

BOOK OF ABSTRACTS

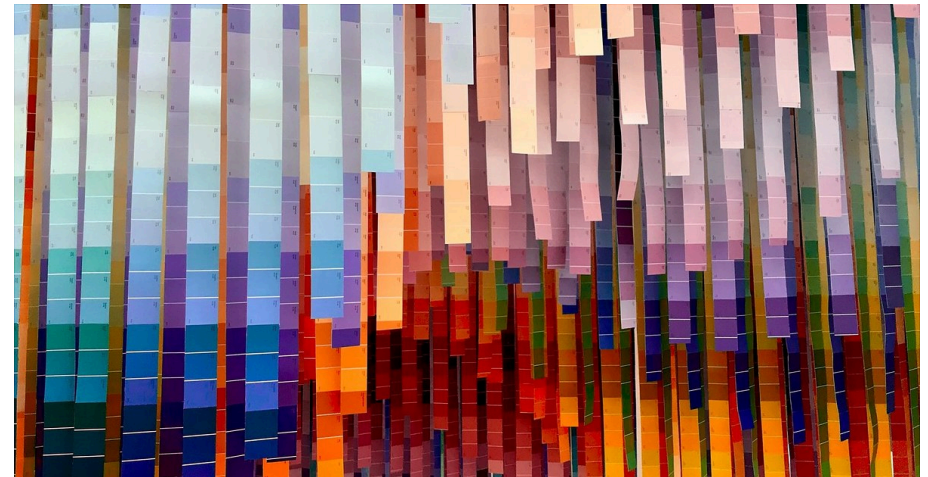
ONLINE SYMPOSIUM 2022 / NOV 30.

ONLINE WORKSHOPS 2022 / DEC 1. / DEC 2.-3.

NETWORK NEXT GENERATION LITERACIES

LANGU AGEDIV ERSITY

MULTILITERACY . DEVELOPMENT . EDUCATION



The Next Generation Literacies Network aims to investigate institutional structures of dealing with language diversity within and across countries. Therefore, the network brings together researchers from different countries and promotes dialogue. This online symposium provides an opportunity to learn about some of the members' research projects. Contributions reach from multiliteracies development and the Complex Dynamic Systems Theory via translanguaging approaches that can be used in mainstream classrooms, plurilingual pedagogies and digital technologies to support learning, to research that empirically assesses an array of cross-disciplinary language skills and their contribution to adolescents' reading comprehension, applying a newly proposed operational construct, Core Academic Language Skills (CALs). In addition to the symposium, the two workshops give insights on data sharing in qualitative research and academic publishing in social media.

Registration: <https://uni-hamburg.zoom.us/meeting/register/u5woc-qqrTotGtGfw7R0dpf8nz76iltfjhFU>

**Dr. Irina
Usanova &
Dr. Birger
Schnoor**

**Universität
Hamburg**

**Post-doctoral
researchers,
head of BMBF-
Emerging
Researchers
Group (MARE)**

Symposium: Multiliteracy through the lens of Complex Dynamic Systems Theory

2022 November 30th, 8:30 am CEST

This lecture introduces the application of the Complexity and Dynamic Systems Theory (CDST; De Bot, Lowie, & Verspoor, 2007; Hiver & Al-Hoorie, 2020; Larsen-Freeman, 2012) in the current research on the development of multiliteracy in adolescents (Usanova & Schnoor, 2021; Schnoor & Usanova, 2022, Usanova & Schnoor, subm.). CDST considers language development as a complex nested interconnected dynamic system. In this view, multiliteracy can be considered as the complex construct of multilingual repertoires with languages acquired in the family and learned at school that shows interrelation between the languages depending on the social contexts where multilingual development takes place. By adopting this theory in our research on multiliteracy, we consider multiliterate skills representing a dynamic system, a relational entity that is composed of interrelated components. By connecting the CDST to the empirical findings, we will address (1) the construct of multiliteracy, (2) the development of language relationships, as well as (3) the role of multiliteracy as human capital. The empirical research to be presented draws on the data analyses conducted with world-wide unique longitudinal data set on multilingual writing skills in adolescents from the German panel study “Multilingual Development: A Longitudinal Perspective” (MEZ; Gogolin et al., 2017).



**Dr. Joana
Duarte**

**Universities of
Groningen &
Amsterdam**

**Professor (of
applied
sciences) for
Multilingualis
m and Literacy**

**Symposium: Language-based inequalities? – affordances
and challenges of translanguaging-based approaches**

2022 November 30th, 9:15 am CEST

Due to the monolingual self-understanding of most modern nation-states, migration- and minority- induced multilingualism and the fluid language practices it triggers are not usually acknowledged as resources for learning within educational systems. The term translanguaging (García, 2009) has been put forward as both a way of describing the flexible ways in which multilingual speakers draw upon their multiple languages to enhance their communicative potential and a pedagogical approach in which teachers and pupils use these practices for learning. However, little research has been conducted in how translanguaging approaches can be used in mainstream education to enhance students' knowledge. In addition, teachers often perceive translanguaging approaches to be too vague and idealistic (Ticheloven et al. 2019); to what extent can these thus be implemented? The presentation will present two studies: The first study draws on videographic data recorded in 59 10th grade (15-year-olds) subject-matter classes in 4 secondary schools. Applying sociocultural discourse analysis to peer-peer interaction and therefore considering how learners scaffold one another as they participate in collaborative talk and in the co-construction of knowledge, results describe several functions of translanguaging for 'exploratory talk' leading to content-matter learning. Multilingual adolescents in naturalistic settings thus use their multilingualism to cognitively engage with content-based tasks and produce high-order speech acts embedded in complex talk.

In the second study, the results of design-based interventions (Cobb et al. 2003) will be presented in which in-service and pre-service teachers, teacher trainers and researchers co-developed, implemented and evaluated translanguaging-based activities in primary education. In the first step of this multimethod sequential design study (Morse 2003), classroom observations were conducted in three different primary schools. In a second step, typical translanguaging scenes were identified and incorporated into vignette-based interviews (Jenkins et al. 2010) which were conducted with participating teachers to elicit their attitudes, knowledge and skills towards the use of multiple languages in mainstream education. Results show that it is crucial to actively involve teachers while developing and implementing programs for multilingual education.



**Dr.
Emmanuel
le Le
Pichon-
Vorstman**

**University of
Toronto**

**Professor,
head of the
Centre de
Recherches en
Education
Franco-
Ontarienne
(CRÉFO)**

**Symposium: Plurilingual Pedagogies and Digital
Technologies to Support Learning**

2022 November 30th, 10:00 am CEST

Welcoming students who do not master the school language can pose challenges such as the inaccurate assessment of their true academic potential which can lead to diminished academic opportunities for them at school, and ultimately negative educational outcomes. In fact, in numerous countries that have experienced an influx of newcomers, newcomers are underrepresented in STEM (Science, Technology, Engineering and Mathematics) pathways in education. Generally, teachers feel unprepared to cope with these high levels of linguistic diversity and the declining interest in sciences in the middle grades along with the reduced STEM practice opportunities outside of school hours. These circumstances have created an urgent need to improve our ability to provide appropriate support for the increased academic success of language learners in STEM. Against this backdrop, computer-based tools have recently gained traction as promising strategies to assist teachers in fostering collaboration, problem-solving and procedural thinking among their diverse students, improving higher-order thinking of learners and increasing student engagement overall. Multilingual versions of digital tools are of particular interest as they remove the language barrier, thereby providing an unobstructed view of the skills of linguistically diverse students. However, the effectiveness of such tools has yet to be researched. Our study aims to address these gaps by examining how middle-grade children and youth use the multilingual content of a digital learning tool to access STEM content.



**Dr.
Wenjuan
Qin**

**Fudan
University**

**Assistant
Professor,
College of
Foreign
Languages and
Literature**

**Symposium: Core Analytic Language Skills: Towards an
Innovative Approach of Teaching and Assessing the
Language of School Literacy**

2022 November 30th, 10:30 am CEST

At the informational age, schools are pressed to equip students with advanced literacy skills to navigate an information-based society, where access to educational and professional opportunities, as well as to health, politics, civic and even social news, relies more than ever before on individuals' literacy skills (Wagner, 2015). Yet, schools around the world struggle to adequately support their adolescent students' literacy achievement. In the United States, for instance, by the end of middle school, a disquieting majority of students perform below expected proficiency levels in reading and writing (NAEP, 2015). Motivated by this reality, Dr. Wenjuan Qin discusses academic language as a promising research area to better understand why so many adolescents struggle with reading and writing. Building upon a newly proposed operational construct, *Core Academic Language Skills* (CALS), Dr. Qin will introduce a program of research that empirically assesses an array of cross-disciplinary language skills and their contribution to adolescents' reading comprehension.



**Dr.
Thomas
Lösch & Dr.
Sonja
Bayer**

**DIPF | Leibniz
Institute for
Research and
Information in
Education**

**Scientific
Coordinator**

**Workshop: Sharing and reusing data in qualitative research:
Balancing potentials and challenges**

2022 December 1st, 10:00 am – 1:00 pm CEST

Sharing and reusing data has the potential to make research more transparent, efficient, and equitable. However, some fundamental characteristics of qualitative research put the ideal of sharing and reusing data into question. So, in this session we will highlight arguments, open questions, and solutions for sharing and using data in qualitative research with a specific focus on intercultural research and discuss with participants possible ways of their practical application.

First, we will introduce the central ideas of the Open Science movement as well as FAIR or Open Data. With a special focus on qualitative research, we will contrast potentials with challenges that typically arise. Based on these considerations, we will tackle aspects of working with and eventually sharing data in qualitative research. In particular, we will highlight ethical and legal aspects and consider the specifics of an intercultural research environment. Based on this discussion, we will highlight existing infrastructures, research data centers as well as repositories and their services that support researchers in working with and sharing their data. We will end by shortly mentioning other practices targeting the goals of Open Science in qualitative research like preregistrations or reflexivity statements.

The session will consist of a mix between talks by the presenters, opportunities for questions, as well as room for discussions. In the end, participants should be aware of the potentials and challenges that need to be balanced to find solutions that fit concrete research goals.

As the workshop is restricted to a limited number of participants, please register via email (Katharina.Ackermann@uni-hamburg.de) in addition to the registration link.



Leibniz Institute for Research and
Information in Education

**Dr. Ingrid
Piller**

**Macquarie
University**

**Professor of
Applied
Linguistics,
Research
Director**

Dr. Jia Li

**Yunnan
University**

**Professor,
Center Director
for Foreign
Linguistics and
Applied
Linguistics**

Workshop: Academic Publishing in social media

*2022 December 2nd, 8:30 am – 10:30 am CEST
and 2022 December 3rd, 8:30 am – 10:30 am CEST*

In this workshop, Professors Piller and Li will share strategies on how to increase the impact of your research through the strategic use of social media. We will focus on the Language on the Move network and provide examples how to address diverse multilingual audiences through concerted translation efforts and presence on Twitter and WeChat.

The first day will be open to everyone, including an q & a format as well as room for discussion.

The second part of the workshop addresses researchers who are already social media experienced. The workshop gives the opportunity to share own experiences and questions on academic publishing in social media. Professors Piller and Li will give hands-on advice on participants academic publishing in social media. As the workshop is restricted to a limited number of participants, please register via email (Katharina.Ackermann@uni-hamburg.de) in addition to the registration link.



Funding:

The network “Social Participation in linguistically diverse societies” is part of the Next Generation Partnership Thematic Network program funded by the Federal Ministry of Education and Research (BMBF) and the Free and Hanseatic City of Hamburg under the Excellence Strategy of the Federal Government and the Länder.

Coordination:

The network is coordinated by Universität Hamburg (Prof. Dr. Dr. h.c. mult. Ingrid Gogolin, Prof. Dr. Silvia Melo-Pfeifer), Macquarie University Sydney (Prof. Dr. Ingrid Piller) and Fudan University Shanghai (Prof. Dr. Yongyan Zheng).

Contact:

Dr. Katharina Ackermann

Research Associate

Universität Hamburg

E-Mail: katharina.ackermann@uni-hamburg.de

Tel.: +49 40 42838-5467

Alsterterrasse 1, 20354 Hamburg

Homepage:

<https://www.ew.uni-hamburg.de/en/forschung/fakultaere-forschungsschwerpunkte/sprache-und-bildung/04-next-generation-literacies.html>

Image Rights:

Cover, © John Schaidler on Unsplash

Joana Duarte, © University of Groningen

Irina Usanova, © UHH

Birger Schnoor, © UHH

Emmanuelle Le Pichon-Vorstman, © Le Pichon-Vorstman

Wenjuan Qin, © Wenjuan Qin

DIPF-Logo, © DIPF

Ingrid Piller, © Ingrid Piller

Jia Li, © Li

