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
                Symposium by the research centre LiDS, Faculty of Education, University of Hamburg
                Ingrid Gogolin, Anke Grotlüschen, Klaus Buddeberg, Barbara Hänel-Faulhaber, Viktor Werner, 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

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: 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-semioticizing practices in an LOTE Arabic classroom at a Chinese University: Coordination of semiotic assemblage in alphabetic teaching and learning  
An Ning, 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, Sílvia Melo-Pfeifer, Yongyan Zheng
NGL Executive Committee

18:30 Auf Wiedersehen
**Posters**

*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

*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

*(Minority) language support for teachers in training at a North-Rhine Westphalian University*
Maggie Glass, Kristin Brüggemann & Lea Spatzier, Technical University Dortmund, 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

*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

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

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

With scalpel in hand: Advanced Norwegian for doctors with a foreign background
Oliwia Szymanska, University of Oslo, Norway

*Programme is subject to change