

### **SP - (16346) - MEANING MAKING STRATEGIES THROUGH TEXT READING IN BILINGUAL CONTEXT DURING A SCIENCE STUDY GUIDANCE SESSION**

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#### **Short Abstract**

Increasing diversity in European schools pushes focus on education for bilingual pupils. In Sweden, bilingual pupils may receive study guidance sessions as a resource to aid their studies. These sessions include the interpretation of texts from different school subjects including science from one language to another or vice versa as well as the delivery of the subject content through other types of practices and interactions with pupils. The aim of this study is to investigate how meaning making strategies are applied during a science study guidance session through text reading. The theoretical perspective of the research is based on both sociocultural theory regarding meaning-making and on translanguaging theory. The data was mainly gathered through videotaped observations, and complementary data was collected through unstructured interviews and field notes at a public school in Sweden in Spring 2020. The case study approach was adopted in order to explore the selected case in depth. In this research, the case is a study guidance session, where different meaning making strategies were employed, evolved and related to each other in a particular way through a science text reading between a bilingual pupil (9<sup>th</sup> grade) and a study guidance teacher. Both participants speak Turkish as a minority language and Swedish as a majority language. A narrative analysis is used in order to describe how meaning making strategies were employed. The results showed that the strategies used during the study guidance sessions were namely, evaluation, reformulation, rereading, translations, relating the text to previous knowledge, hypothesising and questioning. Although the use of these strategies supported the pupil to make meaning of scientific content in both Turkish and Swedish, it was also problematic. On the one hand translations strategy made it possible to overcome language limitations in some situations, on the other hand it caused confusion in some situations.