



Online Seminar Series Autumn 2026

Nordic Research Network for Educational Linguistics (NordEdLing)



Invited speaker

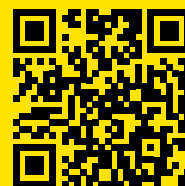


Raffaella Negretti,
Chalmers University of
Technology, Sweden

Beyond academic writing: How multi-genre tasks promote transfer and metacognition in doctoral writing

30 September, 15.00–16.00 (CET)

Zoom



Bio

Raffaella Negretti is Professor in Educational Psychology and Applied Linguistics at Chalmers University of Technology, Department of Communication and Learning in Science. Raffaella's research is interdisciplinary: it spans academic writing, genre pedagogy, and metacognition/self-regulated learning, appearing in outlets such as the *Journal of Second Language Writing*, *Applied Linguistics*, and *Higher Education*.

Summary

What is academic writing expertise? Should writing pedagogy address only disciplinary and academic genres, or should it aim to promote students' ability to communicate their knowledge across different situations, including beyond academia? I will present a project that addresses how doctoral writing instruction can promote such adaptability through a *multi-genre pedagogy* approach. Drawing on genre theory and metacognition, it examines pedagogical tasks designed to promote transfer and recontextualization across academic and popular science genres. Student texts and interviews show deliberate and metacognitive adaptation through linguistic reformulation and more complex rhetorical strategies, such as storytelling and audience-oriented adjustments. The findings highlight how pedagogy can support flexible, transferable writing practices beyond traditional academic genres.



Online Seminar Series Autumn 2026

NordEdLing in cooperation with WERA IRN Literacy in Multilingual Contexts



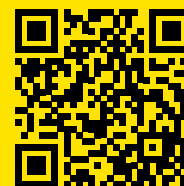
Invited speaker



Ingrid Gogolin,
University of Hamburg,
Germany

Multilingual teaching and learning in Physics

4 November 15.00–16.00 (CET)



Zoom

Bio

Dr. Ingrid Gogolin is Senior Professor for International comparative and intercultural education research at the University of Hamburg. Her research is focused on equity in education systems. She is particularly interested in the questions of how educational disadvantages due to multilingualism can be reduced and how the advantages of multilingualism can be exploited for high quality teaching and successful learning.

Summary

Growing with more than one language is a reality for an increasing number of children and young people around the world—especially in cities and urban areas. In Hamburg, for example, about 45% of students grow up with a family language other than German. Schools are home to a wide range of language experiences: from monolingualism in a language other than the language of schooling (e.g., among children who have recently immigrated) to advanced reading and writing skills in the language of schooling as well as other languages. Linguistic diversity is therefore a fundamental prerequisite for teaching and learning in schools. This observation was the starting point for the research project “Physics Instruction in the Context of Linguistic Diversity” (PhyDiv) which we carried out @ University of Hamburg. The project focused on developing and testing instructional approaches that specifically take the linguistic composition of learning groups into account. Using physics as an example, the study investigated whether—and under what conditions—students’ academic achievement in the subject can be improved when language is explicitly and systematically incorporated into instruction. The study also examined the extent to which the promotion of academic language skills in German and the additional use of multilingual resources can influence students’ subject comprehension and motivation in physics classes. In my contribution, I will present the design of the project and most important results on the students’ achievement in physics and their opinions on the—unfamiliar—multilingual-sensitive physics instruction.



Online Seminar Series Autumn 2026

Nordic Research Network for Educational Linguistics (NordEdLing)



Invited speaker



Jenni Ingram,
University of Oxford, UK

What does it mean to be responsive to communication in Mathematics classrooms?

2 December, 15.00–16.00 (CET)

Zoom



Bio

Jenni Ingram is Professor of Mathematics Education at the University of Oxford, UK. Her research focuses on communication and interaction in mathematics classrooms, leading a range of projects examining the relationship between language, communication and the development of mathematical reasoning. These include large-scale international quantitative studies of classroom discourse, smaller-scale ethnomethodological studies of everyday communication and interactions in maths classrooms, and collaborative design-research with secondary mathematics teachers. She chaired the CERME language, communication and interaction working group for 8 years and also chaired the ICME language and mathematics group in 2020. She publishes widely and enjoys collaborations with other researchers taking different theoretical perspectives to the same data.

Summary

Research on language and mathematics has highlighted how linguistic demands shape students' opportunities to participate in mathematical activity. Drawing on findings from the *Developing Language-Responsive Mathematics Classrooms* project, this talk describes our work with teachers on recognising and responding to the language challenges embedded in mathematical reasoning, representation, explanation and argumentation. Communication-responsiveness in mathematics classrooms requires attending to meanings constructed across language, symbols, diagrams, examples and gestures. I will explore what becomes visible when attention shifts to the relationship among communication, meaning-making, mathematical structure, and coherence, and consider the implications for research.