

Next Generation Literacies Network Conference



Social Participation in Linguistically Diverse Societies

11-12 January 2024
Universität Hamburg



Foreword

Moin! And a very warm welcome to Universität Hamburg!

After three productive years of virtual collaboration in the Next Generation Literacies network, we are delighted to bring together network members, friends and colleagues under one roof in Hamburg. Hamburg is historically known as the *Tor zur Welt* (gateway to the world). This denotation arose as the Port of Hamburg, functioning since the year 1189, opened the way for trade and the movement of goods. The Port then became a major departure point for European migrants heading to faraway places on steamships. Today, the Port of Hamburg is the largest seaport in Germany, remaining highly significant to global trade and commerce. The historical and contemporary importance of Hamburg has also meant that migrants from all over the world come here to work and settle down. Some 50% of children grow up here with a migrant background. “Globalisation”, “diversity” and “cosmopolitanism” are therefore no mere buzzwords, but are integral aspects of the city’s identity.

Hamburg is thus a fitting homebase for the Next Generation Literacies network, which has its roots in the strategic partnership between Universität Hamburg, Macquarie University Sydney and Fudan University Shanghai. All three universities boast strong research units on the implications of linguistic diversity for individuals and societies. Together as a network, we promote research on strategies of dealing with linguistic diversity within and across countries. This conference offers the opportunity to learn about and discuss examples of such research.

This conference programme represents the efforts of many people. First of all, the Next Generation Literacies network would not be possible without the financial and administrative support of our colleagues at Next Generation Partnerships at the Department of Internationalisation at Universität Hamburg. To them we say a big thank you! To our network members we extend gratitude for continued engagement and ideas, which are manifested in the exciting papers and posters that await us during the conference. We are happy and humbled that so many from outside the network applied to join the conference and make the trip to Hamburg – this is testament to the relevance and reach of our network’s research.

We are looking forward to stimulating exchange on social participation in linguistically diverse societies, to learning from and sharing with you. Whether you are just passing through or intend to stay longer in Hamburg, we wish you an inspired trip. May this conference be a gateway to future growth in ideas and international collaboration.

If you have any questions about the conference or your stay in Hamburg, feel free to approach one of our fantastic student assistants with a friendly *Moin*: Frida, Jannik, Larissa, Marius, Sina and Tobias.

... *Moin* is a northern German form of greeting that means *Have a very nice day!* You can use it any time of day.

Warm regards,

Ingrid Gogolin, Silvia Melo-Pfeifer, Ingrid Piller, Yongyan Zheng & Sarah McMonagle

Next Generation Literacies Network

Linguistic diversity, referring to multiple languages, language varieties, modalities, and registers, is a feature of all contemporary differentiated societies around the globe. Institutional structures of dealing with diversity can be similar across countries and have been found to be entrenched deeply in traditions of monolingualism. This mismatch between monolingual institutions and multilingual populations, language, cultural and social barriers may result in exclusion from full and equal access to institutions, such as education, health, employment and law. At the same time, multilingualism can also be an asset and enhance individual wellbeing, cultural development, and creativity.

Therefore, this project aims to investigate institutional structures of dealing with language diversity within and across countries. By fostering an international and interdisciplinary network of senior and early career researchers on the topic, our project will be world-leading by pursuing systematic international comparative empirical research into linguistic diversity and its consequences for social participation across generations.

Our network aims to foster emergent researchers who are following an international academic career in the topic of language diversity. To support our network members, we focus on three key aspects: **Connecting**, **Guidance** and **Support**.

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. Sílvia Melo-Pfeifer), Macquarie University Sydney (Prof. Dr. Ingrid Piller) and Fudan University Shanghai (Prof. Dr. Yongyan Zheng).

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Homepage: <https://uhh.de/k25ex>



Notes

Programme

Day 1

10:00 Registration, welcome coffee & poster presentations

11:00 Welcome address

Next Generation Literacies Executive Committee

Prof. Claus Krieger, Vice Dean for Research, Graduate Education and Internationalisation, Faculty of Education, University of Hamburg

Courtney Peltzer-Hönicke, Head of Department, International Affairs, University of Hamburg

11:30-13:00 Session 1: Literacy in Diversity Settings (LiDS)

- *Introduction to the research centre LiDS at the Faculty of Education, University of Hamburg*
Ingrid Gogolin
- *Prompt engineering instead of correspondence? Who benefits, who loses? - Results of a small survey on the use of AI*
Anke Grotlüschen & Klaus Buddeberg
- *Sign Language Literacy and Learning*
Barbara Hänel-Faulhaber & Viktor Werner
- *The role of linguistic features in science and math comprehension and performance*
Nadine Cruz Neri

13:00-14:00 Lunch & poster presentations

14:00-15:00 Keynote

Learner autonomy, plurilingualism and interculturality: Pedagogies for literacy in a democratic world

Prof. em. David Little, Trinity College Dublin, Ireland

15:15-16:15 Session 2: Family Language Policy

- *Heritage language maintenance & the digital practices of transnational Spanish-speaking families in English-dominant Australia*
Ana Sofia Bruzon, Macquarie University, Australia
- *Family language policy embedded in the homescape in Franco-Chinese transnational families: Initiating children's Chinese literacy development*
Nanfei Wang, SeDYL: National Centre for Scientific Research, Institute of Research for Development and the National Institute of Oriental Languages and Civilizations, France
- *Ten years on: Revisiting family language policy*
Hanna Torsh, Macquarie University, Australia

16:15-16:45 Break & poster presentations



16:45-17:45 Session 3: Newly Arrived Learners

- *Crafting the formal learning landscape in language instruction for newly arrived migrant students*
Abdullah Atmacasoy, University of Hamburg, Germany
- *“Sounding right” and “fitting in”: language ideologies in heterogeneous preparatory classes in Germany*
Elisabeth Barakos, University of Vienna, Austria
- *Refugee children and parents in the axis of learning in the host country and social participation*
Ersoy Erdemir, Bogazici University, Turkey

18:00-18:40 Session 4: Migrant Multilingualism in Working and Political Life

- *Systematic review of returns of immigrant nurses’ multilingual competence on the labor market*
Kseniia Pershina, University of Hamburg, Germany
- *Language and legitimation in the political participation of people of migrant origin*
Iker Erdocia, Dublin City University, Ireland

18:40-19:00 Piano recital by Adina Gottwald

19:00 Evening buffet

Day 2

09:00-10:30 Session 5: Multiliteracy Skills - Reading and Writing

- *Learning together with differentiated digital reading materials for inclusive lessons: RegioDiff and RegiNaDiff*
Lisa Paleczek & Susanne Seifert, University of Graz, Austria
- *Future social participation through inclusive language education by using digital picturebooks in sign language and spoken languages*
Anne Stutzer, Ludwig Maximilians University Munich, Germany & Mabu Aghaei, Humboldt University Berlin, Germany
- *Factors influencing multilingual writing skills and practices among second-generation immigrant adolescents in Germany*
Irina Usanova & Birger Schnoor, University of Hamburg, Germany
- *Feedback for L1, L2 and FL learners’ writing: a meta-analysis*
Sina-Verena Scherer, University of Münster, Germany; Steve Graham, Arizona State University, USA; Vera Busse, University of Münster, Germany

10:30-11:30 Keynote (virtual)

Dominant language constellations: A perspective on present-day multilingualism

Prof. Joseph Lo Bianco, University of Melbourne, Australia

11:30-12:00 Break & poster presentations

12:00-13:30 Session 6: Multilingual Learners – Policies and Practices

- *Linguistic diversity and social participation. The role of Cajun literature in Louisiana from a historical perspective*
Maria Lucenti, University of Hamburg, Germany
- *Empowering children and parents through literacy activities in multiple languages*
Claudine Kirsch, University of Luxembourg, Luxembourg
- *Innovating linguistically responsive formative assessment in primary education: A scoping review and draft multilingual assessment framework*
Charlie Robinson-Jones & Joana Duarte, University of Groningen, Netherlands; Macquarie University, Australia; NHL Stenden University of Applied Sciences, Netherlands
- *Affordances of implementing multilingual strategies in secondary language education – first results of a review study*
Irma Westheim, Catherine van Beuningen & Joana Duarte, University of Amsterdam; Amsterdam University of Applied Sciences; NHL Stenden University of Applied Sciences, Netherlands

13:30-14:15 Lunch

14:15-15:45 Session 7: Foreign-Language Learning – Agency, Assessment, Ideology

- *Does plurilingual agency exist? A case study of a plurilingual learner's agency through student designed portfolios in the French language classroom*
Lisa Marie Brinkmann, University of Hamburg, Germany
- *Pedagogical translanguaging and trans-semiotizing practices in an LOTE Arabic classroom at a Chinese university: Coordination of semiotic assemblage in alphabetic teaching and learning*
Ning An, Fudan University, China
- *Challenging the monolingual paradigm: English language assessment practices in Philippine private schools*
Dan Henry Gonzales, Ateneo de Manila University, Philippines
- *"We may only encounter two foreigners here within ten years": Language ideologies towards English in the Blang community in China*
Sixuan Wang, Fudan University, China

16:00-17:00 Session 8: Language Rights in Europe

- *Access to media and the German minority in Denmark: Negotiating the digital switch of Der Nordschleswiger*
Sergiusz Bober & Craig Willis, European Centre for Minority Issues, Germany
- *Empowering linguistically diverse societies: The role of activist strategies in translation policies*
Javier Moreno-Rivero, City University of New York, USA



- *The language rights of immigrants in the Danish autonomous territory of the Faroe Islands*
Eduardo Faingold, University of Tulsa, USA

17:00-17:30 Break

17:30 Closing session

- *Evolving metaphors: Reflections of an NGL member*
Pia Patricia P. Tenedero, University of Santo Tomas, Philippines
- *Roundtable reflections*
The NGL Executive Committee: Ingrid Gogolin, Sarah McMonagle, Sílvia Melo-Pfeifer, Ingrid Piller, Yongyan Zheng

18:30 Auf Wiedersehen

Keynote Speakers

Prof. em. David Little

Trinity College Dublin, Ireland

Learner autonomy, plurilingualism and interculturality: Pedagogies for literacy in a democratic world



Prof. Joseph Lo Bianco

University of Melbourne
Australia

*Dominant language constellations:
A perspective on present-day multilingualism*



Poster Presentations

Language education in the immigrant society: Research examining the field

Nora Dünkel, University of Hamburg, Germany; Moritz Sahlender, German Institute for Adult Education, Germany; Till Woerfel, University of Cologne, Germany

Cooperative, competent, motivated writing (KommSchreib!) – an intervention project to promote writing competence, writing motivation, and social participation in elementary schools

Yvonne Erhardt, Josephine Gatzweiler & Pia Sieveke, University of Münster, Germany

Fostering writing quality and motivation through a process-oriented approach in cooperative digital settings: A quasi-experimental intervention study involving primary school children

Kathrin Gade, University of Münster, Germany

La escuela de mis sueños - A critical perspective on school systems through a German-Spanish university collaboration

Franziska Gerwers & Lisa Marie Brinkmann, University of Hamburg, Germany

(Minority) language support for teachers in training at a North-Rhine Westphalian University

Maggie Glass, Kristin Brüggemann & Lea Spatzier, Technical University Dortmund, Germany

Feeling, Thinking, Talking (FTT) – Development, main components and evaluation design of an intervention program for primary school teachers

Oliver Hormann, Technical University Braunschweig, Germany; Roberta Enzmann, University of Münster, Germany

Does grandparenting influence Chinese children's literacy?

Nuo Hou, University of Hamburg, Germany

Fostering meaningful multilingual literacy in early childhood education

Valerie Kemp, University of Hamburg, Germany & University of Luxembourg, Luxembourg

To what extent do feedback practices predict literacy outcomes? Insights from the WeLike Feedback project

Nora Müller, University of Münster, Germany

How do different types of formative feedback impact argumentative writing in English and German? Results from a randomized controlled intervention study with adolescent learners

Katrin Peltzer, University of Münster, Germany

Brota la lengua: Language reclamation in language teacher education

Maria Cecilia Schwedhelm Ramirez, Independent Scholar, Germany



Development of a group screening for grammatical skills in preschool and (early) primary school children

Susanne Seifert, University of Graz, Austria

Using home languages in primary education: A teacher's challenges and accomplishments

Lianne Stolte, Utrecht University, Netherlands

With scalpel in hand: Advanced Norwegian for doctors with a foreign background

Oliwia Szymanska, University of Oslo, Norway

Implementing translanguaging strategies in EFL writing classroom in higher education: A systematic review

Xin Tang, Audrey Rouse-Malpat & Joana Duarte, University of Groningen, Netherlands

Multilingual skills and wellbeing in adolescence

Anouk Ticheloven, University of Hamburg, Germany

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Keynotes: David Little; University of Melbourne



Notes

