

New Nordic research

– some examples from Norway and Sweden

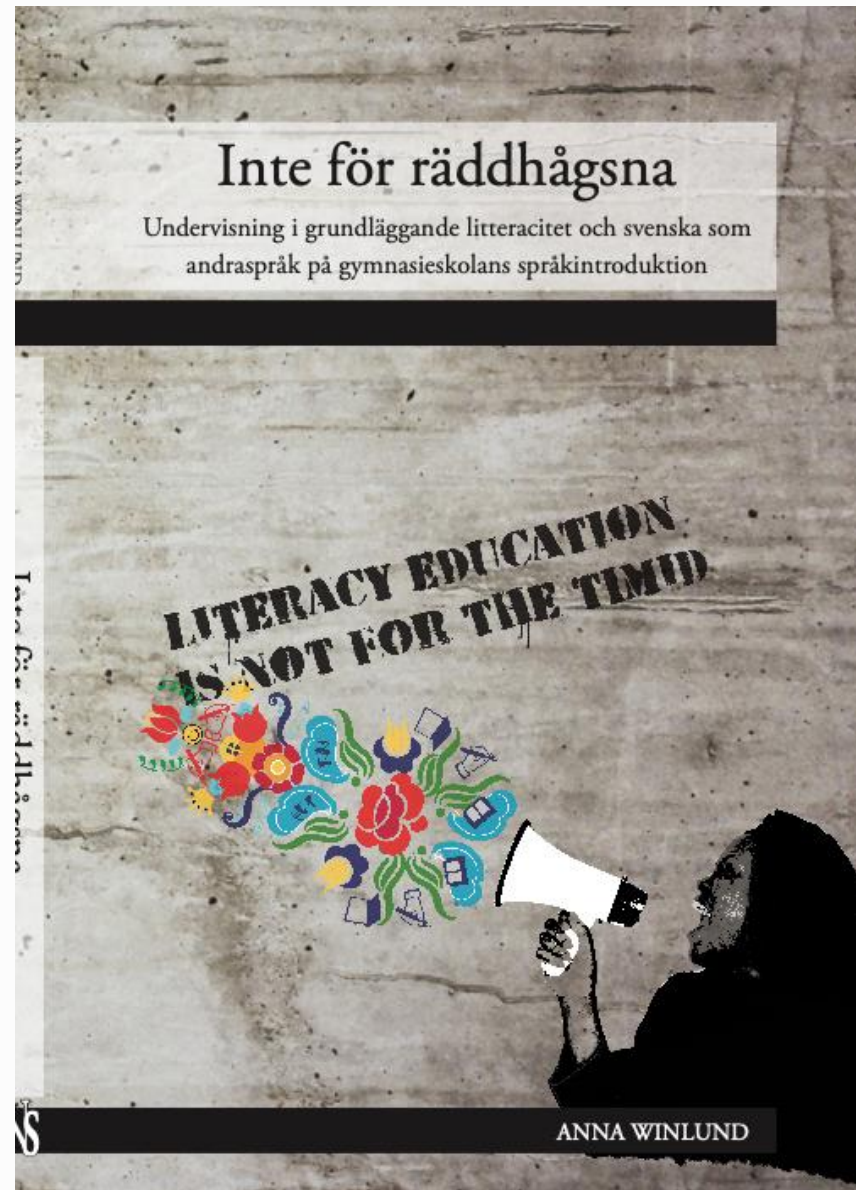
Sigrídur Vilhjalmsdóttir, seniorrådgiver ved Nasjonalt senter for flerkulturell opplæring (NAFO) , - The National Centre of Multicultural Education (NAFO) is a division of the Faculty of Education and International Studies at OsloMet (Oslo Metropolitan University).

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GÖTEBORGS
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A compilation thesis about Instruction of emergent literacy and Swedish as a second language at a Language introductory school



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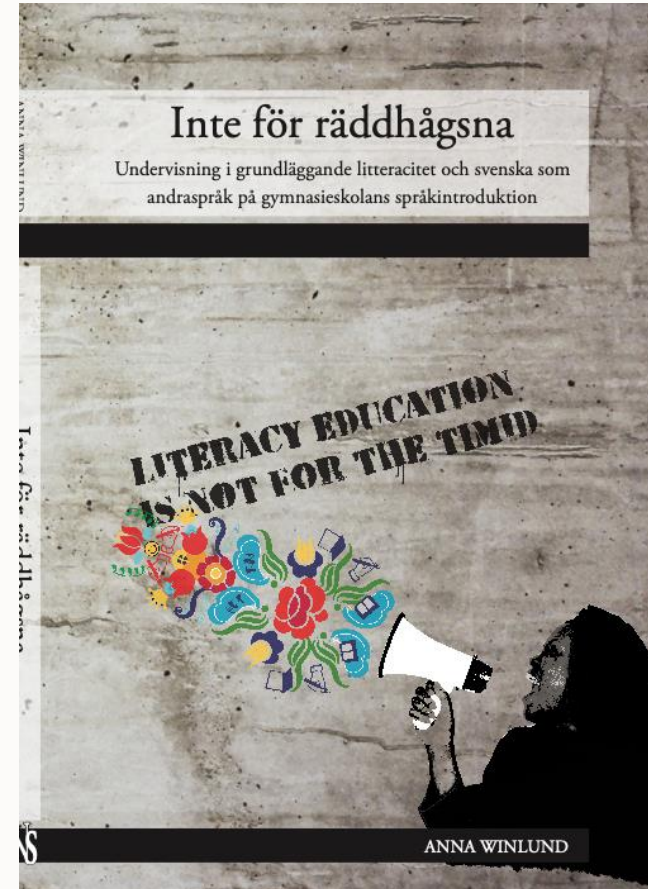


Data



- Ethnographic case study in one group for one school year (2017/18): 13 students from Somalia, Afghanistan and the Gambia, an experienced teacher, Elisabeth, and language tutors of Farsi and Somali, Mohammed
- Participant observations: field notes, audiorecordings, field conversations, interviews with students
- Ethical considerations: How can the students give consent to participate in research in written form?

A compilation thesis including four articles



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"Man kan tänka men inte säga"

Förhandlingar om heteronormativitet inom grundläggande språk- och litteracitetsundervisning för nyanlända ungdomar

"You can think but not say it"

Negotiations of heteronormativity within basic language and literacy education of recently immigrated adolescents

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Sammanfattning

Den här artikeln handlar om förhandlingar om heteronormativitet inom undervisning i svenska som andraspråk och språk- och litteracitetsundervisning för nyanlända ungdomar. Studien bygger på intervjuer med lärare och elever i en språkintröduktionsklass på gymnasiet. Studien visar att lärare och elever förhandlar om heteronormativitet i språket och i litteracitetsundervisningen. Studien visar också att eleverna använder språket för att uttrycka sina egna erfarenheter och åsikter om heteronormativitet. Studien avslutar med några reflektioner över betydelsen av språk och litteracitet i undervisningen för nyanlända ungdomar.



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Emergent literacy instruction: 'continua of biliteracy' among newly immigrated adolescents

Anna Winlund

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Decoding the rules of schooling – instruction of recently immigrated adolescents with emergent literacy in a language introductory school in Sweden

Anna Winlund

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Writing practices of recently immigrated adolescent emergent writers: A study from a language introductory school in Sweden

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ABSTRACT

The purpose of the present article is to shed light on the L2 writing practices of these students with emergent literacy at a Swedish language introductory school, where the students learn Swedish, develop alphabetic print literacy and prepare for further education. The research questions guiding the analysis are: What are the different ways that the students engage in analyzed writing practices? What are the students' challenges and assets in relation to these activities? Throughout the study, literacy is viewed as a complex set of social and interactive practices. The theoretical framework of Luke and Probst's four dimensions model (1990) is used in order to analyze a comprehensive set of data collected over a one-year period, which includes field notes, audio recordings of classroom interactions, students' written material and interviews with students. The findings indicate that all these students seem motivated to learn, but that they engage in the L2 writing practices in different ways, according to their individual challenges and assets. They have in common that their writing often depends on the model texts written by the teacher, and shared experiences, such as field trips and interactions in the classroom, constitute the basis for the development of written text.

1. Introduction

Learning Swedish is often presented in political and media discourse as the main pathway to immigrants' integration, citizenship and access to the labor market in Sweden (see Milani, 2017; Milani & Jusonen, 2018; Rydell & Milani, 2020; Sæviwall, 2015). Students' willingness to learn is not seldom questioned, and more schooling and stricter demands seem to be the dominant political recipe for a number of challenges associated with immigration. In this discourse, there is a tendency to underplay the challenges that learning a new language entails, not least if you are an adult or adolescent with few prior experiences of school-based learning, and with emergent levels of literacy.

Some of these adolescents leave their native countries for reasons such as conflicts, natural disasters and poverty. After migrating, either unaccompanied or with their families, they are typically given the opportunity to go to school in their new country of residence. Obviously, they face challenges in adapting to various new school practices (King & Björkqvist, 2012; King, Björkqvist, & Hult, 2017; Roy & Rotas, 2011)—for example, learning to write, often in an additional language (henceforth referred to as L2). But they also bring with them experiences that pose challenges and opportunities that go beyond a political rhetoric of language learning and testing.

Adolescents with few experiences of school-based learning belong to a category of students that is rarely focused on in research on multilingualism (Young-Scholten, 2015). If we want to develop educational provisions that are best attuned to students' needs (and not

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¹ The term L2 is used although the additional language might be students' third, fourth or other language.

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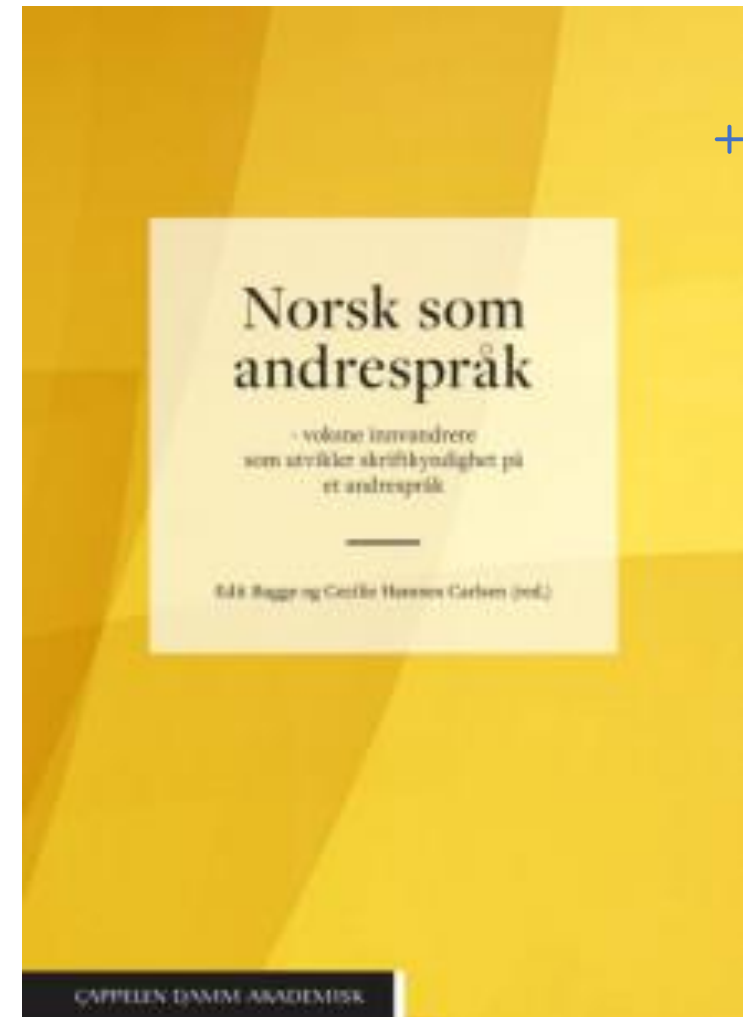
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Some relevant publications

Joke Dewilde og Ingrid Rodrick Beiler. 2021 *Flerspråklige strategier og ressurser i opplæring av voksne innvandrere.*

<https://www.uv.uio.no/ils/forskning/prosjekter/pilotstudie-flerspraklige-strategier-ressurser-opp/>

Bugge og Cecilie Hamnes Carlsen (2023):
Norsk som andrespråk - voksne innvandrere som utvikler skriftkyndighet på et andrespråk



Nordic Council of Ministers:
*Language Training Services for Adult Immigrants in the
Nordic Countries*

A comparative study

[https://www.norden.org/en/publication/language-training-services-adult-immigrants-nordic-countries?utm_medium=email&utm_source=transactional&utm_campaign=Norden Newsletter](https://www.norden.org/en/publication/language-training-services-adult-immigrants-nordic-countries?utm_medium=email&utm_source=transactional&utm_campaign=Norden%20Newsletter)



Ongoing Research and active research groups⁺

University of Bergen:

Adult Acquisition of Norwegian as a second language (ALAN)

<https://www.uib.no/11e/141811/adult-acquisition-norwegian-second-language-alan>

Researchers focus: The study will contribute new insights into the language development of adults with a non-academic background.

Western Norway University of Applied Sciences - Høgskulen på Vestlandet

The project: IMPECT - Linguistic Integration of Adult Migrants with Poor Education and the Consequences of Migration Tests

<https://www.hvl.no/forsking/prosjekt/impect/>

Norskopplæring med flerspråklig støtte - The Multilingual Support intervention

Feasibility study and pilot randomised trial of a multilingual support intervention to improve Norwegian language skills for adult refugees

Artikkel som oppsummerer fra intervjuer på norsk:

<https://www.utdanningsnytt.no/bedre-skole-fagartikkel-flerspraklig/en-bedre-mate-a-laere-norsk-pa/334345>

Intervention
class

Norwegian
language
teacher

multilingual
assistent

Controll
class

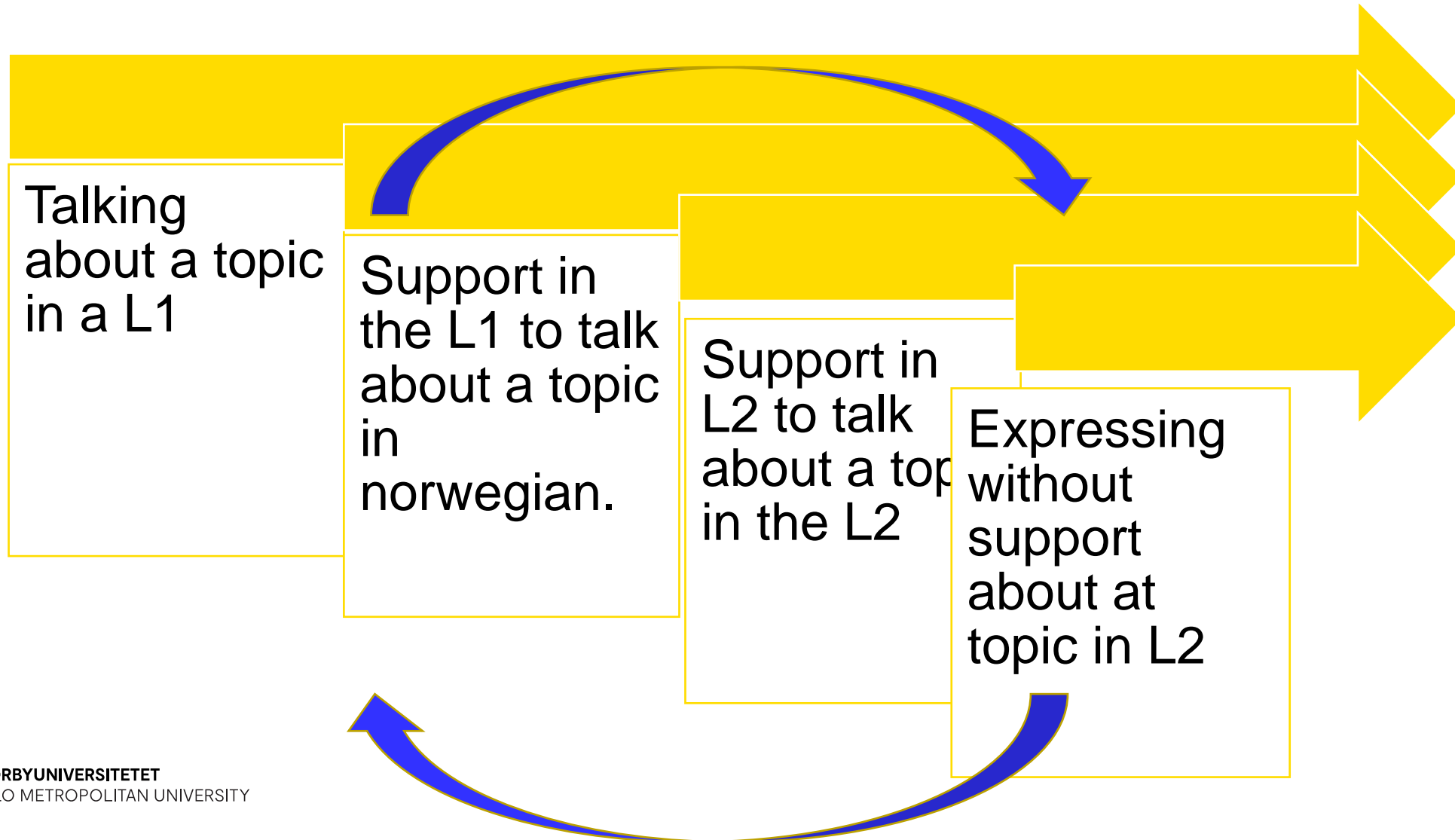
Norwegian
language
teacher

Norwegian
speaking
assistent

~~Ordinær
no kopplering~~

~~forskerer~~

The intervention – Norwegian with a multilingual support



The interviews

Participants in both classes uses multilingual learning strategies.

The participants in the class with the multilingual assistant

- expressed that they felt more competent and experienced less stress and it is easier to concentrate when they understand what happens in the learning context
- Experienced that they could ask question's and understand the answers they receive
- The multilingual assistant could more effectively explain vocabulary, cultural an social aspects to the participants

Participants with no or low educational background reflected on their learning process and learning experiences.

Everybody we interviewed expressed that learning Norwegian was important to them.

The tests



Norwegian language learning with multilingual support

- Influences the learning conditions for the target group
- Improved learning outcome
 - Norwegian tests
 - Self-evaluation – Significant effect in listening-skill - participants understand oral content in Norwegian better.

Norwegian with a multilingual support, contributes to better Norwegian language skills.

The tests

