

Language and literacy in migration context

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Lecturers

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Cecilia Bartoli	(University of Palermo, guest)
Cristine Czinglar	(University of Jena, guest)
Linda Emilsen	(Østfold University College, Norway)
Işıl Erduyan	(Boğaziçi University, Istanbul)
Ann-Kristin Helland Gujord	(University of Bergen)
Markéta Hajská	(Charles University, Prague, guest)
Belma Haznedar	(Boğaziçi University, Istanbul)
Sviatlana Karpava	(University of Cyprus)
Pavel Kubaník	(Charles University, Prague, guest)
Fernanda Minuz	(Bologna, guest, online)
Egle Mocciaro	(Masaryk University, Brno)
Marta Lupica Spagnolo	(University of Potsdam)
Christoph Schroeder	(University of Potsdam)
Åshild Søfteland	(Østfold University College, Norway)
Martha Young-Scholten	(Newcastle University, guest, online)

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24-25.06

Pleasure reading for adult immigrants with limited literacy and how to produce your own (Martha Young-Scholten). "Pleasure reading" assumes that the more reading is detached from study tasks, the more fluently and deeply one learns. This is also due to the so-called affective filter, postulated by S. Krashen, which decreases if a study task is not required. Research points to the value of individualised reading, typically of fiction, to bolster five- and six-year-old children's reading fluency. At this reading level, many thousands of books exist. Adults at this reading level may have unaddressed dyslexia, problems due to stroke or dementia or may be immigrants with insufficient schooling in their home language. While children's books are an option, they are hardly ideal for instilling a love of reading. Simply Stories (<http://simplystories.org/>) caters to beginning-level adult readers and their interests, knowledge and life experiences. The initiative has pioneered techniques for writing original fiction for this readership.

26.06

Multilingualism and literacy in relation to the CEFR and in the field of language teaching planning (Fernanda Minuz). The CEFR (Council of Europe 2001) and its recent Companion Volume (Council of Europe 2018) are essential references for language teachers, curriculum developers, language testers, and policymakers. Applications and developments in different teaching areas are still ongoing. The lecture will examine two of them. First, we will trace the development of the notion of plurilingualism, which has a central position both in the CEFR and, more generally, in the Council of Europe's policies and whose didactic implications are at the heart of the Guide for the development and implementation of curricula for plurilingual and intercultural education (Beacco et al. 2016). We will then examine the Council of Europe's recent contributions to teaching literacy and second language for adult migrants, specifically through Literacy and Second Language Learning for the Linguistic Integration of Adult Migrants (Minuz et al. 2022). This reference guide explicitly refers to the CEFR methodological framework and responds to the growing need of those working in teaching literacy in migration contexts. The links between the multilingual approach and teaching in migratory contexts will be explored.

03.06

What is literacy and why is it Important? (Rui Alves). Literacy is a fundamental human right that should be enabled for as many languages as speakers in a community might have a basic need for. Patently, migrants have a right to nurture, exercise, and express their original repertoire of languages and literacies, as well as be granted access to the new language and literacy in the host country. As language and literacies are major sources of human inclusion, they are potent tools to foster migrants' integration. In the talk, I will briefly handle the literacy needs of migrants, review literacy definitions, and highlight the literacy definition of the European Literacy Network (ELN) as a current and comprehensive model that seems useful to conceive the literacy rights of migrants. Specifically, by situating literacy as a fertile capability, I'll argue that decent societies should care for and foster the literacy functioning of all citizens within their borders. Literacy is important because it is a means for human development and, coupled with universal human rights, a steward of decent societies.

Multilingualism types and multilingual Europe (Sviatlana Karpava). There are various conceptualisations, definitions, dimensions of and diverse disciplinary approaches to multilingualism and plurilingualism at the individual, societal and (teacher) education levels (Aronin & Singleton 2012; Schroedler 2021). Languages are socially constructed and are used for communication and thinking together (Gogolin et al. 2017). Moreover, languages can be mixed due to multilingualism, linguistic diversity, language contact and variation, and are characterised by a complex relationship instead of by compartmentalisation (Piller 2016). The focus of this lecture will be on multilingualism types and multilingual Europe, different language ideologies and views on multilingualism and linguistic diversity related to social roles, power and language prestige, as well as to majority, minority and immigrant languages, and language mix and overlap (Canagarajah & Gao 2019). Multilingualism has become a reality in most of the world's societies. Nonetheless, not all countries and large cities promote multilingualism, multiculturalism and social justice for both autochthonous and allochthonous (or migrant) language speakers in their policies, bureaucracy and education systems, but focus instead on monolingualism and the global

linguistic hierarchy due to geographical, economic, historical, ideological, political and social factors (Piller 2016; Schroedler & Grommes 2019). In this regard, the role of language policy and planning should not be ignored, particularly in relation to teacher education and multilingualism, the support of immigrant languages, community languages, and home or heritage languages (Seals & Shah, 2018). The EU supports multilingualism and immigrant languages, as well as linguistic, cultural and religious diversity in order to enhance social justice and societal cohesion.

Workshop on Linguistic repertoires in motion (Cecilia Bartoli, Marta Lupica Spagnolo). The proposal falls within the field of studies on linguistic autobiography, starting from the conception of the repertoire as “a wide range of voices, discourses and codes, a heteroglossic and contingent space of potential that includes imagination and desire and which speakers resort to in specific situations” (Busch 2012). Our multimodal work proposal on linguistic repertoires includes both the body (with its feelings, its metaphors and its gestures) and space, as well as the voice with its prosodic characteristics, timbre and intonation. In a playful atmosphere of meeting, contact and narration, we will represent and talk about our linguistic repertoire as an embodied and constantly changing experience. Comfortable clothes are recommended.

04.06

Multilingualism, literacy and mobility (Egle Mocciaro). In recent migrations from sub-Saharan Africa across the Mediterranean to Europe, several variables play a crucial role in determining language dynamics, including the development of additional languages. Limited literacy is one of the most significant factors in the profile of new migrants (UIS 2017), which intersects with the plurality and dynamism of migrants' linguistic repertoires. These plurilingual repertoires derive from the widespread societal multilingualism in Africa, but also from the migration experience itself (D'Agostino 2021a, 2021b.). Over the past fifteen years, research has insisted heavily on the relevance of plurilingualism in acquisition processes and the specific manner in which plurilingual repertoires are reconfigured (Blommaert 2010; Canagarajah, Wurr 2011). This also invests the dimension of writing, especially when practised in spontaneous forms, as is usually the

case in the digital communication of young adult migrants (Androutsopoulos 2015; Diminescu 2008). Interestingly, even those whose writing is only emerging are involved in these impromptu literacy forums (D'Agostino & Mocciaro 2021).

Additional language acquisition and methodology (Ann-Kristin Gujord, Linda Emilsen & Åshild Sjøfteland). Traditionally, the research objective driving second language research has been to uncover common paths in the development of second languages and to identify features that distinguish second language development from other types of language development. This remains a central research question in much of the field's research today. At the same time, established knowledge in recent decades has increasingly been challenged as second language development is investigated in other and new contexts and learner groups. This lecture delves into the theoretical and methodological requirements necessary for conducting valid empirical studies on second language development. Such research not only enriches our comprehension of the intricacies of the phenomenon under investigation but may also foster fair multilingualism for all (see e.g., Ortega, 2019). The discussion will draw on specific linguistic examples and attempt to illustrate how second language development can vary across contexts.

Romani in Czech schools and among the Roma (Markéta Hajsáková & Pavel Kubaník). More than 30 000 Romani children enter first grade every year. According to our earlier estimates (Kubaník, Sadílková & Červenka 2010), at most one-third of them speak fluent Romani. In 2023, we undertook a small research project focusing on situations where Romani-speaking children enter the Czech education system. On the basis of interviews with parents, primary and kindergarten teachers, and staff of pedagogical and psychological counselling centres in five cities, we found that Romani is perceived by actors in the education system as an obstacle rather than a benefit for children. Teachers work only to a limited extent with the language difference, and even actors who are positively inclined towards Romani would recommend or directly advise parents to speak Czech with their children in the home environment in certain circumstances. While elements of language policy at the macro level support Romani, they are not applied by actors in the education system at the meso level. Thus, at the micro level of households, Romani is maintained rather in spite of this pressure, even

though the Czech Republic is supposed to remove all obstacles restricting the use of the minority language according to the Charter for Regional and Minority Languages.

Family language policy and multilingualism (Sviatlana Karpava). This lecture will be focused on Family Language Policy (FLP) and multilingualism. The theoretical framework of FLP located at the interface of children's language acquisition and language policy and is based on interdisciplinary research that has been conducted over the past twenty years (Hollebeke et al. 2020; King & Fogle 2013). FLP is affected by internal and external factors, including the society, family members, teachers, educators, experts (Okita 2002), parental expectations (Curdt-Christiansen 2009), the family's socio-economic status (Caldas 2012) and child agency (Said & Zhu 2019; Spolsky 2019). FLP is a decisive factor in the linguistic upbringing of children, particularly in bi-/multilingual families in immigrant and minority settings (Hollebeke et al. 2020). Overall, there has been a shift in the attitude towards bi-/multilingualism, with an increasing emphasis on the positive side effects and benefits for children's linguistic, cognitive, socio-emotional and cultural development. However, on the practical level, much depends on the context, the setting, the country, and the language and education policies, which are not always supportive of multilingual child-rearing practices (Aghallaj et al. 2020; Kirsch 2012). The FLP, efforts at language management, ideologies, implicit and explicit language choices, as well as the parental language use, strategies, beliefs, attitudes, practices, well-being, and affective factors, influence children's language outcomes (Caldas 2012; Fogle 2013). Furthermore, children's language use and attitudes should be considered in addition to their exposure to parental input and interactions with their siblings and peers (De Houwer 2017, 2020; Hirsch & Lee 2018; King 2016).

05.06

Round table on Additional language acquisition and literacy (Işıl Erduyan, Belma Haznedar, Egle Mocciaro, Christoph Schroeder). This four-hour session will address, in the form of a shared discussion, some crucial aspects of language acquisition and literacy development, as well as the relationship between the two processes, when they occur in a migration context. In the first talk, "Language and literacy development in bilingual

contexts”, Haznedar will address major components of language and literacy development in bilingual contexts, with special reference to crosslinguistic influence as well as phonological awareness, rapid automatic naming, vocabulary and reading comprehension in a transparent language Turkish through different language combinations. In the second talk, “Morphosyntactic patterns in adult learners with limited literacy”, Mocciaro will focus on the role of literacy (if any) in the development of orality in an additional language by adults with limited literacy skills. The third talk, by Schroeder, will deal with “Literacy in a migration context: Necessary distinctions and a focus on heritage orthographies”. Some distinctions will be proposed in relation to literacy groups in the context of migration and multilingual language acquisition; then the focus will be on heritage spellings, i.e., the spellings of heritage speakers in their familiar languages and, in particular, on orthographic phenomena. In the last talk, Erduyan will shift the focus to educational aspects and, in particular, to “Literacy in the heritage language classroom and beyond: Focusing on students with migration backgrounds”. Both literacy as taught in school and non-standard literacies will be discussed, which refer to the situated and local forms of literacy to which students are exposed at home and in their social life outside.

Workshop on Embodied multilingualism: narrating migration and languages (Marta Lupica Spagnolo). In this workshop, we will learn how to collect and analyze biographical narratives on migration and languages. After introducing the research method of language biographies (Franceschini & Miecznikowski 2004) and the approach of “embodied multilingualism” (Busch 2013), we will discuss the concepts of “positioning” (Lucius-Hoene & Deppermann 2004) and “agency” (Deppermann 2015) and reflect on their applicability to the analysis of “small” and “big” stories (Bamberg & Georgakopoulou 2008, De Fina 2003), embedded in conversations or collected in interviews. The theoretical and empirical tools acquired in the first part of our workshop will then be applied to analyze how multilingual people who moved from the former Yugoslavian countries to trilingual South Tyrol represent and negotiate language power relationships in their stories of language learning and use (Lupica Spagnolo 2022).

Target-language variation (Åshild Søfteland, Linda Emilsen, Ann-Kristin Gujord). In societies with a high degree of variation in spoken vernaculars,

second-language learners are likely to be exposed to a great deal of variation. In the lecture we will depart from Norway as an example, where dialects have a neutral or high status and most people speak their local dialect in a variety of settings, formal and informal. Learners will meet different dialects both in national broadcasting, in educational settings and in other surroundings (neighbours, grocery store etc.). Awareness about target language variation is important for the interpretation of SLA data; in the lecture we will show various examples where it is difficult or impossible to distinguish between target-like and non-target-like interlanguage variation (cf. Emilsen & Søfteland, 2020). Two questions to ask to address these issues further are: How much and what type of variation do L2 learners meet, and what type of (potential) dialectal variants can we find traces of in their output? Furthermore, for adult learners the classroom probably constitutes a very large part of the input they receive in the target language, so another important question to ask is: What choices do second language teachers make regarding their own variety/-ies in the classroom? In the lecture we will address all three questions, based on previous research and new preliminary data, in addition to plenary discussions in the group.

Ethical considerations in research on adult language learners (Linda Emilsen, Ann-Kristin Gujord & Åshild Søfteland). The topic of this lecture is ethical considerations arising in studies of particularly vulnerable learner groups, and methodological issues related to the collection of language data among learners with little or no schooling and literacy. The discussion will departure from our experience with collecting and handling data in the project ALAN – Adult acquisition of Norwegian as a Second Language (UiB, 2024). Data in this project is collected from adult L2 learners of Norwegian with limited prior schooling in their early L2 acquisition. The subjects in ALAN are considered as ‘especially vulnerable’ as they are migrants with often dramatic and/or traumatising life stories, they are in a marginal position in the society as such, and when meeting us as researchers, we are not able to communicate in a mutually understandable language. These facts raise a need to be particularly cautious to not run the risk of invalidating their basic rights and value as human beings. In addition, the subjects often have limited literacy skills, different social/cultural references, and different or limited references from schooling situations making it necessary to approach the data collection in a different manner than working with academic L2 learners.

In the presentation, we will also discuss the methodological adjustments necessary in studies of the language development of learners with little or no schooling and literacy. A central issue in this discussion is how to balance the need to act in an ethical sound way without jeopardising the validity and reliability of our data.

Multilingual assessment of basic literacy in adult second language learners of German (Christine Czinglar). Research shows that reading and writing skills in the first or other previously acquired languages (L1) have a strong impact on the development of L2 literacy skills in LESLLA learners (e.g., Kurvers, van de Craats & Van Hout 2015). For this reason and also to encompass a resource-oriented view on language acquisition, a comprehensive literacy assessment in this population needs to be multilingual. In this talk, I will report some results of the ELIKASA project in which we developed multilingual assessment instruments (Czinglar et al. 2022) to investigate literacy skills on different levels (e.g., word recognition, spelling inventory, reading fluency) in L2 German and in three different L1 (Arabic, Farsi-Dari, Turkish). In the talk I will present some of the instruments and results for about 100 participants in literacy courses, highlight some difficulties in assessing literacy skills in heterogeneous populations and investigate the intricate interplay of different literacy measures and influencing factors.

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