



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	<p>Teacher strategies <i>Chair: Toril Opsahl</i></p> <ol style="list-style-type: none"> Ordmanøvrering i Oslo-skolen Anne Golden & Ingebjørg Tonne Fleksibel opplæring Marit Lunde Språksammenlikning i norskfaget Sofie Emilie Holmen 	<p>Language education in Norway <i>Chair: Eva Thue Vold</i></p> <ol style="list-style-type: none"> Plurilingualism and language education in Norway Heike Speitz 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 The monolingual, bilingual or multilingual English classroom? Lisbeth M. Brevik & Ulrikke Rindal 	<p>Sociolinguistics of multilingualism <i>Chair: Pia Lane</i></p> <ol style="list-style-type: none"> Experimenting with multilingual lyricism Juljana Gjata Hjorth Jacobsen The impact of citizen sociolinguistics and dissemination on language awareness in school Bente Ailin Svendsen & Amalie Tessem 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	<p>University-school partnerships (symposium) <i>Chairs: Anna Krulatz & Jonas Iversen</i></p> <ol style="list-style-type: none"> Serving multilingual students through school–university partnerships Anne Dahl, Tove Steen-Olsen, Eivind Torgersen, Mona Flognfeldt, & Dragana Šurkalović 	<p>Teacher research (symposium) <i>Chair: Francis M. Hult</i></p> <ol style="list-style-type: none"> Practitioner research in Swedish teacher education Francis M. Hult Finding room for critical literacy in language education policy for English in Sweden Andreas Sander Teacher beliefs about using Swedish in the teaching of English 	<p>Newly arrived students <i>Chair: Joke Dewilde</i></p> <ol style="list-style-type: none"> Kartlægningsprofil steg 1: Elevens første møte med kartlægningspedagogen Sari Vuorenpää & Elisabeth Zetterholm I en transnasjonal virkelighet på sosiale medier. Hva kjennetegner multilingvale ungdommers virkelighet på sosiale medier? Kari Sand



		<p>Sandra Ekman</p> <p>4. Plurilingualism vs. the English-only argument: Swedish EFL teachers' interpretations of a complex syllabus Frida Nilsson</p> <p>5. As fast as you like: An explanatory case study of differentiated ESL teaching in a Swedish upper secondary school Kristian B. Kjellström</p>	<p>3. Hvordan bruke elevers morsmål som inngang til arbeidet med flerspråklige fortellinger i en innføringsklasse Kari Hertzberg</p>
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Day 2: 8 May, 2018

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



12:30–13:30	Lunch, book fair (lobby)	Helga Engs hus, Auditorium 3	Helga Engs hus, room 231	Helga Engs hus, room 234
13:30–15:30	<p>Translingual practices: Scandinavian perspectives <i>Chair: Andrea Young</i></p> <ol style="list-style-type: none"> Translation and translingual remixing in writing Joke Dewilde Digital quranic practices among multilingual youth in Denmark Line Møller Daugaard Multilingual and multicultural identities in Norwegian secondary schools Åsta Haukås Multicultural and multilingual education: Current challenges in teacher education in Sweden and Finland BethAnne Paulsrud & Harriet Zilliacus 	<p>Multilingualism in Scandinavian education 2 <i>Chair: Anne Golden</i></p> <ol style="list-style-type: none"> Introductory programs in elementary school – perspectives on learning outcome and social inclusion. A case study from three classrooms Finn Aarsæther Linguistically responsive teaching – A challenge for Finnish class teachers grades 1–6 Jenni Alisaari, Emmanuel Okopu Acquah, Leena Maria Heikkola, & Nancy Commins Language attitudes and social mobility as seen from education contexts Toril Opsahl & Unn Røynealand Being a bilingual teacher: Experiences and identity among students in bilingual teacher education Ingri D. Jølbo 	<p>Minoritized languages <i>Chair: Jorunn Thingnes</i></p> <ol style="list-style-type: none"> Can use of Sami literature promote exploratory talks in a multilingual classroom? 7th graders in Norway reading the Sami picture book <i>Sølvmånen (Silbamánnu)</i> by Sissel Horndal Ruth Seierstad Stokke Public discourse analysis on trilingual education in Kazakhstan Aisara Yessenova ‘Giela, Giela!’: Exploring adult learners’ experiences in intensive North Sámi language programs in Norway Yoko Tanabe Extending the comprehensive view on language to include the invisible Hanna Outakoski 	
15:30–16:00	Closing coffee and conversation (lobby)			

Posters

- Language awareness and multilingualism in lower and upper secondary school in Norway**
Henning Holst
- Use of mother tongue in second language learning**
Dina Tsagari
- Negotiating multilingual practices in English writing instruction**
Ingrid Rodrick Beiler
- 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 språkintröduktion**
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. **Lærerstudernters kunnskap for undervisning i flerspråklige og flerkulturelle klasserom**
Wenche E. Thomassen
12. **Go sápmelaš sámástiŝgoahtá 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