Next Generation Literacies Network Conference

Social Participation in Linguistically Diverse Societies

11-12 January 2024

Programme Draft*

Day 1

10:00    Registration, welcome coffee & poster presentations

11:00    Welcome

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

   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 Grotlöschen & 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 Atmacasoý, 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 spoke 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

*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*
Ingrid Gogolin, Silvia Melo-Pfeifer, Yongyan Zheng
NGL Executive Committee

18:30 Auf Wiedersehen
Posters

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 Rousse-Malpat & Joana Duarte, University of Groningen, Netherlands

Multilingual skills and wellbeing in adolescence
Anouk Ticheloven, University of Hamburg, Germany

*Programme is subject to change