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Plenary

Multilingual pedagogies in African post-colonial contexts: Opportunities and implementational challenges

Feliciano Chimbutane

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There are now diverse strands of research in multilingual classrooms that are calling into question the power of language pedagogies based on exclusive use of the target language (e.g. Cummins, 2008; García, 2012; Levine, 2011; Turnbull and Dailey-O’Cain, 2009; Creese and Blackledge, 2010; Saxena and Martin-Jones, 2013; Weber, 2014). This research is providing ample evidence to support the case for use of multilingual resources in classroom interaction as a legitimate communicative and pedagogical strategy.

Although this trend in research and pedagogy is not entirely new in post-colonial African contexts, there is still a mismatch between official discourse, policy and implementation. In the ebb and flow of practice in local schools, educators tend to avoid or even proscribe the use of multilingual resources in classroom interaction, both in monolingual and bilingual education programmes.

In my talk I will discuss some of the educational and socio-political reasons why a multilingual ethos is still not filtering through to classroom contexts in post-colonial Africa and suggest a few ways to mitigate educators’ resistance to multilingual pedagogies. I will argue that, despite the convincing evidence in favour of multilingual pedagogies in the current literature, these still need to be tested in and adjusted to different contexts, including in African post-colonial contexts. In addition to that, I will also argue that buy-in and effective application of multilingual pedagogies can, at least in part, be achieved if there is ample dialogue and research cooperation between researchers and educators, including teachers. Such cooperation would involve co-design and co-implementation of language-in-education policies.

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The United Nations Sustainable Development Goals: Opportunities for multi-sited language policies

Francis M. Hult

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The United Nations Sustainable Development Goals (SDGs) took effect in 2015 following a General Assembly resolution that set the 2030 development agenda. The SDGs follow on the heels of the Millennium Development Goals (MDGs), set forth in the early 2000s, which were not without controversy about their effectiveness. Saith (2006) points to general vagueness in the formulation of the MDGs as well as challenges related to measuring costs and outcomes. Bamgbose (2014) and Romaine (2013), among others, have been critical of the MDGs for not foregrounding language issues given that language is instrumental to the development of equality in education, health, and gender as well as in economic and environmental sustainability. Fettes (2015) laments that language continued to be ignored as a factor in the planning work that resulted in the SDGs. Nonetheless, as Bamgbose and Romaine have argued in relation to the MDGs, Fettes asserts that language issues must feature prominently in how the SDGs are addressed.

In this talk, I take up ways in which contemporary multi-sited approaches to language planning and policy (LPP) can be used to inform work that aims to meet the targets of the seventeen SDGs. The SDGs, which focus on areas ranging from poverty, health, and education to, inter alia, environment, industry, and cities, are themselves by definition multi-sited. I consider how an orientation to LPP that emphasizes the agency of individual policy actors across scales of social organization (Hult, 2010, 2015; Johnson, 2013) as well as situated policy making and negotiation in spheres such as education (e.g., Menken & García, 2010), business (e.g., Saulière, 2014), and linguistic landscaping (e.g., Hult, forthcoming) can be used to draw attention to linguistic factors that need to be managed in relation to specific SDG targets.

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Keywords: language policy, sustainable development, United Nations.

A linguistic ethnographic approach to language policy: Creating conditions for co-design

Marilyn Martin-Jones

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This talk will begin with a genealogical account of the ways in which the study of language policy has been re-imagined over the last two decades by focusing attention on the ebb and flow of talk and interaction in multilingual classrooms and workplaces. Researchers contributing to this broad movement have combined detailed description and analysis of discourse practices with ethnography. They have provided fine-grained insights into the ways in which students, teachers and work colleagues, in diverse multilingual settings, interpret, respond to and take a particular stance on language policies, and they have illuminated the ways in which policy 'on paper' gets translated into particular kinds of communicative practices in the daily rounds of life in classrooms or workplaces. Contributions to this epistemological shift in the study of language policy have been forged within diverse strands of research in sociolinguistics and ethnography, including the ethnography of communication, interactional sociolinguistics, micro-ethnography, critical sociolinguistic ethnography, ethnography of language policy and linguistic ethnography. Moreover, different conceptual compasses and analytic lenses have guided the empirical work in different social and cultural settings. These include concepts such as codeswitching, crossing, languaging and translanguaging. In these diverse ways, we have come to 'see' language policy in a new way: not as fixed texts and prescriptions for action, but as complex, situated and multi-layered processes, involving diverse social actors.

Having taken stock of the broad conceptual and empirical terrain we have traversed over the last two decades, I will then sketch out what I see as the journey ahead, towards creating conditions for co-designs and for researchers and practitioners, in different local settings, to jointly identify "preferred futures" (Pennycook, 2001: 8). I will also argue that research of a linguistic ethnographic and linguistic anthropological nature is particularly well suited to this kind of researcher/practitioner collaboration, especially when it involves extended dialogue and reflexive co-construction of knowledge.

Pennycook, A. (2001) *Critical Applied Linguistics*. Mahwah, NJ: Lawrence Erlbaum

Keywords: Epistemological shifts, Critical ethnography, Genealogy.

Panel

Panel discussion: Language education policies in the Nordic countries and the Nordic Model after the Refugee crisis – Quo vadis?

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University of Jyväskylä, Finland

Discussant:

Associate Professor Francis M. Hult, Lund University, Sweden

Panelists:

Associate Professor Finnur Friðriksson, University of Akureyri, Iceland

Associate Professor Martha Sif Karrebæk, University of Copenhagen, Denmark

Professor Lise Iversen Kulbrandstad, Hedmark University of Applied Sciences, Norway

Professor Jarmo Lainio, Stockholm University, Sweden

Professor (emerita) Maisa Martin, University of Jyväskylä, Finland

According to the United Nations High Commission there were over 60 million refugees who needed to leave their homes in 2015. Over one third of these people come from Iraq and Syria. The year of 2015 was extraordinary for the whole world including the Nordic countries. The growing amount of asylum seekers has been described in the media as "refugee crisis", and the Nordic countries have needed to re-analyse their migration and integration policies, including language education policies regarding minors and adult newcomers.

Denmark, Finland, Iceland, Norway and Sweden are often seen as welfare societies, representing the ideals of Nordic egalitarianism. For example, universal social and human rights regard the whole population. The Nordic welfare model is also based on a strong state, while as other institutions, like church and voluntary organisations, are included in forming of social citizenship. In addition, it is claimed, that there are fairly small differences what comes to class, income and gender. (Alestalo et al. 2009.)

This view of the Nordic welfare model, however, has been challenged by several scholars (e.g. Forsander 2004), arguing that the Nordic countries have great difficulties in opening up pathways for migrants into the labour market and into society in general. The ideologies underpinning the Nordic Model have thus been called into question. Also, on a governmental level, actions to restrict the social benefits for asylum seekers and refugees have been introduced. Yet, at the same time, national discourses in the Nordic countries emphasize certain type of multilingualism i.e. multilingual language proficiency of the members of the host societies, which is shown in action plans, language strategies, and recruitment practices.

What does this all mean for language education in the Nordic countries? Have attitudes towards language skills changed in the Nordic countries after the growing amount of asylum seekers? What is seen as symbolic capital? Are languages (and which one) part of it? What kinds of lessons have we learned nationally? What could we learn from the other Nordic countries and on a larger scale, from other countries in the world?

Paper

Being a young Basque speaker. Oral improvisation and language empowering.

Miren Artetxe Sarasola

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The Basque *bertsolaritza* is the art of singing extemporary composed songs according to various melodies and rhyming patterns. Since oral improvisation is, essentially, a communicative act, and its main instrument is the language, the *bertsolaritza* has been regarded as inextricably linked to the Basque language. Basque is an endangered language, and then, *bertsolaritza*'s ties to the society are inherently related to language vitality. Now, the Basque language is severely endangered in the Northern Basque Country. . It seems that the recent efforts to revitalize the language pay off, regarding the knowledge of Basque among new generations. Still, the relative competence of the language and the level of language use remain relatively low.

However, paradoxically, the *bertsolaritza* has an increasing number of followers among young people. And it turns out that through the *bertsolaritza*, these young people create communities of practice where the Basque language fulfills all the communicative functions, and where language becomes an instrument of reflection and play.

Indeed, until the seventies, it was thought that the talent for improvisation was innate, and therefore could not be learned. However, the creation of the first *bertso-eskolas* –*bertso-schools*- and their subsequent proliferation have led to the creation of more and more spaces where more and more young people practice oral improvisation.

As a result, young people who participate in these communities of practice identify the Basque language with fun, brain-work and enjoyment. In the same way, as a performance of a public nature, the practice of *bertsolaritza* requires a certain degree of empowerment, which is acquired through practice -as regards the technical aspect-, but mainly through relationships of trust that are created in the workshops where those young people learn how to improvise.

It turns out that those young improvisators are very proactive in their linguistic behavior, and are often a "Basque-speaking-reference" for their other bilingual peers outside the *bertsolaritza* movement.

We dare think that through the *bertso-schools*, these young people create communities of practice where they identify the Basque language with fun, brain-work and enjoyment, and also with an empathy-environment, and self-confidence. Hence, we observe that the *bertsolaritza* is a cultural practice that influences the identity building, and leads these young people to a higher degree of identification as "Basque", empowering themselves as speakers of a minority language.

Keywords: Oral Improvisation, Basque Language, Communities of Practice.

Language requirements at Hungarian workplaces and language education at Hungarian higher education

Tünde Bajzát

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As a result of globalisation, Hungary's joining the European Union, technological innovations, educational and labour mobility the requirements of employees have changed. The demand of speaking foreign languages is of crucial importance in order to be employed. Therefore, the aim of my research was to find out the foreign language knowledge needs and usage at Hungarian workplaces and compare them with the offered foreign language courses at Hungarian higher education institutions. On the basis of the research results, decisions can be made on how Hungarian tertiary level education has to be adjusted to students' work-related needs.

The first part of my presentation focuses on the theoretical background of the research.

The second part of the paper presents the results of three needs analyses. The first data analysis contained 1000 job advertisements advertised for engineers in Hungary between November 2008 and March 2009. The second data analysis consisted of 400 job advertisements advertised for graduates in Hungary between March and April 2010. The third data analysis also contained 400 job advertisements advertised for graduates in Hungary between February and April 2016. The analyses show the foreign language knowledge and other competence needs of Hungarian employees based on the hiring requirements.

The third part presents the results of the research studies carried out by different Hungarian scholars at Hungarian workplaces finding out the foreign language usage of the employees. András (1999) carried out his study at Dunaferri company, near the capital city of Hungary. His research showed that 61 percent of the Hungarian workers used German as the language of communication and 39 percent of them communicated in English with their foreign colleagues. Bajzát (2010) conducted her research among engineers working in north-east Hungary at 6 multinational companies. Her study presented that 86 percent of the engineers work together with foreign colleagues of 26 different mother tongues, and for 94 percent of the engineers the language of communication is English and only 6 percent of them used German with their foreign colleagues. Konczos-Szombathelyi (2008) did her research among Hungarian managers working in Gy337;r, in the western part of Hungary. Her results showed that 54 percent of the managers communicated in English and 46 percent of them in German with their foreign colleagues.

Finally the results of the needs analyses are compared with the offered foreign language courses at Hungarian tertiary level education, and on the basis of the findings suggestions are made on how to harmonize the results with the everyday work of teaching in order to design an appropriate curriculum and to give students a more marketable knowledge.

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Keywords: foreign language education, language requirements.

”Globalization from the bottom up” and increasing educational export: The Sámi language nests

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Educational policies of the East-European member states of the EU are controversial sites of social action influenced by European guidelines and key documents, their own national strategies as well as different historically and ideologically embedded practices. At the same time, globalisation, migration, dramatic change in ICT, learning and communication practices make contexts more common, hence member states have educational strategies with similar goals in many aspects. Realizing these aims, the mutual interoperability of already existing European good practices and the increase of educational export are of high priorities. By focusing on the philosophy and methods of the language nest model in general and of its elaboration in Finland, the main aim of this paper is to highlight which steps would be necessary to implement it as a good practice in Hungary. Sources of evidence came from our educational experience from Finland and research results from Hungary.

Language teaching in Hungary, regarding the teaching of minority and foreign languages and also general and digital literacy skills, is a problematic educational field (cf. OECD 2015, Bartha 2012). The Centre for Multilingualism (RIL HAS) adopts the policy that educational challenges around languages are not to be dealt separately and successful educational policies simultaneously affect minority and majority children. The language nest model, which comes from New Zealand and the Maori community, has become a fundamental pillar also in the revitalization of the Inari Sámi in Finland (Pasanen 2015). This presentation considers the language nests of the Sámi community as a bottom-up good practice, which has a use-centred language concept, deals with multilingualism as the norm case, and devotes a significant role to increasing linguistic awareness (cf. Dufva et al. 2011). In multicultural contexts language nests can also provide the possibility for majority children to capitalize from the multilingual learning environment.

After critically reviewing minority education policy and practice in Hungary authors present the principles of the language nest model on the basis of a fieldwork carried out in 2015 in a Sámi language nest of a Finnish kindergarten. Finally the authors highlight significant components of the Sámi language nest model as well as the Finnish language education policy in general and potential positive effects of their implementation in Hungary, too. By doing so the paper draws attention to the steps needed to increase educational export between Finland and Hungary.

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Keywords: language nest, bottom up, educational export.

MLE policy development and implementation: Lessons learned from Cambodia

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The purpose of this paper is to analyze the significance of Cambodian multilingual education (MLE) policy and practice in light of international efforts to implement L1-based education to improve access, quality, equity and achievement for speakers of non-dominant languages. From the perspective of MLE implementation in low-income countries, Cambodia's experience is highly significant because it has bridged the experimentation-implementation gap; because CARE has committed to long-term and sustainable collaboration with the Ministry of Education, Youth and Sports; and because community-based decision-making has empowered speakers of non-dominant languages to be involved in their own schools.

This paper uses cross-national qualitative analysis of data on MLE policy implementation in Bolivia, Ethiopia, Mozambique, South Africa and the Philippines to put into perspective the achievements and challenges of Cambodian MLE to date. A longitudinal perspective is taken on processes of moving from piloting to implementation, comparing the results of evaluations (Benson 2011; Wong & Benson 2015) with learner achievement data reported by Lee et al (2014). Evidence from evaluations allows some conclusions to be made about the effectiveness, soundness and sustainability of the approaches taken. Challenges are analyzed, including the limitations of an early-exit MLE approach and the difficulty of some partners to work within government structures. Based on lessons learned from the Cambodian model, a vision is suggested for the future of MLE in Cambodia and in similar multilingual low-income contexts.

Keywords: L1, Cambodia, multilingual education.

Language immersion as a bilingual education programme. Policy perspectives on Swedish immersion

Siv Björklund, Karita Mård-Miettinen

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In 1987, Swedish immersion was introduced in the bilingual city of Vaasa in Finland. The program was explicitly launched as a program promoting a minority language (Swedish) to majority language speakers (Finnish) in accordance with the original French one-way immersion model, developed in Canada during the mid-60s. During its 50 years of existence in Canada and almost 30 years in Finland, it is a timely issue to discuss how core principles of immersion education as well as language policies concerning immersion education in Finland has evolved over time with societal changes and new research insights.

In our presentation we will analyse both discussion in the public domain and research-based discussion on Swedish immersion with a documentary research method. We use three different text data to present how Swedish immersion has been viewed during its implementation in Finland. Sources of documents represent societal, educational and scientific discourse. The societal perspective is based upon analyses of articles published in the main Finnish and the main Swedish national newspaper during three time periods (1990-1993, 2000-2003, 2010-2013). An educational point of view is showcased by analysing how immersion education is addressed in three national core curriculum documents for basic education: the former curriculum confirmed in 1994, the present curriculum confirmed in 2004 and the new curriculum confirmed in 2014 and to be implemented from August 2016. The third perspective is focussed on past and present scientific discussions and debates regarding the position of immersion education within the field of bilingual education both on national and on international level, addressing both issues on program design and pedagogic principles.

Based upon the three-fold documentary analyses we will describe the developmental trajectory of Swedish immersion education in Finland. We seek also to identify societal and policy trends within immersion education and reflect upon how flexible and constant crucial immersion features need to be in the future to meet demands of the 2020s.

Keywords: bilingual education, society and policy, immersion education.

Trajectories of competencies and digital literacies: Report from projects with participatory design

Mona Blåsjö

Stockholm University, Sweden

Young people often have multi-competencies in languages, digital tools, different meaning making means etc. In their out-of-school activities they mix modalities such as video clips and different languages in digital tools such as Facebook and Tumblr. In school, there are also digital tools, but to what extent do they "allow" the same mixed meaning making?

The presentation reports from a project on digital writing, Writing to Learn in Digital Environments (WIDE, Project leader Ola Knutsson, Stockholm University). It addresses the issue: How can digital and other tools for teachers and students be designed in collaboration?

This collaboration may not only involve researchers, designers and teachers, but also students. More than explaining the method of participatory design (Knutsson et al. 2011), the presentation will include a specific but dynamic model for discussing and developing digital tools in relation to different knowledge domains and literacies (Knutsson et al. 2012, Blåsjö et al. 2014).

The model is based on Macken-Horarik's framework of knowledge domains (Macken-Horarik 1996, 2006), which can also conceptualize students trajectories from an everyday domain, to a school (or specialized) domain and eventually to a professional domain.

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Keywords: participatory design, academic writing, digital literacy.

Bilingual education policy in Norway: Discourse-analytical perspectives

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Aims:

In parallel with Norway's steadily growing immigrant population, the public policy on bilingual education has gone through substantial changes in the last few decades. Moving away from functional bilingualism as an expressed policy aim in the late 1990s, mother-tongue tuition and bilingual content-area instruction are in the current legislation operationalized as temporary supportive mechanisms aiding in a transition to Norwegian-only classes. The aim of the paper is to revisit these policy changes from a discourse-analytical perspective and explore how the multilingual child has been constructed in Norwegian language education policy texts over time and what significance the observed discursive changes may have within the socio-political context of a traditionally egalitarian Norwegian welfare state.

Research Design:

Drawing on Fairclough's critical discourse-analytical (CDA) framework (1992, 2003), the paper provides an in-depth analysis of two official policy reports, *Education in a Multicultural Norway* (Ministry of Education, Research and Church Affairs, 1995) and *Diversity and Competence: Multilingual Children, Youth and Adults in the Educational System* (Ministry of Education and Research, 2010). They represent the two most comprehensive policy texts on language minority students in the Norwegian educational system to date, providing a rich soil for tracing the discursive changes that may have occurred during the timespan they jointly cover.

Combining theoretical insights embedded in critical language policy research with CDA is adopted as an overarching approach. The key analytical concept is intertextuality (Fairclough, 1992), connecting the various discursive layers of Norway's language education policy processes, each replete with a multitude of voices with a stake in shaping the language educational reality of Norway's young multilinguals. Particular attention is thus paid towards multi-level discursive processes in policy formation.

Main Findings & Wider Significance:

The paper demonstrates that there is a substantial intertextual differential in how the two reports draw on the multiple voices they represent to either challenge or endorse the structural forces of powerful institutions, such as the state, reflecting also the wider social and discursive current of change sweeping through the traditionally egalitarian welfare states of Northern Europe.

Broadly speaking, the paper makes an empirical contribution to international research on language education and policy discourse in multilingual settings. More specifically, it also aids in understanding the challenges children of non-Norwegian ethnolinguistic background may encounter on the way to becoming multilingual in today's Norway.

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Keywords: bilingual education policy, intertextuality, discourse analysis.

A corpus linguistic approach to policy and the implications of Putonghua in job adverts in Hong Kong

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Following the transfer of sovereignty on July 1st 1997, much has been made of the promotion and proliferation of Putonghua (Mandarin) in Hong Kong. Since the enactment of the biliterate and trilingual policy, which proposes that Cantonese, English and Putonghua serve as the three languages of Hong Kong, a situation has arisen wherein Hong Kong's students are expected not only to develop competence in Chinese (spoken Cantonese and written Modern Standard Chinese) and English, but also in Putonghua. This has led to the creation of tensions between Cantonese and Putonghua, primarily in the domain of the Chinese Language Subject in which school students learn about their own language, formerly through the medium of Cantonese (the mother tongue), however increasingly through the medium of Putonghua. The rationale behind this change in MOI is an issue of great contention in Hong Kong, and one that is complicated further by the political ramifications of a change in MOI from Cantonese, the native language of the majority of the population of Hong Kong, to Putonghua, the official language of The People's Republic of China, of which Hong Kong is a Special Administrative Region.

The greatest claim made in support of the proliferation of Putonghua in Hong Kong is the increasing economic worth of Putonghua, not only in Asia, but as a global language. This paper therefore examines the policy responsible for the change in MOI policy for the Chinese Language Subject in Hong Kong, taking into consideration rhetoric published by the Hong Kong Legislative Council, and associated advisory bodies, and frames this rhetoric with an analysis of job advertisements in Hong Kong that make specific reference to Putonghua as a requirement for employment, and the level of competency in Putonghua required for the job listing. Should Putonghua, as is claimed, be of increasing economic value in Hong Kong, then it would serve to reason that job advertisements reflect this claim. Corpus linguistic methodologies are used to analyse several thousand job adverts in order to identify, if present, a discernible pattern with regards to Putonghua as a requirement for employment in various different industries in Hong Kong.

Much research has been done on the effects of language policy, from various different eras in Hong Kong. This study intends to examine not the scholastic effect on language policy, but rather the claims behind policymakers with regards to the economic worth of Putonghua in Hong Kong. It is undeniable that Putonghua has come to play a role of increasing importance in international trade and commerce, this study examines the economic worth of Putonghua in Hong Kong, 'on the ground', something that is critically missing from the current literature.

Keywords: Hong Kong, Putonghua, corpus linguistics.

Discussing sociolinguistic justice in multilingual settings

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In the literature of linguistic justice, the relevance of concrete sociolinguistic contexts is still underestimated. The aim of this paper is to outline a heuristic procedure to overcome this inadequacy by means of introducing into the analysis a number of sociolinguistic parameters that have been hitherto used for the interpretation of linguistic repertoires, mainly in minority contexts. In fact, the necessary holistic view – driven by the need of rendering justice to the speaker – should lead the researcher to consider the whole set of linguistic variety present in the repertoire of the communities at any level of use: transnational, supranational, national, regional or local.

The paper will show and justify the motivations of these parameters and the (social) rules that control their use by means of both qualitative and quantitative models of analysis. The proposal is derived from a set of research focused both on large quantitative surveys – carried out across Europe in the last few years – and on qualitative approaches like language biographies, focus groups and individual interviews eliciting attitudes and self-perception of the sociolinguistic landscape. Analysis of the data – either with statistical treatment or by means of folk linguistic procedures – allows us to identify a set of relevant information on language vitality and therefore on language justice, that should be taken into consideration in any possible intervention.

Keywords: multilingualism, linguistic justice.

Inclusive multilingualism in schools: Aligning policy, teacher education, and school-based practice

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”Inclusion” has become a guiding concept in many European policy discussions. Defined as the provision of equal educational opportunities in mainstream classrooms to all students regardless of background, gender, ability, etc., inclusion needs to be addressed at multiple levels within the education system. In this paper, we apply a macro-meso-micro analytical framework to the development of flexible and collaborative policy-making processes for moving towards inclusive multilingualism in mainstream schools. We will provide specific examples of what such approaches look like in practice.

At the macro (national) level of the school system, universal inclusion mandates are most useful when they are concrete and specific, setting clear standards to be met by local education authorities. At the meso level (i.e. regional and local education authorities), meaningful input from stakeholder groups, e.g. migrant communities and advocacy groups, is of prime importance. At the micro level of school-level policies and classroom instruction, research shows that development of teacher capacity is the most important factor influencing school outcomes, including the capacity for effective communication with students and families in multilingual and multicultural contexts.

Teacher education for inclusion, including inclusive multilingualism, is an area in need of particular attention. At the macro level, more inclusive, flexible and affirmative conceptions of language diversity in specific national contexts are needed in order to provide a rationale for expanding teacher knowledge and capacity in this area; older monolingual models are no longer appropriate. At the meso level, the post-secondary institutions involved in teacher education need to develop more collaborative and inclusive approaches to the design and delivery of such programs; this entails significant institutional challenges. At the micro level, there needs to be clear prioritizing of the kinds of knowledge and skills that are most directly beneficial to teachers and students in settings of linguistic diversity.

Keywords: inclusion, mobility, multilingualism.

Mother tongue education in the P'urhepecha context: Collaboration in contested spaces

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Three layers of inconformity are highlighted in relation to language and education policies in Mexico: national policies that promote the teaching of indigenous languages in education, the policies of two specific schools that take the national provisions to another level in implementing full-scale mother-tongue education, and the choices of specific teachers in reformulating school policies within their classrooms.

The Native American populations of Mexico have faced generations of discrimination, like indigenous minorities throughout the world. The exclusive or predominant use of Spanish as language of instruction has most often excluded or subordinated the indigenous languages, resulting in low educational achievement in indigenous schools. The establishment of Intercultural Bilingual Education in recent decades came as a result of indigenous rights movements but has been disappointing in implementation.

The P'urhepecha language remains strong in the villages of San Isidro and neighboring Uringuitiro, with students entering primary school as monolingual P'urhepecha speakers. In this context, P'urhepecha educators from two government primary schools have teamed together with external experts and researchers to develop an experimental bilingual education program that emphasizes instruction through the medium of the P'urhepecha language throughout the six primary school years. Spanish is introduced orally in the first two years, with Spanish literacy taught more explicitly in grades three through six.

At the classroom level in these unique bilingual schools, teachers make decisions about language use among their students, a minority of whom are Spanish-dominant. The teachers sometimes disagree on the most effective implementation of school-level and national-level language and education policies, including the appropriate use of P'urhepecha and Spanish in the classroom, reflecting tensions among monolingual and multilingual ideologies. Although these multiple layers of policies and practices are in tension, opportunities for discussion and planning among teachers at the school level provide spaces for critical analysis and collaboration.

Keywords: language policy, indigenous education, language ideology.

International students and local language teaching in Finnish higher education institutions

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According to the Sipilä Government Programme (2015: 41), international students who have finished their studies in Finland will be encouraged to stay and work in Finland. The evaluation of international degree programmes (IDP's) by Välimaa et al. (2013) maintains, however, that insufficient knowledge of Finnish is reported as one of the major reasons why international students have difficulties in entering Finnish labour market. While Välimaa et al. point out that language skills are not the only obstacle, it seems that language skills do have a role in the process. 43 percent of the IDPs in universities and 81 per cent of the IDPs in UASs require obligatory Finnish language courses. (Välimaa et al 2013: 42, 44, 91.) While universities and universities of applied sciences (UAS) offer both compulsory and optional Finnish and Swedish language courses for international students, tight curriculums do not necessarily allow the students to choose more language courses.

According to Garam's (2004: 5, 7) already dated study, the field of local language teaching for international students is heterogeneous, but an update is needed to describe and analyse the current situation and emerging problematics of teaching of Finnish and Swedish for international students. Is the teaching of local languages considered important by Finnish higher education institutions (HEIs) and why? What are the areas that need improvement according to HEIs?

This presentation is part of larger study conducted at the Centre for Applied Language Studies, University of Jyväskylä and commissioned by the Ministry of Education and Culture. Our data consists of documentation (statistics, degree descriptions and strategy documents) from universities and UASs, a survey sent to Language Centres and International Offices of all Finnish HEIs (N=82) in spring 2016; and interviews and additional material in selected case institutions (N = 10). The survey data is analysed statistically; open ended answers and other textual data will be analysed with content analysis and discourse analysis.

This presentation examines the teaching of Finnish or Swedish (dubbed "national languages" in the Finnish Constitution) in Finnish higher education institutions (HEIs). We first analysed the supply of Finnish and Swedish for international students at Bachelor, Master and Doctoral levels. What is the volume of course offer? What kinds of courses are offered? Second, we examined the degree requirements regarding Finnish or Swedish for international students. How much do students in IDPs study local languages? Do IDPs differ in their offer of Finnish and Swedish? In addition to the questions posed above, this study helps us problematize the construction of "national" through internationalization policies: how is the need for teaching of national languages construed when analysed in the context of internationalisation.

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Degree Programmes in Finland. Tampere: FINHEEC

Keywords: international student, local languages.

Challenges in developing in-service teacher education

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The main purpose of our presentation is to discuss what kinds of challenges are involved in developing in-service teacher education. As our starting point we have the fact that pre-service teacher education in Finland is well-organized and has a high quality, whereas in-service teacher education can be seen as less organized (Heikkinen et al. 2015) and more difficult for teachers to access.

In our presentation we reflect on challenges we have encountered in two different but related in-service teacher education projects. Both projects (Innostavaa ruotsia & Ruotsia innostaen) have been meant for teachers of Swedish at comprehensive school, and the latter also for teachers at upper secondary school. The aims of the projects include: helping Swedish teachers to develop their own teaching, to make better use of their own resources at work, and to increase collegial co-operation. The projects have many factors in common, e.g., to make teaching Swedish motivating, enjoyable and more collective.

Both our projects have been planned with the following four factors in mind: (1) Teaching Swedish as a B1-language will start on grade 6 at the latest (OKM), (2) Results in B1-Swedish at the end of comprehensive school are not very good, especially concerning language production (Tuokko 2009, 46), (3) In international comparison, Finnish pupils do not like going to school as much as pupils in many other countries (Kämppi et al., 2012, 27). They see learning Swedish as difficult and do not really like the lessons (Tuokko 2009, 33), and (4) Teachers in Finland work mostly alone (TALIS 2013).

As our material we use e.g., feedback from the course participants (about 170 so far, 200 at the end of this spring), (digital) presentations by the participants, discussions during the courses, and various analyses made by the planning group. This material is analyzed using a method called exploratory practice (Allwright 2003; Allwright & Bailey 1991).

Our preliminary results are as follows: (1) developing teacher co-operation is more difficult than expected, (2) teachers find it more natural to be taught than to act as active constructors of knowledge, (3) teachers comment on the difficulty of combining their everyday work and in-service education, and (4) language teachers are a heterogeneous group, especially concerning their skills in using new technologies in teaching.

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Keywords: exploratory practice, in-service teacher education.

The road to English is paved in Finnish: An analysis of Finnish EFL textbooks

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It has been a long tradition in Finland to use locally published textbooks in primary EFL education. The books have been designed by focusing on the needs of linguistically homogenous groups of students, i.e. native speakers of Finnish. However, the growing number of immigrant children being integrated into the Finnish educational system raises the question to what extent the textbooks can meet the needs of linguistically and culturally more heterogeneous groups of language learners.

The study investigates the role of L1 as the instructive metalanguage of the textbook series that are in use in the 4th and 5th grades of Finnish primary schools. The use of the mother tongue in the EFL books has the benefits of facilitating independent learning, raising language learning awareness by creating a link between L1 and L2, mitigating language anxiety, and providing opportunities for code-switching (Cook 2001, López-Barrios and de Debat 2014). The present research examines the pragmatic and educational role of the Finnish language in the textbooks by exploring its metalinguistic and contextual functions. One of the aims is to identify the functions where the integration of the Finnish language might cause problems in the comprehension and completion of the tasks for non-native students. The other aim is to propose some changes that could make the textbooks better suit the needs of immigrant children who are learning English as a foreign language in Finnish schools. The underlying assumption is that the high proportion of translation exercises and the exclusive use of the Finnish language in the instructions might position Finnish as a gatekeeper language and thus hinder the language acquisition process of non-native students. The shift from an L1-dominant instructive metalanguage to a more L2-based approach can have its advantages for Finnish students as well.

The textbook analysis will be supplemented by interviews made with practicing teachers of English and one of the textbook editors.

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Keywords: EFL, immigrant students, textbook analysis.

A framework for investigating informal and non-formal language acquisition in migration contexts

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The 'Education' work package of the MIME project has conducted four field research activities in different parts of Europe and with a selection of different interviewees. These case studies have been specifically chosen according to their different and almost 'polar' position in our typology, in order to represent and observe a wider range of settings. The set of parameters – or 'dimensions' – constituting our methodology represents our common framework for field research. The dimensions considered are: (A) age and cause of mobility; (B) direction of mobility (within EU or from outside); (C) linguistic repertoire of informants at the beginning of the mobility process as well as (D) linguistic repertoire of the hosting area; and finally (E) a set of variables strictly connected to language learning, such as language attitudes, educational background and language learning activities already undertaken after arrival in the hosting area. An additional dimension represents the outcomes of the examined process, resulting from the combination of the observed variables. This framework are shared by all case studies, which however have peculiar and personalised approaches to data collection due to the specificity of the different examined contexts and the overall qualitative approach to this field of research. The data collection has used two principal tools: linguistic autobiographies and focus groups. Aim of the data collection through these tools is to elicit strategies in managing linguistic diversity by the informants and to understand the language needs of the informants and their perception of linguistic landscape of the hosting area. Particular attention will be given to the languages used for conducting interviews, in order not to interfere with the elicited data. Sociolinguistics

Keywords: Sociolinguistics, Multilingualism.

Migrant stay-at-home parents –English as a resource for access to key information?

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Moving to a new country is always a challenge. Finding a place to live, getting around, finding meaningful things to do and people to socialize with and "learning the ropes". One of the greatest challenges is often learning a totally new language. Therefore, being able to speak English can be of great value to newcomers when they haven't yet learned the national language of the host country. With increasing mobility, the importance of using English as a resource when migrating into a new society, has become more relevant than ever. Moreover, people of the globalizing world consider learning English "a way out" to a better life. If an individual is able to use English as a means of communication, their possibilities in life far exceed those of an individual who does not have this opportunity (Blommaert 2010, 46).

The objective of this study, which is a part of my PhD thesis, is to find out how being able to use multiple languages, specifically English, will aid migrant stay-at-home parents in the integration process into the host society, e.g. social life and dealing with different service providers. The data consists of ethnographic interviews, observations and online discussions of 10 stay-at-home parents of migrant origin who did not speak the language of the host country when they arrived. Their origins vary but what they have in common is the ability to use English as a means of communication. By using English, they have been able to discuss their children's development at family clinics, make new friends at public parks and find out about city events. This does suggest that the knowledge of English is a resource for access to key information. Without the ability to use English, these people would be excluded from many spheres of life.

Previous research suggests that being able to use English has made it easier for foreign degree students to adapt to Finnish society (Nguyen Thi Thanh 2015). Further, migrant entrepreneurs feel that they would not have been able to manage their businesses without any knowledge of English (Saarinen 2014). Actually, some migrant communities may even prefer and value the use of English over the national language(s) (Haque 2011). Quite obviously, access for example to health services depends on migrants' ability to communicate with the medical staff (Moyer 2010).

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Keywords: English, integration, migrant.

Two languages side by side? Language practices inside the Swedish-Finnish bilingual schoolscape

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Finland is officially a bilingual country, with two separate educational systems for Finnish or Swedish. Speakers of Finnish and Swedish have their own schools, including school buildings, sometimes situated far from each other. In recent years there have been cases where the smaller, either Finnish or Swedish speaking school has had to move out from its old building into the same building with the larger school with a different language of instruction and pedagogical culture, while both schools continue using their own language of instruction and administration (e.g. Helakorpi et al 2013). However, through the inclusion of the other school the entire schoolscape (Szabó 2015) has undergone a radical change, raising new opportunities for learning and using the other language.

In this study, we report findings from a longitudinal case study from Jakobstad / Pietarsaari, which is a small bilingual town with a Swedish-speaking majority and separate educational systems for both languages. The town has two upper secondary schools, one for Finnish speakers (Pietarsaaren lukio) and the other for Swedish speakers (Jakobstad Gymnasium), both established in 1927. The Swedish speaking school has operated in the same building since its establishment while the Finnish speaking school has operated in a number of different locations. In the fall of 2013, the smaller Finnish-speaking upper secondary school had to move under the same roof with the larger Swedish-speaking school, mainly for financial reasons.

Our data consist of the students' (N=111 in 2013) answers to a series of web-based and paper-and-pencil semi-structured surveys with a number of open-ended questions in years 2013-2015. In this study, our aim is to investigate what kind of expectations, feelings, and opportunities the Swedish and Finnish speaking students have for using and learning the other language inside the school (e.g. Martin-Jones 2007). The findings indicate that initially, although some of the students looked forward to the new situation, the speakers of the two languages were still separate from each other. Over the next three years, the situation has somewhat changed, as the students mix freely with each other, although the Finnish-speaking students make more use of new opportunities than the Swedish-speaking students to use the other language in a number of educational and informal contexts. In addition, the combined resources of both schools offer opportunities for students to take part in new activities or classes (e.g. fieldtrips, language classes).

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Keywords: bilingual schoolscape, bilingual education.

Translanguaging in indigenous classrooms in Suriname: an international human rights perspective

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The central question of the paper is whether international human rights law provides an effective tool for indigenous peoples to resist monolingual education policies in a post-colonial setting.

Suriname, which became independent from the Netherlands in 1975, has had a Dutch-only education policy for almost 150 years (De Kleine, 2002). In practice, there are over twenty spoken languages in Suriname and many of them have been and are used in the classrooms. Especially teachers who have the same cultural background as the community where they teach, tend to employ the linguistic repertoire of the pupils to help them through the curriculum, a practice referred to as translanguaging (Garcia 2009).

This paper takes a closer look at the linguistic and cultural revival activities of an indigenous community in Suriname. These activities started in 2009 and included a bilingual math education project (LePichon and Kambel 2016). The practices of the educators, parents and school administrators involved are placed in the current legal context. Two recently proposed pieces of national legislation (the Draft Primary Education Act from 2014 and the Draft Language Act from 2015) are contrasted with Suriname's international legal obligations to a) provide a quality education for indigenous children and b) protect indigenous languages and traditional knowledge. Relevant legal instruments in this respect are the International Convention on the Rights of the Child, the Biodiversity Convention, the American Convention on Human Rights and the United Nations Declaration on the Rights of Indigenous Peoples.

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Keywords: human rights, translanguaging, indigenous peoples.

Learners' L2 motivational profiles in the Finnish foreign language classroom

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The aim of this paper is to explore the L2 motivation of language learners in comprehensive schools in Finland. What kinds of L2 motivational profiles can be found among Finnish learners of different foreign languages? Moreover, are these profiles different for learners of compulsory vs. optional languages?

Policy documents consider motivation as a crucial factor in language learning (e.g. EU 2007), and the role of motivation is undoubtedly central relative to learning outcomes (Harinen et al. 2015). The motivation to learn foreign languages has been studied widely since the 1950s (see Dörnyei & Ushioda 2011), but only a few studies have concentrated on L2 motivational types/profiles. So far studies have been carried out in the Hungarian (Csizér & Dörnyei 2005) and Iranian (Papi & Teimouri 2014) context, but not at all in the Finnish setting.

In this study English was the target compulsory language, and the optional languages were French, German, Russian, and Spanish. The data consisting of altogether 1 206 answers from ninth-graders from a total of 33 schools were gathered with a large-scale e-questionnaire. The questionnaire included 13 different motivational scales. The data have been analyzed statistically with the help of SPSS and Mplus, using latent profile analysis (LPA) as the main analysis method.

The results show that overall Finnish students seem to be quite motivated language learners, but they are clearly far more motivated to study the compulsory language, English, than the optional languages, especially German. Among the students five different kind of motivational profiles can be found: the most motivated, the average motivated with low anxiety, the average motivated, the least motivated, and students with high anxiety.

The results of the analysis and preliminary implications from the perspective of language education policies will be discussed in the presentation.

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Keywords: language education policies, language learning, L2 motivation.

Problem construction in the language policy of the University of Stellenbosch

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Drawing on the work of Carol Bacchi (1999, 2000, 2009) in the field of social policy, this paper uses the 'What's the Problem Represented to be?' (WPR) approach as a mode of critical engagement in the language policy analysis. Building on the conceptualization of policy as discourse, where policy problems are actively produced by policy makers, the paper examines the ways in which policy problems are constructed in the discursive processes of policy making of one of the South African universities. The study uses language policies and plans, codes of conduct and documentation of the policy revision process of the University of Stellenbosch as 'practical texts' that serve as an entry point for the analysis. The term 'practical' refers here to Foucault's understanding of texts as "themselves objects of a "practice" in that they were designed to be read, learned, reflected upon, and tested out, and they were intended to constitute the eventual framework of everyday conduct" (Foucault 1986, quoted in Bacchi 2009: 34).

The paper is a part of an ongoing doctoral research that aims to investigate metalinguistic discourses of language policy and planning in higher education. Putting policy problems into question is the first step to critical scrutiny of the underlying 'conceptual logics' on which the policy arguments rely upon, and consideration of material effects that particular problem constructions have. It is argued, therefore, that approaching language policy analysis from this perspective might contribute to answering the question why the progressive change through policy making is so difficult.

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Keywords: policy problem construction, policy as discourse, language policy.

Pluriliteracies model and the Finnish National Core Curriculum for basic education

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Language awareness and principles of language education have been in the focus of discussion and attention in Finnish education as well as in Europe. Bringing language to the fore has brought about new models, methods and ways of thinking, one of which is the Pluriliteracies Approach to Teaching and Learning model (PTL) developed by the Graz Group in CLIL and Literacy project at the European Centre for Modern Languages (ECML).

Language is an integral part of teaching in CLIL education not only in the language subjects but also in content subjects. PTL model aims at developing the students' linguistic and communicative competence as well as conceptual competence and, hence, enabling deep learning. The model takes into consideration not only what the student learns but also how he or she is able to demonstrate that knowledge and the language that he or she uses.

The paper compares the core ideas of the PTL model and the new Finnish National Core Curriculum for basic education. Learning conception, learning assessment, language awareness and the importance of literacies are shared by the two. PTL model is not something entirely new nor does it unnecessarily add to the workload of Finnish teachers but as both PTL model and Finnish national curriculum stem from the European framework of emphasizing language awareness, they share similar core ideas.

Pluriliteracy, the key term in the model means basically the ability to interpret and produce texts (multiliteracy) in more than one language. Therefore the model and its background is very much related to CLIL education. Nonetheless, its significance in relation to the Finnish new National Core Curriculum guarantees that the model may be adapted and its principles implemented in Finnish-medium teaching, too.

Language awareness is a key term in the Finnish Core Curriculum and it is emphasized in very many different contexts. It is also the underlying principle in the PTL model and the conception of bringing language to the fore in all subjects.

Learner-centred learning conception is the basis of all education in Finnish core curriculum and PTL. It highlights the role of the learner rather than the contents as the departure point of teaching.

Assessing process is considered to produce better learning results in the Finnish National Core Curriculum and PTL approach. Encouragement during the learning process instead of solely focusing on the outcome are considered essential and to lead to improved learning.

Discipline-specific language is the key idea behind the PTL model. It is based on the view that each discipline and, consequently, school subject have their own language and symbol system. Similarly, Finnish curriculum considers each teacher to be a language teacher, i.e. to teach their subject's language.

Multiliteracy is an all-encompassing term in the Finnish curriculum as a skill required in 21st century learning with a new conception of 'text'. Pluriliteracy means multiliteracy in several languages and is therefore a salient concept of the PTL model.

Keywords: pluriliteracy, language awareness, CLIL.

Troubling concepts of language and epistemic justice in multilingual classrooms

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This paper suggests that complex new forms of linguistic and social diversity can lead to a critical rethinking of the nature of multilingualism and language policy in schools. It draws on linguistic ethnographies of two multilingual classrooms in Cape Town, South Africa: observational, interview, and interactional data illuminate how 10-13 year old speakers of English as an additional language are consistently misrecognised in their capacities as both subjects of and givers of knowledge. However, data also show these learners using their meta-awareness of their own and others' linguistic repertoires to forge new forms of conviviality out of everyday frictions, to disrupt historicised language/'race'/ethnicity relations, and to negotiate epistemic authority. The paper thus points to invisibilised processes of cultural and educational production which could lay the basis for valorising knowledges and creating new conditions of epistemic justice.

Keywords: epistemic justice, linguistic ethnography.

Co-designed: Learning professional language at medicine ward

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Professional situations are linguistically demanding especially for nurses whose working language is a second language for them (Hearden 2008, O'Neill 2011). To ensure patient safety and good quality of health care, it is essential that the language skills of all nurses and doctors are adequate in all professional situations.

As a response to this challenge, The Hospital District of Helsinki and Uusimaa HUS and Finnish language studies at the University of Helsinki have designed and started a research project (LangCare) to study the professional language of nursing in 2015. The aim of the study is to develop a) a model for the ward to support second language speaking nurses to learn professional language at work (i. e. non-formal language learning, Eaton 2010) and b) produce evidence and data based material for nursing educators to teach professional language-in-use. In order to develop a useful model, it is essential that authentic everyday interaction will be recorded and analysed at a very detailed level.

The data of the research will be compiled from three sources.

1) Various authentic nursing situations at the internal medicine ward will be video recorded. The situations consist of interaction with patients and colleagues, incl. other nurses, doctors and other staff. In addition, the linguistic landscape of the ward will be recorded by taking photos and videos of the environment.

2) The written material consists of anonymous patient records of the internal medicine ward from the year 2014. The total amount of the records is 100.

3) The ward staff will be interviewed about their views on interaction at the ward and especially about the nursing situations which depend on the fluent interaction between the staff members and/or between nurse and patient.

Different methods are used with respect to different data sources. Authentic interactional situations will be analysed by using the method of conversation analysis, whereas patient records are analysed within the framework of linguistic text analysis and construction grammar. In general, language learning is seen from an ecological perspective (see e. g. van Lier 2004) as approximation of resources that can be accomplished by active participation.

The research project will shed light on the professional language of nursing and the professional interaction in health care in Finland. The results of the research can be used in professional language teaching for first and second language-speaking nurse students. The results will open a possibility to reflect the nursing profession from the point of view of interaction.

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Keywords: Professional language, non-formal language learning, Nursing.

Twenty years of non-dominant language use in Cambodian education

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Cambodia is among the most linguistically homogeneous nations in Asia. The Khmer make up around 90 percent of the total population, but still more than 25 languages are spoken in the country. Due to a traumatic process of post-conflict recovery after the civil war and genocide, Cambodia has faced tremendous challenges in socio-economic development in recent decades. In light of this background it is surprising to see Cambodia as a leading Asian nation in providing first language (L1)-based education to its ethnolinguistic minority populations. L1-based bilingual programs in non-formal education have been functioning in Cambodia's eastern provinces since the mid-1990s, whereas bilingual programs in formal schools began in 2002. In addition, Cambodia has successively adopted various policies supporting education in minority areas, most recently the 2015 Multilingual Education National Action Plan. These policies provide an increasingly supportive environment for the use of non-dominant languages (NDL) in education.

This paper attempts to: 1) document education policy developments in Cambodia from 1995–2015, 2) analyze the reasons for the country's progress towards pluralistic language-in-education policies, and 3) discuss policy implementation. The paper argues that the following determinants have contributed to policy formation and successful practice: 1) long-term commitment of external actors to advocacy for and corpus planning of NDLs, 2) fruitful partnerships between local communities, government agencies, and external actors, 3) the existence of "benevolent" Cambodian leaders, 4) strong NDL community participation, 5) sustainable transfer of responsibility, and 6) a relatively small minority population. Current challenges are also discussed, including: 1) ethnolinguistic classification, 2) political sensitivities, 3) lack of technical resources, and 4) limited understanding of the role of the L1 in learning.

The paper is based on the author's long-term research on language-in- education policies and bilingual/multilingual education in Cambodia, as well as technical consulting in Cambodia. The data sources include published research and unpublished reports on language and education issues in Cambodia. The written sources are complemented with key informant interviews and the author's personal observations and notes since 2002. The main mode of inquiry is a historical comparative analysis of language policy developments as well as the comparison of Cambodian developments with other countries in the region.

This paper is significant to other researchers and practitioners because it documents and analyses an apparently successful national endeavour in improving access to quality education on the part of previously marginalized populations. Beyond the academic interest of scholars on language policy and education, a narrative on Cambodia may help other nations (and actors supporting the governments of those nations) struggling to provide relevant education for their multilingual populations.

Keywords: multilingual education, language policy, non-dominant language.

New patterns of migration, new needs

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In 2004, the Netherlands abrogated the support for the education of migrant minorities in their mother tongues (termination funding in minority languages, 2004). However, the recent burst of newly arrived migrant children in the Dutch schools is starting to show the limitations of a main focus on stimulating Dutch as a second language. In this presentation, strategies, including the use of the pupils's own languages, are discussed. These initiatives, often based on the intuition of a single teacher, all have in common a better use of the knowledge that the pupils bring with them. Teachers develop more or less conscious strategies in an attempt to pay more attention on the individual pupil's skills rather than on the average group level. This approach is a reflection of the recent theoretical orientation in educational studies related to multilingualism that focuses "on the discursive constructions of language learning in teaching" (Moore & Gajo, 2009: 141). These novel approaches that strive to take into account the changing patterns of migration will be discussed. Both the burgeoning use of own-language-strategies as well as a better apprehension of the importance of individual migration histories are starting to raise discussion at political level.

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Keywords: language teaching, language learning strategies, individual migration histories.

Obstacles to the realization of bilingual education policy: a case study of a lower secondary school

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The purpose of this paper is to present some of the main findings of my thesis (Lundberg, 2015) that concern the policy formulation and implementation of bilingual education in a multi-ethnic lower secondary school in an urban suburb in Gothenburg, Sweden. This school was strategically chosen for its pedagogical approach towards social and linguistic diversity. Part of the results have already been published previously (Möller, 2010; Sernhede, 2011). In my thesis I expand upon the formulation of a bilingual and bicultural education program in the formulation arena and some of the obstacles to bilingual education within the realization arena as it is enacted and conveyed by the school leadership and teachers. Data was derived from interviews and participant observations between 2006 and 2009. The results show that in the formulation arena the policy was in favor of active bilingualism (a holistic and comprehensive approach throughout the curriculum), strong support for mother tongue education, and creating in students a bicultural identity. However, in the realization arena, the bilingual education program was reduced to the employment of bilingual teachers who provided mother tongue tuition. Support for the bicultural and multilingual development of students' language and culture was never fully incorporated into the ordinary teaching and instruction. This was due in part to the following three observations: 1) teacher resistance to poly-lingual education, 2) insufficient study support for mother tongue tuition, and 3) a monolingual norm.

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Keywords: formulation and realization arena, Bilingual education, policy.

Policing language for knowledge work: The commodification of interaction in personnel training

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Centrality of language and communication can be seen as one of the distinguishing features of contemporary working life. This is particularly the case for knowledge and specialist work where the 'languagezation of work' has been considered especially prominent (Williams, 2010). In organizations, this is manifested as an upsurge of personnel training that aims at enhancing networking, shared expertise and innovativeness within the organization through various forms of interaction. Typically, such training is directed at the managerial level and purchased from a professional consulting business. In this way, it is also a forum where the language policy of the organization is actively negotiated and constructed between the members of the organization and the ones providing the training.

In this presentation, we will examine how language and language-related knowhow are mobilized in these kinds of training contexts. More specifically, by using a discourse analytical approach, we will focus on the way interaction is commodified in personnel training for manager-level employees of knowledge intensive organizations, and how the training is therefore tailored to their needs. The data comprises course advertisements from Finnish web portals where training companies offer training programs to potential client organizations and from actual face-to-face events where personnel training takes place. The presentation aims at demonstrating how interaction is conceptualized in the written and spoken material, and in particular, constructed as a sellable entity that will profit the organization – if managed in the right way.

Prior research has shown that in personnel training addressed to customer service personnel, the training typically aims at unifying the ways in which service personnel interact with the customer (Cameron, 2000; see also Heller & Duchêne, 2012). In the knowledge work context, the mechanisms of commodification seem somewhat different. Besides conceptualizing interaction as a standardizable entity, the training promises to enhance the employees' ability to join in a 'genuine dialogue' with their interlocutors, as well as the organizations' ability to utilize the 'shareability' made possible by such encounters. In the presentation, we will delineate the interdiscursive nature of these commodification practices and discuss how they are intertwined with the problematics of joint knowledge construction. In particular, we will reflect how the different discourses and language ideologies (cf. e.g. Johnson, 2011) visible in the course advertisements are also activated in the training activity and the policy formation occurring at the intersection of two institutions, the knowledge work organization and the training company.

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Keywords: commodification of interaction, knowledge work, personnel training.

Towards a multilingual approach in measuring trilingual writing

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The aim of this paper is to explore the relationships between holistic measures, accuracy and complexity measures in essays written in three languages. Looking at three languages (Basque, Spanish and English) provides the possibility of exploring if the relationships between measures identified in previous work apply to languages other than English. In this way, it takes as its point of departure the analysis of the relationships between holistic and accuracy measures reported by Polio & Shea (2014) and the relationship between holistic and complexity measures reported by Bulté & Housen (2014).

Participants were 50 bilingual secondary school students who had Spanish as a home language and attended a school with Basque as the language of instruction for most subjects. They all studied English as a third language. They all wrote three essays, one in each language. The essays were evaluated holistically using the revised rubric proposed by Polio (Connor-Linton & Polio, 2014) in order to obtain language use, vocabulary and overall writing quality scores. The accuracy and syntactic complexity of the essays was also measured. Following Polio & Shea (2014) the accuracy measures used to assess the essays include error free T units/T unit, error-free clauses/clauses, errors/word and lexical errors among others. Measures of complexity such as mean length of sentence, mean length of T-unit and simple and complex sentence ratios were also used as in Bulté & Housen (2014).

The results of the correlation analyses show different patterns of relationships among the measures. The results highlight the need to combine different measures in assessment and reveal the difficulties of using some accuracy and complexity measures with languages with a different structure. The fact that the grammar of one of the languages, Basque, has special characteristics for being ergative, adds interesting information to the relationship between different measures of assessing writing skills and a discussion for future assessment in multilingual writing is proposed. A "Focus on Multilingualism" that looks at the whole linguistic repertoire and the relationships between the languages when measuring trilingual writing would focus on the multilingual writer rather than each of the specific languages gaining new insights about the way languages are learned and used when writing.

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Keywords: assessment measures, trilingual writing.

Difficulties in speaking English and perceptions of accents

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In the increasingly international world the status of English as a lingua franca calls for efficient English language skills all over the world. However, despite the extensive English education in schools, a large number of learners experience difficulties in speaking English (e.g. Leppänen et al., 2009; Moyer, 2004). This paper discusses the main reasons for difficulties experienced in the oral production of English by EFL learners from different cultural and educational backgrounds, and possible implications on language policy design.

Based on the interviews of Finnish and Japanese adult learners of English in my research, it can be concluded that many language learners experience considerable difficulty in English oral production, and are highly critical of their spoken English and English accent. Most important affective factors behind these difficulties are input and instruction, and social factors. Firstly, the amount of English input learners attain through media will affect their perceptions on English and their oral production. In the case of instruction, a method emphasizing correctness, passive skills and grammar instead of functionality is likely to create a lack of self-confidence in oral production and a fear of errors, affecting learners' readiness to use English.

Finally, another significant affective factor are social factors, i.e. the informants' beliefs about the English language and its use, conditioned by prevalent cultural language ideology involving English. In the ELF context the status of English and the ideology of standard language and accent have been studied increasingly because of their effects on English learning and use (Garrett, 2010; Jenkins, 2007; Moyer, 2004). These phenomena are essential in explaining difficulties in English oral production, for instance how a learner's identity as a user of English evolves, and beliefs about how English should be used and who can claim ownership of the language.

These results advocate for new approaches to oral skills education, with more emphasis on functionality, communicative skills, and cultural education, e.g. examining different English language varieties and accents. Discussion on this topic is essential for the development of English education and use in international contexts.

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Keywords: English education, Oral production, English as a lingua franca.

Teacher agency in the Finnish CLIL context

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For 2016, the Finnish national curriculum has recognized the importance of language innovation and integration in education and maintains that every teacher is a language teacher. Content and Language Integrated Learning (CLIL) is not a new trend in teaching, yet it is one that has become considerably popular recently. CLIL is a teaching methodology that regards the acquisition of linguistic skills at the same time as content knowledge by integrating a foreign language (FL) into the teaching of a curricular subject. Although CLIL offers Finnish teachers an opportunity for classroom-based professional development, teachers have experienced significant challenge when integrating content with language learning. The purpose of this Ph.D. research is to support teacher development at pre-service and in-service levels by seeking better understanding of the professional, relational and pedagogical resources and constraints teachers encounter in content and foreign/English language integrated learning and teaching. Teacher agency is conceived as the product of the dynamic interrelationship among types of agency experienced at the sociocultural, relational and classroom level. CLIL teachers working at Finnish schools will be interviewed and thematic analysis will be used in data analysis. It is anticipated that this study will contribute to a more elaborate understanding of professional agency and how it is related to continuous learning at work. Consequently, practical suggestions can be made to inform and develop teacher education and CLIL teaching practices at the level of the classroom, the school and the wider community. The aim of the poster is to present a more elaborate understanding of professional agency as well as present aspects that may enable or obstruct learning at work, particularly in light of the grass-roots approach teachers have taken to implementing CLIL in Finnish schools.

Keywords: teacher agency, resources and constraints, Content and Language Integrated Learning (CLIL).

Teachers' role in language policy formulating process in secondary level, Assam

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This study aims to explore the relationship between the English language policies in regional language/vernacular medium secondary schools of Assam and the language proficiency acquired by the recipients in the target language. As part of a larger research project, this study is conducted at twenty regional language/vernacular medium secondary schools of Dibrugarh district of upper Assam and twenty eight teacher responses is received. The study is based on primary data collected from the teachers teaching English in standard IX and X. Questionnaires and interview schedules are the tools for collecting data from the teacher respondents and their opinions and suggestions regarding the present syllabus and curriculum for teaching-learning of English are the content of analysis and discussion of this qualitative study.

Extended Learning Activities (ELA) in curriculum are the views and suggestions of the teachers for filling the gap of language proficiency of their students. ELA includes learning through role play, group discussion, English society activities, speaking workshop, experience sharing, debating workshop, writing workshop, phonics workshop, self-learning programme and remedial classes. Transitional bilingual medium of instruction is another suggested outcome of the study. "Learning English" and "learning in English" are two objectives proposed by the teachers.

This study on English language policy tries to fill the gap of English language policy formulation and implementation and language proficiency acquired by the students in secondary level of education. Hence, thereby allows for an effective curriculum as it is important that there should be an appropriate term and link between the policy makers and the beneficiaries of these policies for an effective result and outcome.

Keywords: language policy, ELA, curriculum.

Adult second language teaching – Restricting newcomers’ trajectories through integration policy

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Politicians and media commentators across Europe constantly call for adult migrants to learn the dominant language(s) of their new country for active participation in society. Opportunities for them to do so, however, tend not to be in line with such calls, and across Europe demand for language education for migrants far outstrips supply. This paper asks why adult second language education is a low priority in education policy, even in relation to other areas of adult and tertiary education. Against a background of global neo-liberal economic policy and current movement of people into Europe, our focus is on two contrasting national contexts: Finland and the UK. These are countries with very different demographic profiles, migration histories, and political systems, yet they share striking commonalities regarding the status of adult migrant language education (Pöyhönen and Tarnanen 2015; Simpson 2015).

We begin with a report of a corpus-based examination of discourses of media and political debates around migration and integration in Finland and the UK since the turn of the century, and the language education and migration policy decisions that have emerged from these. Data include newspaper articles and editorials, political speeches, and policy documents and announcements.

We continue by asking how adult migrants’ learning trajectories are shaped through successive policies. With reference to survey, interview and ethnographic data, we describe and compare the socio-political contexts of adult migrant language education in both countries in terms of economic resources, the use of volunteers, teacher training, the content of classes and the spaces and places of learning.

Finally we draw upon examples of grassroots participatory and multilingual pedagogic practices taking place in state-funded and NGO-supported classes to demonstrate alternatives to current policy and practice.

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Keywords: adult second language teaching, migration.

Plagiarism defined? An analysis of university policy documents in four countries

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Plagiarism is typically defined as the appropriation of others' work without acknowledgement, though this definition minimises the complexity of text ownership, originality, and referencing conventions (Pecorari & Petri263;, 2014). Internationalised education systems in which English is the language of teaching and learning have highlighted the relationship between culture and plagiarism. As such, culture is often the scapegoat in incidences of plagiarism in second language writing, with little criticism of how plagiarism is defined and how students are taught about it. There is therefore a strong need to further research plagiarism in a context where academic writing frequently takes place in English as a second/foreign language (L2).

Building on previous analyses by Pecorari (2001) and Sutherland-Smith (2011), this study focuses on how plagiarism is defined in the policy documents of universities from four countries: Australia, Finland, Germany and China. A qualitative analysis of the data reveals that tertiary policies on plagiarism vary greatly in their scope, suggesting that policy reform alone would contribute greatly to the understanding and prevention of plagiarism in academic writing.

Additionally, this data has direct implications for the teaching and learning of English as an L2 in higher education, particularly in regard to plagiarism avoidance training in English academic writing curricula and teacher training and development. The goal of this study is to convey these findings and their implications to higher education educators, students, and policy makers with a view to achieving intercultural understanding.

Keywords: Higher Education Policy, Plagiarism, Internationalisation.

Co-developing student teachers and immigrant students' intercultural and linguistic understanding

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This study brings together a teacher education programme specialised in foreign language pedagogy and intercultural education with adult learners of Finnish as a second language as they together develop a workshop for children in a local primary school. The aim of this initiative is based on a Deweyan understanding of education and development where practical engagement with the world, that is other people as well as ways of understanding, is essential in the development of necessary skills (Biesta & Burbules, 2003; Moate & Ruohotie-Lyhty, 2014). Teacher education has recently emphasized future teachers' understanding and ability to work with diverse pupil groups and competence to deal with multicultural encounters (FNBE, 2014). Connections, however, between student teachers and local immigrant groups are rarely part of teacher education. This project seeks to offer student teachers this opportunity of significant encounters whilst also offering newcomers to Finland the chance to share something of themselves and their cultural heritage with others, that is Finnish children and adults. As part of the project, participants from both of these groups (student teachers and immigrant adults) codesign and implement a workshop for children.

The research questions in this study focuses on the participants' reflective accounts of this experience: What meanings do different groups ascribe to this experience, how do the participants make sense of this experience from their different starting points and how do they frame their encounter with the other? Furthermore, we are interested to see what role language plays in these encounters as many different languages are present in this community, although Finnish is the main language for communication. Through this we would like to know whether this kind of model could be applied more widely for advancing intercultural understanding in language policy – whether it is really possible to get 'two flies with one slap'.

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Keywords: Intercultural understanding, Finnish as a second language, Teacher education.

Multi-sited language policies and practices in a superdiverse NGO

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Recently, language has become a policy priority in Finland and has been established as a key factor in migrants' employment in various academic studies. The Finnish integration act (1386/2010) highlights the importance of the national languages, Finnish and Swedish, for migrants' working life. However, academic studies reveal that depending on the sector, different languages are perceived as important (e.g., Partanen, 2013; Pöyhönen et al., 2013; Virtanen, forthcoming). Virtanen's study indicates that Finnish is the main working language in healthcare sector, whereas the study conducted by Partanen in cleaning sector and Pöyhönen and her colleagues in IT sector show that languages other than Finnish are also used at work. Even though language practices have been extensively studied among migrants working in Finnish public and private sectors, relatively little research has been conducted on migrants working in the third sector, namely non-governmental organisations (NGOs), or their multilingual practices in the workplace.

This paper presents my doctoral research in progress, which explores language practices and policies in a superdiverse NGO based in Finland and focuses on multilingual migrant NGO practitioners, that is, workers, apprentices, trainees, interns and volunteers. Using linguistic ethnography (Copland & Creese, 2015) and multi-sited ethnography (Marcus 1995) approaches, I carried out ethnographic fieldwork for one year and collected multilingual data through participant observation, photographs, documents, artefacts, audio/video recordings and informal talks. In addition to the offline settings, I collected different kinds of texts through mailing lists, websites and Facebook groups or pages. After the fieldwork, I also conducted interviews with the migrant NGO practitioners and their supervisors. Theoretically, the analytical framework of the study draws from the traditions of narrative and discourse analysis.

The initial analysis shows that the migrant NGO practitioners use different languages in different sites of the NGO, and those languages are not only visible but also semi-visible and invisible. Finnish, the language of the host country, is mainly employed in internal or 'backstage' communication, whereas more than one language is used as a multilingual franca in external or 'frontstage' communication. Overall, the preliminary findings indicate that multi-sited language policies and practices exist in the NGO. The findings also illustrate that multilingual practices of migrant NGO practitioners play an important role in the workplace and promote their integration into Finnish working life.

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Keywords: migrant NGO practitioners, multilingual practices, workplace.

Experiences of EMI in Swedish schools: possibilities and constraints

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English-medium instruction (EMI) in Swedish schools occurs in a variety of forms. Traditionally taught in English language classes within language-based subject learning and teaching, English has found its way into content-based subject learning and teaching. This development runs parallel to English as a global language and English as an Academic language (Lundahl 2012). It can also be understood as a result of young people's increasing encounter with Extra-mural English (Sundqvist 2009, Sylven & Ohlander 2014).

In fact, in the 2011 curriculum for upper secondary school, the use of English in the content-based subjects is not only a recommendation, but also a requirement (Skolverket 2011). In addition, a multilingual perspective is encouraged in all learning and teaching contexts in the Swedish school (Hyltenstam & Lindberg 2012). The decision-making of how English is to be used, and to what extent, however, takes place at the local level: it is the individual school that decides what study programmes to offer ninth grade students applying for further schooling after compulsory study in comprehensive school. As a result, various forms of implementation of EMI have been developed in upper secondary schools in Sweden since the launch of the 1994 curriculum, which allowed for local study programmes, e.g. lines of study with a bilingual or multilingual approach (Sandberg forthcoming, Yoxsimer Paulsrud 2014).

In the present study, which takes place as a dialogue between researchers and practicing teachers, examples of possibilities and constraints with EMI in upper secondary school will be identified and discussed. The examples emerge from on-going research (Sandberg, forthcoming), as well as recent research in the field (Olsson 2016, Yoxsimer Paulsrud 2014, Edlund 2011, Lim Falk 2008).

Acknowledging multilingual competence as a resource for learning and as a motivational factor both among students and teachers, in this case with regard to EMI, this study draws on ecological linguistics and linguistic ethnography in its research design and analysis.

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Keywords: EMI, language ecology, teachers and students.

Tackling sustainability: first steps towards co-designing teacher professional development

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Portuguese migrant children have the right to attend Portuguese Language classes, which are organised and financed by the Portuguese government in the majority of the countries where there is a significant number of Portuguese immigrants. This type of teaching no longer aims at preparing children and youngsters in their mother language to enter the Portuguese educational system on their families' return. The task has become more complex and includes different and new challenges.

This study concerns the professional development (PD) of these teachers, as they are recruited among the teaching staff in Portugal and have little preparation for a task, which ranges from teaching Portuguese as mother language to second and heritage language, or even as foreign language.

Several studies show that transformative, innovative teaching practices and sustainable PD are not achieved just by attending workshops, seminars and specific designed courses, though these programs often include action research methodologies (Gonçalves, 2011; Vieira, Moreira & Peralta, 2014). Therefore, other designs for in service teacher education are required: on the one hand, designs which address teachers' concerns and needs, which are more flexible, enabling self directed PD processes, simultaneously empowering teachers and strengthening their professional knowledge; and on the other hand, designs which are more suitable to specific educative contexts which are more and more diverse and multicultural (García et al., 2010; Zhao, 2010).

To meet all these requirements we believe that there is both the need of leadership and of the committed, active and collaborative participation of teachers.

This paper looks at the particular case of Switzerland. It analyses the PD strategy under the leadership of the pedagogical coordinator, who followed a job embedded approach in trying a direct connection between teacher's work in the classroom and the PD teachers were provided (DiPaola & Hoy, 2014).

The study includes the analysis of the PD offers from 2014 to 2016 in different perspectives – contents, structure, preparation, implementation, evaluation and outcomes. The data (plans, evaluation questionnaires, teacher written reflections) were submitted to a content analysis. The results indicate that the chosen PD strategy started by gathering teachers' knowledge, followed by putting it into circulation among all the teachers, and subsequently tried to deepen it, shaping improvement with the active contribution of the teachers towards a joint planning of PD, which could be considered a step into co-designing teacher PD, towards its sustainability.

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Keywords: heritage language, teacher professional development, co-design.

Slovene language policy, space and agency – talking diversity in a language strategy

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In this presentation, I will report on my on-going study of Slovene language policy. My research investigates the trajectory of a Slovene language policy document from inception to (attempted) implementation. Its specific focus is on the role of different social spaces in constructing policy, both in terms of how spaces enable and constrain the agencies of various actors (see also Savski, forthcoming). At the macro-level, I draw on social field theory (e.g. Bourdieu, 1993) to investigate how actors engage with policy across different social fields, where the particular focus is on the negotiation that takes place when contrasting practices from different fields, such as politics and academia, come into contact. At the micro-level, on the other hand, I investigate in detail the specific windows in social practices that enable this negotiation, drawing on nexus analysis, a discourse-ethnographic approach to analysing social action and practices (Scollon, 2001).

This presentation will focus on how diversity and multilingualism were represented in the policy document and the various sites of engagement in which the document was discussed. Soon after a first version of the document was published, the text underwent a major revision, during which an initially positive attitude toward multilingualism was shifted closer to a conservative-nationalist language ideology. As I will demonstrate, this ideology also dominated media coverage of language policy during this time, being voiced by reporters as well as others appearing in the media, whereas alternative ideologies were marginalised, particularly those voiced by minority groups. Finally, I will show how a debate in the Slovene parliament finally allowed minority groups to give their opinions and propose concrete changes, though many were rejected due to lack of wider support. Throughout the presentation, I will draw on a detailed analysis of the document and of media reports, on observations of parliamentary sessions and analyses of transcripts, and on detailed qualitative interviews.

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Keywords: Language ideology, Policy analysis, Nexus analysis.

Co-designing language education policies in community schools: Transnational adoptive families

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While policies and practices that promote the development of minority languages have shown wide-ranging benefits for the groups involved as well as the larger society (García, Skutnabb-Kangas, & Torres-Guzmán, 2006; Hult & King, 2011), relatively few studies have specifically examined heritage-language learning by internationally adopted children (Fogle, 2012). Heritage language schools, which provide mother-tongue instruction for children of immigrants for few hours a week, are often ill-equipped to meet the needs of adoptees. Yet adoptive parents seek out these programs because little opportunity exists elsewhere for obtaining classroom instruction in the children's birth language. This study investigates the particular challenges that transnational adoptive families face in promoting children's birth language and their role in shaping language education policies in community schools.

In-depth individual interviews were conducted with 16 U.S. parents who have at least one adopted school-aged child (ages 5 to 18) attending a community school. All children were adopted before the age of 2 from either China (n=6) or Korea (n=11), and began attending community schools at different ages. The interviews explored the parents' and their children's motivations for learning the language, and their experiences in the community schools. The individual interviews lasted between 50 minutes and 2 hours and were audio-recorded and transcribed. The interview transcripts were reviewed, coded, and thematically analyzed following grounded theory protocol. The resulting categories were then related to the language ideologies and practices of the parents and interpreted through the conceptual lenses of family language policy and heritage language education.

The chief reasons for attending the community schools were: (1) to cultivate a positive racial identity and a sense of ethnic and cultural belonging in Asian and Asian-American social groups; and (2) to connect with the child's birth/foster families. However, at the community schools, the adoptees experienced difficulty in keeping up with class work alongside mother-tongue speakers who heard and spoke the language with family members at home. Other challenges included lack of organization and teacher development at the community schools, as well as rigid, drills-based lessons that stifle children's interest in learning the language. In the face of these difficulties, the adoptive parents negotiated practical aspects of language learning at the community schools (e.g. establishing separate classes for adoptees, adjusting teachers' expectations for language outcome, and educating teachers and school administrators about the adoption experience). The parents also created additional opportunities for language practice through heritage language-speaking extracurricular teachers and popular culture. This article discusses the value of these practices for co-designing policies that better serve the needs of diverse learners in community language schools.

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Keywords: heritage language education, community schools, transnational adoption.

Reading comprehension in the mathematics classroom

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The paper presents doctoral interdisciplinary research project that connects two distant domains – Czech language/first language and mathematics as school subjects. The topic of the project is mathematical word problems and reading comprehension skills as a prerequisite for their successful solution.

The nature of mathematical word problems – presentation of a mathematical problem through words – allows to look at the word problems not only from a mathematical point of view, but also from a linguistic point of view. The texts of mathematical word problems show common characteristics that make it difficult to read these texts. Mathematical texts are heterogeneous (words, numbers, letters, signs, symbols, graphs etc.), impersonal, abstract, information overload, short and condensed (Brennan & Dunlap, 1985; Drůke-Noe 2012; Molina 2010). Kotyra and Sivoová (1997) even refer to two completely different languages – colloquial speech and language of mathematics – whose translation from one to another is one of the most difficult part of solving word problems. Incorrect or careless reading and text incomprehension of the word problems are one of the basic difficulties in solving mathematical word problems, and often causes negative attitude of students toward them (Blaková, Matouková 2011).

Therefore it is important to pay more attention to the formulation of the text of word problems. The text should be consistent with the level of literacy of students whom it is intended. But it was found in several studies that mathematical word problems usually require a higher level of literacy (Brennan & Dunlap 1985; Prediger et al. 2013).

This problem inspired creation of a research project that will be presented in this paper (project started in January 2015 and its completion is planned for December 2017). The aim of the project is to identify the linguistic phenomena that make comprehension of mathematical word problems difficult and to propose and experimentally verify such linguistic tools that will enable the student to understand the text of word problems and increase the success rate of its solutions. The subject of the research is mathematical word problems used in international surveys TIMSS and PISA.

In this paper the author defines research topic, objectives and methods of this project and presents its first results. Author also demonstrates methods of developing reading comprehension skills in the mathematical classroom.

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Keywords: mathematic word problems, reading comprehension, linguistic analyse.

Co-designing educational spaces for languages: reproduction, correction and keeping order

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This paper investigates the co-designing of educational spaces, with an emphasis on how they are created, used, perceived and negotiated by school community members. We work with the notion of schoolscape (Brown 2012) which enables the study of connections between the semiotic characteristics of physical environments and interactional practices in them.

Previous schoolscape studies have been largely based on researcher's and teachers' perspectives (e.g. Dressler 2015). Our study involves other school community members as equal partners as well (e.g. Van der Aa & Blommaert 2011). That is, we investigate what expectations pupils and their parents articulate concerning the interior design of the school.

We build on fieldwork data from 8 schools in Hungary. Author 1 gathered this data with the ethnographic method 'tourist guide technique' (Szabó 2015) where school community members guide the researcher through the school premises and thus co-construct their accounts and narratives on the spaces. The guided walking tours are voice recorded, documented by photographs and some of them are also video recorded. The study also builds on video recordings of classroom interaction from the same fieldwork.

We discovered three recurrent activities manifested both in the schoolscape and the interactional practices: reproduction, correction and keeping order. In our interpretation, reproduction includes copying and following pre-set patterns in the creation of artwork, and it is also manifested in the panopticon arrangement of the classroom (see Scollon & Scollon 2004). Correction (e.g. Szabó 2012) refers to cases in which (1) students and the teacher negotiate what (not) to include in students' work to be displayed and (2) teachers overwrite students' work that is already on display. Keeping order covers the frequent display of regulatory signs for communication as well as school community members' articulated normative expectations concerning the design of schoolscales.

Our empirical case analyses highlight students' and parents' accounts and narratives co-constructed during the guided tours. Participants often reconstructed ideologies which take teacher-centered practices in classroom interaction and in schoolscape production and design for granted. However, in some cases, the research setting gave an opportunity for the participants to describe and demonstrate their alternative visions and argue for change in the co-explored school environment.

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Keywords: language education, schoolscape, ethnography.

Language education policies in Colombia: Towards an understanding of policy enactment

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According to Cifuentes & Valero (2016), "policies are not simply implemented, but rather unfold creative and challenging processes when appropriated in local settings" (p.2). Moreover, Hélot and O'Laoire (2011, p. xv) maintain that today language policy is increasingly being reconceptualised in the light of the recognition of the complexity of the elements involved, the "human interactions, negotiations and productions mediated by interrelationships in contested sites of competing ideologies, discourses and powers". In order to illustrate some of these interactions, negotiations and productions, this presentation will discuss four recent studies carried out in the Colombian context, two relating to the notion of "becoming multilingual" by means of digital literacy practices at primary and at secondary school level. The third and fourth studies focus on the concept of "being multilingual" in the trilingual context of the island of San Andrés in the Colombian Caribbean. These distinctions are based on the work of Cenoz and Gorter (2015), who characterize the process of 'becoming multilingual' as becoming proficient in the use of multiple languages, and 'being multilingual', as showing how multilinguals "navigate between languages" (p.7). These will then be discussed in the light of how far policy enactment can bridge the gap between policy formulation and policy implementation.

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Keywords: multilingual policies, policy enactment.

Finnish higher education institutions' reactions to the current asylum seeker situation

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In 2015 the conflicts in Europe's neighbouring areas made millions of people leave their homes and seek a better place to live. One of the main reasons for this has been the prolonged crisis in Syria, the armed conflicts in Afghanistan, parts of the Middle East, sub-Saharan Africa and Ukraine. (The Finnish Refugee Council, HS, UNHCR.) Europe has experienced a rapid increase in the number of asylum seekers. According to United Nations High Commissioner for Refugees more than a million refugees and migrants reached Europe in 2015. (UNHCR.) Finland received more than 32 000 asylum seekers in 2015, which is a enormous number compared to the asylum seeker situation a year before. In 2014 there were 3651 asylum seekers, of whom 1346 got a residence permit. (The Finnish Immigration Service.)

Higher education institutions (HEIs) have, in keeping with their societal role, spontaneously developed various kinds of courses, cooperation projects and other activities for asylum seekers. According to our media material at least 11 Finnish HEIs have initiated projects to help the asylum seeker situation. These activities range from crisis work to medical clinics and sports events, but in this presentation we will focus specifically on language-related activities. It seems that many HEIs have initiated Finnish language teaching for refugees, for example online courses and voluntary Finnish teaching in reception centres. We are interested in seeing how HEIs motivate their actions in developing activities for asylum seekers. How do HEIs construe themselves as societal actors in the asylum seeker debate, particularly from a language point of view? What kind of language-related services have HEIs developed?

This presentation is part of a larger study conducted at the Centre for Applied Language Studies, University of Jyväskylä and commissioned by the Ministry of Education and Culture. Our data consists of documentation (statistics, degree descriptions and strategy documents) from universities and universities of applied sciences (UAS), a survey sent to the Language Centres and International Offices of all Finnish HEIs (N=82) in spring 2016; and interviews and additional material in selected case institutions (N = 10). The survey data is analysed statistically; open ended answers and other textual data will be analysed with content analysis and discourse analysis. This presentation focuses on the media material of HEIs and the results of case studies.

Our survey reflects the immediate reactions of HEIs and their capacity to quickly respond to changing societal needs. At the moment, some UASs are offering courses preparing immigrants for UAS studies. While studying in these kind of courses requires a substantial knowledge of Finnish, it remains to be seen whether we are witnessing the emergence of a more consistent educational continuum for the currently underrepresented immigrants in Finnish higher education. In the short term, we may be seeing developments in pedagogical practices and course supply.

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Keywords: asylum seekers, language learning, higher education.

Which factors support immigrant pupils' plurilingualism according to their own language beliefs?

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The new Finnish Core Curriculum for Basic Education 2014 states the participation of all pupils as one of the the key features of the school life: "Pupils participate in the planning, implementation and evaluation of their own studies, their common school work and their learning environment." (POPS 2014, 24). In order to enhance policy formation as a two-way co-operative process, in this presentation the voice is given over to immigrant pupils' and their beliefs about the factors that support and have supported their plurilingualism.

Barcelos and Kalaja (2011, 285) describe the nature of language beliefs as e.g. fluctuating, complex and related to emotions, among other features. This fluctuation is especially interesting in the context of teenage, and signs of complexity are present, too.

The goal of functional bilingualism of pupils with an immigrant background has been present in Finnish core curricula ever since 1994 (POPS 1994, POPS 2004). In the new core curriculum, the objectives of linguistic minority pupils' plurilingualism are stated in two different ways: "The special goal of Finnish as a second language studies is to support the development of pupil's plurilingualism" (for sub-subject Finnish as a second language, FSL; POPS 2014, 118). The core curriculum for immigrant pupils' heritage languages (L1) states that the objective of the heritage language studies is to support the development of pupil's active plurilingualism (POPS 2014, 463).

For my PhD study I conducted qualitative, ethnographically influenced interviews with immigrant students (N=14 with a Somali or a Russian language background) in upper comprehensive schools in Helsinki, the capital of Finland. These interviews were repeated after one year and the data for the presentation includes these 28 interviews. The ongoing PhD study mainly concentrates on immigrant students language beliefs, their linguistic resources and repertoires, language identities and attitudes. The beliefs presented in the summer school are an important side product of the PhD study.

(The quotations of core curricula were translated by Voipio-Huovinen, as the official translation of the curriculum 2014 wasn't published yet in winter 2016.)

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Keywords: pupils' beliefs, bi/plurilingualism, migrants and language education.

Poster

Smelling: An empirical study of cross-sensory processes in reasoning

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The poster reports how Janka, a nine-year-old girl (Hungarian L1) used smelling in order to justify her agenda in pair-work situation where the children were asked to choose items useful on a desert island. This extract is part of the larger data set of my article based dissertation in which I investigate how embodied events are connected to reasoning when children perform the experimental Desert Island Activity. In this decision-making task pairs of fourth-grade students (N=27) have been asked to choose 7 items out of 14 to take those to an imaginary uninhabited island. The pair-work sessions have been video-recorded and then later investigated using multimodal interaction analysis. In one particular pair-work situation, the children decided not to choose the vitamin pills because of those unpleasant smell. The findings suggest that besides verbal conceptualization, olfactory processes play a role in reasoning as well.

Children's reasoning has been studied in a variety of contexts, also from embodied perspective that includes kinetic behaviours e.g., use of gestures (e. g. Alibali et. al. 2011 and 2014; Ehrlich et. al 2006). However, there is no linguistic research on how sensory perceptions may participate in reasoning. Investigations have shown that the scale of senses may be wider than it was traditionally considered, and different sensual experiences influence each other (Fulkerson 2014; Calvert & Thesen 2004; Ernst et al. 2007). Nevertheless, we have no information about how crossmodal experiences are connected to verbal conceptualization. Hence my study will contribute to producing new knowledge to investigating the role of smell in reasoning by a discussion of my particular example.

The findings of the multimodal interaction analysis carried out will illustrate how Janka collected, conceptualized and shared her olfactory experiences to justify her agenda in the dynamic net of actions that were organised around smelling the object.

The interest in the crossmodal correspondence between of action and perception is new. My study contributes to this scientific discussion by investigating how olfactory processes work in connection with other senses and verbal conceptualization in children's reasoning.

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Keywords: embodiment, multimodal interaction analysis, children's reasoning.

Adult Finnish learners' L2 listening difficulties from the perspective of the B1 threshold level

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In Finland, after approximately one year's studies in the national integration training, adult learners are supposed to reach the level B1 in Finnish. According to the Common European Framework of Reference (CEFR), learners on this Threshold Level have the ability to maintain interaction and to cope flexibly with problems in everyday life (CEFR 2001). Additionally, in the National Core Curriculum for Integration Training for Adult Migrants 2012, the role of interaction (between migrants and the mainstream population) in integration is emphasized (NCCIT 2012). From the learners' point of view, achieving the level B1 might mean more than having the ability to maintain interaction, since level B1 is also the requirement for the Finnish citizenship.

This poster addresses the question of the relationship between the objective (level B1) and the difficulties learners have when they listen to native speakers in everyday situations. Particularly, it focuses on the B1 descriptors and the problems learners have connected with the speech rate, unfamiliar words and colloquial language. It also suggests the kind of support learners need from teachers and instructional materials in order to meet this objective and to be able to interact in Finnish.

The data comprises of questionnaire answers (n=202), interviews (n=5), individual listening tasks and stimulated recalls of Arabic Finnish learners with low and high educational background (n=12). The study utilizes content analysis in order to gain insight into the learners' perceptions of the difficulties as well as the observations of the listening tasks and stimulated recalls. The poster draws on my PhD dissertation on L2 listening problems.

CEFR 2001= Council of Europe. 2001. The Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge, Cambridge University Press.

NCCIT 2012 = National Core Curriculum for Integration Training for Adult Migrants 2012. Helsinki: Finnish National Board of Education.

Keywords: L2 listening, second language learning, listening comprehension.

Visual support in assessing listening

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This research is about using visual support like videos and pictures in testing foreign language listening comprehension. The study limits to the foreign language testing in the Finnish Matriculation Examination, which is a final examination of the upper secondary school.

There is a need for this research because the way people live and communicate has totally changed in this decade. The Finnish Matriculation Examination is becoming computer-based which opens new possibilities and challenges for language testing. Also the curriculum for upper secondary education in Finland is being reformed and will be implemented in the schools 2016. The new curriculum highlights the skills for interpreting different texts including all kinds of audio and visual material. These changes require research on how the visual material impacts the listening experience and the performance of the students.

Usually the authentic conversations and listening activities in everyday-life include visual support. It's common to use video, pictures and other visual cues in classroom, but there is only little knowledge about the impact of visual support in assessing listening comprehension. There is no research on this field with Finnish students.

The results of this study will give advice to language teachers, testing professionals and learning material developers. The research aims to renew the teaching and assessing practices in Finnish language education.

The study compares three groups of students who will take different versions of a computer-based listening comprehension test. One group hears only audio input, the other sees still pictures during the listening, and the third group sees a video version of the test. The participants will randomly be divided into the groups, and their performance will be compared. The test situation will be observed and the participants will answer a survey on their opinion of the test.

The study is a part of the researcher's PhD studies. The field tests will be held in 2016-2017.

Keywords: listening, testing, visual support.

Colloquium

Intentional multilingual practices and policies in tension: Perspectives on multi-layered policies

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The use of the mother tongue in education for minorities faces challenges both in indigenous and in immigrant contexts. When policies, whether at national, sub-national, or school levels, are unsupportive of mother tongue language use, educators often use the linguistic resources available to them to nevertheless provide support in and/or support the home language(s) of their students. The papers in this colloquium address the multi-layered nature of language policy, contrasting classroom practices and higher-level policies, and exploring the effectiveness of translanguaging practices in multiple contexts, including India, Mexico, Suriname, and The Netherlands.

The Mexico example ("Mother tongue education in the P'urhepecha context: Collaboration in contested spaces") highlights three layers of inconformity in relation to educational policies: national policies that promote the teaching of indigenous languages in education, the policies of two specific schools that take the national provisions to another level in implementing full-scale mother-tongue education, and the choices of specific teachers in reformulating school policies within their classrooms. Although these policies and practices are in tension, opportunities for collaborative discussion and planning at the school level present a model that could be more broadly replicated.

The Suriname paper ("Translanguaging in indigenous classrooms in Suriname: an international human rights perspective"), analyzes the classroom practices of an indigenous school in Suriname from a national and international legal perspective, taking into account two recently proposed draft laws (the Education Act and the Language Act) and the United Nations Declaration on the Rights of Indigenous Peoples. The paper discusses whether international human rights law provides an effective tool for indigenous peoples to resist monolingual education policies in a post-colonial setting.

In 2004, the Netherlands abrogated their support for the education of migrant minorities in their mother tongues. However, the recent burst of Newly Arrived Migrant children in Dutch schools is starting to show the limitations of a focus on stimulating Dutch as a second language. In this presentation, strategies that revert to including the use of the pupils' own languages are discussed. These initiatives, often based on the intuition of a single teacher, all have in common a better use of the knowledge that the pupils bring with them. Furthermore, new approaches that take into account the changing patterns of migration will be discussed. Both the burgeoning use of own-language strategies as well as a better apprehension of the importance of individual migration histories are starting to raise discussion at the political level.

These international perspectives are brought into conversation with each other not only to exemplify the tensions between higher-level policies and intentional multilingual practices at the classroom level, but to consider the implications of such intentionality at higher levels of policy-making internationally, towards an international norm of mother-tongue education. In this 90-minute colloquium, the presentations will be kept to 15 minutes each, with 5 minutes for questions on the individual papers, leaving 30 minutes for a semi-structured discussion of the common themes in the context of ongoing conversations at the conference.

Keywords: language policy, mother tongue education, translanguaging.

Mobility, inclusion, and multilingual education in Europe: Policy and practice trends

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Inclusion is a term which appears high on most European governments' agendas. This study, part of a broader research project on Mobility and Inclusion in Multilingual Europe (MIME), examines issues relevant to language education, and linguistic inclusion of people with migrant and minority backgrounds. We perform two tasks which aim to explore these issues in formal, non-formal, and informal contexts. Task One explores the multilayered and complex demands of multilingual education in formal and mainstream education systems. We examine how devised measures at the policy level, whether European, national or local, fail to deliver improvements if they cannot influence what happens inside schools and classrooms. At the implementation level, measures are influenced by social-political actors and circumstances, such as institution capacities and resources, curriculum development, school administrators and other staff training. Nonetheless, teacher education and development plays a major role. This task analyzes measures linked to teacher education and development for linguistic inclusion, understood as the accommodation of diverse ability levels, educational needs, and a linguistically and culturally heterogeneous student body in mainstream schools and classrooms. This provides a context for analyzing the practical feasibility of language policies and practices at the school level that contribute to promoting mobility, inclusion and multilingualism. Conversely, we examine policies and practical measures that have been devised for teacher training and development to help them acquire the necessary competences and develop skills throughout their careers, in the light of the specific needs of multilingual education. By exploring the fit between teacher education and development, broad educational policy goals, and the practical challenges in schools, we aim to identify key issues that need to be addressed in order to align these various domains around a coherent and inclusive agenda for multilingualism. Task Two, with a focus on non-formal/informal language learning, aims at identifying a range of educational strategies to narrow the gap between the need for multilingualism generated by mobility and the need for language identity and security of the host population. We examine how policy makers, institutions, and practitioners respond to the language needs of people in mobility, on the one hand, and how these needs may cause conflict with language identity and security of the host population, on the other hand. Our research team examines four target groups: ex-Yugoslavia migrants in South Tyrol, an international European university student association, medium- and high-profile workers in international companies in Finland, and Portuguese migrants in Andorra. We use different types of qualitative methods to explore the attitudes of the target groups and elicit sociolinguistic data. We collect linguistic biographies through explicit interviews or by using social networks. Our objective is to develop a general model based on the achieved results concerning the interaction between the characteristics and the observed outcomes. The model will provide a general guideline for stakeholders and aims to serve as a reference tool for the development of language education programs, the improvement of institutional strategies in the management of mobility and inclusion, and to limit the costs of mobility and to reduce linguistic insecurity and loss.

Keywords: language education, inclusion, multilingualism.

Multilingualism as paradox and trajectories: A dialogue between researchers and teachers

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Despite increasing efforts to highlight and ascertain the necessity and value of various forms of multilingualism in educational contexts across the globe, the notion of a multilingual approach to teaching and learning enjoys a controversial status. For example, in educational contexts officially designed to be monolingual, not all classrooms use only one language. Similarly, the implementation of curriculum documents advocating a multilingual approach is not uncomplicated. Indeed, the notion of multilingualism has to be critically discussed, both addressing possibilities with various forms of multilingual approaches, and, at the same time, acknowledging the potential constraints associated with multilingual education. For informed approaches to language and education policies, research that examines current classroom practices is needed. An ongoing dialogue among practicing teachers, researchers and policymakers could be an enhancing move in the process. In our colloquium we wish to highlight these issues of multilingualism in education and call for future language policy development to be informed, and perhaps also more transparent, through its co-design among participants.

The presenters of the colloquium include researchers and practitioners from Swedish university and school contexts. As a thematic group focusing on language, superdiversity and globalization within a recently formed international network, Multicom, the colloquium will also take the opportunity to introduce the aims and set-up of this network.

Key questions to be addressed in the colloquium are:

What does multilingualism entail for teaching and learning?

How can we develop a critical stance towards globalization and language education in schools?

How can awareness of multilingualism as a resource be implemented in education?

How can digital and other tools for teachers and students be designed in collaboration?

Paper 1: Troubling concepts of language and epistemic justice in multilingual classrooms

Paper 2: Trajectories of competencies and digital literacies: Report from projects with participatory design

Paper 3: Experiences of EMI in Swedish schools: Possibilities and constraints

The discussion will involve issues relevant for researchers, practitioners as well as policymakers.

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- Keywords: Participatory design, Multilingualism, Language awareness.

Workshop

Invited workshop: Understanding resistance to multilingual pedagogies in African post-colonial contexts: The value of multi-scalar research

Feliciano Chimbutane

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Despite the advancement of enabling multilingual policies, educators tend to avoid or even proscribe the use of multilingual resources in classroom interaction, both in monolingual and bilingual education programmes. This is particularly common in post-colonial contexts in Africa.

Understanding the reasons for educators' resistance can be a step towards the identification of appropriate strategies to promote multilingual pedagogies in these settings. In the workshop, I use research evidence (Chimbutane, 2011, 2013) to show how resistance to multilingual pedagogies in classroom contexts can best be understood and explained when adopting a broad approach to classroom interaction, combining ethnographic description and discourse analysis with analysis of historical and socio-political dimensions of language policy developments and the language ideologies underpinning these developments. This analytical perspective underscores the value of multilingual scalar research (Blommaert, 2007).

After presenting some contextual elements impacting on language policy and practice in education, participants will be invited to analyse some data in order to make sense of the analytical approach suggested and its importance in understanding educators' resistance to multilingual pedagogies in post-colonial contexts.

The workshop will be based on my past and current research on multilingualism and multilingual education in post-colonial Africa, with special reference to Mozambique.

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Keywords: former colonial languages, African languages, multilingual pedagogies.

Invited workshop: Seeing the world in classroom talk around a word in the text: Doing multiscalar ethnography of language policy 'from the ground up'

Ildegrada da Costa Cabral, Marilyn Martin-Jones

University of Birmingham, United Kingdom

In this workshop, we demonstrate the benefits that accrue from adopting a multi-scalar, multi-sited approach to the ethnography of language-in-education policy, starting from detailed description and analysis of linguistic and semiotic practices 'on the ground', in multilingual classrooms, rather than from the study of policy creation and the drafting and circulation of policy texts. As Hornberger and Johnson (2007: 528) have put it: "The texts are nothing without the human agents who act as interpretive conduits between the language policy levels (or layers of the LPP onion)". Ethnography gives us a powerful lens on the agentive ways in which teachers and students, in local educational settings, interpret, then appropriate (or negotiate, recast or openly contest) language-in-education policies, and it reveals their key role in language policy-making.

Epistemologically, ethnography is particularly well-suited to the study of local language policy processes, since it involves commitment to participant observation and to the development of an account of social and linguistic practices as they occur, within the daily routines of classroom life. It also involves engagement with participants over an extended period of time and a commitment to building an understanding of the beliefs and values of participants and how these are linked to their own life trajectories. Moreover, in critical strands of ethnographic work, researchers not only provide thick descriptions of local practices, based on participant observation and close analysis of classroom talk, they also address the question of why things are the way they are. This leads to the investigation of discourses and practices on other scales of policy-making and to the analysis of social, political and ideological processes at work on those scales.

To illustrate these points, we draw on recent research by Ildegrada Da Costa Cabral (2015), in the South-East Asian nation of Timor-Leste. In 2002, this was the first new nation to emerge in the twenty-first century, after four hundred years of Portuguese colonial rule and after twenty four years of Indonesian occupation. In the National Constitution, Portuguese and Tetum (the main lingua franca) were adopted as official languages and designated as the main languages of teaching and learning (LoTLs). In this policy context, the starting point for Da Costa Cabral's ethnographic research was with participant observation in local primary school classrooms. She set out to investigate the ways in which local teachers were interpreting the relatively new language-in-education policy, translating it into daily communicative practice in their classrooms and working with new textbooks and pedagogic resources. This first phase of ethnographic research was then extended into interviews with social actors who were close to policy-making processes on a national scale and, beyond this, to ongoing research, on a global scale, into the processes associated with the production of the Portuguese textbooks.

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Keywords: Language policy discourses, Classroom interaction.

”They’re gonna judge us”: Using linguistic legitimacy to coconstruct classroom language policies

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Classrooms are sites of language policy making (Menken & García, 2010). This is especially true for language classrooms, where students and teachers are constantly involved in implicit and explicit negotiations of what legitimate linguistic practices are, while at the same time navigating language policies and expectations from school, community, district, and national authorities. As these processes are permeated by but also speak back to larger societal discourses and ideologies, such as the hegemony of monoglossic, standardized, and native-speaker-dominant ideals, they deserve our special attention as applied linguists. This workshop sheds light on the intersection of micro- and macro processes of language policy making by viewing it through the lens of linguistic (il)legitimacy. Although much has been said about how classroom language policies are constructed, little attention has been paid to the moment-by-moment negotiation of linguistic (il)legitimacy, i.e. the ways in which someone’s linguistic practices are constantly validated and/or denigrated in and across particular environments (Author, 2014). If language teachers begin to ask ”Who is or should be legitimate to engage in which linguistic practices with whom in what fashion at which point and why?”, they will be better equipped to support their students’ ability to claim legitimacy for their linguistic practices, for example their target language use or their plurilingual identities, which is a crucial but often neglected skill in language learners’ trajectories. Thus, teachers need to be educated to support students’ ability to claim and defend their linguistic legitimacy in addition to their language development.

The goal of this workshop is twofold: First, it will introduce the concept of linguistic legitimacy, its theoretical underpinnings and precursors, and its relationship to investment and legitimation theories (e.g., Bourdieu, 1977; Darwin & Norton, 2015; Van Leeuwen, 2008). Real life data from a German high school classroom in the USA will be presented and analyzed with workshop participants to illustrate the importance of linguistic legitimacy for classroom language policy making. Second, based on the data analysis, the workshop will introduce hands-on strategies for language teachers to increase their students’ linguistic legitimacy by focusing on three types of activities: (a) explicit teaching of legitimacy claims for interaction, (b) critical analysis of language ideologies and policies within local classroom contexts, and (c) fostering identity-building through (trans)linguaging in the classroom. These strategies will enable teachers and students to collaboratively create language learning environments where language policies are not imposed but negotiated with the aim of empowering and engaging learners and raising their linguistic proficiency, legitimacy, and sociopolitical awareness.

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Keywords: language classroom, classroom language policy, linguistic legitimacy.

Invited workshop (in Finnish): Lapset, nuoret ja maahanmuuttajat verkossa

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Digitaalisiin tekstitaitoihin keskittyvä työpaja jakautuu lyhyen yhteisen johdannon jälkeen kahtia:

A) Työpajan teemana on nettilähteiden kriittinen arviointi. Millaisia arviointitaitoja lapset ja nuoret tarvitsevat netissä? Entä mikä on heille erityisen hankalaa? Työpajassa lasten ja nuorten kriittisen arvioinnin taitoihin tutustutaan autenttisten aineistoesimerkkien avulla. Miten oppilaiden luotettavuusarvioilleen antamia perusteluja voidaan luokitella? Entä millaisista taidoista ja ongelmista aineistoesimerkit kielivät? (vetäjä Carita Kiili)

B) Työpajassa tarkastellaan aikuisten maahanmuuttajien digitaalisia perustaitoja ja arvioidaan internetissä tarjolla olevien digitaalisten aineistojen käytettävyyttä maahanmuuttajien koulutuksessa. OSALLISENA VERKOSSA – digitaalisia taitoja maahanmuuttajille projektissa (ESR) saatujen kokemusten ja tulosten pohjalta keskustellaan myös tieto- ja viestintätekniiikan integroimisesta maahanmuuttajien ohjaukseen ja suomi toisena kielenä -opetukseen. (vetäjä Marianne Seppä)

Changing policy for IMDP admissions: Screening for student academic English and academic readiness

Lisa Lahtela, Miia Konttinen

University of Jyväskylä, Finland

International Master's Degree Programmes (IMDP) are growing in popularity in Europe. In the University of Jyväskylä there were 20 programmes planned as of early 2016, and there is continuing pressure to include even more. However, the graduation rate for each two year programme has not been realized within the two year scope of each programme for a number of reasons ("Final Report: Internal Evaluation of the International Master's Degree Programmes at the University of Jyväskylä" 15). One area of concern regards the English language proficiency of students. Even though candidates are assessed through standardized tests (e.g. TOEFL, IELTS, Pearson Academic, CAE), the actual proficiency in English and academic English in particular appears to be an ever present issue for some students (Ibid. 18). The University of Jyväskylä piloted a new screening test in the spring of 2016 for students applying to programmes beginning autumn 2016. Two programmes, one from Business and Economics and the other from Education, presented a short list of candidates for screening. Candidates were initially assessed in academic reading and writing, which consisted of reading a peer-reviewed article in the field, chosen by programme instructors, and writing a short summary with a critical response to the article. Language Centre English lecturers also assessed the results. Following this section of the test, participants were interviewed by programme instructors and English lecturers from the Language Centre for assessment of listening and speaking skills. Final feedback regarding English proficiency in all four skill areas was then communicated to the department for each candidate, with a suggestion for which students might succeed, struggle or not be able to study in the programme. An additional aim of the test was to assess academic readiness for studies at the Master's level at the University of Jyväskylä, as academic readiness is an issue of concern noted by Murray and Nallaya (2014). All candidates were tested through the support of multimodal technologies (eTest, Skype or Adobe ConnectPro, and an online video storage platform), so location did not need to be arranged on-site and, thus, flexibility for both those administering and those taking the test was provided (Dooley 22). This workshop will first begin with a presentation covering the testing process and the results from the pilot test. The results will be used to suggest a more tailored approach to a policy for screening academic language and readiness in regards to the application process for IMDPs. Workshop participants will participate in discussion about experiences at their own universities, and will be part of generating ideas for further progress in creating language policies for English medium programmes.

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Keywords: language admission policy, academic readiness, IMDP.

Being a Marie Curie Research Fellow in applied language studies: Opportunities for junior researchers in Jyväskylä

Tamás Péter Szabó, Tarja Nikula-Jäntti, Petteri Laihonen, Timo Taskinen

University of Jyväskylä, Finland

The workshop covers avenues for young scholars in applied language studies. Opportunities for funding, training and research in Jyväskylä based applied language studies are explored through the example of Tamás Péter Szabó's Marie Curie fellowship project "Finding own words. In the search of non-authoritative education in Hungary. Metadiscourses, identities and strategies in students' and teachers' interactive practices in standard and alternative settings" (April 2014–March 2016). This interactive event enhances career development and gives a comprehensive overview about a wide range of activities linked to Marie Skłodowska-Curie Actions (MSCA) at the University of Jyväskylä. Four introductory presentations open up space for questions and answers.

The workshop targets early career researchers looking for a chance to work with leading experts in the area of applied language studies which is one of the strategic core fields of the University of Jyväskylä. Sharing lived experience and practical information help the participants to find a department and host researcher that suit their career plans the best. Besides research activities, the workshop also provides insights into hands-on training and networking opportunities the university offers.

Participants and topics:

Tarja Nikula-Jäntti describes research fields and groups of applied language studies at the University of Jyväskylä. Further, she presents the MSCA Research Fellowship program from the host researcher's point of view.

Petteri Laihonen presents Language Campus which is a forum of cooperation that promotes research and teaching in the field of applied language studies with academic events, trainings and courses.

Tamás Péter Szabó shares his MSCA Research Fellowship experiences, with a special regard to participation in training activities, networking and the impact of the fellowship on career development.

Timo Taskinen presents how the Research and Innovation Services of the university supports prospective applicants, and gives hints for writing successful MSCA Research Fellowship applications.

Keywords: Marie Skłodowska-Curie Actions, applied language studies, postdoctoral training.

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