

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



- 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
- 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-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*