

Abstract for a 120 minute colloquium at Nordand 14  
Coordinators Anne Holmen and Katja Årosin Laursen

## **Developing academic language programs for newly arrived migrants - the role of Nordic universities**

During the last 5 years, many European countries have received a considerable number of refugees with academic or professional background or with interrupted academic studies. In order for these to either function within their profession or finish their degrees, some of the European countries have developed specific academic language courses in the national language (Fourier et al. 2017; Goastelloc 2018). Various models exist, from independent language courses to language dimensions built into disciplinary or supplementary professional courses. The courses range from basic level (A1-A2 on the CEFR) to more advanced skills (B2), and they are funded through different channels. The focus of this colloquium is to discuss the models across the Nordic countries, as models per se and related to national language policies. In this comparison the introduction will focus on the so-called 4-Area Model and the intersecting challenges (Sontag 2019). The aim is to raise awareness about the specific area of expertise for university language centers when cooperating with other disciplines.

### **References:**

Fourier, K. et al. (2017): *The integration of refugees at German higher education institutions*. Deutsches Zentrum für Hochschul- und Wissenschaftsforschung und DAAD.

Goastelloc, G (2018): Refugees' access to higher education in Europe. In Détourbe, M. A. (ed.): *Inclusion through access to higher education. Exploring the dynamics between access to higher education, immigration and languages*. Rotterdam: Sense Publishers, 21-38.

Sontag, K. (2019): Refugee students' access to three European universities. An ethnographic study. *Social Inclusion*, 7, 1, 71-79

### **Program for the colloquium**

Introduction (Anne Holmen and Katja Årosin Laursen): The role of higher education in the Nordic countries and presentation of the 4-Area Model for comparison of academic language courses for newly arrived migrants.

Report from University of Gothenburg (Carina Carlund, Camilla Håkansson and Lina Larsson): Supplementary course in Swedish for academic studies.

Report from University of Bergen (Sigrun Eilertsen and Ilka Wunderlich): Supplementary language for academics

Report from University of Jyväskylä (Tuija Lehtonen and Nina Reiman): The INTEGRA training project

Report from University of Roskilde (Karen-Margrete Frederiksen):  
Revisiting the preparatory course **Studieprøven på universitetet**, a development project at  
Roskilde University, 2000-2003

Round-off and discussion

A colloquium of 120 minutes: 10 minutes for introduction, 20 minutes for each report and for the  
discussion. Anne Holmen and Katja Årosin Laursen will coordinate and chair the colloquium.

Abstract för Nordand Köpenhamn 27-29 maj 2019 - Workshop **Andraspråksutveckling för och  
i arbetslivet.**

## **Kompletterande utbildning vid Göteborgs universitet**

Carina Carlund, Camilla Håkansson och Lina Larsson

Nyckelord: akademiska studier, breddat deltagande

Sedan 2016 finns vid Göteborgs universitet en policy för breddad rekrytering och breddat deltagande. Målet är att ge underrepresenterade grupper tillträde till universitetet och likvärdiga möjligheter att bedriva och slutföra studierna. Detta är i linje med Sveriges högskolelag som föreskriver att högskolor aktivt ska fämja och bredda rekryteringen av studenter (SFS 1992: 1434). För studenter med utländsk akademisk examen finns möjligheten att gå en kompletterande utbildning för att bli behörig till yrken på den svenska arbetsmarknaden. Studenternas kunskaper tas tillvara vilket blir en vinst för såväl studenterna som för samhället.

För att antas till de kompletterande utbildningarna krävs godkänt betyg på gymnasienivå. Trots godkänt betyg har de antagna studenterna ofta språkliga svårigheter att tillgodogöra sig utbildningen. I januari 2019 trädde en nyelse av förordningen om högskoleutbildning som kompletterar avslutad utländsk utbildning i kraft. Kompletterande utbildningar kan nu innehålla 30 hp svenska för de studerande som behöver ytterligare svenska för att kunna tillgodogöra sig utbildningen (SFS 2008: 1101 ). Institutionen för svenska språket har därför fått i uppdrag av Göteborgs universitet att ta fram en språklig introduktionskurs i svenska.

Sedan januari 2019 finns kursen *Språkin introduktion till akademiska studier*. Introduktionskursen är en integrerad del av den kompletterande utbildningen och ska förbereda studenterna för akademiska studier. De utmaningar som exempelvis akademiskt skrivande innebär för studenter behöver förstås och problematiseras (Lea & Street 1998) och att skrivande är tätt kopplat till specifika kunskapskrav som kan relateras till enskilda ämnen och kurser (Lennartson-Hokkanen 2016). I språkin introduktionskursen ingår delkurser om muntlig färdighet i akademiska sammanhang liksom att läsa och skriva akademisk text, med målet att stötta studenterna i att utveckla dessa färdigheter.

I vår presentation vill vi diskutera hur förutsättningarna för utvecklingen av ett andraspråk kan se ut på avancerad nivå. Framför allt kommer vi att redogöra för erfarenheter från introduktionskursen men i mån av tid även presentera en kurs på lägre språklig nivå, *Behörighetsgivande kurs i svenska för nyanlända*.

### **Referenser**

- Lea, Mary R. & Brian V. Street 1998. Student writing in higher education: an academic literacies approach. *Studies in Higher Education*, 23:2:157-172.
- Lennartson-Hokkanen, Ingrid 2016. *Organisation, attityder, lärandepotential. Ett skrivpedagogiskt samarbete mellan en akademisk utbildning och en språkverkstad*.

Doktorsavhandling. Stockholm: Institutionen för svenska och flerspråkighet, Stockholms universitet.

SFS 1992: 1434. *Högskolelag*. Stockholm: Utbildningsdepartementet.

SFS 2008: 1101. Förordning om högskoleutbildning som kompletterar avslutad utländsk utbildning. Stockholm: Utbildningsdepartementet.

## **Developing academic programs for newly arrived migrants – the role of Nordic universities**

### Report from University of Bergen – Supplementary language courses for academics

*Sigrun Eilertsen and Ilka Wunderlich*

As a part of their language courses for international exchange students and university employees, the University of Bergen offers courses for refugees and immigrants at a level corresponding to levels B1 and B2 (CEFR) to provide them fast and effective access to higher education – a goal also included in UiB’s action plan for internationalization.

According to the Norwegian Introduction Act of 2003, newly arrived refugees are offered a two-year introductory program that includes Norwegian language training and a social studies program. This is the responsibility of each municipality, and is based on the principle of the immigrants' rights and obligations as citizens in the Norwegian society.

In our report, we will illustrate the UiB-model and discuss various challenges. Many immigrants join our courses only after living in Norway for several years, possessing good communication skills, but still struggle when it comes to other skills like mastering pronunciation, expressing themselves in written texts and using nuanced vocabulary as well as precise and ‘correct’ language, which we consider an important basis for entering the ‘academic’ intercourse. How can teachers support the students in surmounting the apparently large gap between B1- and B2-levels, and the gap between everyday language and academic language? We would like to discuss how a language course for academics – or an academic language course (?) – could be defined, what its content should be, and which methods might allow a faster access to a language which is appropriate for academic communication.

Last but not least, which role and responsibilities do or should academic institutions in particular have when it comes to improving the integration of refugees into higher education and further on in academia?

Sources:

[www.uib.no/en/11e/30674/norwegian-language-courses](http://www.uib.no/en/11e/30674/norwegian-language-courses)

[www.kompetansenorge.no/English/Immigrant-integration](http://www.kompetansenorge.no/English/Immigrant-integration)

Tuija Lehtonen & Nina Reiman  
University of Jyväskylä, Finland

## **Colloquium**

### **Developing academic language programs for newly arrived migrants - the role of Nordic universities**

#### **The INTEGRA training project**

From the year 2015 there has been a surge in the numbers of highly educated refugees in Europe; e.g. in Finland, 27 percent of the refugees have completed or are qualified for higher education. However, their prior knowledge, work experience, or multilingual competences are not sufficiently recognized in the integration training process. Instead, the focus of the integration training is typically on general language skills and finding employment fast. Therefore many of the educated immigrants have hindered possibilities for entering higher education and they often end up in low-paid entry-level jobs (Strömmer 2016). Current integration policy and practices do not promote appropriate development: it takes years to achieve sufficient language and academic skills. Immigrants' admission to higher education is not supported by the university language policies either. University studies require advanced levels of both Finnish and English.

In order to streamline paths to higher education the project called JYU.INTEGRA has been established (funded by the Finnish Ministry of Education and Culture). The project aims at developing a permanent educational model that integrates university language (Finnish and English) and content studies in the participants' own disciplines as part of their integration training process. At the same time, the training promotes the students' integration into the Finnish academic world and university learning culture. In addition to the educational objectives, the model seeks to promote immigrants' integration into society as well as the development of multilingual competences and university pedagogy (see e.g. Saarinen, Lehtimaja & Mathies 2017). Guidance and support on the recognition of competence have an essential role, and they are provided throughout the training. JYU.INTEGRA is executed by the Language Centre, Open University, and Student and Academic Services.

In this presentation, we will present the INTEGRA model and discuss what kinds of language policies and practices would enhance migrant prospective students' admission to higher education, integration to academic communities and society, and strengthen the role of higher education institutions in integration training.

Key words:

Higher education, immigrants, integration, SLA

#### References

Saarinen, T., Lehtimaja, I & Mathies, C. 2017. Language issues and multilingual learning in universities. – Käyhkö, Bontenbal, & Bogdanoff (eds.) 2017. "Open the doors!" Migrants in

Higher Education: Fostering Cooperation at Universities Seminar 13.–14.12.2016 in Jyväskylä.  
Jyväskylä: Jyväskylän yliopisto.

Strömmer, M. 2016. Affordances and constraints: Second language learning in cleaning work.  
*Multilingua: Journal of Cross-Cultural and Interlanguage Communication*. 35 (6), 697–721.

Karen-Margrete Frederiksen  
University of Copenhagen

Revisiting the preparatory course **Studieprøven på universitetet**, a development project at Roskilde University, 2000-2003

Almost two decades ago language teachers at Roskilde Sprogcenter and a language course developer at University of Roskilde came up with an idea how to qualify the journey that refugees and other migrants from countries far away from the Danish society undertake in order to get an academic education and jobs within the academic world. The idea led to the project *Studieprøven på universitetet*, a development project. The project combined Danish language learning at a high level and learning of competences crucial to an academic education.

Two follow up surveys have been conducted to follow the participants on the course, and for this presentation another survey will be conducted. In this survey we are going to ask the course participants, the Danish teachers and the university teachers to reflect on the course in order to think forward.

In this presentation, I will present the preparatory course 'Studieprøven på universitetet'. The background for the project, the content, the short and long term outcome, and finally reflections on conditions in the Danish society for a similar course today.

Key words:

Higher education, immigrants, integration, SLA

References

Norton, Bonny & Kelleen Toohey (2011). Identity, language learning, and social change (State-of-the-Art Article) in *Lang. Teach.* (2011), 44.4, 412–446 \_c Cambridge University Press 2011

Wallace, Michael J. (2006). *Action Research for Language Teachers*. Cambridge University Press

Andraspråksutveckling för och i arbetslivet.  
– förslag till kollokvium

I de nordiska länderna finns en utbildningspolitisk diskurs där språkutveckling för nyanlända knutits an till ”arbetslinjen”. Denna innebär en föreställning om att tidig kontakt med arbetslivet automatiskt medför god språkutveckling för nyanlända. I flera studier av förutsättningarna för språkutveckling och deltagande i arbetsplatsens praktikgemenskaper har detta dock problematiserats (t. ex. Bramm & Kirilova 2018, Sandwall 2013, Suni 2017, Svendsen Pedersen 2018, Sørensen & Holmen 2004).

Kollokviets syfte är att utifrån de medverkandes egna studier av kommunikation och interaktion i olika arbetslivskontexter, belysa hur andraspråksforskning kan bidra i frågor som rör språkutveckling för och i arbetslivet. De studier som respektive medverkande kommer att bidra med berör teman som: språkpraktik på arbetsplatserna, emotionernas betydelse för utvecklingen av yrkesidentiteten, deltagarperspektiv på språkutveckling i arbetslivet och kritiska moment i interaktionen i yrkesutövandet. Frågor för diskussion och jämförelser mellan de nordiska länderna kan vara:

- Möjligheter och hinder för språkutveckling i interaktionen på arbetsplatsen
- Nyanländas perspektiv på möjligheter till lärande i arbetslivet
- Identitet och livsprojekt ställt mot arbetslivets behov av arbetskraft
- Didaktiska perspektiv på andraspråksutveckling i och för arbetsplatsen
- Den flerspråkiga arbetsplatsens utmaningar

## Referenser

Bramm, E. & Kirilova, M. (2018) ”Du skal bare sætte hende i gang, du skal ikke gå og passe hende” – om sprog i praktikforløb for flygtninge og indvandrere, *Sprogforum*, 66, 85-94.

Sandwall, K. (2013) *Att hantera praktiken – om sfi-studerandes möjligheter till interaktion och lärande på praktikplatser*. Avhandling. Göteborgs universitet.

Suni, M. (2017). Working and learning in a new niche: Ecological interpretations of work-related migration. In J. Angouri, M. Marra, & J. Holmes (Eds.), *Negotiating boundaries at work. Talking and transitions*, 197–215. Edinburgh: University Press.

Svendsen Pedersen, M. (2018) Samspil - sprogdidaktisk tilgange till arbejdsrettet andetsprogsundervisning, *Sprogforum*, 66, 15-23.

Sørensen, M. S. & Holmen, A. (2004) *At blive en del af en arbejdsplads – om sprog og læring i praksis*. Institut for Pædagogisk Antropologi, Danmarks Pædagogiske Universitet.

Upplägg:

Fyra presentationer à 15+5 min och en avslutande diskussion (30 min) .

Medverkande och titel på presentation:

Marta Kirilova, Københavns Universitet och Dorte Lønsmann, Copenhagen Business School: *Ideologier om sprogbrug og sproglæring i tre forskellige arbejds kontekster.*

Marja Seilonen och Minna Suni, Jyväskylä universitet: *Emotionella aspekter på interaktion arbetslivet och utvecklandet av en yrkesidentitet*

Marte Monsen och Gunhild Tveit Randen, Høgskolen i Innlandet: *Innlæreres perspektiver på arbeidsplassbasert språkopplæring*

Aina Bigestans och Gunlög Sundberg, Stockholms universitet: *Kritiska ögonblick för relationsskapande och språkutveckling i samtal inom äldreomsorgen*

## Ideologier om sprogbrug og sproglæring i danske arbejdspladskontekster

**Marta Kirilova (Københavns Universitet) og Dorte Lønsmann (Copenhagen Business School)**

De seneste årtiers fokus på mobilitet og migration i verden såvel som i Danmark har skabt en fornyet interesse for sprogundervisning af nytilkomne migranter. Der er opstået en række specifikke tiltag i Danmark som fx arbejdsmarkedsdansk og sprogpraktikforløb hvor formel sprogundervisning kombineres med praktisk sproglæring på arbejdspladsen (fx Bramm & Kirilova 2018). Fra politisk side er der bred enighed om at dansk sprog er vejen til integration. De nytilkomne (her især flygtninge og migranter fra tredje verdenslande) forventes at blive 'gode' til dansk for at kunne yde arbejdsindsats og indgå i samfundet. For medarbejdere i højtbetalte stillinger på internationale virksomheder er kravet til at lære dansk mindre eksplicit (Øhrstrøm 2017; Lønsmann 2015), men uanset hvilken stilling de nytilkomne sidder i, opstår der visse forventninger til at begå sig på dansk før eller senere (fx Kirilova & Mortensen, fc). Hvad der tæller som 'godt' dansk på de enkelte arbejdspladser afhænger dog i høj grad af arbejdsopgavernes indhold, de ansattes holdninger og ikke mindst regeringens indstilling til indvandring generelt.

I dette oplæg præsenterer vi to cases, der illustrerer, hvor store forskelle der er på forventningerne til sprogbrug og sproglæring for forskellige typer af migranter på forskellige typer af arbejdspladser. Den første case analyserer ideologier omkring dansk i et integrationsprojekt for flygtninge, og er baseret på interviews med lærere, kursister og sagsbehandlere, samt optagelser af undervisningssituationer. Den anden case omhandler ideologier omkring dansk blandt udenlandske forskere på et dansk universitet og er baseret på interviews med forskere.

- Bramm E, Kirilova M. 2018. "Du skal bare sætte hende i gang, du skal ikke gå og passe hende" - om sprog i praktikforløb for flygtninge og indvandrere. *Sprogforum*, vol. 66, 85-94
- Kirilova, M. & Mortensen, J. (fc). 'Don't bother learning Danish'. Don't bother learning Danish. Exploring language ideological discourses about the (ir)relevance of Danish for transnationally mobile employees in Danish academia
- Lønsmann, D 2014. 'Linguistic Diversity in the International Workplace: Language Ideologies and Processes of Exclusion' *Multilingua - Journal of Cross-Cultural and Interlanguage Communication*, vol. 33, no. 1-2, pp. 89-116.
- Øhrstrøm, C. 2016. *L2 listening at work: A qualitative study of international employees' experiences with understanding Danish as a second language*, ph.d.-afhandling, Københavns Universitet, Det Humanistiske Fakultet).

Emotional aspects of working life interaction and the development of professional identity  
Marja Seilonen & Minna Suni  
University of Jyväskylä

Good communicative skills are essential in any kind of patient work (Candlin & Candlin 2002). Optimal interaction with patient covers not only the usage of appropriate terminology or suitable means for giving and obtaining information or advice, but also such humanistic qualities as showing respect, compassion and empathy, establishing trust and responding appropriately to affect and nonverbal cues (see ABIM). When working in a L2, the linguistic resources may be sometimes too limited to allow this, however.

Our paper presents a qualitative analysis of health care professionals' oral L2 test performances to show how they respond to the fears and worries conveyed by the (imagined) patient and her/his family members in a simulated interaction. Also some emotional aspects of their professional identity negotiation are discussed in the light interview data.

The test performance data comes from the project *Health care Finnish: Developing and assessing Finnish proficiency among health care professionals* and include productive oral performances of 35 internationally educated health care professionals who participated in a field-specific language assessment experiment. Another part of the data originates from interviews made after the test situation and longitudinally.

The findings show that most test-takers are aware of at least some linguistic means (e.g. emotional causative verbs, modal expressions, inclusive we) that are used in Finnish to express feelings, show empathy and minimize social distance, but it takes time to really master them. In the interviews, frustration for not being able to communicate these fluently and in a professional manner is commonly reported. The emotional aspects of health communication should thus be addressed in both field-specific L2 training and mentoring practices.

ABIM: American Board of Internal Medicine. <https://www.abim.org/program-directors-administrators/assessment-tools.aspx>

Candlin C.N. & Candlin S. 2002: Discourse, expertise and the management of risk in health care settings. *Research on Language and Interaction*, 35 (2), 115–137.

## **Innlæreres perspektiver på arbeidsplassbasert språkopplæring**

Marte Monsen og Gunhild Tveit Randen

Et hovedmål i det norske introduksjonsprogrammet er å forberede deltakere i voksenopplæringen til arbeidslivet. Arbeidsplassbasert språkopplæring, altså at det ordinære arbeidslivet brukes som språklæringsarena, anses som viktig for å få flere ut i arbeid. Det gjøres i dag flere grep for å gi flere deltakere norskopplæring på arbeidsplass, blant annet gjennom et pågående forsøk med modulbasert voksenopplæring, der både grunnskoleopplæring, videregående yrkesopplæring og språklæring skal kunne foregå på arbeidsplassen. Analyser av dette forsøket (Dahle et al. 2018) viser så langt at det er svært krevende for arbeidsplassene å skulle legge til rette for slik språklæring, men at både språklærere og deltakere er positivt innstilt til ideen om arbeidsplassbasert språklæring. Ellers har det vært lite fokus på språkinnlærernes perspektiver i en norsk kontekst. Vi samler erfaringer fra forskning der innlærernes perspektiver er inkludert, og spør: Hvilken kunnskap har vi om innlæreres erfaringer med arbeidsplassbasert norskopplæring? Som en første fase i forskningsprosjektet gjør vi litteraturstudie av relevant norsk forskning, som munner ut i oversikt over foreliggende kunnskap. Datagrunnlaget er artikler og rapporter som vi har identifisert ved hjelp av søk i ulike databaser. Funnene viser blant annet at arbeidsplassbasert språkopplæring ikke uten videre fører med seg at deltakere lærer mer språk (Djuve et al., 2017). Dette skyldes blant annet at deltakerne får liten mulighet til å faktisk bruke språket på arbeidsplassen og at arbeidspraksisen gir begrensede muligheter for å sosialiseres inn i målspråkmiljøet (Golden & Steien, 2018).

I innlegget rapporterer vi også fra andre fase i den pågående evalueringen av den modulbaserte opplæringen. Deltakerne rapporterer at de lærer språk på arbeidsplassen, men store deler av denne læringen må de selv ta hånd om å strukturere. Hovedfokuset blant deltakerne ser ut til å være jobbmulighetene prosjektet gir, snarere enn språklæringen, og det kan se ut som om både innlærere og veiledere på arbeidsplassen ser språklæringen som naturlig biprodukt av yrkesopplæringen.

Dahle, M., Lurfaldet, H., Monsen, M., Ervik, A.O. & Ryssevik, J. (2018). *Forberedende voksenopplæring: evaluering av første forsøksår* (Ideas2evidence rapport 6/2018). Bergen: Ideas2evidence. Hentet fra:

<http://ideas2evidence.com/sites/default/files/Evaluering%20av%20FVO%20-%20f%C3%B8rste%20delrapport.pdf>

Djuve, A. B., Kavli, H. C., Sterri, E. B. & Bråten, B. (2017). *Introduksjonsprogram og norskopplæring: Hva virker - for hvem?* (Fafø-rapport 2017:31). Oslo: Fafø. Hentet fra <https://www.fafø.no/images/pub/2017/20639.pdf>

Golden, A. og Steien, G.B. (2018). *Snakke med ved? Snakke med maskin?: Voksne flyktningers narrativer om norskopplæring*. Acta didactica Norge 12/3. Hentet fra:

<http://dx.doi.org/10.5617/adno.5916>

Nøkkelord: arbeidsretting, innlærerperspektiver, voksenopplæring

## **Aina Bigestans och Gunlög Sundberg, Stockholms universitet: *Kritiska ögonblick för relationsskapande och språkutveckling i samtal inom äldreomsorgen***

*Samtal i äldreomsorgen, Språkombud, Språkhandlingar, Kritiska ögonblick, Arbetsplatskommunikation*

Inom äldreomsorgen i Sverige finns på många arbetsplatser undersköterskor som är *språkombud*. De har uppgiften att ansvara för språkligt stöd till andraspråkstalande medarbetare och bidra till att arbetsplatsen blir en miljö för lärande och språkutveckling. I denna presentation redogörs för en studie av situationer som språkombud och annan personal inom äldreomsorgen beskriver som kommunikativt känsliga eller problematiska.

Studiens syfte är att identifiera kritiska praktiker i vardaglig arbetsplatskommunikation samt faktorer som visar hur personalen försöker hantera dem. Termen 'kritisk' avser här att interaktionen inrymmer ett potentiellt hot mellan samtalsdeltagarna i relationellt hänseende (jfr Goffman 1967). Exempelvis kan icke-prefererade responser skapa dilemman som måste hanteras (Pomerantz 1984). I tillägg till kategoriseringar av arbetsplatskommunikation utifrån professionella syften (Koester 2006) vill vi alltså bidra till att lyfta fram interaktionella aspekter med dimensionen "grad av kritiskhet" i olika praktiker och rollrelationer.

Studiens empiri baseras dels på texter på temat "känsliga kommunikationssituationer" skrivna av deltagare i språkombudsutbildningar, dels på 29 inspelade intervjuer med verksamma språkombud och annan omsorgspersonal. Analytiska redskap är den funktionella grammatikens kategoriseringar av språkhandlingar, responsdrag och deltagarnas rollrelationer (Holmberg & Karlsson 2006). De frågor som ställts är:

- Vilka praktiker framstår som särskilt kritiska när personal i äldreomsorgen beskriver sin vardagliga arbetsplatskommunikation?
- Hur kan dessa praktiker beskrivas i termer av språkhandlingar och responsdrag?
- Vilka strategier och resurser omnämns i arbetet med att hantera situationerna?

Resultatet tyder på att medvetenhet om ansiktsarbetets roll, positioneringsprocesser och metakommunikation framstår som särskilt viktigt i uppkomsten eller hanteringen av kritiska ögonblick, till exempel mellan kollegor. Praktikgemenskapen vinner även på att skapa gemensamt fokus på delade kunskaper, erfarenheter och mål. Inte minst kan resultatet bidra till att såväl arbetslivet som språkutbildningar får redskap att utveckla språkinlärares möjligheter att bli jämbördiga deltagare i arbetslivets sociala praktiker.

### Referenser

Goffman, Erving. 1967. *Interaction ritual: essays in face-to-face behavior*. Chicago: Aldine.  
Holmberg, Per & Karlsson, Anna-Malin. 2006. *Grammatik med betydelse. En introduktion till funktionell grammatik*. Stockholm: Hallgren & Fallgren.  
Koester, Almut. 2006. *Investigating workplace discourse*. New York: Routledge.  
Pomerantz, Anita. 1984. Agreeing and disagreeing with assessments: Some features of preferred/dispreferred turn shapes. I: M. Atkinson & J. Heritage (red.), *Structures of social action: studies in conversation analysis*. Cambridge: CUP.

General introduction to the colloquium:

**Language as entrance towards inclusive science education in multilingual primary classrooms – an international design study**

There is an urgent need for identifying successful inclusive practices in heterogeneous (multilingual) mainstream classrooms. Research on such practices requires a specific subject focus, as school subjects differ in literacy demands. For meeting students' needs in science literacy and learning, forceful approaches have been identified, especially using multilingual resources, using interactive and planned (second) language scaffolding and promoting content-specific interaction. These approaches have reached primary schools to a different extent: mainstream teachers do not use available support strategies fully in the Nordic countries nor in the Netherlands. Meanwhile, availability of specialized staff across these countries differs, like special educational needs experts, second language teachers, mother tongue support teachers.

This colloquium presents and discusses an international (Norwegian, Swedish and Dutch) research project, financed by Nordforsk and NRO, on primary teachers' use of inclusive strategies in science education in multilingual classes. The design research is carried out by three similarly composed national teams, consisting of experts in science pedagogy, second language pedagogy, multilingual education, special education and teacher education. In each country teachers in similar primary school settings are studied while using specially designed Inclusive Science Education Materials (ISE-Materials). Key question is how and why teachers opt (not) to use specific inclusive strategies, when materials are provided in combination with four similar professional development (PD) sessions.

The project will be halfway in June 2019, which means that the rationale, material design and first findings will be presented and discussed. The central theme is how teachers' enactment of literacy-oriented approaches can be supported and studied in comparable settings.

Three papers will be presented in the following order:

Including language in inclusive science materials for three national contexts- Rationale behind the project and material design - Maaïke Hajer, Utrecht University of Applied Sciences and Malmö University

Following primary teachers' inclusive practices in multilingual classrooms – methodological considerations, research instruments and first findings - Maria Kouns (Malmö University), Maaïke Hajer, Jantien Smit, Anne Marit Vesteraas Danbolt

Using multilingual resources in science classrooms in primary school: Teachers' perceptions of obstacles and opportunities in three countries – the Netherlands, Norway and Sweden. Anne Marit Vesteraas Danbolt (Innland Norway University of Applied Sciences), Jantien Smit, Maria Kouns, Maaïke Hajer.

Discussion with the audience, opened by Helle Pia Laursen, Aarhus University and Inland Norway University of Applied Sciences.

Language as part of inclusive science materials for three national contexts- Rationale behind the project and material design  
Maaike Hajer, Utrecht / Malmö

While teachers face similar challenges in providing teaching for L2-learners, conditions to realize inclusive education differ remarkably across national contexts. Several Scandinavian countries are well known for their inclusive policies, while other countries follow a more complementary approach, working with separated reception classes. Even support for teachers to realize inclusive approaches in classrooms differs highly: in Sweden, for example, scaffolding strategies have been at the core of national professional development programs (Hajer & Norén 2017). Including a literacy perspective in science can partly be preplanned in materials, but has to be realized by teachers in their specific classroom. Against this background the project Inclusive Science Education (ISE), takes a cross-national approach to understand the role of teachers in literacy oriented approaches at a classroom level. The main questions are: how do teachers

- succeed in implementing ISE-strategies when provided with ISE-Materials and supportive professional development (PD)?
- account for choices made while enacting ISEmaterials to their classrooms
- develop their inclusive practices in three educational contexts?

In a design-based project (McKenney & Reeves 2012), Dutch, Swedish and Norwegian primary teachers' (n = 11, 8 resp. 6) inclusive science teaching was promoted by offering them professional development (four sessions) and ISEmaterials. This first paper shows and clarifies how a multidisciplinary, international team designed ISE materials around three primary science themes (Sound, Maintenance & Design, and Ecology). Four categories of inclusive strategies were identified in the research literature derived from different disciplines (science pedagogy, second language education, inclusive pedagogy): 1) Promoting interaction around science, 2) Planned language scaffolding, 3) Interactional language scaffolding, and 4) Using multilingual resources. Additional PD sessions served to help the teachers become familiar with the instructional materials, its thematic contents, and inclusive strategies, as well as to exchange experiences.

Key words: material design, inclusive education, science literacy

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Hajer, M., & E. Norén (2017) Teachers' Knowledge about Language in Mathematics Professional Development Courses: From an Intended Curriculum to a Curriculum in Action *Eurasia Journal of Mathematics, Science and Technology Education* ISSN: 1305-8223 (online) 1305-8215 (print)

McKenney, S., & Reeves, T. C. (2012). *Conducting educational design research*. London: Routledge.

Maria Kouns (Malmö University), Maaïke Hajer, Jantien Smit, Anne Marit Danbolt

### **Tracing primary science teachers' inclusive practices in multilingual classrooms in a multiple case study**

Primary science teachers' access to inclusive strategies is critical for meeting multilingual students' learning needs in primary mainstream classes, particularly concerning science literacy demands.

Furthermore, it is believed that when teachers are introduced to new teaching strategies, their grasp of these strongly influence their practices (Smit & van Eerde, 2011). To gain a deeper and more nuanced understanding of mechanisms at work over time in primary teachers' enactment of inclusive science teaching, this study aims to describe methods for data collection and to present preliminary findings of a multiple case study set within the overall research project across the three national contexts.

Data for the whole project involving all participating teachers (n: 25) were collected through a digital pre-questionnaire, video recorded professional development sessions (4x), a digital reflective log before and in-between teaching the science units, and lesson observations. For the case study involving 9 teachers, more in-depth and detailed data were elicited through audio recorded individual interviews (1 h) after each science unit following a semi-structured format and informed by the reflective logs. The interview format was structured around four categories of teacher learning regarding changes in knowledge and beliefs, emotions, practice and intentions for practice (Bakkenes, Vermunt & Wubbels, 2010). Case study data also consist of at least one video recorded science lesson per teacher per thematic unit including student activities, e.g. audio recorded small group talks. Student artefacts such as posters, texts and assignments have also been collected to be used for triangulation in the analysis.

Preliminary results show differences across national contexts regarding teachers' familiarity with inclusive strategies, e.g. promoting multilingual students' use of their first language for science learning; increased practice of students' verbal interaction around science content in structured small group activities, and teachers' need to have easy access to science teaching material.

Keywords: teacher learning, inclusive strategies, case study, science literacy

#### References

Bakkenes, I., Vermunt, J.D. & Wubbels, T. (2010). Teacher learning in the context of educational innovation: activities and learning outcomes of experienced teachers. *Learning and Instruction* 20, 533-548.

Smit, J. & van Eerde, H.A.A (2011). A teacher's learning process in dual design research: learning to scaffold language in a multilingual mathematics classroom. *ZDM Mathematics Education*. 4, 889-900.

## **Using multilingual resources in science classrooms in primary school: Teachers' perceptions of obstacles and opportunities in three countries – the Netherlands, Norway and Sweden.**

Anne Marit Vesteraas Danbolt (Inland Norway University of Applied Sciences), Jantien Smit, Maria Kouns, Maaïke Hajer.

In education worldwide, multilingual pupils' potential is often not fully being used, which may hinder their learning and development within school. Adapting science teaching practices to a linguistically diverse group of learners poses special demands on schools and teachers, as obtaining access to science content has proved to be especially demanding (Karlsson, Larsson & Jakobsson, 2018).

In a research project focusing on inclusive science education teachers in primary schools from the Netherlands, Norway and Sweden, teachers' inclusive science teaching practices were promoted and traced within a design-based research project. As one part of the project, they received suggestions for different ways of employing multilingual resources that pupils bring to the classroom (Cummins & Early, 2011). The three countries have different regulations as regards education for linguistically diverse pupils, and the teachers' perceptions and practices may be influenced by these diverse conditions. Indeed, at the start of the project, teaching practices in the group of teachers differed with respect to the awareness and use of multilingual resources. Given these national differences, the aim of this study is to compare the uptake of multilingual strategies in three countries so as to gain insight into challenges and opportunities for teachers' use of pupils' multilingual resources in science teaching.

Three research questions will be central to the presentation:

1. How do teachers perceive obstacles and opportunities in multilingual science classrooms at the starting point of the project?
2. Do their teaching practices concerning the use of multilingual resources change or develop during the research project – and in what ways?
3. Do their reflections on obstacles and opportunities change during the research period – and in what ways?

Data from teachers' conversations in groups during professional development sessions, interviews and questionnaires will be analysed using qualitative methods, as we are trying to capture the teachers' perceptions of the issues at stake. In addition, classroom observations will data will provide means for triangulation and shed light on teachers' practices in science teaching in multilingual classrooms.

Keywords: multilingual resources, teacher perceptions science classrooms

Cummins, J. & Early, M. (Eds.) (2011). *Identity text: The collaborative creation of power in multilingual schools*. Stoke-on-Trent, England: Trentham Books.

Karlsson, A., Larsson, P.N., Jakobsson, A. (2018). Multilingual students' use of translanguaging in science classrooms. *International Journal of Science Education*, pp.1-21.