



Style sheet - ENG

Symposium title:

Adult Migrants Acquiring Basic Literacy Skills in a Second Language

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Symposium format (one choice - delete the others):

- **Symposium Multimodal**

Symposium mode (one choice - delete the others):

- **Hybrid**

Sub-themes (multiple choices - delete the others):

- ☐ **LANGUAGE IN THE MIND/BRAIN:** psycholinguistics, bilingualism, multilingualism, processing, cognitive advantage, individual factors or differences, cross-linguistic factors, disorders
- ☐ **LANGUAGE SKILLS:** writing, fluency, chunks / formulaic language, speaking, feedback, testing
- ☐ **LEARNER CHARACTERISTICS:** autonomy, strategies, young, old, non-instructed, individual factors or differences, emotion
- ☐ **LANGUAGES IN SOCIETY:** bilingualism, multilingualism, plurilingualism, multilingual classroom, translanguaging, literacy & literacies, heritage language, home language, migrants, deaf, sign/gesture
- ☐ **RESEARCH:** methods, approaches and (collaborative) practices

Short abstract in English (15 lignes) :

This symposium focuses on literacy acquisition of adult migrants in a second language (L2) and invites papers on the acquisition of technical as well as functional aspects of literacy by adults in their L2, i.e. they are in the process of acquiring the target language also orally. In particular, our symposium addresses questions such as these: How does literacy of adult second language learners develop? Which factors play a crucial role in this development? Which evidence-based teaching methods can be recommended? What is the role of plurilingual



competences in this process? Given the high number of immigrants in European countries who are low-literate in their first languages, the relevance of excellent learning environments in which to pursue individual, domain-specific needs of learners for their successful language acquisition and more generally for social cohesion is unquestionable. However, empirical research as a basis for the development of materials, methods, curricula and assessment for this particular target group is still much scarcer than for academic language learners, a fact clearly violating ethical standards. Our symposium is a forum to present qualitative as well as quantitative studies in this newly emerging field of research and to reflect on suitable empirical research methods and urgent research gaps to be filled in the near future.

Argument (2 pages maximum, i.e. about 500 words or 3000 characters including bibliography):

Multimodal symposium: it is advisable to specify clearly the thematic orientations so as to best guide future individual submissions.

Adult Migrants Acquiring Basic Literacy Skills in a Second Language

In post-industrialized societies, literacy skills are necessary to participate effectively in society, e.g. to know and defend one's rights, to work and to manage everyday life, e.g. as a parent (Sunı & Tammelin-Laine 2020). Although second language (L2) learning by low-literate adults is not a new phenomenon, our theories of L2-acquisition and, even more importantly, our teaching methods and tools for assessing L2 language development are largely modeled on well-educated learners such as students.

In literacy courses, adults with a history of migration need to develop reading and writing skills while their oral proficiency in the L2 is not yet highly developed. Research on curricula for L2 literacy has started to outline learning goals below the pre-A1 level (Council of Europe, in press., Schramm 2021), and contrastive and plurilingual approaches are emerging. The heterogeneity of the learner group poses substantial challenges for research methodology, but must also be explored in itself (Czinger et al. in press). For example, literacy skills already acquired in other languages (print literacy and other scripts) usually foster literacy acquisition in the L2, but little is known how exactly and to what extent (Lemke-Ghafir et al. 2022). To gain a deeper and multi-faceted understanding of multilingual adult literacy acquisition, it is important to develop multilingual research methodologies and instruments to assess technical literacy skills and other influencing factors (L2 input, time on task, motivation etc.) and to investigate the functional aspects of literacy practices of this learner group in their everyday life (Purcell-Gates et al. 2022).

For this symposium, we invite papers to cover technical as well as functional aspects of adult literacy acquisition in a second language, for example:

- methodological aspects (e.g. ecology, success orientation ...)
- empirical data on acquisition of L2 literacy skills
- theory building (e.g. theoretical models of L2 literacy acquisition, definition of basic literacy skills)



- diagnostic tools for assessing basic literacy skills in adults
- bilingual/multilingual approaches to literacy skills
- influencing factors on adult literacy acquisition

Bibliography

Council of Europe (in press). Literacy and second language learning for the linguistic integration of adult migrants. Strasbourg.

Czinglar, Christine; Edeleva, Yulia; Manh, Gina Do; Förster, Franziska; Arslan, Zeynep; Aboamer, Yousuf; Nuranfar, Feroz; Mashhadi, Parivash (in press): ELIKASA – ein mehrsprachig ausgerichtetes Forschungsprojekt zur Entwicklung basaler Literalität von erwachsenen DaZ-Lernenden in Alphabetisierungskursen. In Kalkavan-Aydın, Zeynep (Hrsg.): Schriftspracherwerb und Schriftvermittlung bei Mehrsprachigkeit. Münster, New York: Waxmann.

Schramm, Karen (2021): Zur Entwicklung supranationaler Deskriptoren für die zweitsprachliche Alphabetisierung – das LASLLIAM-Projekt des Europarats. In: Informationen Deutsch als Fremdsprache 48 (6), 571-581.

Lemke-Ghafir, Cosima; Rezzani, Miguel; Schroeder, Christoph; Steinbock, Dorothee (2021): Erste Schrift und zweite Sprache. Migrant_innen ohne oder mit geringer formaler Bildung in Alphabetisierungskursen. IMIS Working Paper 11. Osnabrück: IMIS.

Purcell-Gates, Victoria; Jacobson, Erik; Degener, Sophie (2022): Print literacy development: Uniting Cognitive and Social Practice Theories. Cambridge, London: Harvard University Press.

Suni, Minna; Tammelin-Laine, Taine (2020): Language and Literacy in Social Context. In Peyton, K. J.; Young-Scholten, M. (eds.): Teaching Adult Immigrants with Limited Formal Education. Bristol, Blue Ridge Summit: Multilingual Matters, 11-29.