

# Lifting adult migrants to learn Swedish through translingual assistance

## Alpha 2023: Workshop

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## An action research project

Four AR phases:

1. *Orienting to the research foci*
  - Models of work with bilingual language assistants?
  - Coordinating classroom interaction?
  - Development of new pedagogical roles?
  - L1 for AL?
  - Professional development?
2. *Mapping current practice.*
  - Teacher constellations
  - Teachers video filmed their classroom interaction with BLAs
  - To make visible teacher classroom practice

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# An action research project

Four AR phases:

### 3. *Turning data into action*

- Analysis as basis for change and development
- Deciding which strategies/changes seem best to attain goals
- Devising an action plan

### 4. *Seeking to achieve change*

- Documenting the implementation of new strategies/changes
- Reflecting over the results of professional action
- Integrating positive results into professional practice

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# Two vocabulary learning sequences (before/after)

*Group discussion after watching the clips:*

### 1. *Compare*

What are the differences between the 2 clips regarding:  
Teacher and BLA roles? Pedagogical practice?  
Student participation? Use of language?

### 2. *Assess*

What do you see as the advantages/disadvantages of each way of  
organizing and trying to support adult migrants' AL vocabulary learning?

### 3. *Development*

What are the pedagogical implications of your assessment for BLA-supported  
vocabulary learning with adult migrants on AL beginner courses.

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## Introducing a new theme (before/after)

### **Discuss:**

1. Differences/Similarities between the “before and “after” activities
2. The purpose of the two ways of introducing the new theme
3. The involvement of the BLAs
4. Student voices
5. How one might follow up each of activities.

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## An important question!

How can language teachers use their adult migrant students' L1s to promote AL learning when they don't have BLAs to help them?

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