenn i elevenes nivå, og hvilken metodikk som er best egnet med inntil 40 elever i en undervisningsøkt på nett.

Litteratur: Opplæringsloven § 2-8 og 3-12 Utdanningsdirektoratet (2016): Evaluering av særskilt språkopplæring og innføringstilbud. Sluttrapport. Oslo: Rambøll management.

Språksammenlikning i norskfaget

Sofie Emilie Holmen (Volda University College)

Læreplanen i norskfaget legger opp til en utforskende tilnærming til språk der språksammenlikning står sentralt, både sammenlikning av dialekter, muntlig og skriftlig språk, nynorsk og bokmål, diakron sammenlikning og sammenlikning av ulike språk. I denne presentasjonen vil jeg presentere resultat fra to prosjekt der språksammenlikning står sentralt. Språksammenlikning er en effektiv måte å øke interessen for språk både hos barn og voksne, og det å se et språk utenfra har vist seg å øke elevers språklige bevissthet (Danbolt og Kulbrandstad 2008, Nergård 2013, Tonne m.fl. 2011, Fondevik og Holmen 2015). Språklig bevissthet handler blant annet om å være bevisst at språket består av både form og innhold.

I nesten alle klasserom i Norge i dag er det elever som kan flere språk enn norsk. Mange har et annet morsmål, mens andre igjen har lært seg flere språk ved siden av morsmålet norsk. Denne flerspråklige situasjonen kan brukes som en ressurs i utdanningssystemet. Jeg vil presentere et utviklingsprosjekt ved Høgskulen i Volda der vi bruker internasjonale studenter som holder på å lære seg norsk, som en ressurs i lærerutdanningen. Studentene sammenlikner språk og diskuterer språklæring som et ledd i grammatikkdidaktikkundervisningen i lærerutdanningen og norskopplæringen for de internasjonale studentene. Metoden har vist seg å være effektiv for å motivere for grammatikkundervisning og øke studentenes språklige bevissthet. Den samme metoden, med noen tilpasninger, vil bli prøvd ut i en pilotstudie ved en videregående skole studieåret 2017–2018.

Jeg vil presentere funn fra disse to studiene og diskutere hvordan en kan arbeide med flerspråklighet som ressurs for alle elever i klasserommet.

Kilder:

Danbolt, A.M.V. og Kulbrandstad, L.I. (2008) *Klasseromskulturer for språklæring. Didaktisk fornying i den flerkulturelle skolen*. Vallset: Oplandske Bokforlag.
Fondevik, B. og Holmen, S. E. (2015) Norsklærerrollen i en flerspråklig skole. I: *Elev- og lærarrolla: vilkår for læring*. Oslo: Det Norske Samlaget.

Holmen, S. E. (2014) Kvalitet i grammatikkundervisningen i lærerutdanningen. I: *Det mangfaldige kvalitetsomgrepet. Fjordantologien 2013*. Oslo: Forlag1.

Nergård, M.E. (2013) Arbeid med grammatikk i det flerspråklige klasserommet. I: Bjarnø, Nergård og Aasæther (red.) *Språklig mangfold og læring. Didaktikk for det flerspråklige klasserom*. Oslo: Gyldendal Akademisk.

Tonne, I., Nordby, A.R., Seljevold, K.E., Simonsen, M. og Ufs, S. (2011) Poesi og lingvistiske kontraster. Språklig oppmerksomhet i klasserommet. *NOA Norsk som andrespråk* 27.

Helga Engs hus, room 231: Language education in Norway

Chair: Eva Thue Vold

Plurilingualism and language education in Norway

Heike Speitz (University College of Southeast Norway)

Plurilingualism is an increasing phenomenon in Norwegian education. Both the numbers of plurilingual students and the numbers of students who learn several languages are increasing.

All students in Norway learn English from 1st grade, and a number of schools, especially in urban areas, offer so-called 'foreign languages' from 5th, 6th or 7th grade. Most students, however, can choose foreign languages starting on lower secondary level, i.e. 8th grade. All of these students have or develop plurilingual competence and can thus be called plurilingual. Plurilingualism as a phenomenon, as well as children's plurilingual development and practice, are therefore a very important aspect in teacher education. Plurilingualism, in this presentation, is based on the Council of Europe definition of the term (Council of Europe 2001).

Traditionally, languages in Norway have been taught in isolated language classes, as in many other countries (see for example Cenoz and Gorter 2013). At the same time, the national subject curricula for Norwegian (first and second language), English, German, French, Spanish, etc. emphasize aspects of plurilingualism, e.g. in the main subject area 'language learning' and in the introduction parts ('formål'). The introduction to 'foreign languages' for example says that "Learning a new foreign language builds on experience from previous language learning both in and outside school." (Utdanningsdirektoratet 2006). At the same time, the first languages taught (i.e. Norwegian and English) prepare the ground for languages which are introduced later. Research shows, however, that teachers to a very limited degree explore and exploit the potential of plurilingual aspects in language learning, such as reading or writing strategies across languages, learning strategies, and metalinguistic awareness (see e.g. Scarino 2014, Haukås and Speitz (in preparation)).

This talk will focus on the potential of plurilingualism in language education, both formally (e.g. curricula) and practically (teaching practice, teachers' role). National and international perspectives will be included (Daryai-Hansen et al. 2015, Speitz (in preparation)). Finally, consequences for teacher education will be addressed.

References

Cenoz, J. and Gorter, D. (2013) Towards a Plurilingual Approach in English Language Teaching: Softening the Boundaries Between Languages. TESOL Quarterly, Vol. 47, No. 3, SPECIAL TOPIC ISSUE: PLURILINGUALISM IN TESOL (SEPTEMBER 2013), pp. 591–599.

Council of Europe (2001) Common European Framework of Reference for Languages – learning, teaching, assessment (2001). Cambridge. https://rm.coe.int/1680459f97 (accessed 29 September 2017).

Daryai-Hansen, P. G., Gerber, B., Lőrincz, I., Haller, M., Ivanova, O., Krumm, H. J., & Reich, H. H. (2015). Pluralistic approaches to languages in the curriculum: The case of French-speaking Switzerland, Spain and Austria. International Journal of Multilingualism, 12(1), 109–127.

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Scarino, A. (2014) "Learning as Reciprocal, Interpretive Meaning-Making: A View From Collaborative Research Into the Professional Learning of Teachers of Languages." In: The Modern Language Journal, 98, 1, (2014), 386–401.

Speitz, H. (forthcoming) "National Language Curricula and Sources of Influence".

Utdanningsdirektoratet (2006) Subject Curriculum for Foreign Languages https://www.udir.no/kl06/FSP1-01/Hele/Formaal?lplang=http://data.udir.no/kl06/eng (accessed 29 September 2017).

How to encounter the unknown in a multicultural context? With focus upon acceptance as a fundamental attitude in the guidance of minority language parents

Lisbeth Flatraaker (Nord University)

In recent decades, authorities have focused on minority children´s poor Norwegian skills and poor academic performance in general. One important device to counteract such a tendency may be the establishing of a good relationship to the parents involved.

Studies, national as well as international ones, document that the cooperation between schools and parents may be an important factor for the motivation of children and their academic achievement. Moreover, The Parents´ Association for Primary and Lower Secondary School maintains that a successful parent–school cooperation may both encourage as well as relieve the teachers of work, teachers who have to face an increased number of demands in today´s school. In this way, parents may be an important resource for schools, one that teachers and educational counselors should put to better use. At the same time, studies my own and those of others, shows that many headmasters, as well as educational counselors and teachers, experience this cooperation as particularly challenging, at times difficult. As reasons for this, language, culture and/or religion are very often mentioned.

By using the perspective of communication theories concerning the significance of relationship for dialogue and interaction, and the strong emphasis within client-centered theories on having a fundamental attitude of acceptance when counseling parents, this poster presentation will bring some new ideas and reflections on what should be brought to the forefront and emphasized when it comes to the development of competence in general, and to the field of practice in particular, regarding the cooperative relationship (regulated by law) between schools and parents. A relationship that is very important for the motivation, well-being and academic performance of pupils.

The monolingual, bilingual or multilingual English classroom?

Lisbeth M. Brevik & Ulrikke Rindal (University of Oslo)

For a long time, there seem to have been two trends in English instruction in Norway – the monolingual and the bilingual classroom (Drew & Sørheim, 2006). Among language education scholars, there is also a call for a third option – the multilingual classroom (Dahl & Krulatz, 2016).

However, there is a lack of research about how languages are used in the English classroom, a research gap addressed in the present paper.

In a recent study we have conducted video research in seven classrooms at seven different lower secondary schools (2015–17). We recorded four to five consecutive lessons in each classroom each year in the 9th and 10th grades, totalling 55 lessons. The main aim of the study has been to measure the use of languages during classroom talk, whether English, Norwegian or other languages, and identify the functions of different language use.

The video design relied on two cameras in each classroom, one capturing the entire classroom and one focusing on the teacher. The videos were coded using InterAct, time-stamping all occurrences of each language, using the categories 1) English, 2) Norwegian, 3) Both, and 4) Other. Deeper analyses of language use were conducted using an abductive approach, as well as transcriptions of particularly relevant discourses.

Findings showed that 77% of the time during the teachers' instructions and the interactions between the teachers and the students, they spoke English. Norwegian was used 16% of the time, and English and Norwegian interchangeably in the remaining 7% of the time. There were no instances of students or teachers using other languages than English and Norwegian. The teachers used Norwegian for eight specific functions; (a) scaffolding, (b) metalinguistic explanations, (c) task instruction, (d) subject-specific terminology, (e) domain switch, (f) practical information, (g) class management, and (h) empathy.

The results show a monolingual ideal in these English language teaching classrooms, suggesting that multilingualism does not affect the language ideals offered in relation to the English subject in Norway.

Dahl, A., & Krulatz, A. (2016). Engelsk som tredjespråk: Har lærere kompetanse til å støtte flerspråklighet? *Acta Didactica Norge*, 10(1).

Drew, I., & Sørheim, B. (2009). *English teaching strategies: Methods for English teachers of 10 to 16 year olds*. Oslo: Det Norske Samlaget.

Helga Engs hus, room 234: Sociolinguistics of multilingualism

Chair: Pia Lane

Experimenting with multilingual lyricism

Juljana Gjata Hjorth Jacobsen (VIA University College)

This conference paper will present the preliminary results from a research project that is grounded in two initiatives. The first is a systematic integration of poetry in the German language classroom in order to develop multilingual students' communicative and intercultural competences (Byram, 1997) in the Danish primary school (folkeskolen). The second is a pluralistic approach (Daryiai-Hansen, in press) to teaching German as a foreign language that challenges monolingualism in a multilingual classroom. The beginning stages of this project already lay the foundation for experimentation with multilingual lyricism (Mayr-Hueber, 2016) in the subject of German as a foreign language with multilingual students.

This paper will contribute to the themes of the symposium as it will shed light on students' multi- and metalinguistic creativity through lyrical experimentations that reach beyond the target language of German in the Danish classroom to other languages pertinent to the students' linguistic repertoires. It will, furthermore, directly contribute to the current discussion on converging foreign language and literature in the communicative foreign language classroom, thus (re)claiming the rightful and essential place of literature in the German language classroom. The purpose is to create conditions for an organic development of students' intercultural, communicative, and symbolic competence (Kramsch, 2011).

The project is designed to be twofold: On the one hand, it encourages students to explore aesthetic experiences and to sharpen their linguistic awareness in the literary universe of a number of poems that experiment with form and content. To create accessibility to such experiences and awareness students will be familiarized with Concrete Poetry, visual and sonic, as well as other short poems written (primarily) in German by authors of different linguistic and cultural backgrounds. A number of lesson plans that systematically incorporate experimental poems will be created in close collaboration with (primarily) German language teachers in a Danish folkeskole.

On the other hand, the project will investigate the students' linguistically creative work with constructing their own poems both in the target language (German) and in translation to other languages, to which students can relate. One of the aims of this project is to construct knowledge about ways in which multilingual students experiment with the use of German and other languages to shape their lyrical understandings of the presented poetry through their own multilingual literary creations.

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The impact of citizen sociolinguistics and dissemination on language awareness in school

Bente Ailin Svendsen (MultiLing, University of Oslo), Amalie Tessem (University of Oslo)

This paper addresses the impact of Citizen Sociolinguistics (CS) and dissemination on pupils' and teachers' language awareness. CS refers to the engagement of non-professionals in doing authentic sociolinguistic research (Svendsen, in press; cf. Rymes & Leone 2014). Based on a media analysis of a CS-study undertaken in Norway in 2014, *Taking the temperature of language!* (Svendsen, Ryen & Lexander 2015) and on a survey directed to pupils and teachers who visited the language exhibition Oslo says. Language in the city in 2017, this paper argues that the engagement of citizens – as researchers or as exhibition visitors – increases language awareness and encourages agency and linguistic stewardship, i.e. the planning and management of linguistic resources and linguistic diversity at the individual as well as the societal level, particularly in education (Svendsen, in press). The paper relates to the theme of the conference Multilingualism and Education by suggesting CS as an alternative methodology for approaching multilingualism in school as well as in other domains.

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Bilingualism as conceived and practiced at Japanese as a heritage language (JHL) schools in England: Language separation and translanguaging

Nahoko Mulvey (University of Birmingham)

My research project investigates the programmes of Japanese as a heritage language (JHL) schools in England, weekend Japanese schools founded by Japanese immigrants for their children. It is a linguistic ethnography (Copland & Creese, 2015), drawing on critical approaches to studying social action as socially constructed. In 2015, I visited ten JHL schools in England, and between January and July 2016, I conducted ethnographic fieldwork at two schools selected from the ten.

The first European survey on language competences (European Commission, 2012) shows that foreign language competence in England is the lowest among the EU countries. In 2015, only 48% of 16-year-old students took a foreign language at General Certificate of Secondary Education (GCSE) level (British Council, 2017). The UK government ignores the EU's language policy of promoting language learning and linguistic diversity so that citizens can communicate in two languages other than their mother tongue. It could be argued that heritage language schools, voluntary organisations set up by communities, provide an additional curriculum absent from mainstream classrooms. Over the last two decades, heritage language schools have been explored as a research area, but little research has been carried out into the curricula used in these schools.

This paper explores how English and Japanese bilingualism is viewed and practised at JHL schools in England. In discussing bilingualism, I use the concept of translanguaging (García & Wei, 2014; Otheguy, García & Reid, 2015), the use of different linguistic features or modes across language boundaries, embedded in ideological beliefs about language. Moving between languages has traditionally been condemned in educational settings and language teachers tend to believe that keeping languages separate in teaching and learning helps students to learn the target language (Creese & Blackledge, 2010; Faltis & Jacobson, 1990). Although translanguaging is everyday practice for JHL school students and teachers and is tolerated in their domestic environment, the JHL school is viewed as an undesirable place to allow such a practice. The teachers try their best to keep English and Japanese separate in the classroom, although students constantly use translanguaging spontaneously. However, I argue that translanguaging can be a successful pedagogy, enhancing students' learning. When teachers translanguaged intentionally as a pedagogic technique, students expanded their Japanese creatively by making use of their full linguistic resources across boundaries between English and Japanese.

13:00–14:00 Lunch (lobby)

13:30–14:30 Poster session (lobby)

14:30–15:30 Plenary, Auditorium 3

Multilingualism, citizenship and education – Norwegian perspectives

Hilde Sollid (UiT – The Arctic University of Norway)

In general, language education could be said to be a core strategy to develop a sense of identification and belonging to local, national and even international societies. Norway's ideas of citizenship have developed during the second half of 20th century. Previously citizenship (i.e. formal status and ideas of identity and belonging, Kymlicka & Norman 1994) was grounded in a homogenous and monolingual frame, while now it can also include diversity and multilingualism (cf. Selle et al. 2015 on Sámi citizens, also Jaffe 2012 on Corsica). In Norway, the curriculum still first of all points towards a national, monolingual citizenship model highlighting the Norwegian language – a model that forcefully promoted Norwegian on the expense of the Sámi and other languages. Today, students with Norwegian as a second language are expected to acquire Norwegian as the primary language for

learning as quickly as possible, while the heritage language hardly has any value besides a tool to acquire Norwegian (Aarsæther 2017). There are however now also educational spaces where a composite, multilingual model is negotiated and endorsed. One such space is «foreign languages» (*fremmedspråk* in Norwegian), i.e. subject languages like English and French, that have a long tradition in Norwegian education. In this talk, however, the focus is on the Indigenous Sámi and the challenges facing the Norwegian education system after a long period of assimilatory educational politics. One of the challenges is to include Sámi language education in meaningful ways both for Sámi and Norwegian students. To explore these challenges, I will pay particular attention to *acts of citizenship* (Isin 2008) within language education, that is acts that have challenged established practices and ideas of citizenship. The first example is the implementation of a Sámi curriculum in Kåfjord municipality in the county of Troms in the 1990s. The second is the choice of a young student in Tromsø to study Sámi as a second language without being Sámi herself. The examples are from discourse ethnographic fieldworks in Kåfjord and Tromsø, and they represent different policy levels.

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15:30–15:45 Break, book fair, and coffee (lobby)

15:45–17:15: Parallel sessions II

Helga Engs hus, auditorium 3: University-school partnerships (symposium)

Chairs: Anna Krulatz (Norwegian University of Science and Technology), Jonas Iversen (Inland Norway University of Applied Sciences)

Serving multilingual students through school–university partnerships

Participants: Anne Dahl, Anna Krultaz, Tove Steen-Olsen, Eivind Torgersen (Norwegian University of Science and Technology), Mona Flognfeldt, Dragana Šurkalović (OsloMet – Oslo Metropolitan University), Jonas Iversen (Inland Norway University of Applied Sciences)

Multilingual learners of various linguistic and cultural backgrounds constitute the largest rising demographic in Norwegian schools. The current immigrant population in Norway is estimated at 880,000 or 17% of the entire population, with some schools in Oslo serving student bodies with as many as 95% of students with an international background. The Norwegian government, individual districts and schools, as well as institutions of higher education have acknowledged the importance of supporting quality multilingual education for these students. This panel focuses specifically on connecting research on multilingualism and multilingual teaching practices through school-university partnerships. It explores ways in which such partnerships can promote inclusive, equal-access education in multilingual classrooms:

- A former teacher at the Center for Intensive Norwegian Language Learning in Oslo Schools and a teacher educator/researcher from NTNU describe a multilingual writing project which aimed to build inclusive classroom spaces and foster learners' multilingual identities through explicit emphasis on including all languages in students' linguistic repertories in teaching and learning practices.
- A researcher from NTNU assesses the strengths and weaknesses and points to possible future directions of the government initiative Kompetanse for Mangfold, a collaborative program between local authorities and institutions of higher education, elaborating on how the focus on language and multilingualism could be increased.
- An NTNU professor and expert on childhood education assesses the effectiveness of the Kompetanse for Mangfold initiative referring to her first-hand experience and the evaluation report by Lødding, et al. (2017). She focuses on important themes that have been highlighted in previous literature on successful school development, namely, leadership and organization, teacher participation and involvement.
- Representatives from Flere språk til flere, a research and communication center in the international Bilingualism Matters network and with branches at NTNU and UiT discuss their experiences working with various stakeholders in society including as families, teachers and others, in order to communicate the latest research-based knowledge about bi- and multilingualism.
- Two teacher educators/researchers from HiOA examine how national language policies and international research findings are enacted locally through schools' own rules and policies. They focus on the role of school principals in defining these policies and shaping the teaching

practices in multilingual contexts, the potential a partnership between teacher education institutions and school principals has for supporting quality multilingual education, and the language choices articulated and enacted by three primary school English teachers.

Helga Engs hus, room 231: Teacher research (symposium)

Chair: Francis M. Hult (Lund University)

Practitioner research in Swedish teacher education

Francis M. Hult (Lund University)

As part of a major reform in teacher education that took effect in fall 2011, the government sought to enhance the quality of the country's teacher corps through a concerted focus on research foundations (Prop. 2009/10:89ö Utbildningsutskottets betänkande 2009/10:UbU16). The Higher Education Ordinance, which governs all tertiary education in Sweden, was updated to include detailed requirements for teacher candidates to be trained on research as it relates to professional practice. It specifies in annex 21, for example, that teacher candidates must (https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Higher-Education-Ordinance/Annex-2/):

- demonstrate the subject knowledge required for professional practice, including both broad knowledge of the field and a considerable degree of specialised knowledge in certain areas of the field as well as specialised insight into current research and development work

- demonstrate specialised knowledge of the theory of knowledge and qualitative and quantitative research methods as well as the relationship between the disciplinary foundation and proven experience and its significance for professional practice

Accordingly, pre-service teachers are to be trained in the research foundations of their subject specializations as well as in the qualitative and quantitative research traditions needed to conduct practitioner researcher in their future professional practice. Along the same lines, the National Agency for Education (*Skolverket*), which provides guidance on educational implementation in Sweden, has sought to promote research-based practice (*forskningsbaseratarbetssätt*). Skolverket encourages teachers to align their pedagogical practice with research foundations (*vetenskapligt grund*) and best practices (*beprövad erfarenhet*) and also to be active themselves as practitioner researchers such that research foundations and documented best practices emerge from the classroom, which is also a cornerstone of educational linguistics (e.g., Hornberger, 2001; Hult, 2010).

This presentation offers an overview of Swedish developments in research-based practice, and also serves as an introduction to the panel as a whole. I begin with an exposition of the Higher Education Ordinance and Skolverket initiatives pertaining to research-based practice, with an eye towards implications for teacher education. I then turn to how the English teacher education program at Lund University trains pre-service teachers as practitioner researchers through hands-on instruction related to an individualized research project. The presentations that follow, all by pre-service teachers from Lund University, showcase the research work they they have undertaken.

Finding room for critical literacy in language education policy for English in Sweden

Andreas Sander (Lund University)

When reading the curricula for English in Sweden, it becomes clear that students are to learn much about the world. However, there appears to be no explicit focus on how students can act to then change the world they learn about in said curricula, something Freire (2014) viewed as central when he established critical literacy as an educational approach. Through a deductive content analysis, drawing upon work by Lewison, Flint and Van Sluys (2002), this study aims to identify space for critical literacy as an educational approach in the Swedish curricula for upper secondary school, GY2000 and Lgy11.

With the help of research by Cabau (2009) and Hult (2012), showing how the curricula propagates the position of English, Swedish society and education, this analysis makes tangible potential space for critical literacy alongside English language teaching. After analyzing the curricula, it became clear that both GY2000 and Lgy11 mainly focused on facilitating functional, communicative knowledge of English so that students could best take part in a globalized society where English is the main language of communication, with marginal space for critical literacy. Where critical literacy was concerned, Lgy11 explicitly mentioned that social issues should form the content of education, with other English-speaking cultures as focal points. The main focus, however, was still on gaining knowledge of English for the sake of functional, communicative knowledge. This places critical literacy's role on the sidelines, putting the decision of whether to include a social justice focus in their English teaching or not in the hands of each individual teacher. Portions of the curricula that provide space for social justice perspectives are discussed along with implications for practice. In the end, there was room for critical literacy in the Swedish curricula, and room for teaching students to become agents of change in the world, as long as teachers themselves are aware enough to make use of this educational approach.

Teacher beliefs about using Swedish in the teaching of English

Sandra Ekman (Lund University)

As an English teacher candidate in Sweden, I developed an interest in using the official language in the teaching of a second or foreign language. I could see the benefits of using the official language, Swedish, as well as the benefits of using the 'English-only' approach that many English teachers in Sweden follow. In both policy documents and research, I could find ambiguous as well as contrasting guidelines on whether one should use only the target language or other languages. As I wanted to get a deeper understanding of how practicing teachers address the issue of medium of instruction, I conducted a case study investigation to examine three different English teachers' beliefs about using Swedish in their teaching.

Using purposeful sampling I identified three teachers: One teacher of English and Spanish, one teacher of English and media studies and one teacher of English whose mother tongue is English. Through qualitative content analysis the three teachers' beliefs about the benefits and drawbacks are uncovered. They all report using Swedish in their teaching, even though one of the teachers

expressed strong beliefs in 'English-only'. The three teachers report using Swedish for different purposes and they also report using different amounts of Swedish. The teacher of English and Spanish believes in using the official language to bond with the students. The teacher of English and media studies reports using Swedish to secure comprehension when explaining grammar. The teacher whose mother tongue is English uses Swedish only in very rare cases, since she believes that not using the official language motivates students to learn the target language. In addition, the teachers interpret what the Swedish policy documents say about language use. The results of the interviews indicate that the policy documents are somewhat contradictory and open for interpretation. The interview study shows that the teachers have different beliefs that they support with different interpretations of the policy documents. The present study is limited to three teachers. The issue would benefit from further research. I discuss future directions such as investigating how students with other mother tongues than Swedish experience the inclusion of Swedish in the English classroom. I also suggest conducting classroom observations to explore the issue further.

Plurilingualism vs. the English-only argument: Swedish EFL teachers' interpretations of a complex syllabus

Frida Nilsson (Lund University)

How do English teachers deal with contrasting policy aims regarding L1 involvement in the EFL classroom? This project examined how two contradictory aims of the national syllabus for English in upper secondary school in Sweden were interpreted and realized by two EFL teachers. The aims of the syllabus state: "Teaching should encourage students' curiosity in language and culture, and give them the opportunity to develop plurilingualism where skills in different languages interact and support each other" and "teaching should as far as possible be conducted in English" (Skolverket, 2011). While previous research provides examples of contexts where either a monolingual or a plurilingual approach may be best suited (e.g Cook, 2008; Milambiling, 2011; Pietikäinen & Pitkänen-Huhta, 2014), the way Swedish EFL teachers deal with an educational policy that aims for both approaches would benefit from further exploration, especially since research also indicates a need for further guidance for teachers on the matter of policy aims of plurilingualism (Boeckmann, 2012; Ekman, 2015).

The project was conducted as a case study, examining two teachers from one upper secondary school in Sweden. The issue was examined through directed qualitative content analysis of classroom observations (three lessons), interviews (one interview with each teacher) and analysis of classroom material used during the lessons. While limited in scope, this project can highlight one context in which the issue exists and how it is dealt with.

Analysis shows that the "English-only argument" was perceived as the ideal, whereas the aim of plurilingualism was less reflected upon and seemed uncertain territory met with some caution and confusion. The two teachers differed in their approach to L1 involvement: one teacher wholeheartedly adopted the English-only approach, and the other teacher involved the L1 more, but still viewed English-only as the goal. The teachers' focus on the linguistic backgrounds of the students was in general limited, but was present in relation to understanding student difficulties and for

assessment. Aspects of plurilingualism connected to multiculturalism, such as space for incorporation of students' cultural backgrounds, were considered by the teachers in classroom content and material, rather than classroom interaction. The L1 was used both strategically and incidentally, but was still mostly viewed as a last resort when maximum target language exposure was not possible. The findings suggest that teachers would benefit from more guidance on the matter of plurilingualism as a concept.

As fast as you like: An explanatory case study of differentiated ESL teaching in a Swedish upper secondary school

Kristian B. Kjellström (Lund University)

Individual variations in language proficiency due to personal characteristics and background make all groups of language learners heterogeneous in nature and thus language teachers' willingness and ability to adapt to their learners are imperative in the language teaching profession. While the field of differentiated teaching in general suggests several successful strategies for this (e.g. Tomlinson, 2014; Westberg & Archambault, 2004), the research into differentiated teaching in relation to second language acquisition is globally limited and almost non-existent in the Swedish context. The aim of this study was to observe and document differentiated English as a second language teaching as practiced at one upper secondary school in Sweden.

The school, teachers and classes were chosen based on purposeful sampling as previous observations in the school had indicated teaching methods worth documenting as a possible best practise. The method used was that of an explanatory case study using teacher interviews and classroom observations (Nunan, 2010). Classroom observations were conducted using a version of Subban and Round's (2015) checklist for observing differentiated teaching, which was adapted for the present study to suit observations in the second language classroom. Observation protocols and interview transcripts were coded for themes (Saldaña, 2016) and analysed using the theoretical perspectives of differentiated instruction, individual differences in second language acquisition and content and language integrated learning.

The study found that the teachers used differentiated teaching techniques mainly to accommodate learner readiness with respect to language proficiency but also to accommodate learning styles, personalities and interests. The study also indicates that the differentiated language classrooms observed allowed for high proficiency learners to be additionally challenged to improve their skills while still supporting lower proficiency learners in their language acquisition. The teaching methods were mainly made possible by the usage of open teacher-learner communication, continuous formative assessments and increased opportunities for language production demonstrating language proficiency. The observed and reported amount of adaptation and differentiation over a pro-longed period was both unexpected and unique in its extent. While the findings of this study are limited to the present case, some of the documented teaching strategies and teacher mentalities can be viewed as successful and potentially transferrable practical approaches to adapting for learner readiness and proficiency in the second language classroom and thus making teaching more equal by doing it differently.

Helga Engs hus, room 234: Newly arrived students

Chair: Joke Dewilde

Kartläggningsprofil steg 1: Elevens första möte med kartläggningspedagogen

Sari Vuorenpää & Elisabeth Zetterholm (Stockholm University)

För ett adekvat val av skola och årskurs genomförs en kartläggning, utifrån Skolverkets kartläggningsmaterial (2016), av alla nyanlända elever som kommer till Sverige i grundskoleåldern. I samtal mellan en pedagog och eleven upprättas en kartläggningsprofil i syfte att främja elevens fortsatta lärande och kunskapsutveckling. Samtalet ska ske på ett språk som eleven behärskar eller med hjälp av en tolk. Kartläggningsmaterialet är uppdelat i tre steg. I det första steget samtalar man om elevens språkanvändning, tidigare skolbakgrund samt elevens erfarenheter, intressen och förväntningar. Utifrån en inspelning av ett sådant samtal har vi gjort en analys av interaktionen mellan en pedagog och en elev. För detta har vi bland annat använt oss av Linells teorier om institutionella samtal (2011). Vi har valt att fokusera på interaktionen i den del av samtalet som rör elevens språkanvändning.

Den övergripande frågan är: Vad sker i interaktionen under ett steg 1-samtal vid kartläggning av en nyanländ elev? Eleven, som vi kallar för Lee, är i 12-årsåldern och har nyligen kommit till Sverige. Lee är litterat både på mandarin och engelska. Samtalet genomförs på engelska. Enligt handledningen till kartläggningsmaterialet är det viktigt att fånga elevens egen uppfattning om vilka språk eleven behärskar och använder (Skolverket 2016). När frågan om modersmålsundervisning kommer upp är Lee mycket bestämd att engelska ska betraktas som modersmål, inte mandarin. Kartläggningspedagogen säger att Lee kan välja språk, men säger också att det är viktigt att Lee inte glömmer bort mandarin. Båda språken används hemma, men Lee själv menar att engelska är det starkaste språket och det språk Lee tycker bäst om.

Utifrån det här samtalet vill vi lyfta fram den del av kartläggningen som framför allt berör elevens språkval och språkbakgrund samt diskutera detta utifrån elevens språkliga identitet.

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I en transnasjonal virkelighet på sosiale medier. Hva kjennetegner multilingvale ungdommers virkelighet på sosiale medier?

Kari Sand (videregående skole)

Begrepet transnasjonal virkelighet blir ofte knyttet til migrasjon og beskriver en virkelighet der aktiviteter skjer på tvers av nasjonsgrenser. Det transnasjonale feltet befinner seg innenfor feltet «Multilingualism», og er på samme måte opptatt av å se de menneskelige ressursene og mulighetene som ligger i det å være et produkt av flere kulturer og flere språk. I denne studien var jeg opptatt av å se på sosiale medier og internett som en arena der ungdommer kommuniserer sine daglige opplevelser og erfaringer som flerkulturelle og flerspråklige.

Det er den menneskelige kontakten som står i sentrum i denne studien. Intimiteten og muligheten for å ha kontakt i sanntid hadde betydning for de multilingvale informantenes opplevelse av følelsesmessig stabilitet i hverdagen. Samtalepartnerne i de transnasjonale foraene var viktige diskusjonspartnere i spørsmål som til enhver tid opptok informantene, og ble dermed ledd i ungdommenes bygging av egen identitet.

De multilingvale ungdommene ga uttrykk for at de er aktive og engasjerte i aktuelle hendelser i det globale nyhetsbildet, og de diskuterer på sosiale medier med venner og andre i opprinnelseslandet. De transnasjonale kontaktene har gitt de unge multilingvale ungdommene øvelse i å se kulturer i forhold til hverandre.

Den teknologiske utviklingen har bidratt til at migranters transnasjonale virkelighet og kontakt med opprinnelseslandene er endret. De multilingvale ungdommenes virkelighet på sosiale medier kjennetegnes av nærhet og hyppighet, stor aktivitet og engasjement. Den transnasjonale virkeligheten er både en ressurs for dem selv og deres egen utvikling, samtidig som det er en ressurs for samfunnet vårt.

Hvordan bruke elevers morsmål som inngang til arbeidet med flerspråklige fortellinger i en innføringsklasse

Kari Hertzberg (Bleiker videregående skole)

Prosjektet er gjennomført som et aksjonslæringsprosjekt i en forberedende vg1-klasse for minoritetsspråklige elever, der formålet er å opparbeide en språklig og faglig kompetanse som bakgrunn for et treårig ordinært løp på videregående skole. Det er 24 elever i klassen, med ulik botid i Norge, ulik språklig bakgrunn og varierende lengde på skolebakgrunn. Dette gjør at det er et stort sprik i deres norsk- og fagkompetanse. En stor utfordring er å aktivisere elevene, og at alle elevene opplever mestring. Dataene er innhentet gjennom spørreskjema, observasjon med før- og ettersamtale mellom elevene og en medlærer, observasjon av egen praksis og etterlogg fra elevene. Sentrale spørsmål er hvordan elevene opplevde det å bruke morsmålet sitt som inngang til å forstå teksttypen fortelling, og om de med hjelp av eget språk kunne peke på kjennetegn ved fortellingssjangeren.

Det tydeligste funnet er at flerspråklig undervisning oppleves som gunstig av minoritetsspråklige elever. De gir tilbakemelding på at de forstår innholdet i teksten, og i tillegg klarte alle 24 elevene å peke på kjennetegn ved teksttypen fortelling når de fikk presentert den på sitt eget språk. Det andre funnet handler om at elevene følte seg anerkjent ved at de fikk bruke morsmålet i kombinasjon med det norske. Samtidig viste prosjektet at ikke alle 24 elevene greide å peke på trekkene i den norske teksten fordi språket fortsatt var en barriere, og prosjektet bidrar derfor til å nyansere oppfatningen om at bruk av elevers morsmål i seg selv er nok for å oppleve full mestring.

Som et siste funn viser prosjektet at det er gunstig at læreren styrer når elevene skal bruke språkene er hensiktsmessig. Relevans for forskingsfeltet Studien gir innsikt i hvilke muligheter som ligger i flerspråklig undervisning, for eleven som middel til læring av nytt stoff, og for læreren som middel til å finne ut hva elevene har av kompetanse. Den supplerer tidligere studier av bruken av morsmål som verktøy i klasserommet, og spesielt bidrar den med kunnskap om hvordan anerkjennelse av elevers morsmål fører til at elevene føler seg sett.

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Day 2: Helga Engs hus

09:30–10:00 Parallel sessions

Helga Engs hus, Auditorium 3

Chair: Haley De Korne

Beyond the traditional scope of translanguaging: Comparing translanguaging practices in Belgian multilingual and monolingual classroom contexts

Kirsten Rosiers (Université Libre de Bruxelles and Ghent University)

This paper investigates the interactional behavior and the socio-pedagogical valorization of translanguaging practices of teachers and pupils in a multilingual and a monolingual classroom in Belgium. Little is known about translanguaging among monolinguals, therefore, a monolingual classroom is included in the research as well, as our aim is to expand the scope of translanguaging research. We focus on teachers' and pupils' idiolects as an analytical lens in order to investigate whether and how translanguaging practices occur. This paper offers insights into the concept of translanguaging and multilingualism by investigating both interlinguistic and intralinguistic variation in education.

Linguistic-ethnographic fieldwork was executed in two classrooms. The first one was a primary classroom in Brussels, highly multilingual in practice (interlinguistic variation), but monolingually Dutch in policy. The second one was a Dutch monolingual secondary classroom in Flanders, characterized by intralinguistic variation.

Our analyses demonstrate differences in the nature of translanguaging practices: norm-breaking in the multilingual classroom versus turning back to the norm in the monolingual classroom. The form of the translanguaging practices in the multilingual classroom consists mainly of the inclusion of some words belonging to 'other' named languages (mainly French) into the Dutch default language, both by the teacher and pupils. Consistent moves between larger parts of different named languages are also possible from the part of the pupils, but seem to depend on the presence of different participants. Translanguaging practices also occur in a context where variation is primarily intralinguistic. These practices can be classified in two subtypes: one where we see a substantial increase in the use of standard features by teachers and pupils and one where only one standard feature is included in an overall non-standard speech style. Translanguaging practices occur in the margins as well as in the centre of the classroom activity, with socio-emotional purposes in both classroom settings. Pedagogical goals, however, are only observed in the multilingual classroom.

Given the fact that in a context where interlinguistic variation blooms translanguaging practices serve a socio-emotional as well as an important pedagogical goal, the current disregard or prohibition of these translanguaging practices signifies a missed chance for the enhancement of pupil-teacher relationships as well as a crucial lost opportunity for better learning. Moreover, a loosening of the linguistic reins does not result in complete Babel-like chaos. Opening the door for translanguaging practices not necessarily causes the exodus of (Standard) Dutch from Flemish and Brussels school contexts.

Code alternation, translanguaging and the quest for critical literacy: Data from a multilectal setting

Stavroula Tsiplakou (Open University of Cyprus)

In this paper an attempt is made, via the examination of two different sets of data collected with ethnographic tools from classrooms in Cyprus, to examine whether the language/code alternation practices observed in the data constitute aspects of a pedagogy of translanguaging. In Cyprus there is still diglossia between Cypriot and Standard Greek, the latter being the 'H' or prestige variety and the former being the naturally-acquired one; language teaching is explicitly geared towards monolingualism as far as bilingual students are concerned and towards fostering literacy in Standard Greek for all students, be they bilingual or bidialectal (Hadjioannou et al., 2011).

This paper discusses data from a monolingual, dialect-speaking class and data from a class in which three languages, Russian, Georgian and Standard Greek are used (Tsiplakou, 2016). The analysis shows that in both cases the structuring and distribution of the language/code-alternation patterns in terms of their orientation, directionality, and function within the overall dynamics of classroom discourse do not point to genuine translanguaging but ultimately reinforce the explicitly stated aim of fostering monolingualism, which is moreover constructed as competence in Standard Greek. The pedagogy of translanguaging places particular emphasis on language as a semiotic system and as a set of indexicalities and performativities; it links language with its with the sociocultural contexts, and values the different 'voices' of the class, hybridities and the crossing of rigid linguistic borders as alternative ways of meaning-making (García & Li Wei, 2014; Gee, 2015). Viewed in this light, language alternation practices such as those described in this paper through the lens of ethnography and discourse analysis (cf. De Korne & Hornberger, 2017) can be seen as ultimately re-enforcing dominant linguistic ideologies and concomitant monolingual, assimilatory, uncritical pedagogical practices.

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Helga Engs hus, room 231

Multilingualism in Scandinavian education 1

Chair: Åsta Haukås

«Jeg lærte at jeg kan mer enn jeg tror». En studie av flerspråklighet som ressurs i grunnskoleundervisning

Mette Elisabeth Nergård, Pål Lundberg (OsloMet – Oslo Metropolitan University)

I denne artikkelen presenterer vi erfaringene til grunnskolelærere som har gjennomført undervisningsopplegg med fokus på flerspråklighet som ressurs. Informantene i studien er 24 erfarne grunnskolelærere som har vært norskstudenter ved et av videreutdanningskursene *Kompetanse for kvalitet* ved OsloMet – storbyuniversitetet studieåret 2016/17. Begge artikkelforfatterne er lærerutdannere og har undervist på dette kurset. Materialet består av en spørreundersøkelse og fem dybdeintervjuer. Forskningsspørsmålet vårt er: Hva skal til for at en lærer skal bruke flerspråklighet som ressurs i undervisning, og hva skal til for at dette kan bli en fast praksis? Alle informantene som har gjennomført et undervisningsopplegg i regi av videreutdanningskurset, hevdet at det trengs kunnskap om flerspråklighet ved utdanning eller påvirkning utenfra for at lærerne skal kunne ta flerspråkligheten i bruk som ressurs. Samtlige hadde erfart at elevene ble beriket av slike opplegg. Likevel opplyser lærerne at det er usikkert om de vil fortsette praksisen. Dette skyldes flere forhold, for eksempel manglende belegg for flerspråklighet i planverket, men først og fremst nevner de manglende engasjement fra skoleledelsen. Tross velkjent forskning som dokumenterer flerspråklighet som en kognitiv styrke blir ikke feltet fokusert av ledelsen på skolene til våre informanter, ifølge informantenes utsagn.

Språklige minoritetsstudenter i auditoriet

Elisabeth Selj (University of Oslo)

Det prosjektet som denne presentasjonen bygger på, fokuserer på studenter som studerer på norsk som andrespråk og deres faglærere på Universitetet i Oslo. Hovedmålet er å kunne skissere elementer i en pedagogisk praksis som faglærere kan dra nytte av i sine bestrebelser på å tilrettelegge undervisningen for dagens heterogene studentgrupper.

Et økende antall studenter begynner på akademiske studier mens de ennå lærer studiespråket norsk. De fullfører i svakere grad enn majoritetsgruppa, og det rapporteres i NOU 2010: 7 at det er merkbare utbytteforskjeller. Strategidokumentet for Universitetet i Oslo rommer strategier som å gi tett støtte og bruke varierte undervisningsmetoder, noe som er tjenlige elementer for flerspråklige studenter. Men vi vet lite presist om hvordan disse tilnærmingene blir fulgt opp, og spesielt vet vi lite om hvordan literacy-praksisen fungerer for de minoritetsspråklige.

Studien er av eksplorativ art og har samlet data fra tre fokusgruppesamtaler om utfordringer og muligheter som deltakerne ser i fagundervisningen og skriveoppgavene. Deltakerne kommer fra ulike fakulteter og er henholdsvis internasjonale studenter som studerer på norsk, bofaste studenter med

minoritetsspråklig bakgrunn og universitetslærere. Samtalene er transkribert og analysert, funnene i de ulike gruppene vil sammenlignes, og opplæringen diskuteres i lys av forskning på andrespråksdidaktikk og universitetspedagogikk. Mulige implikasjoner for opplæringspraksis vil løftes fram.

10:30–11:00 Break, book launch, coffee (lobby)

11:00–12:30: Parallel session 2

Helga Engs hus, auditorium 3: Translingual practices: International perspectives 2

Chair: Judith Purkarthofer

From threat to opportunity: Harnessing young emergent bilingual children's linguistic repertoires as resources for learning

Andrea Young (University of Strasbourg), Latisha Mary (University of Lorraine)

Many teachers in France, unaware of the scientific evidence on the benefits of bilingualism (Bialystok, 2011) and the importance of supporting the development of children's home languages as well as the language of the school (Cummins, 2014), continue to view multilingualism as a threat to national identity and an obstacle to the rapid acquisition of the national language. Fearing that the presence of the children's home languages at school will delay and detract from the efficient learning of the language of schooling, the tendency is to exclude these languages from the classroom and to implicitly or explicitly forbid children to speak them through a variety of practiced policies (Young, 2014).

Research has revealed that children and their families perceive and integrate the value attributed to their languages in the early years setting (Gkaintartzi et al., 2014). The vulnerability of the very young emergent bilingual child, entering a formal education setting for the first time and the power of the teacher's image of the child and resulting practiced language policies warrant further investigation. In this paper, we will present data (primarily video recordings and interview extracts) from a longitudinal study (September 2014 to June 2015) of one teacher in her French pre-primary class of 19, mainly plurilingual children (aged 3-4 years old). We focus specifically on how the teacher facilitated the children's transition from home to school, mediated the different languages in the classroom and implemented practices to help the children build their language skills. The data reveal how and why the teacher chooses to harness the children's linguistic repertoires as resources and indicate that an inclusive linguistic approach appears to facilitate the children's learning and adjustment to the school context.

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Development and transfer of academic genre knowledge across three languages: The case of a Kazakhstani university

Bridget Goodman, Sulushash Kerimkulova, Philip Montgomery (Nazarbayev University Graduate School of Education)

Nazarbayev University Graduate School of Education is an English-medium institution in the Republic of Kazakhstan. Graduates of Master's and PhD programs are expected to disseminate their knowledge from coursework and thesis research in three languages—English, Kazakh, and Russian—in local and international academic journals and conferences.

To understand the challenges and best practices of developing and applying academic skills across three languages, we conducted a mixed methods study with two research questions: 1) To what extent and in what ways do students apply and transfer their knowledge of genre structures and practices across English, Kazakh, and Russian? 2) Which pedagogical approaches or strategies do students identify as beneficial in supporting multilingual genre knowledge and skills development? The study uses a three-part framework to conceptualize what students learn (genre), how they learn it (language socialization) and how they use it (transfer). We investigate the dynamic, recursive ways (García, 2009) students are socialized (Duff, 2010) into using English for different academic genres (Bruce, 2008), and the ways they learn to transfer genre knowledge (Haim, 2015) across three languages. First, a survey was distributed to all students and alumni from the Master's and PhD programs in Education (N=364). Respondents (n=127) rated themselves on a 5-point scale according to can-do statements for reading and research, speaking, writing, and evaluation skills for each of the three languages. Scaled scores compiled by language and genre were correlated with general language proficiency-self assessment. Focus groups were conducted with 2-6 students and alumni from each degree program (n=30) to explore trends identified in the quantitative data and the dynamics of language socialization and skills transfer. Transcripts were open coded. The findings highlight (1) the role of interaction and feedback in the development of genre knowledge, (2) the recursive impact of developing new genre knowledge in a foreign language, English, on the application of these skills to native languages, Kazakh and Russian, and (3) the relationship between educational language policy, pedagogy, and student attitudes toward trilingual development and minority language maintenance.

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Learning English as a foreign language in a bidialectal setting: A linguistic ménage à trois?

Dina Tsagari (OsloMet – Oslo Metropolitan University), Spyros Armostis (University of Cypros)

Bilingual education distinguishes itself from other forms of language education as content and language learning are integrated when two languages are used as a medium of instruction. Various models have been proposed in the literature, e.g. subtractive, additive and dynamic bilingualism (Wright, Boun and García, 2015). The later, dynamic bilingualism, refers to the multiple language interactions and other linguistic interrelationships that take place on different levels, extend and spaces among multilingual speakers. This paper uses a translanguaging lens to showcase the transformational power, structures and practices of bilingual education. More specifically, the current study examines language use in the classroom context in private language schools where English is taught and learned as a foreign language by young learners in the Republic of Cyprus. In particular, it investigates the different roles and functions of three linguistic varieties used in such classrooms: (i) English as the target foreign language (L2); (ii) Cypriot Greek as the teachers' and learners' first language (L1a), used for everyday communication and functioning as the Low variety (cf. Ferguson 1959) in the Cypriot bidialectal/diglossic setting (see e.g. Moschonas 1996); and (iii) Standard Modern Greek, as the official language (L1b), functioning as the High variety and used in non-EFL educational settings (see e.g. Papapavlou & Sophocleous 2009). Even though EFL teachers may claim that L1 use in limited, it has been shown to be actually used by both teachers and learners (see e.g. Tsagari & Georgiou 2016). The present study hones in on the three-way tension among L1a, L1b, and L2, revealing that the former two are not only used, but have their roles in the EFL classroom, each serving different functions. Moreover, regarding the dynamics between L1a and L1b, the analysis of classroom talk in the EFL settings investigated resulted in interesting comparisons with the situation in classrooms where Greek is taught as first language. The paper argues in favour of translanguaging as a tool to mediate cognitive complex activities and will conclude by addressing research, pedagogical and policy issues that will help support quality multilingual education in the particular and other related contexts.

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Helga Engs hus, room 231: Diversity in Norwegian class

Chair: Ingebjørg Tonne

Nynorskelevar i språkleg minoritetsposisjon: Trengst ein ny didaktikk?

Eli Bjørhusdal (Western Norway University of Applied Sciences), Gudrun Kløve Juuhl (Volda University College)

I innlegget vil me for det fyrste presentera ei avslutta empirisk undersøking om bokmål som faktor i normavvik i tekstar skrivne av elevar med nynorsk som hovudmål eller 'fyrsteskriftspråk' (Bjørhusdal og Juuhl, 2017). For det andre vil me diskutera korleis ein kan arbeida didaktisk med dette, og utgangspunktet for det siste er ein pilot-intervensjon som me har gjennomført vinteren 2017-18.

Det er ikkje uvanleg at mindretalsspråk er utsette for interferens frå majoritetsspråk (Nettle og Romaine, 2000). Observasjonar i fleire undersøkingar av skrivedugleiken til norske elevar har då òg peikt på bokmålsinterferens i rettskriving og formverk hjå elevar med nynorsk som hovudmål (Wiggen, 1992; Søyland, 2002; Matre mfl., 2011; Skjelten, 2013). Andre studiar viser at manglande språkmeistring er ein sentral (sjølvrapportert) faktor for individuelt skriftspråksskifte frå nynorsk til bokmål i grunn- og vidaregåande skule (sjå til dømes Garthus, 2009).

Studien vår peikar mot det same (Bjørhusdal og Juuhl, 2017). Materialet for studien var 113 tekstar skrivne av 26 nynorskelevar på sjette årssteget, fordelte på seks skular, frå skuleåret 2012–13 (samla inn av Normprosjektet, jf. Matre mfl., 2011). Føremålet var fyrst og fremst vore å granska tilhøvet mellom omfanget av normavvik som fell saman med bokmål og det totale omfanget av avvik. Avvik vart registrerte i 55 fonologiske og morfologiske feiltypekategoriar. Me fann at 43 prosent av dei registerte normavvika til dei undersøkte sjetteklasseelevane med nynorsk som opplæringsmål var samanfallande med bokmålsnorma.

Formell meistring av norma i fyrsteskriftspråket nynorsk er i liten grad tematisert av norsk- og skrivedidaktikken i dag (Nergård og Tonne, 2008; Smidt, 2009; Jansson og Traavik, 2014). Difor vil arbeidet vårt dekkja eit problem som er observert av forskinga, men til no i liten grad undersøkt og didaktisert. Me vil diskutera om og korleis meir eksplisitt opplæring i nynorsk formverk og rettskriving og i minoritetsspråksosiologi kan medverka til større språksystematisk meistring hjå nynorskelevar i grunnskulen.

Presentasjonen vår vil formidla erfaringar og refleksjonar baserte på ein pilot-intervensjon i ein sjetteklasse i ein nynorsk skulekrins på Nordvestlandet som me hausten 2017 vil setja i gang i samarbeid med skulen. Me vil prøva ut arbeid for å styrkja elevane si meistring av fyrsteskriftspråket og undersøkja korleis dette kan utviklast og innpassast i norskopplæringa for å freista identifisera sentrale språkdidaktiske utfordringar og verkemiddel. I denne klassen er det også elevar som ikkje har norsk som morsmål, og som dermed kan seiast å vere i ein dobbel minoritetsposisjon – med både morsmål og opplæringsspråk/målspråk som er mindretalsspråk i ein nasjonal kontekst.

Eit vidare mål er å bruka denne piloten for å utvikla eit større forskingsprosjekt om språkdidaktikk for elevar som har nynorsk som fyrsteskriftspråk.

Eit fleirspråkleg norskfag? Lærarhaldningar og læreboktolkingar av kompetansemål med fleirspråkleg fokus i norskfaget

Aasne Vikøy (Western Norway University of Applied Sciences)

Mykje sosiolingvistisk forsking på det som vert kalla ""the multilingual turn"" (Conteh, 2014; Hélot & Young, 2012), understrekar at alle moderne klasserom er fleirspråklege, og at språkopplæringa dermed bør reformulerast til òg å svara på behova til fleirspråklege elevar slik at ingen elevar vert diskriminerte (Martin-Rojo, 2010). Det ein tidlegare kalla morsmålsfaget norsk, er også blitt eit fag med ein språkleg heterogen elevmasse i dag. Stortingsmelding 28 understrekar at: "Norskopplæringen skal bidra til at både elever med norsk som morsmål og elever med et annet morsmål enn norsk, blir aktive deltakere i det norske språksamfunnet" (Meld. St. 28 2015/2016: 50). Kor langt har norskfaget kome i denne reformuleringsprosessen som kan gje alle elevane uavhengig av morsmål, det same grunnlag for læringsutbyte?

I Ph.D.-prosjektet mitt tek eg utgangspunkt i to kompetansemål med fleirspråkleg innhald i læreplanen i norsk på Vg1, og ser korleis desse kompetansemåla vert omhandla i tre ulike norsklæreverk: *Grip teksten* (Aschehoug, 2013), *Intertekst og Signatur* (begge Fagbokforlaget, 2013). Kompetansemåla i fokus seier at elevane skal kunna "gje døme på fleirspråklegheit og drøfte fordelar og utfordringar i fleirspråklege samfunn", og at elevane skal kunna "gjere greie for grammatiske særtrekk i norsk og samanlikne med andre språk" (LK06). Læreplanen gir læreverkforfattaren eit mandat til kva som bør få fokus i undervisninga. Korleis den språklege samanlikninga er gjort, og korleis det fleirspråklege er framstilt i lærebøkene, kan fortelja oss noko om norskfagets syn på fleirspråklegheit.

Læraren sine haldningar spelar òg ei stor rolle for kva som får fokus i norskfaget. I fokusgruppeintervju med til saman 10 norsklærarar, har eg òg undersøkt deira forståing av og syn på eit fleirspråkleg norskfag.

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En sjangerpedagogisk tilnærming til literacy i heterogene klasser

Hanne Haugli (University of Oslo)

Mange elever som holder på å lære norsk som andrespråk strever med å utvikle fagspesifikk literacy. Mitt konferanseinnlegg er et bidrag til konferansetemaet: "Hvilke utfordringer erfarer skoler i arbeidet med flerspråklige elever? Hvilke strategier kan bidra til å løse disse utfordringene?" Innlegget er knyttet til mitt phd-prosjekt (2016-2019) om sjangerpedagogisk skriveopplæring i språklig og kulturelt heterogene klasser på barnetrinnet.

En sjangerpedagogisk tilnærming til literacy gir elevene eksplisitt kunnskap om struktur, funksjon og språklige særtrekk ved teksttyper de ofte møter i skolen. Sjangerpedagogikk bygger på sosiokulturell teori, systemisk funksjonell lingvistikk og en teori om skolens sjangre. Stillasbygging på makro- og mikronivå foregår ved hjelp av Sirkelen for undervisning og læring, en systematisk, didaktisk modell som innebærer mye felles forarbeid til individuell tekstskriving.

Denne presentasjonen bygger på datamateriale innsamlet ved etnografisk feltarbeid i en klasse på andre trinn, der flertallet av elevene holder på å utvikle norsk som andrespråk. Jeg presenterer en foreløpig analyse av hvordan klassen arbeider med fellesskriving av en argumenterende tekst. Lærerens stillasbygging er sentral, blant annet tilrettelegging og sekvensering av undervisningen, modellering og språkstøtte i samtaler om tekst.

Et foreløpig funn er at stillasbygging på flere nivå gir andrespråkselever mulighet til å forstå, og dermed til å delta og bidra i samtaler og oppgaver knyttet til tekst. Et annet foreløpig funn er at en sjangerpedagogisk tilnærming til literacy oppmuntrer til utvikling og bruk av metaspråk, som utgjør et nyttig verktøy i lese- og skriveopplæring. Et tredje foreløpig funn er at en sjangerpedagogisk skriveopplæring muliggjør differensiering i store heterogene klasser. Funnene bør ha relevans for arbeid med lesing og skriving av fagtekster i språklig heterogene klasser i mange fag på alle trinn i opplæringsløpet.

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Helga Engs hus, room 234: Introductory and mother tongue programs

Chair: Ingrid Rodrick Beiler

Spaces for translanguaging in mother tongue tuition: Social aspects of translanguaging spaces

Jenny Rosén (Stockholm University), Boglárka Straszer, Åsa Wedin (Dalarna University)

Sweden has a long tradition of language support for multilingual pupils in school through the subject mother tongue tuition (MTT). The right to develop and use one's mother tongue is stipulated in the Swedish Langue Act and all children that use a language other than Swedish at home have the right to attend MTT. Despite a long tradition, previous research has highlighted the marginalized position of MTT in Swedish schools.

The aim with this presentation is to critically explore the notion of social space in relation to translanguaging in MTT in Swedish elementary school. The point of departure is taken in Li Wei's use of the concept *translanguaging space* as a space created through the translanguaging process and as a space which creates possibilities for translanguaging, offering a "sense of connectedness". Our main focus is on how the MTT teachers and pupils create spaces for translanguaging both inside and outside of two selected MTT classrooms.

This presentation is based on a linguistic ethnographic study and the empirical material includes semi-structured interviews with mother tongue teachers and participant observations with field notes, video and audio recordings and photographs. Preliminary results show that the mother tongue teachers through the use of translanguaging open up spaces in the MTT classroom, both for the use of Swedish and students' other languages to scaffold the pupils' learning and also for to increase pupils' sense of connectedness and thereby create safe spaces for them . At the same time it becomes clear that in the context of MTT, translanguaging may be perceived as a threat the MT. As in previous studies (Ganuza and Hedman, 2017) MTT classrooms may constitute "no-Swedish zones" in monolingual "Swedish-only" schools. In this study, however, translanguaging spaces were identified, mainly in the use of Swedish in relation to Swedish school discourse and between bilingual pupils who are familiar with to use Swedish as dominant language in the context of school.

Putting the spotlight on social aspects of translanguaging space, through the analysis of physical space, time and social factors in and outside MTT classroom, adds new dimensions to earlier knowledge about translanguaging and mother tongue tuition.

Multilingualism in introductory classes

Tony Burner, Christian Carlsen (University College of Southeast Norway)

This on-going study explores multilingual work among teachers at an introductory school, building on a previous study conducted in two introductory classes at two mainstream schools in 2016-2017 (Burner & Carlsen, 2017). During the academic year 2015-2016, 4879 students were organized in such classes in years 1-10 (Ministry of Education and Training, 2015-2016). However, little research

has been conducted on teachers' work in introductory classes where there are many multilingual students (Miller, Kostogriz, & Gearon, 2009). The introductory school in the present study is one of three introductory schools in Norway, where newly arrived immigrant children study up to a year, before they attend mainstream schools. The school is a medium-sized 1st-10th grade school with 26 teachers. A questionnaire was distributed fall 2017 to all the teachers, with background items, and closed and open-ended items tapping their perceptions of multilingualism and multilingual classroom practices. The responses provided a basis for further investigation through interviews and classroom observations. The background items included gender, teaching level, teaching experience, subjects taught, formal qualifications, academic position, in addition to a couple of items addressed to bilingual teachers / teacher assistants. There were 15 closed and open-ended items related to teachers' assessment of their own competence to work in multilingual classrooms, the use of students' mother tongue as a resource, the relevance of an introductory school, teachers' knowledge of the most recent research on multilingualism, teacher-teacher and teacher-parent collaboration, any challenges related to working at an introductory school and any suggestions for improvement. The closed-ended questions could be responded to on a four-point Likert scale. The next step is to analyze the responses and develop the research study with interviews and observations specifically addressing the responses from the questionnaires. The focus will be, in line with Burner and Carlsen (2017), English teachers in multilingual classrooms. Our presentation will report from the preliminary findings of the study.

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Making space for collaboration at school and preschool: The places mother tongue teachers meet teachers of other subjects

Helen Avery (Lund University), Lena Granstedt (Umeå University)

Recent changes in the Swedish Education Act aim at reducing time spent in reception classes, so that newly arrived pupils (at least partly) enter mainstream classes on arrival. A consequence is that educating newcomers has become the responsibility of all school staff. Expectations on the contribution of mother tongue teachers have increased, as well as presupposing extensive collaboration between bilingual support staff or mother tongue teachers and teachers of other school subjects.

The presentation focuses on the social practices in schools concerning mother tongue teachers and their potential participation in school development and collaboration with other staff, paying particular attention to the places where meetings occur. Three mother tongue teachers were followed a total of 15 days in a period of six months, to observe the opportunities for collaboration and communication in their working days. Two of these teachers also worked with so-called study guidance (tutoring of newcomer pupils in the various school subjects). In the data, only 31 instances

of interactive communication were observed, and three instances with a potential for more extensive collaboration. These three instances are analyzed to shed light on which factors may have played a part.

Results suggest that among the significant aspects were: the place of interaction, the language, higher status of mother tongue at the school, a positive attitude in teachers involved, and interaction with an entire class and with other staff. Places of meeting were frequently corridors, the staff rooms, or other places that were not normally designated for regular teaching or planning activities. The places of interaction thus tended to underline the marginal position of the mother tongue teachers with respect to participation in school development.

Dewilde, J., & Creese, A., 2016. Discursive Shadowing in Linguistic Ethnography. Situated Practices and Circulating Discourses in Multilingual Schools. *Anthropology & Education Quarterly*, 47(3), 329–339.

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Swedish Ministry of Education , 2017. *Uppdrag att genomföra insatser för att stärka utbildningens kvalitet för nyanlända barn och elever och vid behov för barn och elever med annat modersmål än svenska* U2017/00300/S.

Wedin, Å., & Wessman, A., 2017. Multilingualism as Policy and Practices in Elementary School: Powerful Tools for Inclusion of Newly Arrived Pupils. *International Electronic Journal of Elementary Education*, 9(4).

12:30–13:30 Lunch, book fair (lobby)

12:30–15:30 Parallel session 3

Helga Engs, auditorium 3: Translingual practices: Scandinavian perspectives

Chair: Andrea Young

Translation and translingual remixing in writing

Joke Dewilde (University of Oslo)

In this paper, I report from the study "Multilingual Young People as Writers in and outside of School" (2015–2018). The study is a linguistic ethnography of an introduction class for newly arrived pupils with little previous schooling in Norway, where I conducted three months of open observation of the entire class and four months of more focused observation of two young people. The data consist of field notes and transcriptions of semi-structured interviews and naturally occurring conversations, in addition to the young people's texts written in and outside of school.

In this presentation, I will concentrate on one youg person, who is an active spare time writer. To understand her development as a writer, I apply a translingual understanding of communication and writing. Such an understanding challenges the assumption that a text must be in one language, and that the meaning needs to be transparent (Canagarajah, 2013). These norms are usually grounded in native speakers' language use. In contrast to this monolingual understanding, a translingual understanding assumes that communication surpasses distinct languages and contains different semiotic resources and ecological affordances. This opens up for more complex understandings of multilingual young people's writing.

I will draw attention to two discursive strategies, translation and translingual remixing, which the young person draws on to express her opinions and feelings, drawing on her entire communicative repertoire (Dewilde, 2017, 2018). I will argue that these strategies contribute to creating a sense of belonging to a new language and to finding her voice as a transnational young person.

Literature

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Dewilde, J. (2017). Translation and translingual remixing: A young person developing as a writer. *International Journal of Bilingualism*. doi: 10.1177/1367006917740975

Dewilde, J. (2018). "It's just in my heart": A portrait of a translingual young person as a writer of poetry. In T. O. Engen, L. A. Kulbrandstad, & S. Lied (Eds.), *Norwegian perspectives on education and diversity*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Digital quranic practices among multilingual youth in Denmark

Line Møller Daugaard (VIA University College)

This paper focuses on digital quranic practices among multilingual youth in Denmark. The empirical point of departure is an exploratory group interview with four young people, aged to whom the Quran is potentially at hand 24/7 through various quranic apps on their smartphones. The youth are 14–15 years old and are in a Year 8 class in a Danish lower secondary school, and their class is one of five classes participating in a longitudinal study of multilingual children's language and literacy practices through primary and lower secondary school. The young people have different linguistic backgrounds (Somali and Afghan) and various levels of Arabic literacy competence, but they all consider themselves practicing Muslims, and religious apps play a central role in their everyday life.

The paper describes the young people's criteria for selection of apps, their understandings of what constitutes a good quranic app, and their preferences and strategies for use of the apps and for interaction with the quranic text. Some listen, while others read or recite; some prefer the original classical Arabic text, while others value translation to English or Danish. For some, the use of the apps are largely an individual enterprise, while for others, it is a social practice shared with friends, siblings or parents, and the religious apps take up different functions in the young people's everyday lives.

The paper sheds light on digital quranic practices which have received little scientific attention so far and often go unnoticed in the public sphere as well as in the educational system, but which has great importance for our understanding of the everyday lives of the growing number of Muslim children and youth in Scandinavian schools today.

Multilingual and multicultural identities in Norwegian secondary schools

Åsta Haukås (University of Bergen)

In Norwegian secondary schools, all students are multilinguals; they can communicate in Norwegian and English, 80 % learn a second foreign language, and in addition, many have a different home language than Norwegian. However, the term "multilingual" (flerspråklig in Norwegian) typically seems to be reserved for students with an immigrant background, often with a negative connotation. As previous research as demonstrated, multilinguals benefit from several advantages compared with monolinguals. For example, studies have shown that they are better able to reflect on languages and which strategies to use to enhance further language learning. However, researchers increasingly point out that multilingualism is not an automatic asset; many multilingual students need to be made aware of their rich linguistic repertoires and increased language learning knowledge for them to be assets. Furthermore, learners need to see their multilingual identities as positive resources in school settings and in society as a whole to be able to profit from them.

In close collaboration with the MEITS (Multilingualism: Empowering individuals, transforming societies) research group at Cambridge University, and two PhD students, this new project sets out to examine 1) to what extent lower secondary school learners see themselves as multilinguals 2) to what extent learners' views on their own identities affect language learning positively or negatively,

and 3) to what extent language teachers focus on strengthening learners' multilingual and multicultural identities. The study has a longitudinal design in order to examine if and how learners' identities develop over time. Quantitative and qualitative data will be collected from students in the school subjects Framandspråk (Foreign Languages) and Fordjupning i engelsk (English as an in-depth study). In addition, classroom observation and interviews with teachers will give a better understanding of how multilingualism is promoted in Norwegian classrooms. The project starts in January 2018, and first results will be presented and discussed at the conference.

Multicultural and multilingual education: Current challenges in teacher education in Sweden and Finland

BethAnne Paulsrud (Stockholm University), Harriet Zilliacus (University of Helsinki)

This paper presents part of the research collaboration Multilingual and intercultural education in Sweden and Finland (MINTED), a study of education policy and teacher education. We have examined how the concepts multilingualism and interculturality are represented, on the one hand, explicitly and implicitly in teacher education in relation to national policy, and on the other hand, in the perspectives of teacher educators and students in response to the multilingual and multicultural classroom.

In this paper, we present an empirical study of teacher educator views on the challenges and needs they face in relation to multicultural and multilingual education in their teacher training institutions. We have interviewed 29 teacher educators (14 in Finland and 15 in Sweden) at eight universities with an aim to understand the current policies and practices for supporting quality multicultural and multilingual education. Our analysis is framed by three general categories: Instructional, institutional and socio-political challenges in teacher education (Gorski, 2012), and we relate the study to our previous analyses of the national curricula for compulsory schooling in the two countries. Results indicate that educators call for greater competence in addressing diversity in the classroom, with a need for concrete encounters and experiences. Moreover, a deeper integration of multicultural and multilingual education across the departments involved in teacher education is needed. In our presentation, we offer examples of both challenges and strategies considered by the educators for a teacher education programme that may better serve all students. We also highlight differences between the two national contexts.

We contribute to the symposium in several ways. First, our study offers a timely investigation into current needs in teacher education. This is relevant as pre-service teachers will be facing a very different classroom than the teacher educators themselves had in their respective school contexts. As one teacher educator stated, "We need to prepare teacher students to teach in a school that looks much different than the one they went to themselves." Second, we offer a unique comparison of two seemingly similar but rather different contexts. Finland and Sweden are neighbouring countries with similar education policies, practices and values, yet quite different frameworks and practices. Finally, we address the implications of our study on the directions necessary for the development of teacher education and how spaces for multilingual and intercultural educational practices can be created.

Helga Engs hus, room 231: Multilingualism in Scandinavian education 2

Chair: Anne Golden

Introductory programs in elementary school – perspectives on learning outcome and social inclusion. A case study from three classrooms

Finn Aarsæther (OsloMet – Oslo Metropolitan University)

The purpose of this project is to provide new insights into the learning and inclusion processes for pupils with immigrant or refugee backgrounds enrolled as newcomers in Norwegian Primary and Lower Secondary Schools. The presentation will be based on a case study carried out in 2017, containing observational data from classrooms as well as interviews with leaders and teachers from three schools in two different communities, one rural and one urban, in South-Eastern Norway. The generic research question is: How do Norwegian schools facilitate learning and social inclusion processes for children with immigrant or refugee backgrounds?

In 2016, 7.6% , or 47 000, of the pupils in Primary and Lower Secondary schools in Norway (grades 1-10), had themselves migrated or fled to the country, together with, or without parents or guardians) (Statistics Norway 2016). Evaluation reports (e.g. Rambøll 2016) indicate that, on a national level, 65% of the newcomers are offered special tuition, in Norwegian as L2 as well as in different school subjects, in own classes or groups, up to a period of two years. This calls for special attention to how separate classes function academically and socially for newcomers. Steinkällner (2013) has analyzed the learning outcome of pupils in Norwegian Lower Secondary school after grade 10, based on their achieved grades in school subjects. Firstly, the figures show that migrant and refugee pupils are overrepresented in the category with no grades at all. Secondly, those who succeed in getting grades, achieve significantly lower results than pupils with immigrant background born in Norway and pupils with majority background. The project is in progress, as I presently am analyzing data from interviews and observations, and currently am writing an article on the topic. In my talk, I will present and discuss questions related to how the introductory programs are organized, whether the content and structure of the teaching and learning processes chosen are enhancing L2 learners' development, as well as issues related to social inclusion into the mainstream life at school, for pupils in the introductory programs.

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Linguistically responsive teaching – A challenge for Finnish class teachers grades 1–6

Jenni Alisaari, Emmanuel Okopu Acquah (University of Turku), Leena Maria Heikkola (MultiLing, University of Oslo; Åbo Akademi University), Nancy Commins (University of Colorado Denver; University of Turku)

Teachers working in multilingual classrooms need to use effective strategies to provide students with knowledge without allowing language to be a barrier. In Finland, the new core curriculum (2016) requires teachers to take into consideration the linguistic challenges the multilingual students may encounter in learning (Lucas & Villegas, 2013). Teachers need to be aware of different dimensions of language, such as academic and everyday language (Beacco, Fleming, Gouiller, Thürmann & Vollmer 2015). However, recent studies show that Finnish teachers do not use linguistically responsive practices nor are they aware of different language dimensions (Alisaari, Heikkola & Acquah, submitted). In the present study, we investigate how linguistically responsive class teachers are, and what kind of strategies they use in their multilingual classrooms.

The data for this study were collected in an online survey during spring 2016; the class (elementary) teachers formed 23 % (female 82,5%, male 17,5%) of all the participants in the original survey (N=189/822). The survey included both Likert scale and open-ended questions and were analyzed by looking at frequencies. 11,6% of the class teachers reported they had some training in linguistically responsive teaching.

The new Finnish core curriculum requires teachers to be linguistically responsive, but only 7,4% of the class teachers reported teaching in a linguistically responsive way; 14,2% used linguistically responsive teaching occasionally, 78,4% not at all. However, most teachers (73,5%) allowed the use of other languages than Finnish in class, and the use of native languages was seen as beneficial for learning content. Also, 81,6% of the class teachers thought that language learning is a major component of their teaching. Nevertheless, only 34,6% of the teachers were aware that conversational language proficiency is fundamentally different from academic language proficiency. Additionally, 57,5% thought that the students learn academic Finnish just by being in the class room. Further, 88,3% of the teachers were also unaware of the fact that students benefit from studying Finnish also in content classes; even though 61% reported that teachers' primary responsibility is not only to teach content, but also language skills. Our results suggest that Finnish class teachers do not meet the requirement set by the new core curriculum. There is a need for more training in linguistically responsive teaching in both in-service teacher training and continuous education.

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Language attitudes and social mobility seen from educational contexts

Toril Opsahl, Unn Røyneland (MultiLing, University of Oslo)

Equal access to education and labor is considered a fundamental democratic right of citizens in the Nordic welfare states, but what is the relationship between language practices, attitudes and social

mobility within the multilingual Norwegian context? We are currently designing a research project addressing these lines of questioning, investigating the role of language for social mobility. This paper reports on our research design. As we see language as a key concept for social mobility, we hope to share insights and contribute to discussions related to several of the main thematic areas mentioned in the outline of the conference. Especially we highlight questions of relevance for policies and practices supporting quality multilingual education in different contexts. We also hope shed some additional light on the challenges experienced by schools and educators who serve multilingual students. Globalisation and concomitant social, cultural, political, and economic processes have promoted both spatial and symbolic mobility, leading to increasing linguistic complexity (e.g. Blommaert 2010; Coupland 2010), and a variety of new speakers (O'Rourke, Pujolar & Ramallo 2015). Norway has been described as a "sociolinguistic paradise", in so far as dialectal diversity is not only tolerated but also highly valued (e.g. Trudgill 2002). This description is, however, only partially true. Levelled or mixed dialects and new speech practices emerging in multiethnic urban areas sometimes face quite negative evaluations (Svendsen & Marzo 2015; Opsahl & Røyneland 2017). Our research project seeks to reveal the effects of 1) speaking a non-standard variety when changing social position in society, and 2) how attitudes towards, and ideas of, prestigious languages are (re)produced in various educational contexts. Through a combination of ethnographic and experimental approaches to language attitudes, we investigate how language constrains and shapes the capacity of individuals to change social position. Our respondents are adults, youth, and teachers representing the main dialect areas of Norway. Language attitudes that exist among educators might affect teaching and assessment, and thus lead to discrimination of individual students, which in turn may affect students' opportunity to advance in society (Sollid & Rindal 2015). We claim that knowledge of these processes will be of importance for future facilitation of educational programs.

Being a bilingual teacher: Experiences and identity among students in bilingual teacher education

Ingri D. Jølbo (OsloMet – Oslo Metropolitan University)

Teaching in a multilingual and diverse classroom requests that the teacher have competence in language learning and multilingualism. OsloMet – Oslo Metropolitan University, offers a teacher education for bilingual teachers. The study aims to give the students specific competence and skills in working with multilingual pupils and being a teacher in a multilingual and diverse classroom. The education must also be understood in connection to the Norwegian Education Act § 2-8, which gives pupils who have a mother tongue other than Norwegian and Sami, the right to adapted education in Norwegian until they are "sufficiently proficient in Norwegian to follow the normal instruction of the school". To achieve this proficiency, the clause points out that the pupils, in addition to adapted education, are entitled to mother tongue instruction, bilingual subject teaching, or both – if necessary. This clause gives bilingual pupils in Norwegian primary and secondary schools a right to achieve bilingual subject teaching. However, this right is connected with, and limited to, the view school teachers and leaders have of the necessity of such teaching for their pupils. The discussion of what role the bilingual teacher should have is therefore interesting and relevant.

In this presentation, I describe some of the experiences the bilingual teacher students have in their first meetings with classroom practice. I discuss the competences they have achieved through their

studies and in which ways they use these resources in the classroom. In which ways they create their identities as bilingual teachers is also central in this discussion. I present and discuss interviews and conversations with students from the bilingual teachers' education and observations from classrooms. The data are analyzed by using theory on identity constructions, multilingualism and bilingual education. In the presentation, I will discuss the role multilingualism plays in second language learning and second language teaching, practices that will support a multilingual education and some of the challenges the bilingual teacher students experience in their creation of an identity as a bilingual teacher.

Helga Engs hus, room 234: Minoritized languages

Chair: Jorunn Simonsen Thingnes

Can use of Sami literature promote exploratory talks in a multilingual classroom? 7th graders in Norway reading the Sami picture book *Sølvmånen* (*Silbamánnu*) by Sissel Horndal

Ruth Seierstad Stokke (OsloMet – Oslo Metropolitan University)

The purpose of this research project is to investigate whether the use of Sami literature in multilingual classrooms can promote exploratory talk about multilingualism and culture. Observations were done in early 2018 in a school in eastern Norway where approx. 80% of students are multilingual. In the 7th grade observed in the study, all the students are from multilingual families. Last year, this particular class read texts about Sami language. According to the class teacher, these texts opened up new themes in the classroom talk. The pupils spontaneously discussed topics such as multilingualism, culture and vulnerable groups' national and international situations. The purpose of this research project was to observe whether the use of Sami fiction can stimulate further development of this commitment. Teacher-led literary talks and subsequent student work – drawing and writing about the book - was filmed. 10 students were also interviewed after the reading.

For the classroom read-aloud, the Sami picture book *Sølvmånen (Silbamánnu/Silver Moon)* by Sissel Horndal (2015) was chosen. The students read the book in Norwegian, but it also exists in three Sami languages: Lulesami, Northern and Southern Sami. In the picture book, a traditional Sami fairy tale is placed in a contemporary setting. Sami cultural expressions, religion, and view of human beings as an integral part of nature, are communicated both directly and indirectly through the interplay of the pictures and verbal text. The ambiguity in the story can be understood as part of a polyphonic Sami literary tradition (Cocq 2008, Gaski 2009). This polyphony is often explained as being due to a long history of forced assimilation of the Sami people (now officially recognized as an indigenous people in Norway).

Cognitively demanding picture books have previously been used in various ways in multilingual classrooms internationally and in the Nordic countries (see, for example, Arizpe and McAdam 2013; Daugaard and Johansen 2012). However, it has not been studied how multilingual students in Norway respond to literature describing the situation of the Sami indigenous people. The data will be analyzed in the light of sociocultural perspectives on second language learning. For second language learning, it is crucial that teaching has both engaging and cognitively demanding content, and that students are given the opportunity to be linguistically active through exploratory talk (Gibbons 2009; Cummins 2000; Mercer and Dawes 2008). The literature discussions and subsequent student work will also be understood in the light of theory on aesthetic reading (Iser 1978; Rosenblatt 1995).

An expected finding in this study is that the theme of the picture book Sølvmånen will contribute to active use of language and give possibilities of engagement and reflection. By activating aesthetic dimensions in the learning process, the students are stimulated to express themselves regarding their own lives in a multilingual and multicultural context.

Public discourse analysis on trilingual education in Kazakhstan

Aisara Yessenova (University of Glasgow)

Kazakhstan witnesses the introduction of trilingual education reform that implies use of the Kazakh, Russian, and English languages as languages of instruction at secondary level. Here trilingual education is positioned as a tool of social cohesion, where Kazakh is the official language; Russian is the language of intercultural communication, and English as the global language. The desired outcome is the enhancement of the linguistic capital of the Kazakhstani citizens in terms of equal proficiency in three languages and advancement towards a knowledge-based economy (Mehisto, Kambatyrova, & Nurseitova, 2014).

Study aims to explore public discourse on the introduction of trilingual education and to identify potential implications for the policy implementation. The study employs discourse analysis defined as "a way of signifying a particular domain of social practice from a particular perspective (Fairclough, 1995, p. 14, as cited in Wodak, 2006, p. 175). Hult & Pietikäinen (2014) synthesizing research on discourse analysis assert that newspapers are crucial for "the construction of social reality through legitimizing both the debate itself as well as representation of the specific discourses" (p. 6). Therefore, public discourse analysis via juxtaposition of the perspectives of different social actors can provide many insights. Preliminary analysis reveals some contesting discourses on globalization, nationalism, economic growth, and feasibility of the reform implementation.

This paper will attempt to shed light on the interplay between the discourses on globalization, nationalism, and economic growth within language policy in education in the context of post-Soviet Kazakhstan. Additionally, by presenting the voices of different stakeholders at macro and micro-levels of language policy in Kazakhstan, it is possible to provide policy implications that might be relevant for other countries introducing English as a medium of instruction.

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'Giela, Giela!': Exploring adult learners' experiences in intensive North Sámi language programs in Norway

Yoko Tanabe (University College London)

This is a work-in progress study that examines adult learners' experiences in intensive North Sámi immersion language programmes at Sámi University College (SUC), Kautokeino, Norway. The Sámi are an indigenous people who originally inhabited Sápmi, the traditional Sámi land which cross-

borders Norway, Sweden, Finland, and Russia. Amongst 10 Sami languages spoken today, North Sámi has the largest number of speakers. However, the smaller Sami language groups, such as Skolt, Pite, and Ume Sámi, are in a more vulnerable position (Rasmussen and Nolan, 2011, p.37).

The programme offered at the SUC is not only focused on practical North Sámi language skills but also deals with cultural traditions, such as reindeer herding, duodji (tradidional Sámi handicrafts integral to daily Arctic life), fishing and berry picking. The study analyses: 1) SUC's intensive North Sámi immersion curriculum grounded in local culture and knowledges (place-based learning); and 2) learners' motivation and experiences that contribute to their academic performance. 7 Sámi students (3 Russian, 2 Swedish and 2 Norwegian) and 5 non-Sámi students (1 Norwegian, 1 Finnish, 2 Yakuts, 1 American) participated in the study. They were enrolled in the above-mentioned intensive North Sámi course in 2013. Qualitative research methods applied in this study were participant observation and in-depth oral interviews.

The interview results show that learners are highly satisfied with the course and the place-based learning is considered as one of the key factors for all students' successful completion of the course. For many indigenous Sámi students, identity and Sámi language skills are closely related. Identity is one of the strong motivational factors for them to come to Kautokeino and study North Sámi language at Sámi University College. Although some of the non-Sámi students found it difficult to follow 'Sámi only' immersion methods in the programme, the result also signifies the important roles of Sámi University College as an indigenous higher institution in developing and strengthening Sámi as an academic language.

Extending the comprehensive view on language to include the invisible

Hanna Outakoski (Umeå University)

This paper proposes that theoretical models that arise in the western pedagogical context can be incomplete due to an incapability to recognize layers, discourses and situations that are invisible in the western context and to the outside researchers. At best, such incompleteness can lead to inappropriate use of the model or to inconclusive results, but there are also much worse scenarios to consider. This paper discusses a specific area of inquiry, namely literacy research, but the implications of this paper can be extended to include many areas of research where the discourses specific to Indigenous contexts are studied without a proper grounding in the Indigenous perspective and without any critical look at the models and the theories that the research methodologies use. In 2004, Rosalind Ivanič published her philosophical-theoretical paper on the discourses writing, learning to write and teaching writing. In this paper, Ivanič (2004, p. 223) identifies four main layers in the view on language that steer and affect writing and writing instruction. According to this model, we

can focus on the written text itself, the mental processes of writing and composition, we can see writing as an event with participants and roles, or we can consider the sociopolitical settings in which the writing is conducted. Ivanič (2004, p. 225) also identifies six discourses for writing, learning to write and for writing instruction. These include 1) the skills discourse that focuses on the form and the accuracy of the written product, 2) the discourse of creativity that concentrates on writing being

at its best when it springs from the writer's interest and imagination, 3) the discourse of the writing process and the phases of the composition, 4) the genre discourse that focuses on text types and the characteristics of different kinds of writing, 5) the discourse of writing as a social practice where the roles and the actions of the writer and the receiver are the main concern, and 6) the sociopolitical discourse where the motivation and reasons behind different kinds of writing are considered. Ivanič herself writes that the framework is based on "research and practice on writing pedagogy in Anglophone countries" (Ibid, 2004, p. 224), and she further welcomes revisions and development of the framework so as to extend its scope. This paper recognizes the invaluable synthetizing work of Ivanič that brings together learning and teaching aspects of writing, but also welcomes the invitation to revise and expand the framework.

The main innovation proposed in this paper concerns an additional layer in the comprehensive view on language, the layer of revitalization. I propose that this layer is always present in those Indigenous contexts where reclamation and vitalization processes are somehow part of the educational sector or have been initiated in the language community. Since most national languages or official languages in national states are usually well established, albeit sometimes as a result of colonialism, they do not experience such processes or might not even recognize them. Therefore this additional layer can be said to be invisible for those coming from the majority literacy culture, and the four initial layers are sufficient enough to describe the view on language. However, in the Indigenous contexts, the fifth layer of revitalization can explain why some of the discourses are more usual or preferred than others in the writing situations, and it can also increase our understanding of the resistance mechanisms that arise from hegemonic ideologies that have rooted in the Indigenous educational contexts.

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15:00–16:00 Closing coffee and conversation (lobby)

Posters

1. Language awareness and multilingualism in lower and upper secondary school in Norway

Henning Holst (University of Bergen)

Do students gain general language awareness when learning several languages? Following the educational reform of 2006, Kunnskapsløftet (LK06), around 75% of the students at lower secondary school learn a tertiary language, L3 (Haukås 2016). Many of these students continue their L3 at upper secondary school. Consequently, a large proportion of Norwegian students are regularly in contact with at least three languages (Norwegian, English and L3).

Jessner's (2008a) Dynamic Model of Multilingualism (DMM) suggests that a multilingual proficiency will lead to a M(ultilingualism) factor. A key effect to this M-factor is language awareness, which can make it easier for learners of several languages to learn yet another language. Scholars have also proposed that learning several languages can improve the language awareness of one's L1 (Horst et. al., 2010). Multilingualism and language awareness have become increasingly recognized as important factors in language teaching, and the Council of Europe has supported several projects that support this development (Jessner 2008b). However, as Haukås' (2016) study on Norwegian L3 language teachers' beliefs shows, many teachers see the positive value of multilingualism, but tend not to use multilingual approaches actively in the classroom, nor is cooperation amongst L1, L2 and L3 language teachers a common practice.

My research investigates whether students adopt a multilingual perspective and gain language awareness when learning several languages. The student may adopt a multilingual perspective although a multilingual pedagogy is not actively taught in the language classroom. Thus, in my empirical study conducted with students at lower and upper secondary school in grades 8, 10 and Vg2, the main objective is to establish whether students see their languages as completely separate, or whether they actively compare and contrast their languages to help them in their learning process. An additional aim is to chart the students' motivation for language learning and the extent to which (if any) they use learning strategies actively in their learning process.

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2. **Use of mother tongue in second language learning**

Dina Tsagari (OsloMet – Oslo Metropolitan University)

The inclusion or exclusion of the mother tongue (L1) from second (L2) or foreign language (FL) classrooms has attracted the attention of many researchers and educators in Second Language Acquisition (SLA) literature (Turnbull & Dailey-O'Cain 2009). Supporters of the monolingual approach (Phillipson 1992; Pennycook 1994) believe in the exclusive use of the target language (TL) within FL classrooms. As a result, guidelines for minimizing the use of the mother tongue in FL learning have been incorporated in national curricula and national policies in many European and Asian countries (Brown 2007; Littlewood & Yu 2011; McMillan & Rivers 2011; Nunan 2003). On the other hand, proponents of the bilingual approach (Miles 2004; Kafes 2011) suggest that L1 has a rightful place in FL classrooms if used 'judiciously' as it can serve pedagogical, cognitive and communicative functions in students' TL learning and provide opportunities for learners' positive linguistic performance and development (Cummins 1993; Swain & Lapkin 2000; Turnbull 2001; Littlewood & Yu 2011; Levine 2014). Inspired mainly by research on the L1/L2 divide in different contexts (Tang 2002; Edstrom 2006; De la Campa & Nassaji 2009; Ghorbani 2011; Chambers 2013; Kang 2013; Sali 2014), the current study explores teachers' beliefs and practices with regard to the amount and functions for L1 use in English as a foreign language (EFL) classes in the private language sector of Cyprus also referred to as 'shadow education' in the international literature (Heyneman 2011; Bray 1999). The latter is a growing educational context that has not yet received appropriate attention by researchers and policy-makers despite calls in the literature (Bray 2003; Lamprianou & Afantiti Lamprianou 2013; Tsagari 2009, 2014). To accomplish the aims of the study four EFL teachers from different private language schools located in Nicosia, the capital of the country, gave their consent to be observed during a four week period. Classroom observations recorded and field notes were taken using an observation schedule. The field notes and the transcripts created were coded to identify instances of teachers' L1 use. As a complementary means to data collection, the current study also employed teacher interviews after the observations were conducted. The study discusses insights on the value that L1 use might have within L2 contexts and concludes by exploring pedagogical and research implications for the booming industry of 'shadow education' (Bray 2003, 2007, 2011) and concludes by highlighting the roles multilingualism play in second/foreign language teaching and learning.

3. **Negotiating multilingual practices in English writing instruction**

Ingrid Rodrick Beiler (University of Oslo)

Increasing super-diversity in European educational contexts highlights the inadequacy of monolingual approaches to teaching (Gogolin, 2011). In Norway, English as an additional language is a compulsory subject from grade 1, but many English teachers feel unprepared for incorporating students' diverse linguistic repertoires in instruction (Dahl & Krulatz, 2016). This study therefore investigates how two English teachers and their multilingual students engage students' multilingual repertoires in English writing instruction.

The study site was selected as a 'telling case' (Mitchell, 1984) conducive to exploring multilingual writing practices. In line with the study's ecological framework, linguistic ethnography is used as an

overarching methodological and interpretive approach (Copland & Creese, 2015). Data include field notes from three months of observation in two classrooms and video recordings of writing instruction and students' onscreen writing, which were used for stimulated recall in teacher and student interviews.

In contrast to previous studies (e.g. Krulatz & Torgersen, 2016), the teachers encourage translanguaging strategies in English composition, including multilingual planning, research, pre-writing, and translation. Students make particularly extensive use of translation, in ways that sometimes appear in tension with teachers' wishes. Students' practices and reflections challenge both a monolingual orientation to English instruction and simple reference to 'mother tongue' as the basis for writing. These findings support a growing call to consider multilingual practices from the perspective of individual speakers rather than individual languages (García & Li Wei, 2014).

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4. **Affiliating the foreign language proficiency in bilingual classroom teaching with test-oriented system**

Zhang Yu (Jilin Normal University / SISCO of Teacher Education and School Research of UiO)

A convention existing in Chinese foreign language classroom teaching is practically and ideologically associated with all types of high-stakes testing for enrollment or admission for the follow-up education, though the recent Chinese curriculum and admission reform has been performed to lower the side effects of the convention therefore promote L2 proficiency of the students. The washback of the high-stakes testing for enrollment in China is virtually related to teaching for passing the gate, while against the ideal validity for enhancing the students' foreign language proficiency. Consequently, a gap has been made between (1) national curriculum, which requires students to acquire the proficiency to communicate multilingually and humanistic quality in multicultural worlds, (2) gatekeeping testing, which, for now, establishes a gate to sort out the elites and education fairness; and (3) classroom teaching and learning practice, which can be extremely pragmatic due to the stress for better future from better education. The above sides are represented by the different

parties of stake-holders, teachers and students, schools and state, as well as parents and children. Looking at the realities, we hold the view that language proficiency is anchored in classroom practices while the testing mechanism is utilized as a guideline instead of primary teaching goal. Based on the argument, some questions need to be reviewed then answered.

- Do teachers need to compromise to the test orientation, even at the cost of students' language proficiency? If positive, for what degree?
- Is it necessary to adjust pedagogy for adapting to testing or language proficiency? Which has the priority?
- What roles do teachers, students, families, authorities play in the discussed conditions?
- What special care should be given to the students in under-developed areas when passing gate is the only way to stand out?

In the following research stage, the national and provincial documents of testing policy and curriculums in recent 20 years will be analyzed. In addition, the qualitative data from the interviews of school teachers will be collected and processed. Both bodies of results will be evaluated and the gap between the state prospects and reality will be measured accordingly. To mend the gap and satisfy the stake-holders, China is now performing the new foreign language assessment reform and experimenting on the new way to coincide with the national curriculum. The implementation of the new policy is changing the classroom teaching, to an unknown territory. Lacking domestic empirical data, only predictive review and evaluation can be conducted based on the present conditions. However, an evaluation from the historical and global perspective is much constructive for China's recent effort.

5. Teaching German at the primary level in French-speaking Switzerland: Multilingual teachers' beliefs vs their effective teaching practices

Mandira Halder (University of Geneva)

In the instructed setting of French-speaking Switzerland, young learners often do not get sufficient exposure to L2 German outside school. Therefore, maximal L2 use is recommended to increase learning opportunities (Cameron, 2001) by providing appropriate input (Wode, 2009) and quality classroom interaction (Imgrund, 2015). These recommendations have put teachers in a dilemma about their classroom language choice and led them to exclude L1 French and learner languages in L2 German teaching. However, research shows benefits of L1 use in L2 teaching and learning (Conteh & Meier, 2014; García, 2009; Hornberger, 2005; Velasco & García, 2014). Indeed, learners' prior L1 knowledge bridges the gap in understanding the L2 (Turnbull, 2009).

- What role does teacher multilingualism play in L2 German teaching in the Swiss-French context?
- What are the challenges faced by multilingual teachers who teach multilingual young learners coming from minority communities?

My study is part of an ongoing doctoral dissertation which examines foreign language teaching proficiency of 8 multilingual generalist primary teachers in French-speaking Switzerland who teach L2 German as a first foreign language to young learners between the age of 8 and 9. Using a mixed-

methods approach, I triangulated teachers' beliefs in questionnaires and interviews with their effective practices in observations. Results show clear demarcation in teachers' beliefs about the role of L2 German to give instructions and L1 French to explain metalinguistic aspects. Conversely, teachers' practices show code-mixing between L2 German and learner languages. I'll argue that while teachers' beliefs are influenced by prescriptive norms related to exclusive L2 use, their code-mixing practices are possibly related to principled heterogeneity (Levine, 2011) based on the teaching context.

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6. **Trilingual policy implementation in Kazakh medium primary schools: English teachers' beliefs**

Bayan Assylbekova (Nazarbayev University)

The idea of introducing trilingualism i.e. the development of the Kazakh, Russian and English languages by the citizens of the Republic of Kazakhstan, was announced by the President of the Republic of Kazakhstan in 2006 ("In every heart is a native land", 2006). Later in the Message of the president in 2007 "New Kazakhstan in the new world," Nursultan Nazarbayev proposed to begin a phased implementation of the cultural project "Trinity of languages", where he emphasizes the role of English in the competitive and information age (Nazarbayev, 2007). Starting from 2015, pilot primary schools transfer to the updated curriculum as a milestone of implementing trilingual education. One of its purposes is to prepare students for the secondary school, where subjects will be taught in three languages. In this regard, 2 hours for each foreign language (Russian & English) per week were allocated in the 1st grade curriculum (Ministry of Education and Science of RK, 2016).

Research studies were conducted in Kazakhstan and in the world with an aim to explore the implications of trilingual education policy (Wang & Kirkpatrick, 2015), specifically on teachers' perception on this policy (Iyldyz, 2017), challenges teachers encounter in teaching through L2, L3

(Gumarova, 2017), and teachers' beliefs about learning English as a compulsory subject (Su, 2006). However, these investigations concerned primarily to secondary schools in Kazakhstan or looked at the policy from other stakeholders' perspectives. In this regard, the primary school English teachers' perception on the new curriculum as a part of this policy and implementing teaching L3 will be explored to gain thorough understanding of the implementation of the policy. This study will hopefully contribute to the expansion of the international research literature on the implementation of trilingual education through the experience of Kazakhstani primary schools. I also hope the result of this research-in-progress will help policymakers and researchers to better understand how this policy can be implemented effectively in the primary stage.

My research questions: 1) What the English teachers' perceptions of the implementation of the new curriculum? 2) What are the English teachers' beliefs about their students' foreign language attainment from the primary school? The research findings will be based on qualitative research method with the use of English language teachers' interviews, classroom observation in mainstream schools in East Kazakhstan and document analysis of the new curriculum.

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7. **Grundläggande litteracitet för nyanlända ungdomar på språkintroduktion**

Anna Winlund (University of Gothenburg)

Under 2000-talet har antalet nyanlända elever i den svenska skolan ökat till följd av flyktinginvandringen. Dessa elever har, liksom alla elever, rätt till undervisning på adekvat nivå och

behov av att så snabbt som möjligt utveckla en skolrelaterad svenska för att kunna läsa, skriva och inhämta kunskaper i alla ämnen och för att ha möjlighet att delta i samhällslivet. Elever som kommer till Sverige när de är 16 till 19 år kan påbörja skolgången på gymnasiets språkintroduktionsprogram, som har fokus på att utveckla det svenska språket och efter komplettering av grundskoleämnen kan ge behörighet att söka vidare till något annat program i gymnasieskolan, eller annan utbildning. En del av dessa elever är ungdomar med kort, bristfällig eller ingen skolbakgrund alls som ofta efter kartläggning placeras i alfabetiseringsgrupper för att bygga upp en grundläggande litteracitet. I rapporter från Skolverket (2016) betonas att den svenska skolan behöver utveckla kompetens för att kunna undervisa den här gruppen. Det krävs därmed mer kunskap bland annat om elevernas villkor för att utveckla grundläggande litteracitet. Det finns några få svenska och internationella studier med fokus på ungdomar med låg litteracitetsgrad på modersmålet (Tarone, 2009; Wedin, 2015; Young-Scholten, 2015), men mer forskning behövs, särskilt om nyanlända elevers litteracitetsutveckling på svenska.

Syftet med min avhandling är därför att undersöka hur nyanlända ungdomar med begränsade tidigare skolerfarenheter utvecklar litteracitet på svenska under sina studier på gymnasiets språkintroduktionsprogram. Undersökningen har en etnografisk ansats och genomförs genom deltagande observation i en undervisningsgrupp som interagerar med en lärare i svenska som andraspråk och en studiehandledare. Jag för fältanteckningar, spelar in samtal, dokumenterar elevers muntliga och skriftliga produktion och genomför elevintervjuer och beräknar vara ute i gruppen under läsåret 17/18. I min poster presenteras några preliminära resultat från undersökningen.

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8. The development of a multilingual material using narrative to promote the social participation of immigrants

Manami Yagi (Surugadai University)

In the modern times of globalization, acceptance of immigrants is a significant or major challenge in many countries. The background of immigration varies depending on the countries, however, there are public language learning opportunities in many countries in North America and Europe (OECD, 2011).

In Japan, the number of foreigners has continued to increase since 1990, and it has nearly doubled in the 20 years since 1996. Japan had been following a policy of not accepting immigrant workers. In

recent years, however, the country has suffered from labour shortage because of the declining birth rate and aging population.

Because of this background, except for refugees, Japan has no public Japanese language learning support for foreigners who have entered Japan. Also, since immigrants often work in the manufacturing industry, their social positions are fixed and marginalized.

Therefore, I have conducted fieldwork with immigrants and have heard their 'voice = narrative'. Reflecting their 'voice', I thought that there might be a learning method leading to their own social participation. Previous examples include Freire (2011), who is known for 'problem-posing education', and McMahill (2001), who described 'A Japanese feminist English class' in Japan. By referring to these studies, I have developed a textbook using their narrative. Since the content of the textbook comprises accounts of immigrants' lifestyles and lives, I expect that it can be a topic of discussion that leads them to talk about themselves or a role model that will encourage immigrants' social participation.

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9. Hvordan tilrettelegger lærere for minoritetsspråklige elevers tilgang til tekster i samfunnsfag? En intervjustudie av lærere på mellomtrinnet

Hege Rangnes (University of Stavanger)

Studiens formål er å undersøke hvordan lærere forstår og beskriver egen praksis i arbeid med fagtekster i klasserom med minoritetsspråklige elever. Både nasjonale og internasjonale lesetester viser lavere testresultater for minoritetsspråklige elever (Gabrielsen, 2013; Utdanningsdirektoratet, 2012), noe som indikerer at elevene strever med å forstå tekstene. Resultatene sammenfaller med internasjonale studier, og har ført til økt fokus på literacy-undervisning utover begynneropplæringen (Kamil et al., 2008). Læring i skolen er i stor grad tekstbasert, og det akademiske språket kan være et hinder for minoritetsspråklige elevers tilgang til tekster (Burgoyne, Whiteley, & Spooner, 2009; Skaftun, 2014). Det akademiske språket er ofte forstått som akademiske ord (Uccelli, Galloway, Barr, Meneses, & Dobbs, 2015), og minoritetsspråklige elevers læringsutbytte, målt i leseforståelse, er sterkt relatert til elevenes begrepsforståelse på andrespråket (Melby-Lervåg & Lervåg, 2011). Snow og Uccelli argumenterer for en utvidet forståelse av det akademiske språket, hvor det i tillegg til vokabular inkluderes blant annet ferdigheter i å forstå inferenser og komplekse setningsstrukturer (Snow & Uccelli, 2009). En utvidet forståelse gir forskningsbaserte pedagogiske føringer som blant annet eksplisitt vokabularinstruksjon hvor elevene får bearbeide ordene og møte dem i mange ulike kontekster, modellering av forståelsesstrategier og strukturerte diskusjoner om tekstene (Kamil et al., 2008). På tross av denne kunnskapen, viser en norsk studie at minoritetsspråklige elever gis få

muligheter til å samhandle med lærer eller medelever, og bruker mye tid på individuelle oppgaver (Grimstad, 2012). Vi trenger mer kunnskap om hvordan lærere forstår og praktiserer utvikling av minoritetsspråklige elevers literacy-ferdigheter. Funn vil kunne gi implikasjoner for praksisfeltet og lærerutdanningene. Med dette som bakgrunn, er problemstillingen som følger:

Hvordan tilrettelegger lærere på mellomtrinnet for minoritetsspråklige elevers tilgang til tekster i samfunnsfag?

Det er gjennomført dybdeintervju med ni lærere på mellomtrinnet som underviser i samfunnsfag. Intervjuene varte i 90 minutter, og det ble brukt en semistrukturert intervjuguide. Intervjuene ble transkribert og importert til NVivo. Analysearbeidet gjennomføres i løpet av høsten 2017, og kan presenteres på konferansen i mai 2018.

Studien er en del av et phd-prosjekt, og jeg ønsker å delta med paper, eventuelt en poster, i studentforumet. Prosjektet bidrar til konferansens tema ved å belyse hvordan lærere ulike utfordringer lærere opplever i hverdagen med å tilrettelegge for minoritetsspråklige elevers tekstbaserte læring.

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10. **Pre-service teachers and multilingual classroom**

Jonas Iversen (Inland Norway University of Applied Sciences)

One of the challenges experienced by schools who serve multilingual students is the fact that teacher education institutions still struggle to prepare future teachers for the new linguistic reality of Norwegian classrooms (Randen, Danbolt, & Palm, 2015). However, the teacher education in Norway has undergone extensive revisions for the past few years. Among these changes is a greater awareness about cultural and linguistic diversity among the pupils. This increased awareness and shift in language ideology has been included in key policy documents concerning Norwegian teacher education (Ministry of Education and Research, 2016; Munthe & Melting, 2016) and local study plans at the different teacher education institutions. In this paper, I will present preliminary findings from my ongoing Ph.D. project (2017-2020), which is based on a phenomenological study of pre-service teachers and their experience of working in linguistically diverse classrooms during their field placement. This paper explores how pre-service teachers experience their first encounter with multilingual classrooms as teachers, their language ideologies, and how they believe teachers best can support their pupils' linguistic development. These questions are investigated through qualitative, semi-structured group interviews and individual interviews.

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11. **Lærerstudenters kunnskap for undervisning i flerspråklige og flerkulturelle klasserom**

Wenche E. Thomassen (University of Stavanger)

Hva slags kunnskap uttrykker norske grunnskolelærerstudenter for undervisning i flerspråklige klasserom?

Mitt PhD prosjekt "Lærerstudenters kunnskap for undervisning i flerspråklige og flerkulturelle klasserom" studerer hvilken kunnskap grunnskolelærerstudenter uttrykker for undervisning i flerkulturelle og flerspråklige klasserom og hvordan lærerutdanningen har bidratt til å utvikle kunnskap. Tematisk passer dette dermed godt med konferansens fokus på flerspråklighet i ulike skolekontekster. Min definisjon av et "flerkulturelt og flerspråklig klasserom" er at det er et "klasserom med elever med ulike språklig/etnisk bakgrunn, eller som lever i familier med ulik språklig/etnisk bakgrunn – og der noen av disse elevene er i ferd med å lære norsk som et

andrespråk". Sentrale teoretiske tilnærminger for prosjektet er et sosiokulturelt læringssyn, kritisk pedagogikk, kritisk multikulturalisme (May og Sleeter, 2010) og "Lingusitic Responsive Pedagogy (Lucas og Villegas, 2013). Empiri for studien er tre ulike datasett, som er utgangspunkt for tre artikler. Metodisk kan dermed studien karakteriseres som en mixed-methods studie (Creswell og Clarke, 201.) med både kvantitative og kvalitative data.

Artikkel 1) "Lærerstudenters kommentatorkompetanse om flerkultur og undervisning av flerspråklige elever drøftet i lys av kritisk multikulturalisme" (publisert i Acta Didactica, 2016) Gruppeintervjuer med 2. års lærerstudenter før praksisperioder.

Artikkel 2) "Education Norwegian Preservice Teachers – promoting equity in school" (skrevet sammen med Elaine Munthe, sendt til fagfellevurdering juli 2017). Analyse av en nasjonal survey som omfatter grunnskolærerstudenter, praksislærere og lærerutdannere på campus.

Artikkel 3) Personlige intervjuer med 11 grunnskolelærerstudenter i 4. år ved tre ulike lærerutdannings-institusjoner i Norge (i prosess).

Noen funn fra studien så langt:

- Lærerstudentene ønsker mer fokus på tematikken innen lærerutdanning – særlig et konkret, didaktisk fokus

- Kunnskap om lover, regler for opplæring av flerspråklige elever og kartlegging av språkkompetanse er forholdsvis lav

- Det er en statistisk signifikant forskjell som sier at lærerstudenter i GLU 1–7 (der norsk er obligatorisk) vurderer sin egen kompetanse for undervisning i flerkulturelle og flerspråklige klasserom høyere enn GLU 5–10-studenter

Referanser:

Creswell, J. W., & Clark, V. L. P. (2007). Designing and conducting mixed methods research.
Lucas, T., & Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice teacher education. *Theory Into Practice*, *52*(2), 98–1.
May, S., & Sleeter, C. E. (Eds.). (2010). *Critical multiculturalism: Theory and praxis*. Routledge.

12. **Go sápmelaš sámástišgoahtá rávisolmmožin – When a Sami person starts to speak Sami language as an adult**

Sini Rasmus (Sami University of Applied Sciences)

In the poster I will present a story on how a Sami person can experience the Sami language learning and speaking as an adult. The poster will be presented in Sami language and in English. The presentation will show the factors, collected from the data, that can help and/or prevent learners to start speaking Sami language in Unjárga and Gáivuotna municipalities.

13. Language minorities' experiences in Kazakhstani majority higher education institutions

Dilnoza Abdurakhimova (Nazarbayev University Graduate School of Education)

Kazakhstani higher education is quite diverse; there are representatives of 85 nations who are currently studying at higher education institutions. One of the representatives of the language minority groups are Uzbek students, who are taught in their native language in primary and secondary levels, learning majority languages as a subject at schools. However, the graduates of Uzbek medium schools have to continue their post-secondary education in the majority language medium HEIs, because there are no Uzbek medium programs in Kazakhstani HEIs. As a result, students who used to learn thecontent in Uzbek at secondary level, switch to Kazakh or Russian, which are the mediums of instruction in post-secondary level. The purpose of this study was to explore Uzbek language minority students' experiences in majority universities. The study sought to answer the following research question: "What are the Uzbek speaking minority students' experiences of social and academic integration in Kazakh and Russian medium programs in Kazakhstani HEIs?" Seven students from Kazakh and Russian medium programs participated and gone through in-depth interviews. The study revealed that students' social integration to a new multilingual environmentwas relatively easier than academic integration. The challenges faced during the integration period were mostly language-oriented. Students' language choice, either Kazakh or Russian, affected their preparation and integration.

Moreover, the study pinpointed the importance of social support from teachers and administrative staff, which positively affected to students' persistence and motivation to study with a new medium of instuction.The study findings suggestthat university administrations should increase the level of social and academic support and raise teachers' awareness of approaching language minority students.Also, school-counselors are recommended to guide applicants when choosing a language of the test and language of instruction in HEIs.

This paper will contribute to the themes of symposium such as supporting quality multilingual education in different contexts, particularly case of higher education and minority learners; the impact of multilingual education on minority language speakers and learners; multilingual education policies and practices in different contexts. Moreover, it will add knowledge on a Kazakhstani case and practices about multilingual education.

14. Three languages in the linguistic landscape in one secondary school in Kazakhstan

Alexandra Nam, Alina Tatiyeva, Ariya Seidin, Sharapat (Nazarbayev University)

The promotion of trilingual education has become one of the key elements of the language policy in Kazakhstan, and a great amount of discussion has been concentrated on the topic of trilingual education in recent years. Linguistic landscape analysis is an effective and unique way to investigate the results of trilingualism promotion in schools (Dressler, 2015; Shohamy, 2006). Linguistic landscape as Landry and Bourhis (1997, p. 25) described is "the language of public signs, advertising

billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration". Investigating signs not only enables to reveal language ideology behind the linguistic landscape which school adheres, but also offers insights into how trilingualism practices are being realized and promoted (Adetunji, 2015; Cohen, 2011; Dressler, 2015; Wang, 2015).

The purpose of this study was to examine how the promotion of trilingualism is reflected in linguistic landscape of one secondary mixed school (Kazakh and Russian MoI classes) in Astana, Russian dominant city, which we achieved through the use of the quantitative method and discourse analysis. During the data collection process we took photos in school corridors, halls and got 105 pictures in total. In the current study we looked at languages used in school signages from different perspectives and categorized them according to the number of languages, presence and absence of languages, order and size of languages, top-down and bottom-up approaches and functions of the signs (Dressler, 2015). The following research questions found their fulfillment, where we provided the representation of Kazakh, Russian and English languages in signages of the school and the possible discourse in place:

- To what extent are the Kazakh, Russian and English languages represented in school signage?
- What language ideologies are hidden behind the school signage? The result of this study revealed the unequal proportion of these three languages (Kazakh, Russian, and English) which may be contrary to the school's intention.

The predominance of the Russian can be explained by several reasons: (a) the geographical location of Astana, since it is located in the area inhabited by many ethnic Russians and Russian dominant speakers. (b) the linguistic competence of sign-makers and the school administration responsible for signs, and, thus, can be school specific.

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15. Globalisation in the periphery: The case of higher education language policies in the High North

Jorunn Simonsen Thingnes (MultiLing, University of Oslo)

This poster addresses how processes of globalisation manifest in the language policies and practices of an Arctic academic institution situated in the global periphery. Peripheral contexts such as the High North are crucial for understanding the current sociolinguistics of globalisation (Pietikäinen & Kelly-Holmes 2013). Areas that may seem peripheral from a national perspective may be central, and even global, from other viewpoints. To shed light on globalisation processes in the periphery, this study analyses language policy practices at the Sámi University of Applied Sciences. The institution is located in the heart of the Sámi territory in Kautokeino, Norway, and attracts international students from Finland, Sweden and Russia.

The data analysed consists of language census data and language policy documents from the institution, on-site observation, and semi-structured interviews with people in leading positions at the institution. The data is analysed using nexus analysis (Scollon & Scollon 2004) to provide insight into the discourses and practices that influence language policy at the Sámi University.

The processes of globalisation manifest themselves at the Sámi University in ways that distinguishes this institution from many other higher educational institutions. This is particularly evident in the fact that Northern Sámi is the institution's lingua franca, and English thereby plays a less important role. As Bull (2012) claims, languages like Sámi, Russian and Finnish may be more valuable than English for cross-border communication in the High North.

In the context of the globalisation of academia, the Sámi University represents an exception, and is thus important when trying to understand the sociolinguistics of globalisation more generally (Bull 2012). The institution's habitus (Bourdieu 1977) or historical body (Scollon & Scollon 2004) is crucial to understand how globalisation influences language policies and practices.

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