

# Seminar with University of South Bohemia

“The Norwegian introductory system for newly arrived migrant students- an international comparative perspective”

Presentation at VID Specialized University  
Stavanger 24-25.02.2023

By

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# Background – theories of mother tongue and second language learning

- It takes a long time, often **five years or more**, before students with a first language other than the language of instruction catch up with their peers who have this language as their mother tongue.
- In contrast - the relatively short time it takes for most multilingual students up to a certain age to master the second language for social purposes – on average only a couple of years (Cummins, 1979, 1980).
- Based on this:
  - "Basic interpersonal communicative skills" (abbreviated BICS)
  - "Cognitive academic language proficiency" (abbreviated CALP) (Cummins, 2008).

# Organization of second language learning by school authorities around the world (1)

Normally divided into two big categories (Lødding 2020):

- The integrated start models (*Immersion models or language bath models*)
- the segregated start models (*Reception group models*)

# Organization of second language learning by school authorities around the world (2)

## *Bakken (2007): Review of Nordic and international training models:*

- *Identified seven different training models that partly were based on one or the other of the two big categories of second language learning models, partly combined elements from the two.*
- *These seven models he divided into three new main categories*
  1. *the "monolingual models",*
  2. *the "strong bilingual models"*
  3. *the "weak bilingual models".*

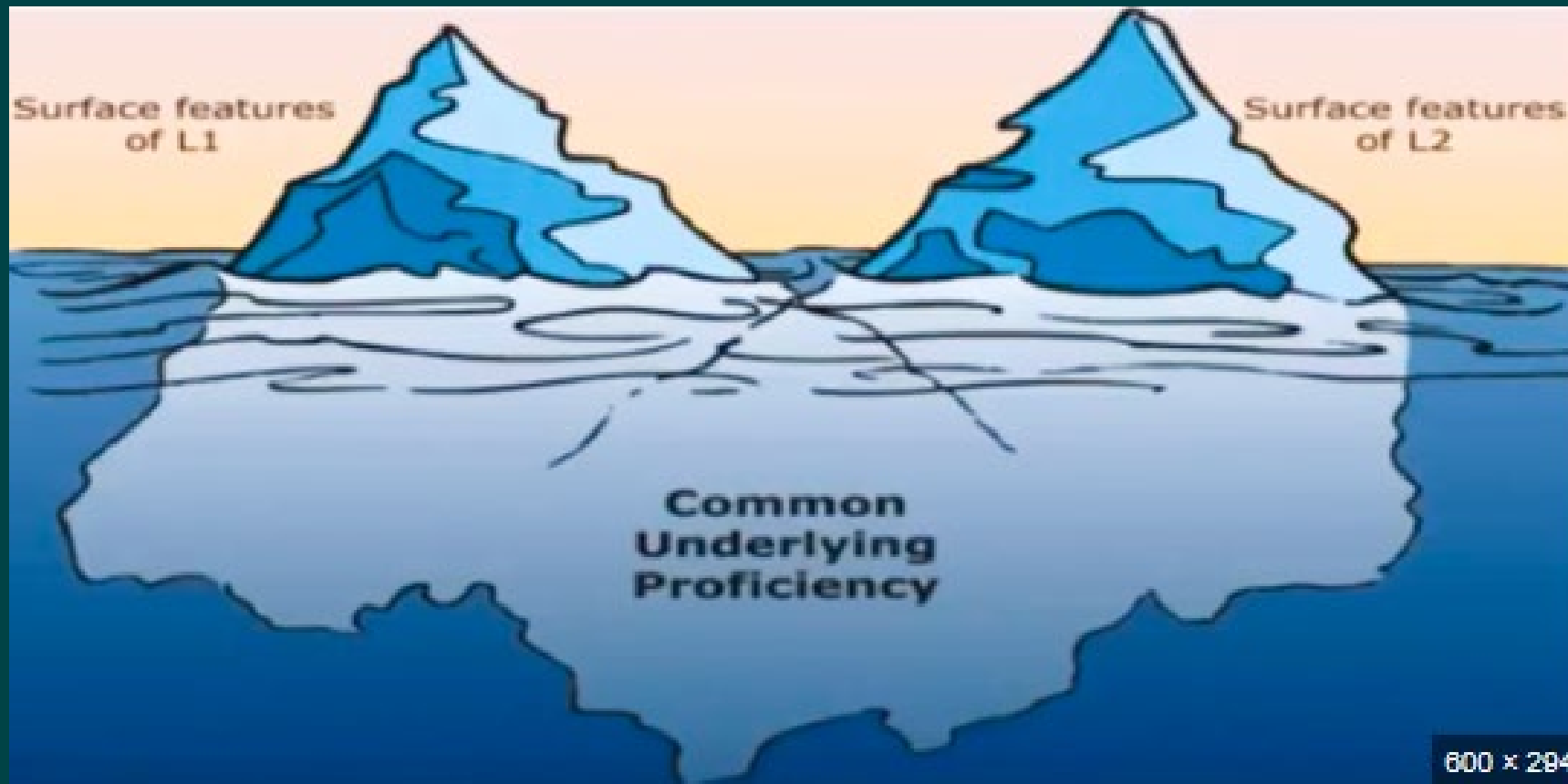
# The monolingual models

- The mother tongue either not used or only used as a didactic tool when this is considered necessary during a transition period and in specific situations to promote learning of the second language / the school's language of instruction.
- In other words: Mother tongue not considered a resource or tool for language learning, only for subject content learning

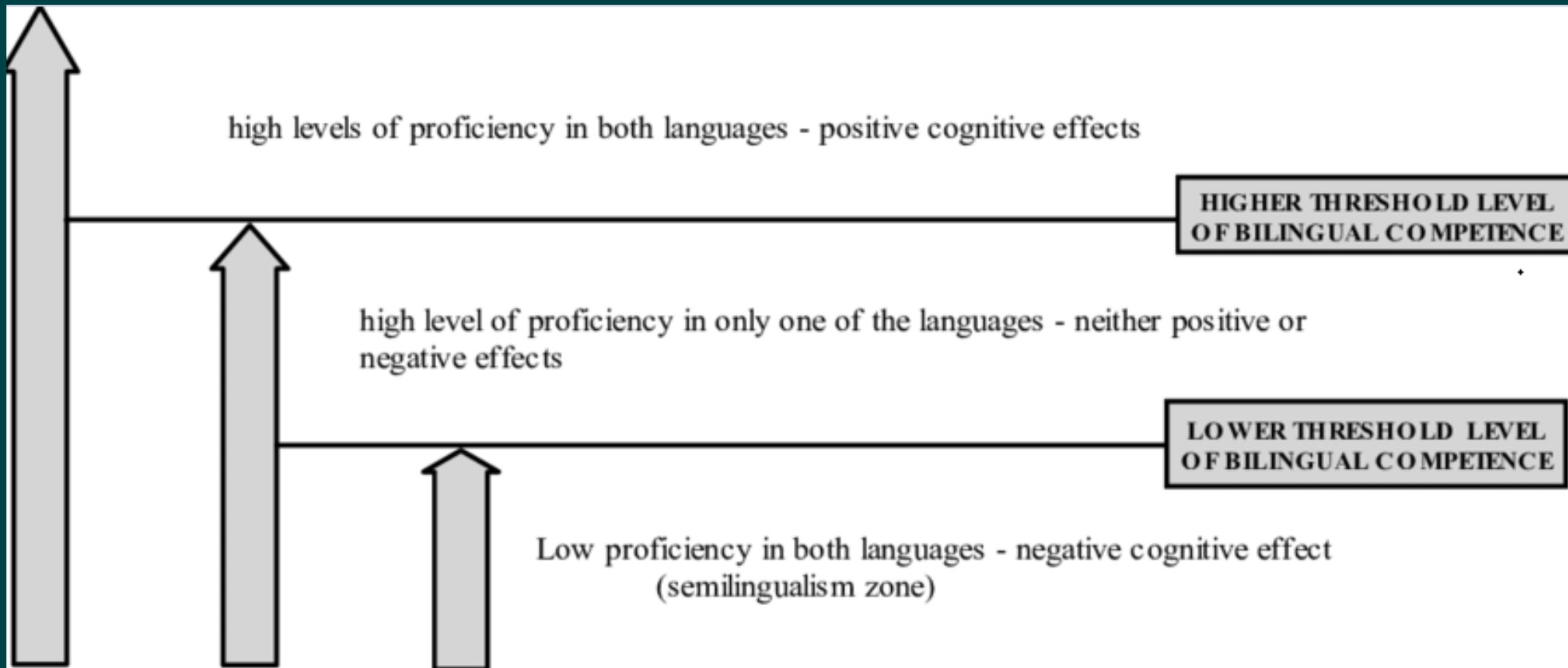
# The strong bilingual models

- The aim of the adapted training is explicitly to strengthen both
  - 1) the mother tongue and
  - 2) the second language / language of instruction
- Reasons for 1):
  - Assessments of its intrinsic value as an identity-building reference
  - Its value both for professional and academic development
- Reasons for 2):
  - Language of instruction is often also the majority language and central for inclusion in the learning community and for the development of friendship and well-being inside and outside school.

# Jim Cummins' Iceberg metaphor and theory



# The threshold theory in second language learning (Cummins, 1976, 1987)





# weak bilingual models

- Clearly aimed at minority-language students
- They receive bilingual education for a shorter or longer time, but where mother tongue / first language is primarily used "instrumentally"
  - to strengthen the learning of the second language and
  - support academic learning in the school subjects during the induction period.
- Since 1985 this is the Norwegian model

# The social dimension of second language learning: Wong Fillmore (1989)

- The socio-cognitive processes that deal with the connection between academic language learning on the one hand and social interaction, friendship, social recognition and linguistic and social role models in everyday school life on the other hand
- Three important factors
  1. The learner must be motivated and experience a need for the target language.
  2. He or she must be met and included by fellow students who master the target language age-appropriately
  3. He or she must experience a social framework in and around the teaching itself that provides adapted input.
- Often requires one or more classmates who are willing to adapt their own language use, explain and support the second language learner.

## Summing up

- On the path to university studies or vocational certificates for recently arrived students who start learning the second language late in the school age, one must
  - Use all the linguistic resources available to the student and in the school to ensure continued progress academically and linguistically.
  - This includes activating the mother tongue/first language and any other second languages the pupils have acquired in the past for learning purposes.

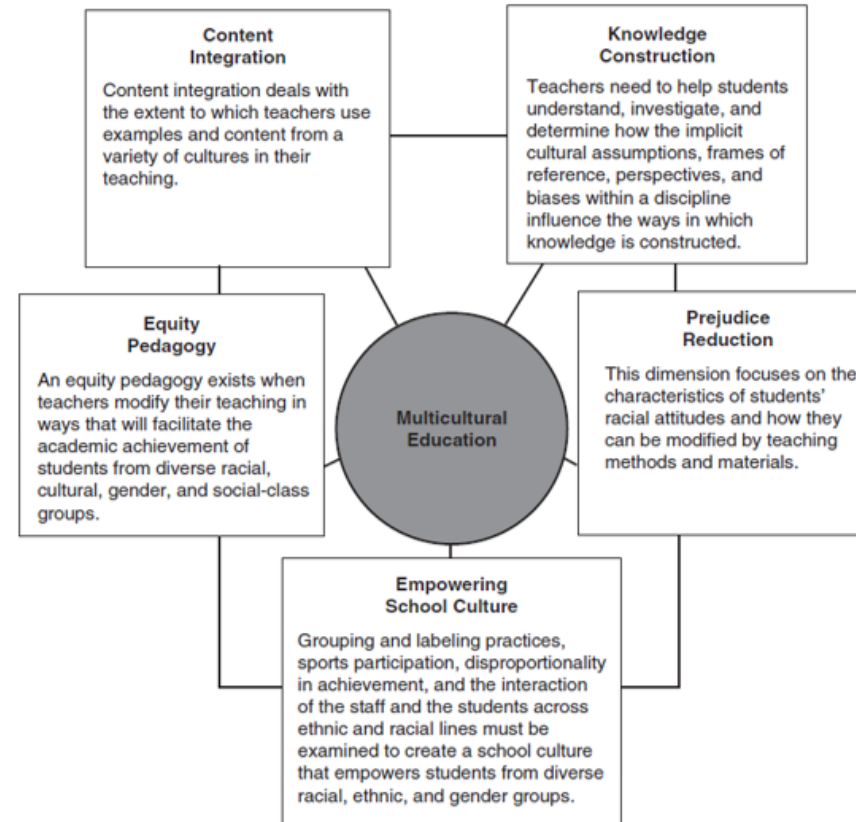
# Consequences for schools with linguistically and culturally diverse student groups



- A need for training *specialist second language teachers* to teach the language of instruction to newcomers
- A need for teacher preparation programs to better prepare “all teachers for diversity in the classroom” and “pedagogy of Language learning” (Bunch, 2013) and not just the second-language teachers (Lucas et al., 2008):
- Important content is:
  - knowledge about the differences in conversational language and academic language, as well as contexts that promote development of both.
  - Skills for using appropriate scaffolding so that second language learners can participate successfully in subject learning tasks”.
  - Familiarity with the student's mother tongue is crucial, as the knowledge and skills developed in the first language will transfer to the other.
  - “familiarity with the students' linguistic and academic backgrounds and how the effects of native language literacy on host language development may differ across linguistic groups.
  - Teacher education programs require, as a minimum, one credit course in teaching second language learners

# Insights from Multicultural Education (Banks, 2016):

**Figur 2. Dimensions of the multicultural education**



Source: Banks, 2016, p. 18.

# Literature



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