

## Participant's report to the National Nominating Authority and the National Contact Point

### Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report<sup>1</sup> in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

### The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat ([Erika.komon@ecml.at](mailto:Erika.komon@ecml.at))

within the given deadline.

### 1. Reporting

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

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<b>Title of ECML project</b>	<b>Language descriptors for migrant and minority learners' success in compulsory education</b>
<b>ECML project website</b>	<a href="http://www.ecml.at/F6/tabid/696/language/en-GB/Default.aspx">http://www.ecml.at/F6/tabid/696/language/en-GB/Default.aspx</a>
<b>Date of the event</b>	<b>March 7 – 8, 2013</b>
<b>Brief summary of the content of the workshop</b>	<p>The purpose of the workshop was to discuss a draft version of a suggested framework for language descriptors for 12/13 and 15/16 year-old-students, describing the language for schooling in mathematics and science. Two main activities were applied: small group discussions and plenary feedback/reporting from the group work.</p> <p>Two (relevant) plenary talks were given.</p>
<b>What did you find particularly useful?</b>	<p><b>I found that the mixed background (teachers, school leaders, teacher educators, researchers etc) of the participants contributed to a large extent to widen the scope of the discussions.</b></p> <p><b>I also found the feedback sessions useful, as this is where the views of other participants became most visible.</b></p> <p><b>I should also state that the informal meal on Thursday worked very well to make everyone feel included.</b></p> <p><b>At a personal level I enjoyed giving a plenary talk to this group. This was a different audience from what I would often meet, and rethinking what I am concerned about to make it comprehensible to others with such different backgrounds were very enlightening. Thank you!</b></p>
<b>How will you use what you learnt/ developed in the event in your professional context?</b>	<b>Yes, I work as a researcher developing mathematical tests and using test results to make inferences about students' mathematical proficiency or competencies. I have always been concerned about language aspects of doing and learning mathematics and I find that the framework has something to</b>

	<p><b>offer in this respect. I will not apply it as a framework, but use it to raise awareness – in myself but also for those I work with and disseminate test outcomes for.</b></p> <p>I also lecture about mathematics learning disabilities. I believe, although this not an intention of the research group, that the framework also can be applied for understanding the demands put on language impaired students regarding learning mathematics.</p>
<p><b>How will you further contribute to the project?</b></p>	<p>I have offered to work with Eli Moe on the Norwegian version of the framework and also offered my services to the project group. As a mathematics education specialist with a long standing interest in relationships between reading and mathematics I feel I have very relevant knowledge and insights that can assist them in their efforts. Not least, this will be rewarding to me at a personal level as this is in line with my primary research interests.</p>
<p><b>How do you plan to disseminate the project?</b></p> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul>	<p><b>I think that this will mainly be applied when I lecture to teacher students and teachers about language aspects of mathematics – to serve as a structuring tool when preparing and presenting.</b></p> <p>In my opinion disseminate to the public is a bit premature. I will need a Norwegian version 2 of the framework before that is feasible.</p>

**1. Public information**

**Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).**

**Språk er inngangen til å lære matematikk i tillegg til at matematikk er et språk i seg selv. Matematikk er ikke et muntlig språk, men et skiftlig symbolspråk med egne gloser, strukturer og sjangre. Bevissthet rundt hvilket språklig nivå minoritetsspråklige elever trener å lære matematikk på en god måte kan være til stor hjelp for lærere og lærerutdannere. Forståelse av på hvilket språklig nivå elever trenger å fungere er også nødvendig for beslutningstakere som planlegger endringer i skolen. Prosjektgruppen bak “Language descriptors for migrant and minority learners’ success in compulsory education” er opptatt av nettopp slike forhold og arbeider med å utvikle et rammeverk som beskriver hvilken**

språklig fingering elever på 12-13 og 15-16 år trenger for å lykkes i matematikk og samfunnsfagsundervisningen. Rammeverket vil bygge på det europeiske rammeverket for andrespråk.

I mars i år inviterte prosjektgruppen til et arbeidsseminar i Graz der de la frem arbeidsutkastet sitt til diskusjon. Dette var to hektiske dager da likheter og forskjeller mellom skolespråk og fagspråk i samfunnsfag og matematikk ble tydeligere og tydeligere for deltagerne. Samtidig ble det også tydelig at hva vi ser som formål for skolefagene også farger sterkt hvilket syn vi har på sammenhenger mellom språklig fungering og læring. Jeg ser frem til å se neste utkast av det foreslåtte rammeverket fordi jeg tror det kan sette i gang en viktig nasjonal diskusjon om undervisningsspråk. På sikt mener jeg rammeverket kan bli et godt nasjonalt verktøy.