

Early Literacy Education in Multilingual Primary School Classrooms: Possible Shifts Towards Empowerment and Citizenship

ORIGINALARTIKEL

<https://doi.org/10.58714/ul.v19i1.23992>

Catarina Schmidt & Lisa Molin

ABSTRACT

This article concerns the often-debated issue of fair and equal literacy education for all children regardless of their backgrounds or living conditions. Theoretically, this paper draws on the concept of empowerment in combination with insights of multimodal translanguaging pedagogies. During 2020–22, an intervention study, was conducted at a multilingual and highly diverse primary school in Sweden. Three interventions were planned and reflected on in close collaboration between the school leaders, the four lead teachers at the school and the researchers. Drawing on data from two multilingual Primary School classrooms during two interventions, documented in two online logbooks and two video observations, the study presented in this article aimed to identify opportunities for empowerment when learning to write and read in these contexts. Two examples of potential empowering classroom activities were identified and analysed in relation to the pedagogical shifts that were made regarding the teaching design, and the reasons for these shifts. The first example concerns multilingual perspectives on phonemes and their connections to alphabetical script, while the second example concerns poetry writing enhancing multicultural and multilingual identities, and the use of role models to achieve this. The result elucidates dimensions of empowerment when discussing and comparing sounds, letters and words, drawing on various systems for written language, and through the shared reading and discussion of multicultural poems, and their own poetry making. Notably, dimensions of empowerment were facilitated through the identity investments of students, which recognized their linguistic, cultural, and social backgrounds. Students were invited to contribute in diverse ways and at varying levels, allowing them to engage more deeply and authentically with the learning process.

Keywords: early literacy education; multimodal translanguaging pedagogies; multilingual and multicultural classrooms; students' resources

CATHARINA SCHMIDT

*Docent i pedagogik, Högskolan för lärande
och kommunikation
Jönköping University
catarina.schmidt@ju.se*

LISA MOLIN

*Universitetslektor i ämnesdidaktik svenska,
Institutionen för didaktik och pedagogisk
profession
Göteborgs universitet samt Göteborgs stad
lisa.molin@grundskola.goteborg.se*

INLEDNING

This article focusses on early literacy education, designed from the perspectives of multimodal translanguaging pedagogies and the concept of empowerment within the social context of multilingual classrooms. In this study, early literacy education refers to classroom practices supporting young learners in emergent reading, writing and comprehension. The aim is to contribute pedagogical knowledge regarding students' opportunities for empowerment in highly multilingual primary school classrooms when learning to read and write. The reported results draw on a research project conducted in a collaboration between teachers, school leaders and researchers at a primary school in Sweden. During three interventions between 2020 and 2022 the teachers strived to align their teaching practices with translanguaging perspectives (García, 2009; García & Wei, 2014).

Reports from the Swedish National Agency of Education (NAE, 2018) indicate that, since the late twentieth century, students' socioeconomic backgrounds have increasingly influenced their academic success in terms of both their grades and eligibility for upper secondary school. The school in question, referred to here as the *A-school* is situated on the outskirts of a larger Swedish city. In this residential area, children grow up in a multicultural environment, speaking several languages due to their family backgrounds, migrations and daily interactions with peers and teachers. Some families are newly arrived immigrants. The children in this urban area, engage in spare-time activities such as basketball and football and there are local initiatives providing homework assistance. Additionally, the area offers amenities such as a library, a youth centre, and a cultural centre. The local housing cooperation is involved in projects aimed at improving living conditions. The area is also surrounded by nature environments that offer opportunities for outdoor recreation.

Based on the above description, it is evident that the *A-school* benefits from the diverse cultures and linguistic resources of its inhabitants. Local and institutional efforts aim to enhance living conditions for residents. Still, the area lacks the varieties of club activities found in the more affluent areas of the city. There is a higher proportion of students from lower-socioeconomic backgrounds in this residential area, which can negatively impact their educational achievements (e.g. Bunar, 2011; NAE, 2018; Schmidt, 2022).

In Sweden, the segregation of students by socioeconomic status is reinforced by the freedom to choose schools (SOU, 2020, p. 46; Swedish Research Council, 2022). This division between low- and high-performing schools, and the resulting pedagogical segregation, highlights the necessity for high-quality classroom practices to support equitable learning outcomes within the comprehensive school system (Frank et. al., 2022; Schmidt, 2022). If not, pedagogical segregation will persist, leading to a significant number of students failing to achieve passing grades in Grade 9, thereby limiting their access to upper secondary education¹.

Previous research has highlighted the importance of contextualisation, structure, high expectations and exploration-based and communicative activities within multilingual classrooms (Cummins, 2001; Schleppegrell, 2004; Schmidt & Skoog, 2017). From these perspectives, teaching and learning

¹ By this we mean access to national programmes at upper secondary schools. Students who have not achieved passing grades from compulsory school can still gain access to national programmes by attending a specific programme aimed at completing the required grades.

aim to empower students (Cummins, 2001; Cummins & Early, 2011, 2015), by enabling them to contribute to classroom practices using their social and cultural experiences, including their prior knowledge of languages, texts, and media. The significance of mobilizing students' multilingual resources in classroom practices is well established (Cummins, 2001; García, 2009; Thomas & Collier, 1997). However, the pedagogical challenge of designing effective teaching and learning strategies remains a critical issue, especially from practice-based research perspectives.

Drawing on data from two classrooms, during two interventions and documented in two online logbooks and two video observations, one classroom teacher (pseudonymously referred to as Anna) and the researchers (the first and second authors) identified and analyzed opportunities for empowerment, and possible pedagogical shifts, in the context of learning to read and write in multilingual primary school classrooms. This locally produced knowledge contribution involves the potential for understanding how students' experiences and prior knowledge are integrated into various literacy practices and the activities, thereby creating opportunities for empowerment connected to literacy (e.g. Carbonara & Scibetta, 2022; Lee, 2023). The empirical and analytical interests are contextualized by the conditions described above.

Aim and Research Questions

Drawing on a translanguaging classroom practice in Grade 1, the aim of this paper is to contribute pedagogical knowledge regarding students' opportunities for empowerment in highly multilingual primary school classrooms when learning to read and write. The following research questions are posed:

1. What possible literacy activities, characterized by empowerment, emerged?
2. What pedagogical shifts were made, and if so, for what reasons?

Drawing on the findings to address the above questions, we will discuss and critically examine the pedagogical implications for literacy education that facilitate empowerment in multilingual primary school classrooms.

Empowerment and Multimodal Translanguaging Pedagogies

Theoretically, this article integrates the concept of empowerment (Cummins, 2001, 2021; Cummins & Early, 2011, 2015) with insights from multimodal translanguaging pedagogies (e.g. Cenoz & Santos, 2020; Wei, 2018). Empowerment processes highlight the importance for teachers to recognize and value students' multilingual repertoires, promoting multilingual literacies and identities (Cummins, 2001, 2021; Cummins & Early, 2011, 2015). Translanguaging pedagogies focus on designing classroom teaching to allow multilingual learners to utilize their entire linguistic repertoire (e.g. Cenoz & Santos, 2020). These two concepts, empowerment and translanguaging pedagogies, are closely interrelated. García and Kleifgen (2019) argue that multilingual students' language knowledge is interwoven on all levels and modalities, including verbal and written languages as well as aural and visual resources and texts² (New London Group, 1996). In summary, empowerment and *multimodal* translanguaging pedagogies in literacy practices for young multilingual literacy learners involve integrating visual and written information, creating

² The concept of 'texts' refers here to spoken, visual, audio and written texts as well as the multimodal understanding of communication (Jewett, 2008).

multimodal perspectives (Jewett, 2008; Kress, 1997) and leveraging the student's full linguistic repertoire (García, 2009; García & Kleifgen, 2019).

Empowerment

Empowerment, as articulated by Cummins and his colleagues, involves enabling students to leverage their social and cultural experiences, including their prior knowledge of languages and multilingual repertoires, texts, and media, in their learning processes (Cummins & Early, 2011, 2015). Classroom activities can, for instance, utilize and validate students' multilingual repertoires, including their existing vocabulary, letters, and language sounds. This might include additive multilingual approaches, such as comparing vocabulary, letters and sounds across all the languages a student is familiar with (Laursen & Møller Daugaard, 2023). Such practices are crucial as they foster interaction and communication closely tied to the teaching content and vocabulary, both subject-specific and general (e.g. Cummins, 2001; Shanahan & Shanahan, 2012; Walldén, 2019). If students feel their cultural and linguistic backgrounds are undervalued or viewed inadequate, they are likely to be reluctant to invest their identities in the classroom, which hinders interaction, communication, and literacy learning (Cummins, 2001; Schmidt & Skoog, 2017). Conversely, allowing students to use all their languages and act as experts in their first languages has been shown to foster positive attitudes regarding students' own multilingualism and language competences (e.g. Schmidt & Molin, 2023; Torpsten, 2018; Wedin & Wessman, 2017). In summary, empowerment involves providing students with opportunities for identity investments, allowing them to draw upon and utilize their social, cultural, and linguistic knowledge (Cummins, 2001). These identity investments are, according to Cummins (2001), closely linked to cognitive engagement, enabling students to engage at higher cognitive levels. The combination of identity investments and cognitive engagement elucidates hence the importance of high expectations, opportunities to draw on previous experiences and competences, and the utilization of students' various linguistic resources.

Multimodal Translanguaging Pedagogies

Building on the concept of translanguaging (Williams, 1994) and research emphasizing the importance of enhancing language transfer abilities among students (Cummins, 2001; Thomas & Collier, 1997), García (2009) introduced the notion of *dynamic bilingualism*. García (2009) highlighted that social justice and social practice are essential in education, advocating that all languages spoken by multilingual students should be viewed as valuable resources for learning and knowledge development. These languages should be actively integrated into classroom social practices. According to García (2009) and García and Wei (2014), educational practices should interconnect languages and cultural identities as productive resources, ensuring that students maintain their significant cultural and linguistic identities. Hence, García (2009) emphasized resisting the separation of students' language resources. García and Kleifgen (2019) further stressed the importance of providing multilingual students with opportunities to intertwine all their languages, in multimodal ways. This approach includes using various methods, such as, for example, reading a fairytale aloud, listening to audio versions in different languages, watching screen adaptations, and dramatizing and writing the story in students' entire linguistic repertoires (Schmidt & Molin, 2023). Such practices enable multilingual students to represent themselves authentically in classrooms. Utilizing students' diverse linguistic resources embraces both pluralistic and heterogeneous language experiences, including the majority language and the various named first languages students bring to classroom practices. Consequently, the terms 'first' and 'second'

languages may have different meanings for different students. In this article, ‘first language’ refers to the language spoken at home, typically the first language a student learns during early childhood.

Pedagogical Shifts

García (2009), along with García, Johnson and Seltzer (2017), identify three essential dimensions for translanguaging pedagogies: *stance*, *design*, and *shifts*. They argue that policymakers and educators should adopt a critical stance towards multilingualism, recognizing it as a valuable resource, and viewing multilingual students as inherently resourceful. The design of classroom communication and interaction should be closely linked to the teaching content, incorporating appropriate multilingual material to support students’ literacy learning (García et al., 2017). Additionally, teachers must be prepared to make shifts in their teaching approaches, allowing students to utilize their full linguistic repertoire, in line with the principles of pedagogical translanguaging (e.g. Cenoz & Santos, 2020). These shifts in teaching design may involve varying the multimodal resources and content used in instruction. According to García et al. (2017), a teacher’s shift represents a change in their pedagogical thinking, which is intrinsically related to their awareness of the stances they choose to adopt and the reasons behind these choices. This dynamic approach underscores the need for educators to be flexible and responsive, creating an inclusive and empowering learning environment for multilingual students.

Classroom Practices and Activities of Literacy

In recent decades, literacy studies have contributed significantly to understanding literacy as ideologically and culturally situated (e.g. Heath, 1983; Street, 1993), positioning young learners of literacy in various ways (e.g. Paige et al., 2022; Schmidt, 2020). Through ethnographic studies, Heath (1983) illustrated the diverse ways children engage with words, shaped by their socioeconomic and multicultural backgrounds, such as their home languages, oral storytelling, or popular culture. Dominant educational literacy practices often overlook the resources certain children bring to represent meanings, reinforcing power dynamics in classrooms (Stein, 2008). This non-pluralistic and autonomous view of literacy (see Street, 1993) is akin to Freire’s (1970) ‘culture of silence’, limits justice and equality in classrooms. Consequently, literacy activities are not neutral and students’ involvement in various literacy practices can empower them to varying degrees. Viewing classrooms as places for literacy practices helps understand how young students use and create texts under different conditions. Activities shaping literacy practices, include whole class, pair, group, and individual work (Alexander, 2008; Schmidt & Skoog, 2017). The combination and variety of textual resources also impact literacy practices (Molin, 2022; Schmidt & Skoog, 2020).

Literacy Practices in the Primary School Years

In primary school, literacy education focuses on mastering alphabetical script, including alphabet, sounds, spelling and other technical aspects. However, beyond decoding scripts, it must also involve students in practices supporting use, meaning making, and critical text analysis, as emphasized by Luke and Freebody (1997). Combining and orchestrating various textual and media resources multimodally in contextual and balanced ways is also crucial (Comber & Nixon, 2004; Serafini, 2012).

Recognizing, distinguishing, and manipulating basic sound structures, such as phonemes, are essential to understanding or ‘cracking the code’ of alphabetical script (Castles et al., 2018; Lourenco

& Andrade, 2013). Code-breaking involves noticing and discovering the structure of languages, including comparing and drawing upon multiple languages in multilingual classrooms (Laursen & Møller, Daugaard, 2023; Schmidt & Molin, 2023; Østergaard, 2015). This includes understanding how texts are structured in both print and digital formats, involving strategies for understanding and creating various text types with specific purposes, integrating one's own experiences into these processes. Lastly, Luke and Freebody (1997) stressed the importance of critical text analysis and transformation, as texts represent particular viewpoints while silencing others (Vasquez et al., 2019).

PREVIOUS RESEARCH

Recent empirical research on translanguaging pedagogies in multilingual primary school classrooms (ages 6-12) has increasingly highlighted and emphasized the empowering opportunities these strategies have on students. Several international studies collectively underscore the significant role of translanguaging pedagogies in promoting student empowerment, enhancing linguistic engagement, and supporting identity development in multilingual educational contexts.

Carbonara and Scibetta (2022) explored the 'L'AltRoparlante' project in five Italian multilingual schools, demonstrating that acknowledging students' multilingual repertoires through translanguaging fostered empowerment dynamics and legitimized more flexible language practices. Similarly, Antony et al. (2024) found that pedagogical translanguaging in a multilingual classroom setting in India helped students better engage with foreign language learning, suggesting that tailored instructional strategies can meet the diverse linguistic needs of learners. Finally, Flynn et al. (2019) and Lee (2023) demonstrated how translanguaging in vocabulary and storytelling lessons, respectively, empowered students to share experiences, ask questions, and utilize a broader language repertoire, ultimately fostering a more inclusive and dynamic learning environment and improve academic tasks.

From a Swedish perspective, there is a gap regarding studies focusing on early literacy education related to translanguaging pedagogies (Fuster & Bardel, 2024). However, Svensson (2021) highlights a shift in a Swedish primary and middle school from a Swedish-only norm to an agenda of equity and tolerance for students' languages and cultures. The educational practice evolved, as highlighted by Svensson (2021) from initial ignorance of students' languages to a significant adoption of pedagogical translanguaging, driven by a bottom-up process among teachers. Also, previous Swedish studies highlight the role of translanguaging pedagogies in preparatory classes for new arrival students in general and its continuation (e.g. Hell, Godhe & Wennås Brante, 2021; Torpsten, 2018; Wedin & Wessman, 2017), in social sciences and/or natural sciences (Karlsson, Nygård Larsson & Jacobsson, 2019, 2021) as well as the role of mother tongue tuition for learning (Wedin, Rosén & Straszer, 2021).

THE RESEARCH PROJECT AND ITS METHODOLOGY

This article is part of a larger practice-centred research project conducted between 2020 and 2022. The project was initiated under the Swedish government's 'Development, Learning and Research'³ initiative, which aimed to develop models for long-term collaboration in research-practice

³ <https://www.ulfavtal.se/>

relationships. The project involved all teachers, their students school leaders, and two researchers working collaboratively. The project design was based on three iterative interventions (Van den Akker et al., 2006), planned and reflected on in close collaboration between the school leaders, four lead teachers, and the researchers. Each intervention was followed by lectures and discussions with all teachers. Additionally, the teachers held team meetings for planning and reflection, led by one of the lead teachers. Throughout the interventions, all teachers aimed to align their teaching practices with translanguaging perspectives (García, 2009; García & Wei, 2014), focusing on enhancing students' active participation, communication and learning through all their languages and forms of meaning-making (García & Kleifgen, 2019; Luke & Freebody, 1997), as outlined in Figure 1.

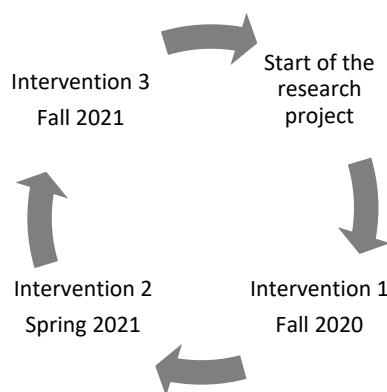


Figure 1. The three iterative interventions.

Twenty-three teachers participated in the first intervention, while 20 teachers were involved in the second and third interventions. Approximately 300 students participated across all three interventions. All teaching activities were discussed, before and after implementation during regular collegiate meetings and documented in online logbooks. In these logbooks, teachers were asked to explain their starting points and the rationale behind their choices (stances). They then described how they executed various teaching and learning activities (design), and reflected on any shifts, including new insights into perceived opportunities and challenges of the designed pedagogies. Furthermore, focus group interviews with teachers, lead teachers, and students were carried out at the beginning and end of the research project. Eight classroom observations were video and audio recorded. The empirical data from the research project, along with the focus of each intervention, are summarized in Table 1 below.

Table 1. Overview of the created empirical data.

| Interventions 1–3 | Empirical data |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intervention 1, October 2020 Enhancing student representation, identity and self-esteem, learning and knowledge development, drawing on translanguaging pedagogies. | Two transcribed focus group interviews with students (n = 10) Two transcribed focus group interviews with teachers (n = 10) One transcribed focus group interview with lead teachers (n = 4) Four classroom observations Teachers' written descriptions and reflections in online logbooks (n = 23) Documented planning (principals and lead teachers) Documented dialogue (all teachers) |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Intervention 2, March–April 2021 Enhancing student representation, identity and self-esteem, learning and knowledge development, drawing on translanguaging pedagogies and the Four Resources Model.⁴</p> | <p>Teachers' written descriptions and reflections in online logbooks (n = 20) Documented planning (principals and lead teachers) Documented dialogue (all teachers)</p> |
| <p>Intervention 3, October–November 2021 Translanguaging as a pedagogical practice, incorporating students' life worlds and experiences.</p> | <p>Two transcribed focus group interviews with students (n = 10) Two focus group interviews with teachers (n = 10) One focus group interview with lead teachers (n = 4) Four classroom observations Teachers' written descriptions and reflections in online logbooks (n = 20) Documented planning (principals and lead teachers) Documented dialogue (all teachers)</p> |

The methodology outlined above frames the conditions of this paper. Here, we focus exclusively on empirical data from the classrooms of the teacher referred to as Anna, involving one Grade 3 (18 nine-year-old students), and one Grade 1 classroom (20 seven-year-old students) during two interventions. These data were documented through two online logbooks and two video observations, and they highlight examples of literacy activities designed from multimodal translanguaging pedagogies aimed at enhancing students' literacy development. The students in these two classrooms spoke nine to ten first languages, alongside Swedish.

The Primary School Context, Self-Reflexivity, and Ethical Considerations

In the Swedish educational system, formal initial literacy learning begins at the age of six. At the A-school, the primary school classrooms are highly diverse, with students representing approximately 30 different languages. Most students speak a language other than Swedish at home, and the school frequently admit newly arrived students. According to NAE-statistics, the school is classified as 'low performing'. Due to these circumstances, the school receives various support initiatives from both the NAE and local authorities. To support students' first languages, mother tongue instruction⁵ is provided once a week.

Aligned with ethnographic approaches of self-reflexivity (e.g., Davies, 2008; Hammersley & Atkinson, 1989), the authors considered the socioeconomic conditions characterizing the school, as outlined in the introduction. This approach also includes an awareness of the distinct roles of teachers and researchers and the inherent power structures. The researchers and teachers met regularly in collegiate meetings throughout the project to discuss and reflect on translanguaging pedagogies. Hence, the methodology described was a shared experience among Anna and the two authors. During the project ongoing dialogue addressed aspects of early literacy education from translanguaging perspectives, which were designed as pedagogical activities, implemented in classrooms and subsequently reviewed and discussed.

⁴ Luke and Freebody (1997).

⁵ Mother tongue instruction is included as one of 17 subjects in the national curricula for compulsory school, but it is voluntarily for students to participate in this subject (NAE, 2022). Most multilingual students in Sweden are offered this opportunity before or after the school day, instead of during the school day as at A-school.

The entire study, including the classroom examples documented in this paper, adhered to the general requirements for research ethics (Swedish Research Council 2017) concerning information, consent, confidentiality and data usage. The Swedish Ethical Review Board reviewed the research project and found no ethical objections (Dnr 2020-02671). Participation in the project was voluntary and could be withdrawn at any time by an individual teacher or student. All participants were informed about the research objectives and aims, and they signed consent forms indicating their willingness to participate in the study and to be recorded in the classroom. The focus was on developing multimodal translanguaging pedagogies and not on individual students. Since all students were minors, their parents were informed about the research project and asked to sign consent forms, which they all completed. Information was provided orally and in written form, with translations, when necessary, facilitated by informal meetings, online lexicons, and multilingual teachers at the school. Pseudonyms were used for all participants.

Given the involvement of minors, strict attention was paid to ethical considerations throughout the research process and particularly concerning video recording. Before recording, the researcher visited the classroom, to explain the purpose of their presence and the reasons for recording, i.e. to understand how the teacher organized classroom teaching. Each time video recording occurred, agreed-upon solutions were revisited to ensure that all students felt secure and comfortable, with the option to opt out. Continuous anonymity for participants and the schools was maintained during and after the project, in line with the ethical requirements for the publishing and storage.

Analysis

In the analysis process, shared conversations, building on previous discussions during and after each intervention, were a prerequisite. Additionally, a collaborative presentation at a conference for provincial teachers served as an important springboard for the analysis. Throughout the analysis for this specific article, three meetings were held involving Anna and the two researchers. These meetings focused on selecting and clarifying the empirical data within its context, as well as reflecting on and analysing the data in relation to empowerment and the potential pedagogical shifts.

Step 1: Identifying Empowering Literacy Activities

In the initial analysis step, we aimed to identify literacy activities in Anna's classroom that could be characterized by empowerment. We investigated aspects critical for empowerment, including how activities, crucial for literacy education in the primary school years, were connected to students' social and cultural experiences. This included their prior knowledge of languages, multilingual repertoires, texts, and media combined with multimodal approaches. We also assessed whether and how these activities realized cognitive engagement and/or maximum identity investments (Cummins, 2001, 2021; Cummins & Early, 2011, 2015).

Step 2: Selection of Empowerment Opportunities

Drawing on the findings from this first analysis step, we jointly selected two examples of literacy activities that provided opportunities for empowerment. These examples are presented via vignettes, in terms of short scenarios (Hill, 1997) and situations, referring to important points in the study of perceptions, beliefs and attitudes (Hughes 1998, p. 381). The first example highlighted activities related to phonemes and their connections to alphabetical script and written language systems. The

second example focused on enhancing multicultural and multilingual identities through poetry reading and writing.

Step 3: Identifying and Analysing Pedagogical Shifts

In this part of the analysis, we aimed to identify what possible pedagogical shifts related to the selected examples and understand the reasons behind these shifts (García et. al., 2017). We considered factors such as how literacy activities evolved or transformed over time, the perspectives guiding their design, and the impact of these changes on classroom literacy practices.

Step 4: Scrutinizing and Characterizing Pedagogical Shifts

In the final part of the analysis, we scrutinized the identified shifts and to understand the characteristics of these changes in pedagogical thinking and design. We evaluated how these shifts reflected a deeper understanding of students' multilingual and multicultural backgrounds and how they promoted a more inclusive and engaging learning environment.

RESULTS

This section presents results from classroom activities that empower students through literacy instruction focused on phonemes, their connections to alphabetical script, and the multicultural and multilingual identities of students. In the two classrooms, Grade 1 with seven-year-old students and Grade 3 with nine-year-old students, 9 to 10 first languages were represented in the respective classroom. In sum, these languages were Persian, French, Kurdish, Urdu, Bosnian, Somali, Bengali, Tigrinya, Arabic, Yoruba, Serbian, Turkish and English. Each classroom example is followed by a vignette highlighting any pedagogical shifts that were made, and if so, why.

Students' previous knowledge of sounds and letters

This part explores classroom teaching of phonemes and their connections to various systems for written languages and alphabetical scripts. These literacy activities are characterized by empowerment because they leverage students' existing knowledge and foster a connection between their first languages and Swedish.

In the Grade 1 classroom, the seven-year-old students utilized their knowledge of phonemes and letters from their first languages to compare alphabetic scripts and understand the connection between phonemes and letters in different writing systems. This activity involved collaborative homework between the school and the students' caregivers.

Collaborative Homework Example

Students were asked to identify words beginning with the letter 'l' in their first languages⁶ and in Swedish. The collaborative homework was structured as explained in Table 2.

⁶The classroom teacher Anna used the term 'mother tongue' in this collaborative homework, referring to the specific language that a student speaks at home with their nearest family. As authors of this article, we in turn use the term 'first language' when reflecting on the students' language use as explained in section Empowerment and Translanguaging Pedagogies.

Table 2. Homework.

| | |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Talk with an adult at home and ask if there are words in your mother tongue beginning with the sound 'l'. | |
| Words with the sound 'l' in Swedish: | Words with the sound 'l' in your mother tongue: |

The collaborative homework resulted in all students identifying words containing the sound 'l' in Swedish and in their first language. The students chose the words themselves and in collaboration with an adult. The students executed homework in different ways. One student chose the words *lejon* [lion], in Swedish and *libaax* in Somali, identifying the sound at the beginning of the word in both languages. The same student also chose the words *läsk* [soda] and *leopard* [leopard] in Swedish, identifying the sound in this language, but not in Somali, as illustrated in Table 3.

Table 3. Homework, example 1.

| | |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Talk with an adult at home and ask if there are words in your mother tongue beginning with the sound 'l'. | |
| Words with the sound 'l' in Swedish: | Words with the sound 'l' in your mother tongue: Somali |
| <i>lejon, läsk, leopard</i> | <i>libaax, cabitaan</i> |

Another student chose the words *sol* [sun], *blå* [blue], *gul* [yellow], *lök* [onion], *glass* [ice cream], *klass* [class], *mjölk* [milk], *lian* [his] and *kläder* [clothes] in Arabic and Swedish. The same student identified the actual sound both at the beginning and in the middle of the chosen Swedish words, as illustrated in Table 4.

Table 4. Homework, example 2.

| | |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Talk with an adult at home and ask if there are words in your mother tongue beginning with the sound 'l'. | |
| Words with the sound 'l' in Swedish: | Words with the sound 'l' in your mother tongue: |
| <i>sol, blå, gul, lök, glass, klass, mjölk, lian, kläder</i> | شمس, أزرق, أصفر بصل بوظة الصف حليب نبات التسلق |

For students who did not complete their homework, the teacher Anna provided support using translation applications, ensuring all students could participate and share their results in language groups. These groups were either homogeneous (e.g. Arabic speakers) or heterogenous groups (mixed languages), fostering a multilingual learning environment. The heterogeneous groups used Swedish. Anna then presented a multilingual digital visualization of the words, drawing on all the languages represented in the classroom, connected to the sound of the letter 'l', as illustrated in Figure 2.

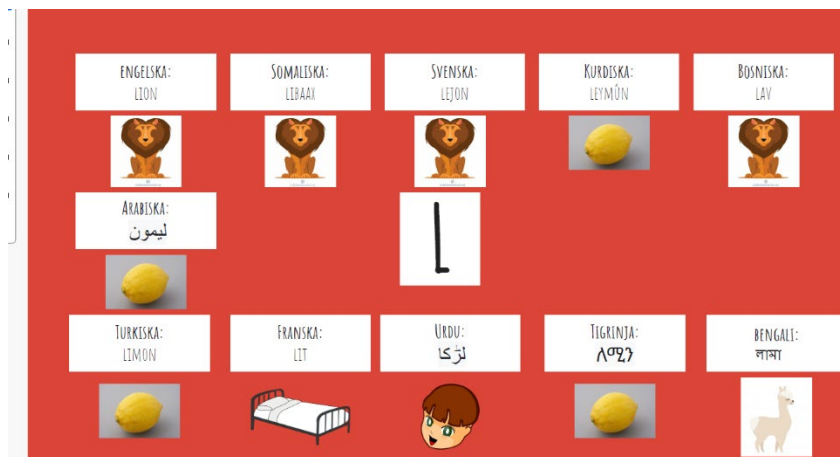


Figure 2. Digital multilingual alphabet and the letter 'l'.

Drawing on this multilingual digital visualization regarding the letter 'l', the students in a next step listened to and echoed the words in chorus in the whole class while their peers acted as experts on specific languages regarding pronunciation and meaning. Furthermore, classroom conversation took place regarding comparisons or similarities between various words, for example, the word *lejon* in Swedish, *lion* in English and *libaax* in Somali. For the translations, various online translation resources were used, or sometimes caregivers were used as experts. When discussing the various words, the students made connections to their own and/or their caregivers' experiences of wild animals in other habitats and countries; this was also the case with various fruits and dishes. In addition, the classroom conversation focused on various sign systems, such as Arabic letters, Arabic-Persian (Urdu) letters and Bengali letters.

Pedagogical shift

The identified pedagogical shift elucidates a transition from a monolingual to a multilingual norm in letter instruction. This shift allowed students to draw on their entire linguistic repertoire, connecting their life worlds and previous language knowledge to teaching content, i.e. the sounds and letters of the Swedish alphabet. Anna noted an increase in students' pride and engagement, as their unique linguistic backgrounds were valued and represented in classroom activities. For example, Anna recalled that one student, the only one with knowledge in Tigrinya, was represented as a speaker of this language. Also, Anna noted that some students did not remember what their caregivers had written on the collaborative homework, but when talking about it, they recalled the conversation at home and remembered the specific word in their mother tongue and in Swedish. In this way, those students representing more unusual languages, that is, languages that only a few students speak and use had the opportunity to share knowledge about their first language. In this way, the multilingual letter instruction not only created necessary opportunities for recognizing, distinguishing, and manipulating sounds and connecting them to letters (e.g., Castles et al., 2018), but also for adding multilingual knowledge and identities (Cummins, 2001; Laursen & Møller Daugaard, 2023). In the shared conversation between Anna and the authors, being part of the analysis process, Anna reflected that 'such multilingual approaches are something that can be made visible, also in letter instruction'.

Representing Multicultural and Multilingual Identities

This section presents findings from classroom activities focused on shared reading, discussions and poetry creation. These literacy activities are regarded as empowering because they draw on students' cultural and linguistic backgrounds, fostering a sense of identity and inclusion. In Anna's Grade 3 classroom, this activity began with a discussion about poets with multicultural backgrounds and conversations about the messages and content of their poems, followed by the students' own poetry writing.

Initially, students listened to the Swedish musician and hip-hop artist Erik Lundin's song *Välkommen hem* [Welcome home], featuring lines like: "*Och jag kommer inte ge mig av, min identitet är mitt eget val*" [And I will not leave, my identity is my own choice], followed by lines where the artist states that his preschool was Persian, his best friend Greek and he himself poetic. The students were asked whether Lundin's hip-hop song could count as a poem, which they thought it could. Anna highlighted how the lyrics overlap several cultures and languages, using them as resources in Lundin's poetry-making. In addition, the students had the opportunity to hear the artist's thoughts on music- and text-making, as presented in a Swedish television programme (SVT, 2020). In the programme Lundin discussed his multicultural upbringing and its positive impact on language, culture and literacy, and how these enabled him to talk to people on various levels, suggesting the richness of a multicultural background.

Subsequently, the students were introduced to other poets, including the American poets Maya Angelou and Amanda Gorman, the Canadian poet Rupi Kaur and the Swedish poet Daniel Boyacioglu. These poets were presented as positive role models who embraced their cultural backgrounds and in various ways, had acted against injustice, not allowing others to discredit them. For example, Gorman (2021) wrote that 'a skinny Black girl descended from slaves and raised by a single mother can dream of becoming president'. For the reading and discussion of the poems, the content was translated to Swedish.

After being inspired by Lundin and the other poets, students were encouraged to write their own poems. Poetry writing was introduced as a process of thinking, telling and describing something to others. Apart from the invitation to write like the presented poets, the students were advised that a poem might be a short, written text, often full of emotions. They were also encouraged to use whatever languages they wanted to and to mix them. The students wrote individually, using pen and paper. During the process the classroom teacher presented one poet at a time, after which the students chose whether to start a new poem or continue with the one they had been writing. In this way, the process continued over several lessons, and many poems were created.

Eventually, a selection of 40 of the 18 students' poems was compiled in a sewn poetry book. In seven of the 40 poems, the students' first languages were used, and 15 of the 40 poems contained some kind of cultural reference. Several poems mixed the Swedish language with expressions from other languages. For example, one student wrote about being both Turkish and Swedish and knowing words in Arabic and Chinese. Several poems expressed emotions about belonging to a community, place, or family. One student wrote: '*Jag är som ett blad och min klass är som mitt träd*' ['I am like a leaf and the class is like my tree']. Moreover, personal and strong emotions were made visible. For example, one student wrote about a sibling who was no longer alive. Evidence of mobility, that is, moving from one place to another, also appeared. For instance, one student wrote: '*Från Syrien till*

*Sverige, från Vallås till A*⁷ [‘From Syria to Sweden, from Vallås to A’]. The poem ended with: ‘*det viktigaste i mitt liv är min familj och att vi är där för varandra*’ [‘the most important in my life is my family and that we are there for one another’]. Several poems resembled the previously presented poems, such as the following initial lines in a poem that borrowed some words of the poet Maya Angelou: ‘*Still I rise, solen tar mig upp, min svaghet rinner av*’ [‘Still I rise, the sun takes me up, my weakness pours away’].

Pedagogical Shifts

Initially, the teacher Anna had planned to draw on a teaching aid with a users’ guide in Swedish and suggestions for poetry writing. However, Anna described that these suggestions appeared to be limited prompting a change in direction. There were several reasons for this initial pedagogical shift. First, the suggested lesson design, according to Anna, did not provide students with opportunities for explorative poetry writing. Second, the chosen poets and their poems were from past times, not necessarily relevant to these young students and their life worlds. Lastly, the suggested poems included no possibilities for multicultural recognition. Instead, Anna chose to draw on contemporary multicultural and multilingual poets. This identified pedagogical shift suggests a change from a monocultural to a multicultural norm, creating opportunities for students to connect with and be inspired by poets who, like themselves, had experienced multiple cultural identities and the languages.

In the shared conversation between Anna and the authors, being part of the analysis process, Anna reflected that ‘the process of poetry writing opened up the genre, encouraging students to express themselves while putting aside the demands of correct spelling and syntax’. To sum up, this shift resulted in designed activities that linked languages and cultural identities, rather than separating or neglecting them (García, 2009; García & Wei, 2014). In this way, the students’ resources regarding languages, literacies and cultural knowledge co-existed as productive resources, combining them in integrated ways (Cummins, 2001; García & Kleifgen, 2020). This led to the students contributing their own unique personalities to the classroom activities (Cummins, 2001; Cummins & Early, 2011).

Summary of the findings

To sum up, the study identifies two key findings related to the research questions on literacy activities characterized by empowerment and the pedagogical shifts that occurred. First, the literacy activities that emerged, were empowering because they leveraged students’ prior knowledge and multilingual backgrounds. In the Grade 1 classroom, students used their understanding of phonemes from their first languages to compare alphabetic scripts, fostering connections between their first languages and Swedish. This activity, which included collaborative homework with caregivers, was empowering as it validated and integrated the students’ linguistic resources into the learning process. Second, significant pedagogical shifts were observed. In the phoneme instruction, there was a clear shift from a monolingual norm, allowing students to engage with the Swedish alphabet through the lens of their diverse linguistic repertoires. This shift enhanced students’ pride and engagement, particularly those with less common first languages. In the poetry writing activity in the Grade 3 classroom, the shift was from a monocultural to a multicultural norm. Initially

⁷ Pseudonymized

planned around traditional, monolingual poetry instruction, the teacher adapted the approach to include contemporary, multicultural poets, which better resonated with the students' backgrounds. This change allowed for more explorative and inclusive poetry writing, enabling students to express their identities and experiences through a blend of languages and cultural references. These shifts not only fostered a more inclusive classroom environment but also empowered students by integrating their linguistic and cultural resources into the learning activities.

DISCUSSION

The presented results offer significant insights into early literacy education within multilingual primary school classrooms, specifically by addressing how multimodal translanguaging pedagogies can provide opportunities for student empowerment when learning to read and write. In summary it suggests that integrating students' multilingual backgrounds into literacy activities empower them, with key pedagogical shifts toward inclusivity enhancing engagement and identity. These shifts from monolingual and monocultural norms to multilingual and multicultural practices were central to the students' empowerment, which will be discussed below.

As shown by Laursen and Daugaard Møller (2023), Østergaard (2015) young multilingual students' previous knowledge of various systems for writing languages, including phonemes and letters, are fundamental resources to build upon when they are learning to write and read the majority language of a society. The students in this study could relate the letter of 'L' and its sound to their own multilingual repertoire, which provides essential opportunities for empowerment (Cummins, 2001, 2021; Cummins & Early, 2011, 2015). Another significant aspect of empowerment, shown in the study, is that the student's caregivers were able to contribute to their children's literacy learning. The latter creates opportunities for identity investment and cognitive engagement for both caregivers and students (Cummins, 2001), crucial for educational achievement (Bunar, 2011; Schmidt, 2022). In sum, these opportunities have the potential to contribute to students' pride of their own cultural and language competences, as pointed out in previous empirical studies (e.g. Flynn et al., 2019; Lee, 2023; Schmidt & Molin, 2023; Wedin & Wessman, 2017). The pedagogical shift, enabling the activity, stems from a view of *not* overlooking multilingual children's resources when they are learning to read and write (Heath, 1983; Stein, 2008). Importantly, this activity did not overlook crucial factors for decoding alphabetical script (e.g. Castles et al., 2018). Instead, these aspects were related to the student's experiences and knowledge. As reported on in the result, the teacher Anna reflected not only on her students' pride and engagement, showed in this activity, but also that students who were the only one speaking a specific language in the classroom could represent themselves, in line with García's (2009) notion of social justice. In this way, students' languages were not separated; instead, they were interconnected in accordance with translanguaging pedagogies (García & Wei, 2014; Svensson, 2021).

The literacy activity of shared poetry reading, and individual poetry writing provided opportunities for the students to experience emancipatory literacy. This was made possible by encountering positive role models (García & Kleifgen, 2019), in terms of multicultural and multilingual poets. This activity made it possible for the students finding their own personal voice emanating from their own identities, again providing opportunities for empowerment in terms of identity investment (e.g. Cummins, 2011, 2015; Wedin & Wessman, 2017). The latter is, for example, shown when a student writes about being both Turkish and Swedish. When students realize that they can represent

themselves as unique persons by communicating via written language, they have, apart from assessing principals for alphabetic script, also understood a fundamental principle of representing oneself.

Concluding Words

This contribution is the result of a research collaboration between school leaders, lead teachers, teachers, and researchers. As authors of this article, we acknowledge that the presented results cannot be generalized to all multilingual primary school classrooms. Also, we are aware that more research are needed, not the least multimodal aspects of translanguaging pedagogies need to be researched in more deeper ways than was possible in this study. Further aspects for future research concern how to provide opportunities for students to explore and discover written language from their multilingual repertoire. Also, further research, drawing on the example of poetry writing, could consist of students' opportunities to provide feedback on each other's poems and the reflections that these evoke. However, we argue that the identified opportunities of empowerment and possible pedagogical shifts are of crucial importance for multilingual classroom practices within early literacy education for several reasons.

The findings of this study extend the existing literature by addressing gaps in Swedish research on early literacy education with translanguaging perspective, relating to the notion of empowerment. While international studies have increasingly highlighted the empowering potential of translanguaging pedagogies (Antony et al., 2024; Carbonara & Scibetta, 2022; Flynn et al., 2019) there has been limited focus on how these strategies can be systematically integrated into primary school classrooms in Sweden. Therefore, the present study fills this gap by providing empirical evidence of *how* translanguaging pedagogies can be adapted and applied in Swedish multilingual school contexts. The study also demonstrates the critical role of teacher's agency in facilitating pedagogical shifts. The iterative and collaborative approach between teachers and researchers, which was central to the study's methodology, highlights the importance of reflective practice and professional development in supporting the adoption of multimodal translanguaging pedagogies. Moreover, the contribution of the study lies in its practical implications for literacy education in multilingual contexts. By documenting specific literacy activities and accompanying pedagogical shifts the study may serve as a model for educators to implement similar strategies. This extends existing research by structuring this involvement within a translanguaging framework. For example, the collaborative homework activity in the Grade 1 classroom shows how family and community resources can support literacy among multilingual students. Similarly, the Grade 3 poetry writing activity demonstrates how to integrate students' cultural and linguistic identities into creative literacy practices, promoting a more inclusive learning environment.

The findings also have significant implications for educational policy and practice in multilingual settings. The shift to more inclusive approaches underscores the need for systemic support, including changes in curriculum, teacher training, and assessment practices. Empowering students in multilingual classrooms requires not just classroom-level changes but also institutional backing that values linguistic diversity. This is particularly relevant within the Swedish context of educational segregation where socioeconomic status and language background remains a challenge (SOU, 2020, p. 46; Swedish Research Council, 2022). Thus, this study contributes to ongoing discussions about achieving more equitable educational outcomes for diverse student populations.

REFERENSER

- Alexander, R. (2008). *Essays on Pedagogy*. Routledge.
- Antony, S., Ramnath, R., & Ellikkal, A. (2024). Examining Students' Perspectives on Pedagogical Translanguaging in the Multilingual Classroom Context. *IAFOR Journal of Education*, 12(1), 199-223.
<https://doi.org/10.22492/ije.12.1.08>
- Bunar, N. (2011). Multicultural urban schools in Sweden and their communities: Social predicaments, the power of stigma, and relational dilemmas. *Urban Education*, 46(2):141-164.
<https://doi.org/10.1177/0042085910377429>
- Carbonara, V., & Scibetta, A. (2022). Integrating translanguaging pedagogy into Italian primary schools: Implications for language practices and children's empowerment. *International Journal of Bilingual Education and Bilingualism*, 25(3), 1049-1069.
<https://doi.org/10.1080/13670050.2020.1742648>
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(2), 5-51.
<https://doi.org/10.1177/1529100618772271>
- Cenoz, J., & Santos, A. (2020). Implementing pedagogical translanguaging in trilingual schools. In D. M. Roessingh, D. S. Park & B. W. Rinehart (Eds.), *Pedagogical Translanguaging in Multilingual Education: Theories and Practices* (pp. 85-104). Springer.
- Comber, B., & Nixon, H. (2005). Children reread and rewrite their local neighborhoods. In J. Evans (Ed.), *Literacy moves on* (pp. 127-148). Lawrence Erlbaum Associates.
- Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). California Association for Bilingual Education.
- Cummins, J. (2021). Translanguaging: A critical analysis of theoretical claims. In P. Juvonen & M. Källkvist (Eds.), *Pedagogical translanguaging: Theoretical, methodological, and empirical perspectives* (pp. 7-36). Multilingual Matters.
- Cummins, J., & Early, M. (2011). *Identity texts. The collaborative creation of power in multilingual schools*. Trentham Books.
- Cummins, J., & Early, M. (2015). *Big Ideas for Expanding Minds: Teaching English Language Learners Across the Curriculum*. Pearson Education.
- Davies, C. A. (2008). *Reflexive ethnography. A guide to researching self and others*. (2nd ed.). Routledge.
- Flynn, E. E., Hoy, S. L., Lea, J. L., & García, M. A. (2019). Translanguaging through story: Empowering children to use their full language repertoire. *Journal of Early Childhood Literacy*, 21(2), 283-309.
<https://doi.org/10.1177/1468798419838569>
- Frank, J., Schmidt, C. Sundberg, D. Vogt, B. & Wahlström, N. (2022). Knowledge, Curriculum and Teaching on Matters That Concern. In N. Wahlström (Ed.), *Equity, Teaching Practice and the Curriculum* (pp. 141-155).
- Freire, P. (1970). *Pedagogy of the Oppressed*. Penguin Books.
- Fuster, C. & Bardel, C. (2024). Translanguaging in Sweden: A critical review from an international perspective. *System*.
<https://doi.org/10.1016/j.system.2024.103241>
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell.
- García, O., Johnson, S., & Seltzer, K. (2017). *The translanguaging classroom. Leveraging student bilingualism for learning*. Caslon.
- García, O., & Kleifgen, J. (2020). Translanguaging and literacies. *Reading Research Quarterly*, 55(4):553-571.

- <https://doi.org/10.1002/rrq.286>
- García, O., & Li, W. (2014). Language, bilingualism and education. In O. García & W. Li (Eds.), *Translanguaging, bilingualism and education*. (pp. 46-62). Palgrave Macmillan.
- Gorman, A. (2021). *The Hill We Climb: An Inaugural Poem for the Country*. Viking Books.
- Hammersley, M., & Atkinson, P. (1989). *Ethnography: Principles in Practice*. Routledge.
- Hazel, N. (1995) Elicitation Techniques with Young People, *Social Research Update*, Issue 12, Department of Sociology, University of Surrey.
<http://www.soc.surrey.ac.uk/sru/SRU12.html>
- Heath, B. S. (1983). *Ways with words. Language, life and work in communities and classrooms*. Cambridge University Press.
- Hill, M. (1997) Research Review: Participatory Research with Children, *Child and Family Social Work*, 2, pp.171-183.
- Hell, A., Godhe, A-L & Wennås Brante, E. (2021). Young L2-learners' meaning making in engaging in computer assisted language learning. *The EuroCALL Review*, 9 (1), 89-111.
- Hughes, R. (1998). Considering the vignette technique and its application to a study of drug injecting and HIV risk and safer behaviour. *Sociology of Health & Illness*, 20 (3), 381-400.
- Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of Research in Education*, 32(1), 241-267.
<https://doi.org/10.3102/0091732X07310586>
- Karlsson, A., Nygård Larsson, P., & Jakobsson, A. (2019). The continuity of learning in a translanguaging science classroom. *Cultural Studies of Science Education*, 14(2), 349-375.
<https://doi.org/10.1007/s11422-018-9881-6>
- Karlsson, A., Nygård Larsson, P., & Jakobsson, A. (2021). Students' multilingual negotiations of science in third space. In A. Jakobsson, P. Nygård Larsson, & A. Karlsson (Eds.), *Translanguaging in Science Education* (pp. 101-125). Springer.
https://doi.org/10.1007/978-3-030-61629-2_5
- Kress, G. (1997). *Before Writing. Rethinking the paths of literacy*. Routledge.
- Laursen, H. P., & Møller Daugaard, L. (2023). Such tiny signs on a piece of paper. Engagement with language and literacy in a multilingual preschool class. *Journal of Early Childhood Literacy*, 0 (0).
<https://doi.org/10.1177/14687984231175341>
- Lee, C. (2023). Using Wordless Picturebooks to Promote Bilingual Students' Translanguaging Practices. *Journal of Research in Childhood Education*, 37(1), 123-144.
<https://doi.org/10.1080/02568543.2023.2193258​>
- Lourenco, M., & Andrade, I. A. (2013). Promoting phonological awareness in pre-primary education: Possibilities for the 'awakening to languages' approach. *Language Awareness*, 23(4), 304-318.
<https://doi.org/10.1080/09658416.2013.836883>
- Luke, A., & Freebody, P. (1997). The social practices of reading. In S. Muspratt, A. Luke, & P. Freebody (Eds.), *Constructing critical literacies: Teaching and learning textual practices* (pp. 195-225). Hampton Press.
- Molin, L. (2022). Deconstructing Video Clips in Class: Enhancing Secondary School Students' Critical Literacy in Digital Domains. *Educare*, (1), 105-131.
<https://doi.org/10.24834/educare.2022.1.5>
- NAE (2018). *Analyser av familjebakgrundens betydelse för skolresultaten och skillnader mellan skolor. En kvantitativ studie av utvecklingen över tid i slutet av grundskolan* [Analysis of the impact of family background on school results and differences between schools. A quantitative study of the development over time in the end of the compulsory school years].
<https://www.skolverket.se/getFile?file=3927> [Retrieved August 21, 2024]

- New London Group (1996). A pedagogy of multiliteracies. Designing social futures. *Harvard Educational Review* 66 (1), 60-92.
- Paige, K., Haggerty, B., & Comber, B. (2022). Water literacies: Co-researching, learning, and acting for the wetlands. In M. Häggström & C. Schmidt (Eds.), *Relational and critical perspectives on education for sustainable development* (pp. 53–66). Springer.
https://doi.org/10.1007/978-3-030-97605-1_5
- Schmidt, C. (2020). *Ethnographic research on children's literacy practices: children's literacy experiences and possibilities for representation* *Ethnography and Education*, 15(1), 48-63.
<https://doi.org/10.1080/17457823.2018.1512004>
- Schmidt, C. (2022). Pedagogical segregation from students' perspectives. In N. Wahlström (Ed.), *Equity, teaching practice and the curriculum: Exploring differences in access to knowledge* (pp. 123 -140). Taylor & Francis.
- Schmidt, C., Skoog, M. (2017). *Classroom interaction and its potential for literacy learning- Nordic Journal of Literacy Research*, 3(1), 45-60.
<https://doi.org/10.23865/njlr.v3.474>
- Schmidt, C., Skoog, M. (2020). Textual resources in the classroom: the challenge of integrating critical approaches. *Pedagogies: An International Journal*, 15(4), 296-314.
<https://doi.org/10.1080/1554480X.2019.1706525>
- Schmidt, C. & Molin, L. (2023). Schmidt, C., Molin, L. (2023). Paradoxes of access to equity: multilingual primary school classroom practices. *Language and Education*, 38 286-302.
<https://doi.org/10.1080/09500782.2023.2261421>
- Shanahan, T. & Shanahan, C. (2012). What is Disciplinary Literacy and Why Does It Matter? *Topics in Language Disorders*, 32(1), 7–18.
- Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective*. Routledge.
- Serafini, F. (2012). Expanding the four resources model: Reading visual and multi-modal texts. *Pedagogies: An International Journal*, 7(2), 150–164.
<https://doi.org/10.1080/1554480X.2012.656347>
- SOU (2020). *En gemensam angelägenhet* (SOU 2020:46). Statens Offentliga Utredningar.
<https://www.regeringen.se/rattsliga-dokument/statens-offentliga-utredningar/2020/08/sou-202046/> [Retrieved Aug, 9, 2024]
- Stein, P. (2008). *Multimodal pedagogies in diverse classrooms. Representations, rights and resources*. Routledge.
- Street, B. (1993). *Cross-cultural Approaches to Literacy*. Cambridge University Press.
- Svensson, G. (2021). Developing Pedagogical Translanguaging in a Primary and Middle School. In P. Juvonen & M. Källkvist (Eds.), *Pedagogical Translanguaging: Theoretical, Methodological and Empirical Perspectives* (pp. 76-94). Multilingual Matters.
- SVT (2020). Lerins sommarö.
<https://www.svtplay.se/video/29495460/lerins-sommaro/lerins-sommaro-sasong-1-erik-lundin-gastar>. [Retrieved Aug, 21, 2024].
- Swedish Research Council. (2017). *God forskningsed* [Good research practice].
<https://www.vr.se/analys/rapporter/vara-rapporter/2017-08-29-god-forskningsed.html> [Retrieved: Aug, 27, 2024].
- Swedish Research Council (2022). Integration och utbildning. En forskningsöversikt [Integration and education. A research review].
https://www.vr.se/download/18.3b45106918125e0f9e3dbef/1675090338813/Integration%20och%20utbildning%20en%20forsknings%C3%B6versikt_VR2022.pdf. [Retrieved: Aug 5, 2024].
- Thomas, W., & Collier, V. (1997). *School effectiveness for language minority students*. NCBE Resource Collection Series, No 9.

- Torpsten, A. C. (2018). Translanguaging in a Swedish multilingual classroom. *Multicultural Perspectives*, 20(2), 104–110.
<https://doi.org/10.1080/15210960.2018.1447100>
- Van den Akker, J., Gravemeijer, K., McKenney, S., & Nieveen, N. (Eds.) (2006). *Educational Design Research*. Routledge.
- Vasquez, V., Janks, H., & Comber, B. (2019). Critical literacy as a way of being and doing. *Language Arts*, 96(5), 300–311.
- Walldén, R. (2019). Genom genrens lins. Pedagogisk kommunikation i tidigare skolår. *Malmö Studies in Educational Sciences* No. 84.
- Wedin, Å., Rosén, J., & Strazer, B. (2021). Multi-layered language policy and translanguaging space. A mother tongue classroom in primary school in Sweden. *International Electronic Journal of Environmental Education*, 13(5), 699-711.
<https://www.iejee.com/index.php/IEJEE/article/view/1217>. [Retrieved: Aug, 27, 2024]
- Wedin, Å., & Wessman, A. (2017). Multilingualism as policy and practices in elementary school: Powerful tools for inclusion of newly arrived pupils. *International Electronic Journal of Elementary Education*, 9(4), 873–890.
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9-30.
<https://doi.org/10.1093/applin/amx039>
- Williams, C. (1994). Arfarniad o Ddulliau Dysgu ac Addysgu yng Nghyd-destun Addysg Uwchradd Ddwyeithog, [An evaluation of teaching and learning methods in the context of bilingual secondary education]. Doctoral thesis, University of Wales.
- Østergaard, W. (2015). *All världens alfabet. Att upptäcka den alfabetiska principen genom tvåspråkigt arbete*. In H. P. Laursen (Ed.). *Litteracitet och språklig mångfald*. (pp. 81–108). *Studentlitteratur*.

Vol 19, nr 1 2026

Tema: Transspråkande för en likvärdig skola i svenska utbildningssammanhang

Introduktion till temanummer: Transspråkande för en likvärdig skola i svenska utbildningssammanhang

Jenny Rosén, Boglárka Straszer & Sofia Lindén

Early Literacy Education in Multilingual Primary School Classrooms: Possible Shifts Towards Empowerment and Citizenship

Catharina Schmidt & Lisa Molin

Transspråkande och epistemisk (o)rättvisa i språkundervisning för vuxna

Enni Paul, Liz Adams Lyngbäck, Christina Hedman & Jenny Rosén

Likvärdighet och social rättvisa i modersmålsundervisning: Ideologiska dilemman i modersmål arabiska

Åsa Wedin, Boglárka Straszer & Lovisa Berg