

ECSPM 15–16 May 2025

Roundtable: Action Research for Social Justice in Education

Language, education and forced migration in the Nordic context: Mobilizing educators

Christina Hedman
Stockholms universitet



Questions

How to challenge neo-liberal, nationalist, assimilatory, ableist ideas of language/literacy, education, and migration

-> forging exclusionary processes and “institutional walls” – the blocking of the migrant body that does not “fit in” (Ahmed 2000, 2014)

and how education can orient towards more epistemically just practices?

Research projects

Language Education for Adults:

Visual Resources in Language Teaching for Adults (Swedish Institute for Educational Research, 2022-2024);

Reinterrogating Language Education in Adulthood (Swedish Research Council, 2024-2027)

Reception Classes for Newly Arrived Migrant Students:

Critical Multilingual Language Awareness among migrant adolescents (Cambridge-Stockholm Collaborative Research Grants Scheme, 2020-2022);

Languages in Language Introduction Programs (The Area of Human Science, Stockholm University, 2022-2023)

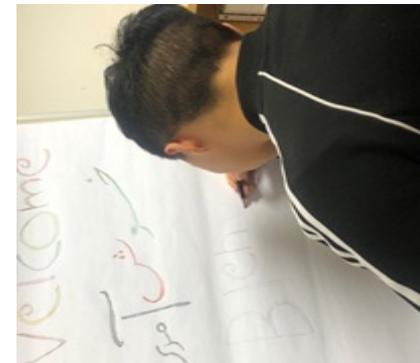




Mobilizing educators

- Adult Education/
Accommodated Adult Education
- Reception Classes:
 - Multilingual Study Mentors (Secondary level)
 - Language teachers – Swedish and English
(Upper secondary level)

Ways of...
communicating?
knowing?
adapting?



In sum

- The importance of mobilizing educators for critical reflections
- Embracing ambivalence and multiple voices
- The art of a *small-steps-approach* (Hedman & Fisher 2025)
- Mobilizing educators may not necessarily be warranted only if immediate solutions to structural problems can be presented,
 - but is important for identifying a problem and the consequences of a problem, and for
 - enabling the foregrounding of *scenarios of possibility* (Hedman & Fisher, 2024; see also Heath, 2000)

Hedman, C., Adams Lyngbäck, L., Paul, E., & Rosén, J. (2024). Epistemic reciprocity through a decolonial crip literacy in accommodated language education for adults. *Applied Linguistics*, *x(x)*, 1–16. <https://doi.org/10.1093/applin/amae029>

Hedman, C., Adams Lyngbäck, L., Paul, E., Rosén, J. (2025). Ethics in aesthetic space: representing ethical-affective relations. *Scandinavian Journal of Educational Research*. <https://doi.org/10.1080/00313831.2025.2459407>

Hedman, C., & Fisher, L. (2024). Multilingual Study Mentoring for Critical Multilingual Language Awareness among migrant adolescents: scenarios of possibility. *Journal of Multilingual and Multicultural Development*, *45(9)*, 3536–3547. <https://doi.org/10.1080/01434632.2022.2104862>

Hedman, C., & Fisher, L. (2025). Critical multilingual language awareness among migrant students: cultivating curiosity and a linguistics of participation. *Journal of Language, Identity, and Education*, *24(1)*, 87–102. <https://doi.org/10.1080/15348458.2022.2078722>

Hedman, C., Masoud, A., & Paul, E. (under review). Using your time righteously? Encountering *racial time* in institutional (non-)transitions in the Nordic context. Special Issue on Educational encounters with Arabic speakers in the Nordic countries. *Apples – Journal of Applied Language Studies*.